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UNIVERSITY OF NORTH CAROLINA
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CONSTRUCTIVE VENTURES IN
GOVERNMENT

A MANUAL OF DISCUSSION AND STUDY OF
WOMAN'S NEW PART IN THE NEWER
IDEALS OF CITIZENSHIP

BY

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PREFACE

The purposes of this brief manual are clear and simple. To meet the wishes of those women and women's clubs who have requested co-operation and suggestions in the new and constructive ventures of government is one purpose. If it can be used, even in a small way, to promote the fascinating business of being citizens and the systematic study of present-day social problems, this purpose will have been met.

To emphasize a citizenship and government based on the ideals of social service and achievement is another purpose. As wide and comprehensive as are the needs of its people, so inclusive should be the government of a democracy. Our government can set no goal of achievement short of the highest development of the social personality and welfare of all its people.

To magnify a training for citizenship based on knowledge and first-hand materials for the study of government is another purpose. While the enactment of this ideal seems new, it is original in the best theory of government. Madison's statement is good: "A popular government without popular information or the means of acquiring it is but a prologue to a farce or tragedy or perhaps both. Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives."

To contribute to the growing meaning of community and the powers, obligations, and opportunities of local government is another purpose. Perhaps no greater advance has been made in the after-war period than the increased recognition of the institution of community, whether it be community of organization, of fellowship, of industry, of arts and letters, of learning, of religion, or of citizenship. And certainly one of the consistent points of emphasis in the ever-enlarging services of a larger national government is the increasing importance of good local government.

To emphasize the companionable nature of both the study of and participation in government is another purpose. There is not only the enthusiastic and buoyant outlook of men and women working side by side for the bringing about of the newer

ideals of citizenship; but there is likewise the remarkable opportunity for joining the great body of young men and young women in our educational institutions and out who are keenly interested and alive to the opportunities and obligations of social progress.

The manual is, therefore, not in any sense a technical study of civil government, but a program of companionable study and action based upon the interpretation of present-day social problems and needs of local, state and national government. It is planned to supplement previous manuals: one by Professor James Holly Hanford, of the Department of English, entitled "OUR HERITAGE: A Study Through Literature of the American Tradition"; another by Dean D. D. Carroll, of the School of Commerce, entitled "STUDIES IN CITIZENSHIP FOR WOMEN" in which he outlines the technical forms of government; and a third entitled "AMERICANIZATION," by Mrs. Thomas W. Lingle. It is planned also to harmonize with the special studies which Professors Hamilton and Knight are preparing and the very valuable and original county studies which Professor Branson has been making and stimulating for the last seven years.

It is not expected that any group will undertake all the readings or complete all the studies and projects suggested. The manual itself provides for essential minimums and its outlines and suggestions offer stimulation for maximum achievements in accordance with the disposition and resources of the groups concerned. It is arranged for special intensive studies of limited fields or for general study of the entire field. It may also be used in estimating the relative progressiveness of communities, counties, or cities in which use a sort of score card or measuring scale of progress may be made out by the club. Details of method for use of the manual may be gathered from the part (VI) which discusses the readings and plans. Forms of co-operation on the part of the University Bureau of Extension are explained in the last division of the manual.

But whatever uses may be made of the manual it is offered with appreciation of the enrichment which woman's entrance into formal citizenship must inevitably contribute to our government. It is hoped that it will be useful alike to those who

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worked enthusiastically and eagerly for the ballot; to those who were uncertain in the midst of the difficult problems of suffrage; and to those who, for one reason or another, felt that suffrage should not be extended to women; to all of whom comes now alike the challenge of high citizenship and true democracy.

HOWARD W. ODUM.

Chapel Hill, N. C., September 15, 1920.



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CONSTRUCTIVE VENTURES IN GOVERNMENT

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PART I

THE MEANING OF WOMAN'S NEW PART IN GOVERNMENT

1. **Progress in democracy and government.** The early years of this century will always remain eloquent with notable records of achievement in democracy and government. Even before the Great War the very definite tendencies toward larger ideals of government had resulted in achievements of no little value. These achievements consisted not alone in improved organization and structure of democratic government but more essentially of the growth of community building through citizen interest, civic co-operation, and active participation in governmental services. Here were opened up new fields, new visions, new opportunities with practical difficulties and practical results available for the citizen of today and tomorrow. In the realm of community building, public service, and patriotism the citizen of today may reach goals unknown to the citizen of yesterday. And to this pre-war ideal the war itself has given great momentum, tending to give it direction, and form adequate for after-war progress and public welfare standards.

2. **The war and democracy.** Then came the Great War in which not only the spirit of our democracy but also the very form of our government was tried by the fire of the world crisis. Would the spirit and soul of democracy, functioning through our fundamental American institutions, not only preserve its own traditions but blaze forth for the international mind and spirit the great truths of a progressive government, strong enough and big enough to cherish and cultivate the ideals of a people, and at the same time maintain their active and faithful interest in the means and forms of government control? Would the machinery of a government, by and for the people, stand up under the test of gigantic struggle and unforeseen emergency, while putting to rout the forces of govern-

ments whose ideals and enactments would make machinery of men? The victory of our ideals is tribute to the contrast between our own potentials and the Europeans whom Mr. Chapman describes as loving too much "the glittering wares".

That art and education had devised
 To charm the leisure of philosophers;
 The thought, the passion have been undersized
 In Europe's overeducated brain;
 And while the savants attitudinized,
 Excess of learning made their learning vain
 Till Fate broke all the toys and cried,
Begin again!

America **does** begin again but in the triumph of liberty whose cause transfigures the tragedies of struggle and challenges all citizenship not to forget too soon the ideals and achievements of recent democracy.

3. **The 19th amendment.** The third great achievement is found in the enactment of the nineteenth amendment to the Federal Constitution of the United States. This amendment, granting to women the right of suffrage, constitutes one of the most definite and positive contributions to the theory and practice of government ever recorded. Within the few days that have elapsed since the Secretary of State certified to the validity of the amendment most citizens have scarcely realized the importance of the step. Here again both the spirit and form of our government are vitally affected. Certain it is that, in spirit, the amendment recognizes the great principles underlying representative government in giving to the people governed the rights of expression through representative modes of democracy. Democracy has been called the last and best solution of the social problem; the 19th amendment may be said to be the latest contribution to the solution of the problem of democracy. And while ranking perhaps as the greatest contribution of modern times, it will nevertheless, for a time, add new difficulties and problems to be worked out in the effort to realize adequate form for the expression of the ideals of democracy. Certain it is also that the coming of a new body of voters, with capacity potential approximating the present body, will affect the technique and practice of our government in the manner

of elections, in the personnel of officials, and in the manner and methods of government operation. All these problems are a suitable challenge not only to the new voters but to the old as well. One may well doubt the efficacy of the patriotism of citizens who will not recognize the tremendous meaning of the new movement and set themselves wisely and seriously to the tasks ahead.

4. **Woman of the ages.** In the desire to understand and interpret the possibilities of the hour one would fain become the world artist and paint, with the master's hand, the composite spirit of womanhood, reviewing the past with its aspirations, joy and sorrows; its heritage of rich and joyous living; its never-ceasing story of romance; withal its age-long tragedies and pitfalls of organic struggle; and its immeasurable contribution to the eternal values of human institutions. In this instance, perhaps the artist must needs paint the picture of the spiritualized American grandmother sitting in her corner when the day is done, dreaming dreams of yesterday, but

mute prophetess

That, on the marble furrows of thy brow,
Wearest the print of wisdom and of peace.

How often, the artist sees, has she, all soul, her mind traversing the reach of years, dreamed dreams of what was, might have been, and would yet come! How the world of children and grandchildren have valued the quiet wisdom that, although unconscious of its grasp and scope, seemed to bespeak unfailing solutions of difficulties. The spirit of her wisdom, and of her sorrows in the days of weakened energies, permeates the "here and now" of the new ways of meeting her old, old problems. And not hers only; but the problems of the mothers of men in the making of the nation; of the sisters of men in the service of humanity; of the sweethearts of men in the struggle for the romance of durable happiness; of the wives of men in the weaving of the home fabric; of the workers of days in the walks companionable with men; of the teachers of children in the tears of discouragement; of the professional worker in the problems and progress of opportunity; of the myriad youth in the yearning for that chivalry granted by men to the few; of the servants of men in the shame of the race; yea, and of all that

throng of youth and beauty and joyous womanhood that challenges the processes of progress. Surely the spirit of all these, and more, call upon men and women everywhere to meet with serious consideration and high motive the opportunities of the changing hour.

Or, perhaps the artist, seeking if perchance he may find more nearly the modes of human progress, becomes the student of literature "wherever it has touched its great and higher notes" as the "expression of the spirit of mankind". And, fascinated with the beginnings of imaginative creations and allegorical heritage he becomes youth again, lost in the contemplation of the fairy fancies of the world.

And olden joys
That I had long forgot
Come running back like crowds of merry boys
Let out from school,
Filling the air with happy noise;
I hear again my mother's evening croon
Falling about me like the cool,
Clear water in a shadowy grot,
And all the simple things
That gave naive delight to me
When I was young.

And, following the stories and ideals of a fairy land and fairy power whose annals record the happiness of only the millionth little girl whose prince comes to take her to his palace, he wonders what of the fairy philosophy which would make happy also all the little girls in the realization of a richer fruition of the fullness of life. Were the fairies, too, a part of the old despotic and undemocratic dispensation which made women the servants of men or left the myriad hosts of womankind longing to the end of days for something that was not? Or, since surely fairies can do no wrong, was not the figure of the prince and the princess symbolic of the new day when every woman should look forward to the palace of citizenship what time she fulfilled her feminine destiny? And was not the prince the spirit of man reborn to the world with the strength of ten because his heart was pure? And has not, and will not every little girl look forward always to the palace and the prince? Or, once again, the fairies catch up from the midst of its home, the home

of a poor man and his wife, the little child; and because the parents are poor the fairies take the child away from the parents and translate it to some mystic forest or glen where all is silver and gold and brightness. And the youthful student of imaginative literature wonders again if the little child is really happy or if the parents, lonely for the presence of the child, really love the fairies? Or, supposing they were happy, what of the myriad throng of children of the poor for whom no fairies come? Why not a fairy philosophy which would take away poverty from the homes of the people and make happy hearthstones with unity and prosperity? Are these fairies, too, a part of the old dispensation of the breaking up of homes and of child injustice for which women have suffered so much? Or, since fairies can do no wrong, are not the beautiful enchanted wood and forests symbolic of the new day when the little children and the mothers of men everywhere shall reap together the fruits of a christian democracy of the substance of which is the kingdom of heaven?

6. **The great contribution.** But whether interpreted through fact or symbol, the opportunities and obligations of suffrage as expressed in the present situation offer the greatest potentials of progress. "The new citizenship" is being described as the citizenship of woman; as her participation in government. And surely, this is a newer sort of citizenship. But the really new citizenship, it must be remembered, is after all the total product of all citizenship, men and women, as it results from the participation of woman with her very definite contributions to current government. For there can be but one citizenship; it will be complex but not compound. The pages of this bulletin will indicate to some extent the qualities which woman's entrance into formal government will bring. But there is another, and if possible, even more important meaning of the present hour. Men have long said that the world progresses in the quantity of achievement, but perhaps not in the quality of mind and spirit. They have affirmed that the intellect of Plato and Aristotle and Shakespeare represent the highest modes of human achievement. They have wondered what new era might bring to the human mind its new quality and its stages of progress. Whether this will come about or not may not be

affirmed with knowledge; but certain it is that one of the great possibilities of the century will be the contributions to the growth of a richer social mind, made deeper and more composite, by the interplay of the minds and spirits of men and women set free for unbounded development and growth. Whether this be fact or fancy will no doubt depend upon the degree to which the processes of association of men and women progress in accordance with the fundamental laws of growth and the essential principles of human association. And in this process of development it is certain that woman has a very definite, distinct and distinguished part to play.

7. **Two professions for women.** For sometime now educators and students of social progress have maintained that for every woman there are at least two professions or vocations, and they have turned the processes of education in the direction of meeting the needs of these vocations. They have affirmed, and with accuracy, that the business of home making and home keeping is a fitting vocation for every woman sometime during the days of her pilgrimage. No matter how she may seem to evade the subtle influences of a Cupid or turn her energies, personality and genius to single blessedness, comes the day when the call of love and home, joining hands with the call of other duties, becomes the dominant theme and wins. And for the ages past, present, and to come this will be a substantial mode of fulfillment of the great destiny. Therefore, the schools of progress have turned their energies and skill toward the enrichment of their curricula for young women who will become the citizens and home makers of tomorrow; and the citizens of today rejoice in the progress of an education which brings to normal, everyday living the durable satisfactions of life and the larger measure of intellectual and spiritual growth. And on the other hand, they have recognized in the stories of human fortunes throughout the days of yester-year, and in the normal expectations of social relations now and on, that the desire and occasion for working out her own economic salvation may also come to every woman, and is for every woman another normal mode of working out her own and the race's progress. No matter how independent and free, therefore, from the need of personal achievement may appear the daughter of wealth and

fortune there has never come on earth a dispensation which guarantees the elimination of circumstances which may call urgently for readjustment in the hard and practical things of life. No more eloquent evidence of this has been found than the stories of the Old South with her romantic readjustment to after-war conditions of the sixties. But greater than the emergency need which may bring woman into the realm of vocation has been the ever increasing tide of new realizations on the part of women of their possibilities and heritage in the fields of human endeavor. And so, again, the schools, and society in general, have provided for the training of women workers, sometimes in the practical vocations; sometimes in the fields of profession; and again the citizens of today have rejoiced in the increasing power of service and growth which has come to add its momentum to the enrichment of woman's sphere.

8. **A third profession.** And now, to these two, are added a third profession for every woman—the profession of citizenship. And there is a very happy circumstance about this new profession, and that is, that the more proficient one becomes in it, the better prepared will she be for superlative achievement in the other two professions. And there is another happy relationship in this new profession, and that is, that the more proficient one becomes in the other two, the more efficient she will become in the new profession. Here, then, is happy harmony of the active life. Here is challenge for thanksgiving, tempered with serious determination to make it all count for the enrichment of the sacred qualities of life and service vouchsafed to woman. Here is challenge to make the new opportunity count in all the realms of life, but especially where only woman enters in

With footfall soft, and walkest in the glooms
Where none save thee may come

and to count in the enrichment of the institutions that make for civilization and social progress. For the processes and fruits of citizenship must surely be measured by contributions to life and its living in social relationships.

9. **The three-fold measure.** And there is another form of the three professions which must challenge the idealism of ev-

ery woman whose keen and spiritual insight into the greatest possibilities of life has visioned the glory of her outlook. And this is, rather, the three stages of adaptation to the three professions described. Perchance there comes to young womanhood the eager desire to achieve in life or letters, or in the performance of task set about with great difficulties or in need of singleness of purpose or undivided devotion to its pursuit. This becomes her art or profession; her pursuit of achievement and destiny. Shall the realization of work well done here and of qualities well earned be followed also by the second stage in the ideal, the achievement of success and happiness in the home and motherhood? And shall the glory of this achievement of wealth of life and happiness be succeeded by the heritage of later years devoted to the fascinating business again of work-a-day profession or the calling of citizenship; perhaps in companionship with children grown up to partake of the newer ideals of citizenship; perhaps in companionship with women whose association gives life and career its deeper joys; but in all cases, in companionship with men and women, younger and older, and with little children of the community, in making this country a better place to live in and in filling time with its due measure of productive activity.

10. **The newer freedom.** Who shall affirm that, in the perfection of ideals in the three aspects of life described in the paragraphs above, there will not come an enlarged service to, not only womankind, but to men as well? And to the development of the social personality of men and women, which after all, is the final goal of social organization and effort? If the ever-increasing power of the present day shall result in the transformation of the world-old moral standards of that proportion of the man's world which has been unwholesomely dominant in the realms of the double standard, a new era of possibility for the youth of the next generation will have been reached. And for the myriad little children whose futures lie like shadows ahead of those who move their destinies there will come an ever-increasing freedom from the deep tragedies of the sins of the fathers unto the third and fourth generations. And the new freedom of womankind, not freedom of misspent words or misguided and aberrant ideals of normal life, but the freedom

of association and living in the bigger realms of life unafraid of degrading standards or misunderstood motives—what will this not contribute to the institutions and wholesome citizenship of men and women everywhere? And how rich also will be the gain of the age from those outstanding individuals who, depriving themselves of the full fruition of a three-fold development of citizenship, yet proclaim through service and unalterable devotion to ideals the greater doctrines of the co-ordinated citizenship of the new day!

11. **Strengthen institutions.** But, after all, one may well prophesy that the greatest gain that will come from the entrance of women into formal participation in government will be the enrichment, development and strengthening of our great American institutions. It may well be estimated that such a service is now the greatest need of our democracy—the revitalizing and strengthening of the institutions which make for the better civilization and social welfare. For our democracy, representing the ideals and forms of a government whose sole purpose is to give service to its citizenship, must needs be measured in terms of sanctioned organizations and forms of association looking toward the betterment of all. These sanctioned forms of organization and association are the institutions and are fundamental in all organic theories of social organization. One of these essential institutions is government itself. Another of the great institutions is the home and family. There are four other principal institutions: **the school, the church, industry, and community.** Or, at least, it is permissible for us to so classify all forms and modes of institutional life. And when we shall have worked out our problems through the perfecting principles of these six institutions—**the home, the school, the church, the state, community, and industry**—will not the ideals of “that far-off divine event to which the whole creation moves” become realities? And who shall deny that woman’s new citizenship, adequately prosecuted in accordance with the fundamentals involved, will not contribute—and largely—to better homes, better schools, better states, better churches, better communities, better work and working conditions? Prophecy of evil indeed, and based upon unscientific principles and pessimistic outlook would be such a forecast—prophecy giving evi-

dence of an unwillingness to join hands, in public spirit and private enterprise, with the present call for service.

12. **The home and family.** It is an old, old fundamental that the home and family constitute the basis of our society—and yet an ever new and ever increasingly evident fundamental of life and society in our own day and generation. It is the smallest unit of organization and the essential basis of the very existence of populations and of training in living qualities of citizenship and the social nature. Those who forget this principle but give evidence of the immaturity of their thinking or the lack of acquaintance with the history of social development. For, there has not been a survival of associations on the basis of instable family life, and the experiment has been tried throughout the ages in as many forms and methods as the mind, impulse, and experience of mankind could devise. Those who would destroy the power of the family to function in its fullest capacity, whether they be advocates of non-participancy in family life, or whether they be heads of families disloyal to the rights and eternal values of women and children, are enemies to the race. Our laws provide extreme punishment for those who take the lives of individuals—what should be the penalty of those who murder the institution of home and family, the life giving institution for many individuals? And it would appear that there never was a time when men and women need more to realize the importance of these fundamentals than now. For need one look further for opportunities to express in vital form the opportunities of citizenship which shall undertake the betterment of home life in the case of individual citizens themselves and in the need for legislation and guidance for the promotion and protection of the home and family? Who, better than women, should speak and act with unerring insight and knowledge? What conception of American womanhood can portray her utilizing a citizenship disloyal to these principles? Let us not confuse the dangers of complex situations arising in the midst of new problems, with the negation of organic and fundamental principles of life.

13. **The school.** And what of the other institutions? Do they need work-a-day, wholesome, civic participation and encouragement? And better legislation and direction as the days

of progress multiply? Are women citizens interested in the school? Or do they know of its problems and its burdens and its needs? Do they not send to its portals the thousands of those citizens-to-be of whom the old writ exclaimed "The world is saved by the breath of the school children"? Do they not teach the children in proportion ten to one as compared with men, the voters of today? What must be the ideals and conception of an American womanhood which would use a citizenship unfaithfully in the consideration of an institution in which all her children must stand by and carry on in the learning processes of early life? The schools are the institutions of the people—the citizens. Perhaps, for the most part, at least in many instances, the people—the citizens—have not become informed and serious concerning this great need for the training of children and for the promotion, protection and conservation of health and mental powers. Sometimes, citizens unthinking and unknowing, have delegated for the care of their children houses in unchosen places, houses unfit for ordinary habitation, admittedly, but good enough for schools. Sometimes similar conditions with reference to teachers and equipment and the opportunities for children in the schools have been overlooked in the same way. Is it not likely that the new citizenship will contribute tremendously to the betterment of schools? And can there be a more worthy undertaking? Or more varied opportunity for citizen participation in this form of government?

14. **The state.** And what of the state? And by "state" we mean, of course, the formal organization for the administration of government. It may mean national government with its greater policies for democracy; it may mean local state government with its rights and privileges of legislating for the good of its constituency; it may mean local county government with its complex and difficult problems of service to the people; it may mean local city and town government with its intensely concrete problems of government for public service; it may mean the local township and community government which looks to the best development of the interests and welfare of the citizens of that community. Or it may mean the conception of a democratic government in its ideals and principles of rights and services to all the people, with its ever forward-look toward

making each generation a little better than the preceding one. Perhaps we need in these present days to **believe** in government; perhaps a big wholesome faith and belief in government is the most important need of the hour when selfishness tends the world over to develop into universal individualism. And who, more than the woman citizen, has the capacity and disposition to believe in things that are fundamental? Who, more than she, will stand by its institutions with loyalty born of generations of high service and character? If "women in politics" could only come to mean women in, what Aristotle called, the noblest of all the sciences! For politics is the science of government—and should it not become the noblest of sciences in reality as well as in theory? Is it humanly possible to conceive of such enactment without being accused of the utmost dreamer's dreams of the visionary? If there is such possibility, will it not come about through the new era in which the many mistakes of the beginning will be transcended by the ultimate triumph of a better democracy?

15. **The community.** One of the distinctive developments of recent years, and especially of the after-war adaptations, is the growing recognition of the community as an institution of social progress. This, of course, is easily recognized in the emphasis placed upon community government which must solve its own problems of social relationships in common with its own interests and resources. But more than this, it is recognized that during the great war of stupendous achievements much that was done in the great cumulative building and using of resources came through the mass of communities organized to achieve the goals desired. No more inspiring chapter has been written than that of the awakening of community and community spirit and co-operation in the efforts to attain great and laudable ends. And in this story the plot of it all centers largely around the part which women workers played in the total achievement of community endeavor. The community must always remain the bulwark of our national power; its development, therefore, and organization become one of the fine tasks ahead. There are not only the aspects of community government and community organization, but also the community of learning, the community of art and letters, the com-

munity of association and fellowship, and the finer aspects of community life which become the very soul of a democracy, and without which the democracy will not exist.

16. **Industry.** A neglected institution has been that of industry. Work is a law of life and happiness. Work is an essential to growth and progress. The form and means, therefore, which give adequate opportunity for all citizens to work must surely be a sanctioned institution of society. This institution may be called **industry** and includes the means of production, capital, labor, business, and occupations. Certainly the institution of industry is the most comprehensive of all—because the mass of democratic citizens partake of its nature and services. Certainly, therefore, conditions of labor and the relations between capital and labor are of essential value in citizen study of participation in government. Certainly, therefore, the conditions of child labor and of women in industry are parts of the people-citizen's business of government. Certain it is that the opportunities for all those who work—and that should be all—constitute an important field of community endeavor and offer wide field for service. The promotion of a new respect for work and the promotion of a better understanding between those who work in detailed tasks and those who employ such workers may well become a supreme task of citizen statesmanship. In order to undertake with success such a task, the first essential is that the citizen should be well informed as to principles involved and conditions and situations existing. Will the contribution of women in citizenship here be commensurate with the possibilities that lie ahead? There is no evidence to indicate that it will not be.

17. **The church.** Out of the turmoil of the war and after-war period comes the increasing conviction, the world over, that the great need of the world is for appreciation and utilization of spiritual values. No matter how wonderful may be the methods of social organization or how comprehensive the scope of government without the spirit of mankind it cannot breathe the breath of life. To leave out of consideration the age-long spirit of mankind struggling, not through a single generation or in a separate domain, but through many generations of men throughout the world, struggling in harmony or against the

harmony of providence—to leave these out is to take away the spirit of our democracy. And so the church today finds its institutional obligation bigger than ever before and seeks to find a greater opportunity. The church, too, finds today its biggest opportunity for community service and becomes a part of the institutional community—the community of religion. And because of its spiritual ministrations the church has always found womankind chief among its greatest; and because of the new citizenship it would seem very probable that the church will now find in woman, trained for service and organization, and accustomed to social service, a greater enthusiast in the field of religious service. An increasing body of discussion and literature on the relation of the church to welfare provides adequate opportunity for serious study. May it not be hoped that the spiritual values of life may receive, in this generation and on, new momentum and new measure in the life of the people?

18. **Six-fold democracy.** Contemplating, from the viewpoints described, the contributions of woman in government to the great institutions of society, one comes quickly to view a comprehensive democracy based upon this service—a democracy which, if it can be established, will stand the storms of ages. This democracy would be six-fold, conforming to the several aspects of civic service included in the institutional modes of life. Around the conception of the home grows up what we may call an organic democracy which gives the right to every child to be born aright and to become trained in the essentials of living and service; which gives the right to every woman of the home to have the divine rights of homehood and motherhood untrammelled by vice, injustice and tragedy. What an immeasurable field for democracy—organic democracy—which will give to every soul the equal opportunity of being born and of living, moving and having its being in the midst of God-given ideals. Growing up around the institution of the school develops the educational democracy which not only provides that each child shall have opportunity for an education but for that sort of education for which he is best fitted or for which he yearns. It would give to the country boys and girls the same opportunity for education which city boys and girls enjoy. This would be genuine democracy. And, growing up around the

institution of state is the principle of political democracy upon which our government has been based, and upon which now it is entering new domains. This country was founded partly on the ideals of religious freedom and democracy; the day is not past when emphasis should be placed upon the renewing of the ideals of religious democracy. The right to worship according to the dictates of one's conscience should be accompanied by the elimination of faulty aristocracy of church form and by the addition of the tenets of Christian service to mankind.

19. **The test of enduring democracy.** Of the problems of community democracy, or the opportunity for association and development of the social personality unhindered by undemocratic social conventions, one needs but to review the essential principles of American ideals in which the youth from any walk in life may look forward to all walks in life for which he may become worthy. And, of the problems of industrial democracy we have come now to the test of our governmental organization and service. Shall the form and spirit of democracy achieve its supreme task of the present time by its victory over the difficulties of readjustment as between capital and labor? Shall citizens, heretofore uninterested and out of touch with the great problems of labor, awaken to its situation? Shall citizens of the labor organizations, hitherto uninterested and out of touch with the ways of capital become acquainted with its principles and problems? Shall democracy, fair to both unreasonable factions, triumph in the institution of industry?

20. **The basis of government.** Here then, in the dream of comprehensive democracy, is found the simple ideals and principles of our government. The old conflict between the two sorts of governments has been fought out and won. The one theory of government held that the sole excuse for the existence of citizens was to serve the state—a super-organization of driving power. The other theory held that the state existed solely for its institutional power to serve mankind and that it has come about because of generations of experience in which such organization has proved to be essential for the welfare of all the people. The victory of the democratic over the despotic form of government has set the standard of our modern govern-

ment. The basis of statesmanship is found in the measure of service to be rendered; and the basis of citizenship is found in the spirit of preparation and service. Government is not some formal, objective, far-distant, all-ruling Leviathan which people, who ought to be citizens unafraid, look upon with fear or dread, or as some great power existing to restrain their liberties and energies. On the contrary the government is meant to give added freedom and development through adequate protection and ample social services. Of course it must have its form, and it must constitute vested authority—authority vested in it by the citizens themselves. And the perfection of the form of government is a challenge to the science of politics, just as the efficacy of its authority is a measure of its social force. But the final measure of good government will be the measure of good citizenship, in which measure the composite goal is the welfare of people. Training in the profession of citizenship and service, therefore, becomes the reasonable prerequisite to the ballot; whereas, on the other hand, the ballot is not infrequently the most effective means of bringing about reform, calling attention of the public to important policies, and sometimes of creating public sentiment. The ballot may therefore be the very means of bringing about the measures necessary, not only for social welfare, but for the training of citizenship in the essentials of citizenship.

21. **Social service.** And to this interpretation of the spirit of democratic government the citizen will be well in accord with public opinion and the currents of usable resources. Perhaps there is no tendency in modern times more clearly defined and more steadily progressing than that toward social service. This means, simply, that in the fields of education, science, politics, religion and perhaps in all the major modes of social relationships, the fact has been recognized that the highest efficiency and the greatest service achieved by the individual will be found in service to society and fellowman. In terms of moral sanction, it means that they who live unto themselves live in vain; in terms of social efficiency it means that the individual who neglects the development of his social nature, or who grows rich upon his fellows to their hurt, or who uses the public moneys for his own good, is the greatest of social offend-

ers. This phase of public opinion and social valuation is evidenced on every hand: in the ideals of government as just described; in the creation of a national welfare conscience; in the instruction of schools, colleges and universities; in the creation of schools or departments of public welfare or social service administration in universities like the University of North Carolina, Harvard and Chicago; and in the increasing body of literature, in all forms, giving expression to the ideals and modes of social progress.

22. **Justice and opportunity.** It should not be surprising, however, to those citizens who have kept abreast of the times, to learn that such a tendency and impulse in this country has made substantial progress. For, of all the ideals that have been caught up in the midst of the years, contesting, as it were, with the conflicts of generations, with struggles of war and peace, and with the varying problems of progress, none appears to have survived so consistently, and with each survival to have become increasingly dominant, as the passion among men and women everywhere for the survival of the right and for freedom of development for every individual. The appeal for a square deal; for a fair chance for the little child; for the deserved success of the young woman struggling for her chance in life; for the deliverance of the poor and needy; for the opportunity for every individual to develop social personality in the midst of a satisfying social relationship. This universal passion for the triumph of the right is expressed in our literature and art; in our ideals of character and romance; in the spiritual optimism of the people. The hero in the struggle must always win while the "villain" must perish from the face of the earth. Our souls are fired with righteous indignation at the wrongs of the weak or unfortunate and we glory in the triumph of their salvation. In the minds and ideals of the people there never is any other alternative than that the right and fair should triumph. Why, then, in our community life are there so many very real and very actual tragedies where the weak and unfortunate lose out in the struggle for life and their right? And why are we not exercised to remedy conditions which bring about results contrary to all our intellectual conclusions and our spiritual ideals? Why the pitiful sorrows of maladjusted

childhood? Why the poverty of women where injustice has robbed them of their birthright? Why the stealing of mothers' sons and daughters away by the vice and disease of the community and the loss of the struggle for right? Why do we allow the heroes and heroines of real life to lose in the struggle whilst the villains of wrong conditions or bad individuals survive and prosper? The answer to these questions, while seemingly difficult, appears on close examination to be very simple. These wrongs and these situations have not been crystalized into concrete parts of our creed or platform or active principles of government. Active citizenship has been a misnomer. But just as soon as these fundamental ideals become of a fact incorporated into the programs of government and the enacted ideals of an active citizenship, then just so soon will progress be made. It was so with prohibition and the saloon, for instance. Just as soon as the evils of the saloon and its attendant vices and crimes became a definite and concrete part of the civic conscience, then the saloon became an issue in government and lost its age-long hold on society. Thus it will be for the other great constructive forms of progress in the better forms of citizenship and the better enactment of government for the people.

23. **Magnifying public welfare.** Here, then, is one of the outstanding opportunities to carry forward the practices and services of government a step further—to that point where all matters of public welfare are assumed in the rights and privileges of citizenship. Here will come the opportunity to co-operate with all departments of government to promote the common weal; to co-operate especially with the Department of Public Welfare in the prosecution of its programs and in the creation of adequate public sentiment. The promotion of social service and the training for social work and community leadership becomes another prospect of civic project. Likewise, mobilizing the community for public health, for community organization, for child welfare—these offer an incomparable opportunity for immediate tasks of citizenship. There are many other special aspects of civic co-operation and active citizenship in which women will contribute genuine progress. They will add to the spiritual momentum of civic life; they will contribute to the aesthetic ideals of community achievement; they will change

the tone of local politics; they will add momentum to the present rapidly-increasing tendency to provide better school facilities; they will stand by the state's higher institutions of learning, knowing full well the penalty which a state must pay for inadequate leadership. They may become, if they will, the master builders in the realm of educational statesmanship.

24. **Companions at work.** In all of this enlarging outlook for women in government there is yet to be stressed a very important situation. Woman's study of government and her participation in active citizenship will be companionable with men, not separate, isolated, antagonistic. For, never was there greater need for harmony and fundamental co-operation than here and now! Never was there a situation in which the two fundamental factors need more to merge their interests and activities. For the good of men; for the good of women; for the good of the cause, team work, side by side as companions for the ages! What of those who prophesy the separate ballot boastingly hurled at men for the sake of a winning vote, regardless of principles involved! What of those whose talk tells of the struggle of men and women in the controversies of non-progressive policies? What of those, whether men or women, who would marshal all forces of women for the winning of a cause not in accord with the fundamental principles of welfare and democratic government? What of those who urge sex loyalty and conclude in alliance with sex to eliminate the sex differences of citizen and life participation? These will not prevail; but rather the fine co-operation of men and women everywhere in the pursuit of the common good; a common citizenship; a companionable work; a separate glory of achievement in the development of greater man, greater woman, each magnifying the fundamental distinctions of organic heritage enriched by ever-increasing progress—these will be the modes of the new citizenship.

25. **Viewpoints of community needs.** In all consideration of the pressing problems of the present situation and of the issues involved in general civic co-operation there are always certain sound and fundamental viewpoints, motives and objectives of participation which should give direction to progress. In the foregoing and subsequent discussions of the prob-

lems of womanhood in governmental co-operation, there may be assumed:

1. That the government is really a government of the people and that people are citizens and citizens people, but that the quality of government is conditioned by the knowledge and co-operation of its people citizens.

2. That no community government can meet community needs adequately without civic co-operation.

3. That the average efficient community government will welcome citizen aid and co-operation offered in the spirit of constructive citizenship.

26. Viewpoint of citizen needs. And that further, on the other hand,

1. The life of the average efficient citizen is not and cannot be complete without some knowledge of community needs and some participation in community service.

2. The average efficient citizen welcomes, or should welcome, the opportunity to aid and co-operate with his official government.

3. But that knowledge of a community government and community needs is absolutely the minimum essential for community service; without such knowledge, neither the fact nor spirit of co-operation may become reality.

27. Viewpoint of woman's part. With reference, therefore, to the problem of woman's participation in government, similar considerations constitute a simple basis of premises upon which to consider further motives, viewpoints and objectives.

1. Women are now formally declared citizens with franchise, and are active participants in both official and voluntary forms of citizenship. A privilege brings a concurrent duty; a long-looked for opportunity brings a companion obligation.

2. The woman citizen will, therefore, welcome the opportunity to participate in government and will be willing to undertake the difficult, as well as the easy, tasks of citizenship, and will therefore welcome the opportunity to learn of community government and needs.

3. The woman citizen, further, undoubtedly possesses the ability and power to contribute certain distinctive qualities and

actions to government through her mental acumen, her imaginative turn of mind, and her peculiar and instinctive special interests in the life of the community.

28. **General motives and objectives.** Among the motives, therefore, upon which the great body of women voters may base their immediate work, may be the fulfillment of the conditions of citizenship and situations involved in the statement of assumptions above outlined. The situation is here; it will be met; it must be met in normal, progressive and constructive ways—is not this the conclusion of the whole matter?

There may be, however, numerous and commendable viewpoints of different citizens; and different interests and aspects of citizenship may appeal to the different individuals. The richness of many interests and varying viewpoints will but contribute to the value of work done and the sureness of success to come. These viewpoints may be:

1. Patriotism, or love of community, with its elements of pride and loyalty; the desire to build a more prosperous community; the desire to make a better place in which to live; the desire to make a stronger unit in the total fabric of state and government.

2. The citizen-stockholder, realizing the responsibility and rights involved in the successful management of the greatest and most important of all corporations, through business methods in government; economy and efficiency in the expenditure of public funds and in the maintenance and promotion of the public welfare.

3. The social nature, with enthusiasm, vigor and qualities capable of serving one's fellow man through the principles and practice of vitalized Christianity.

4. The professional social worker, believing that philanthropy and voluntary efforts of citizens ought to be scientifically studied and administered.

5. The leisure-class citizen, desiring to expend profitably for self and community surplus time and money in the promotion of the public weal.

6. Respect for government and organized efforts; respect for law and order and for the personality and rights of others.

7. The scientific study and surveying of the community and human interests, insuring adequate knowledge for right action.

8. The correlation and utilization of all institutions, organizations and forces in the community, through intelligent co-operation.

9. Better town-and-city-building for the sake of commercial growth and expansion and general economic welfare.

10. The new education for social efficiency; for the teaching of more civics in the schools; of developing a better citizenship adapted; for giving to the public a comprehensive information.

11. The larger social ideal, or sociological aim, of developing a better social personality; a better social organization; a more vitalized democracy; in fine, one step toward the maximum social progress and human welfare.

29. **Types of official sanction.** A most significant document, as bearing upon the desire of community government officials to have the co-operation of individuals and groups who are working for the good of the community, is that reporting the resolutions of The International Association of Chiefs of Police which was adopted at a recent meeting in which four hundred chiefs of police from all over the United States attended. The resolutions express the exact type of co-operation and instruction in citizenship for which the new era should work.

Whereas, many universities, colleges, research bureaus and voluntary civic organizations are conducting social and health surveys and other forms of research with a view to improving the moral standards of the peoples, and increasing their effectiveness as members of their respective communities; and

Whereas, such organizations are showing from time to time, by means of their investigations, how the communities in which they are working may reduce crime in their midst by the correction of unfortunate social conditions such as interfere with the attainment of a high level of morality and of health and are thereby pointing out the ways whereby particular communities may work to prevent the development of criminals in their midst; and

Whereas, many universities, colleges, research bureaus and voluntary civic organizations, on the basis of their investiga-

tions are building up central bureaus or clearing houses of criminal records which incorporate criminal histories with other data, such as family records maintained for the usual purposes of social welfare in the files of various civic bodies; and

Whereas, such bureaus are already of inestimable value to criminal courts, police forces and other organizations and individuals of constructive vision; therefore be it

Resolved, First, that the International Association of Chiefs of Police, in convention assembled, approve such activities of reputable organizations as those referred to in the preamble.

Second, that the activities of such organizations, insofar as they aim to assist in the prevention of crime and to facilitate the apprehension of criminals and procedure against them, be interpreted by this association as lying within the scope of police function.

Third, that this association urgently requests police chiefs, other peace officers and public officials generally in all places to co-operate fully with reputable organizations of the sort designated in the preamble and to place at their disposal whatever police data may be needed to make the necessary connection with such records as are usually to be found in the files of organizations for social welfare and thereby to make complete in one record the full developmental history of individual criminals.

30. **The outlook and the will.** Typical of active citizenship the above is also representative of scores of other departmental requests for assistance that shall be interpreted as lying "within the scope" of governmental function. From all parts of the nation and in all forms of community and governmental co-operation comes increasing evidence of official welcome to active citizenship. A new potential is ahead. And with this opportunity comes the challenge to women everywhere to enter into this new service with fair and sympathetic attitude toward officials and official forms of government; patience, skill, and maturity in the undertaking of new tasks; a fair and impersonal judgment of those who oppose and those who serve the common good; and patriotism made vivid and concrete in the active service of democracy.

PART II

GOVERNMENT AND COMMUNITY PROBLEMS OF TOWN AND CITY

31. **The city a complex of opportunities and obligations.** Social relationships and the obligations of government and social service are most clearly defined in the modern city which represents at once the most advanced and most complex form of civilization the world over. Because of the concentration of population; of the predominance of secondary occupations and the massing of industry; of the interdependence of the population with its ever-increasing relationships; and of the other various outgrowth of city life, the social responsibility has increased a hundredfold. From these conditions have arisen new and larger problems of administration; of health, safety, convenience and education; together with the manifold problems of general social welfare. From these, again have arisen increased opportunities for expert service and increased demands for business government and organization. In the city responsibility for the public welfare has taken the form of accountability of government and government officials for economy and efficiency in the expenditure of public funds, and of accountability of private citizens for support in this undertaking. By economy we may mean simply the careful, scientific and well-planned expenditure of money for the definite purposes and services for which funds are provided; by efficiency we mean primarily the adequate meeting of social needs within the prescribed limits of city government in co-operation with private support. How true this is and how important to the welfare of all the people will appear from an examination of the scope of municipal social service.

32. **Two decades of progress in town and city.** So great has been the progress in better government and municipal social services in our towns and cities within the last two decades that we have come to look for many of our standards of excellence here, rather than to concede that the government of our cities is a national disgrace, as was maintained by our foreign critics. And yet there is much to be done. Not only in the larger cities, but in the smaller cities and towns there is ample obligation to

magnify the effectiveness of local government. And in the building up of new cities and the enlargement of our towns a remarkable opportunity awaits the citizenship of the state. For the towns will increase in numbers and population and the problems of municipal life and government will continue increasingly complex. What an opportunity, therefore, for the best expression of civic interest and for the keenest participation in good government in these thousands of towns and cities, representative of our best life and traditions. What the next two decades of progress will bring forth in public welfare in our towns will depend largely upon the use which women, with clear-eyed vision and well-guided action, make of their new part in government.

33. **Information essential for co-operation.** From observation and study, and from the testimony of those in a position to know, it seems fair to assume that the average citizen has only a very partial knowledge of the home city and its functions and at the same time desires to acquire more information without the necessity of going exhaustively into a study of city government and social conditions. That the citizens should keep informed upon such matters is clear from several self-evident considerations in order to appreciate the problems and responsibilities resting upon the officials chosen; in order to appreciate the problems and responsibilities resting upon the private individual; in order to be able to co-operate intelligently with the official government; in order to exercise intelligently the rights of publicity toward public acts and officials; and in order to guarantee self, or any taxpayer the requisite amount of taxes with the maximum amount of economy and efficiency in the expenditure of the public funds. No matter what the form of government, this is the first essential of progress and improvement in social welfare for the city. To apply this information by ballot or otherwise to a specific locality is to make its value twofold.

34. **The scope of municipal services.** The forms of organization differ widely in different cities; the service departments and divisions are almost as numerous as the cities themselves. But the fundamental services of the city to its constituency are the same in general for all cities, means for meeting these needs

varying often according to local conditions. The principal municipal services may be classified in the following divisions: General administration; city planning; public works; public health sanitation and housing inspection; charities; corrections and public welfare; public safety; public education; financial organization; civic uplift and general social services; private services in the municipality; and services to the rural communities adjacent. The story of what is included in each of these will be told in a brief outline of principal topics under each division the summary of which will give the complete story of the city's services. Is it worth while to know of these fundamentals? Will such knowledge offer guide to the effective use of citizen inquiry, study and ballot?

GENERAL ADMINISTRATION AND MANAGEMENT

35. **The scope.** That the general administration and government of a corporation spending thousands and hundreds of thousands of dollars is a most important service, requiring great responsibility and efficiency, is not infrequently overlooked when this corporation happens to be the city government of all the people. And yet this is precisely the most particular of all chartered corporations for the people. The general administration not only means supervising the enactment of all services but includes many important special branches. There is the legislative branch with clerks therefor; there is the executive branch with the mayor, manager, superintendent or other head of the government with his executive boards and commissions, with the treasurer or chamberlains, and with the solicitors or other legal advisors; there is the judicial branch with such municipal courts, justice courts or other courts and coroners, together with sheriffs and marshals, as do not belong to special departments; and finally the election of officers and the upkeep and management of government buildings and properties belonging to the people. It is worth something to the administration officials to know that the people whom they serve are acquainted with the duties being performed.

36. **Methods of co-operation.** Citizen inquiry into facts and procedure; citizen expert aid to officials; vigilance as to election and nomination of officers; citizen advisory service;

citizen research and publicity; through bureaus of municipal research; economy and efficiency commissions; national and local municipal leagues; voters' leagues; political clubs; societies for the study and promotion of good government; committees of one hundred; of fifteen; of seventy, etc.; academic or scientific societies; civil service committees or commissions; taxation committees; and general accounting or business organizations of whatever sort. Exhibits, surveys, publicity, campaigns, budget making co-operation.

37. Projects and questions. Give a brief description of your present form of town or city government.

Compare it with other forms—that is, estimate for your locality the relative merits of the commission form, the city manager plan, or the mayor, council or alderman plan.

Give a brief account of local political campaigns for the last three elections, estimating the proportion of voters at the polls.

What are the main issues on which the next elections will be made?

Draw up a functional organization chart of the present city government.

FINANCIAL ORGANIZATION AND METHODS

38. The scope. The financial methods obtaining in the city administration may contribute much to the efficiency or inefficiency of municipal services. Among the most important of these services is that of budget making, in which the program of the year is too often marred instead of made. Important alongside the budget making is the system of accounting including office accounts, cost accounts, operative records, forms of reporting, filing systems, mechanical aid and general facility in keeping books for the public. Poor bookkeeping is no more justified in the public's business than elsewhere, but rather less justified. Important also is the method of financing public improvements; while the method of assessing and collecting revenue constitute a tremendous task for public services. Nowhere more than here is the demand for efficiency and business government more apparent and urgent.

39. Forms of co-operation. Citizen interest in budget making—co-operation in making estimates of the needs of the several

departments of city government—study and inquiry into the elimination of wasted or unwise expenditures—expert assistance by business men and women—use of business methods in city government—planning of finances—programs for taxes and bond issues—stimulation of official interest in new methods of revenue—suitable distribution of licenses—co-operation in introducing itemized system of expenditures as well as budget—watching public service corporation franchises—helping to utilize revenue from public utilities—the giving of special gifts and endowments.

40. **Projects and questions.** What percentage of the total expenditure of the city is devoted to each of the principal items of municipal service?

Describe the methods of financing public improvements.

Describe the methods of budget making and classification of expenditures.

Describe general procedure in office administration of at least one department of the city government.

Make a study of the system of collecting revenue.

Outline a plan whereby the city may obtain more funds with justice to all.

CITY AND TOWN PLANNING

41. **The scope.** The scientific planning for the present and future of the city constitutes as much a part of its services as do carefully made plans for the success of any business organization; and more because it involves the welfare in life, health and comfort of many more people than any private organization. Therefore, it is of the utmost importance to plan for recreational facilities in parks and playgrounds; for transportation facilities in the location and construction of lines and terminals; in the direction and expansion of streets; in factory facilities with reference to segregation and enlargement; for workmen's homes with reference to the welfare of the city and the workmen; and for both civic and industrial centers with reference to general civic and industrial efficiency. It is not enough to allow the city to grow up without recreation; to allow the street car companies to select routes and the railroad terminals; to allow the proprietors of factories to plan

only for their own gain; or even for the landlord to ignore the rights and wishes of the laboring classes within the city. Planning ahead not only brings future efficiency and welfare but prevents untold waste of time, energy and money with the consequent ills of maladjustment. It is therefore good business.

42. Forms of co-operation. Citizen interest and inquiry into future needs of the community; preservation of grounds, trees and other natural resources; preservation of spaces and avenues for expansion; obtaining properties for reasonable expenditures; prevention of congestion; extension of roads and streets; promotion of the beautiful; planning of housing communities; planning for factory districts; planning for wholesale trades; perfection of workingmen's homes. Through municipal improvement associations; city planning committee; city-beautiful leagues; playground associations; garden associations; workingmen's clubs; women's municipal leagues; local organizations of whatever sort. Surveys, exhibits, conferences, publicity, co-operation.

43. Projects and questions. Make a brief report on the history of the growth of your town.

Outline a plan for the next ten years' growth, keeping in mind parks, playgrounds, streets, and other essentials as outlined below.

Make a study of the homes of special groups of workingmen in the town, with reference to location, conveniences, and service rendered.

Outline a plan for a civic center in the town.

Describe the factory locations and draw up plans for the location of future factories.

Write the story of a year's recreational progress.

SANITATION AND HOUSING INSPECTION

44. The scope. Sanitation is the prevention work looking toward health efficiency and includes inspection of congested areas, disposal of garbage and sewerage and the general cleanliness of the city and includes the sanitary inspection of houses and premises and plumbing. The supervision of buildings includes the plans of construction and plumbing for both sanitation and safety, and construction and inspection of buildings

with reference to fire prevention. Such supervision may also include provisions in accord with model building plans and regulation in accordance with city planning as already outlined.

45. **Forms of co-operation.** Citizen interest in a clean city; in the elimination of dirt and filth and ugliness; the prevention of disease; clean streets; clean back yards; clean vacant lots; elimination of the fly and mosquito; better housing conditions; better water supply; better drainage. Through housing associations; visiting associations; relief associations; civic clubs; city improvement associations; special days; clean up days; exhibits; propaganda; instruction; co-operation with school; study and surveys, publicity.

46. **Projects and questions.** Which of the above aspects of prevention are emphasized by your local government? By citizen co-operation?

Describe "special days" and movements of the last two years.

Who in the town knows of conditions of sanitation in the negro sections?

Write out a plan whereby the authorities may "clean up" the entire town.

Make a study of sanitary conditions in markets, restaurants, dairies, and drug stores.

PUBLIC HEALTH

47. **The scope.** The public health department should begin with a public health program. The list of public health services comprises medical inspection service, to control contagious diseases; hospital services; food inspection service; meat inspection service; milk inspection services; infant welfare services; laboratory services; and finally statistical services. Failure to control contagious diseases is responsible for a large part of health inefficiencies; failure to provide specially for infant welfare work in the summer results in the death from preventable causes of hundreds of little children; failure to provide adequate laboratory services cripples service in most of the divisions of health work; and a failure to provide statistical services results in the city having no standard or record by which to measure its work or progress.

48. **Forms of co-operation.** Citizen interest in a community program to banish disease and build up an enviable health record; better hospital facilities; fewer contagious diseases; fewer infant deaths; better vital statistics. Through visiting nurse associations; physicians' clubs; baby saving campaigns; societies for the prevention of disease; milk and ice funds; dispensary and medical distribution. Campaigns, exhibits, clinics, instruction, special days, propaganda, publicity, co-operation.

49. **Projects and questions.** Make a study of the record of contagious diseases for the last two years, together with the methods of medical inspection.

Describe the activities on behalf of infant welfare.

Make a special study of the birth and death rates of the town.

Outline a plan for complete food inspection services.

Make a study of the sanitary inspection of houses and premises, with recommendations.

Make a study of the sanitation of congested parts of town.

PUBLIC CHARITIES, CORRECTIONS, AND WELFARE

50. **The scope.** The demands upon the city for charity services fall into two general divisions; those having to do with charities within institutions supported by the city, that is, indoor relief; and those having to do with charities administered in the home of the needy, that is out-door relief. In the smaller cities charities are almost entirely outdoor, local or county almshouses taking care of the other needs. In connection with the charity services which the city may render two other aspects are important: the first has to do with relief by prevention, through city planning, employment bureaus, insurance and savings system, juvenile agencies and others; and the second has to do with the efficient co-operation with private charities and philanthropy, this itself constituting an important, in many cases, the principal means of charity work by the city. Services relating to corrections are those having to do with prisons, penitentiaries and reformatories, together with the criminal courts, juvenile courts and other modes of dealing with offenders, especially youthful offenders. Than the problem

of corrections there is perhaps no single service to be rendered of more far-reaching significance.

51. **Forms of co-operation.** Citizen interest in a normal population; the elimination and helping of defectives, dependents and delinquents; relief for the needy; prevention of vice and crime; correction for the curable; welfare for the people. Through associated charities; homes and hospitals; juvenile corrective and protective associations; big brother movements; clubs for boys and girls; work and help for the aged; visiting associations; juvenile courts; and literally hundreds of methods of charity. Contributions; supervision; visiting; following up work; study; earnestness; direction.

52. **Projects and questions.** Make a statistical study of the number of cases assisted by the city through indoor or institutional relief.

Describe the system of giving outdoor relief and the co-operation of city with private charity.

Outline a practical plan for an employment bureau operated by town or city.

Make a careful study of one or more prisons, reformatories, or penitentiaries in the community.

Write the story of a year's juvenile delinquency.

PUBLIC SAFETY

53. **The scope.** The public safety of the city is commonly considered under the two heads, the services being classified into police protection and fire protection. The police department has varied obligations to perform, including its own efficient organization and control, the training and equipment of officers and recruits and effective rules and regulations governing safety service. It has in addition to the vigilance for criminal offenders the regulation and control of street traffic, transportation and the use of streets; the special assignment of the control of vice, and efficient methods for the detection of harmful forces through secret and other investigations. The police departments in American cities have been specially subservient to politics and graft, in which they have retarded the progress of cities. The fire department has not only to perform its duty of fire fighting, through which it must have an efficient organiza-

tion and administration, but it must also take special steps toward fire prevention. Through this latter service a new efficiency awaits the redirected fire forces.

54. **Forms of co-operation.** Citizen interest in making the community a good place in which to live; elimination of crime and vice; elimination of bad influences; elimination of unnecessary loss by fire; safety first and always. Through police commissions; societies for the prevention of vice; societies for protection of family; prison commissions; societies for protection of children; safety-first societies; fire prevention societies. Study; propaganda; publicity; punishment; co-operation.

55. **Projects and questions.** Describe the system of police protection in your town.

Make a statistical study of the number and causes of arrests for one year.

Describe the methods employed in dealing with vice, with a view to making criticisms.

Make a special study of all cases of unwarranted arrests or of unnecessary fines and imprisonment.

Make a study of the loss by fire for the last year and the methods of fire-fighting.

Outline a plan of propaganda for fire prevention in the city.

PUBLIC WORKS AND UTILITIES

56. **The scope.** Under the division of public works are the highways with their construction, inspection and maintenance; with the cleaning and sweeping of streets and the accompanying organization and management of labor; and finally with the disposition of sweepings and street garbage and other waste. Next are sewers, with the construction and maintenance and the disposal of sewerage, and of course the organization and management of labor. Next are the public utilities, such as the publicly-owned water and light plants, with their construction and maintenance and all public buildings or other property. Within the field of public works the American city in the past has been in many cases noted for its inefficiency and waste; and no field perhaps would repay a careful study more than this.

57. **Forms of co-operation.** Citizen interest and aid in establishing adequate and satisfactory communication;

transportation; public utilities; elimination of waste and graft; economy for the public satisfactions and comforts; efficiency in public service. Through good roads committees; good roads days; street improvement associations; national highway commissions; engineering societies; building associations; citizens inquiry committees; co-operative work-together societies; other organizations of whatever sort. Surveys, exhibits, demonstrations, publicity, conferences, special days, co-operation.

58. **Projects and questions.** Draw a map showing the principal streets of the town.

Make a study of the condition of all, or parts of city highways.

Describe the organization and procedure of the street cleaning force in the town.

Make a study of the sanitation of the city as found in the maintenance and construction of sewers.

Outline the most sanitary and economical methods for the disposal of sewerage.

Outline a plan for the public ownership of light, water and gas plants.

PUBLIC RECREATION

59. **The scope.** Recreation has well been called the physical basis of social organization, and yet most communities pay little special attention to organized recreation. The large cities are notable exceptions, recognizing public recreation as a fundamental aspect of city government. A proper recreational system will provide for parks, large and small; for playgrounds and organized play; for the perfection of the school play system; for social centers; and for the supervision of all public recreational places.

60. **Forms of co-operation.** Citizen interest and help in making a wholesome and joyous community; utilization of leisure time; directed play; helpful amusements; physical and mental welfare; a better race of citizens. Through recreation committees; playground associations; story tellers' league; dramatic associations; social center committees; music and festival associations; park commissions. Through play; drama; page-

antry; garden and play ground exhibits; social centers; festivals, lecture centers; organized recreation.

61. **Projects and questions.** Make a study of forms of recreation in the community.

Draw a city plan for small parks and play spaces.

Make a survey of the community with reference to vacant lots and their use for gardens and playgrounds.

Outline a practical play for the improvement of the school playgrounds.

Make a study of the theaters and other amusement places.

Show the evils of inadequate or improper recreation.

PUBLIC EDUCATION

62. **The scope.** Public education in this classification is largely the public schools and would seem to be self-explanatory. And yet the services to be rendered by the public schools, with the accompanying complex problems of administration, are far greater than any practical conception ordinarily held by the citizen. These services include the efficient organization and administration of the school system both from without and within; the problem of selecting efficient teachers without the rule of politics; the problem of equipment of teachers; the problem of selecting a practical curriculum with varied courses of study; the problem of grading and classification of school children; the problems of retardation and the problem of special schools, night schools, vocational schools, co-operative schools, schools for defectives and all thers; the problem of the health of the child with adequate medical inspection; the problem of the general school hygiene, including the buildings and grounds, the heating and lighting, ventilating and seating, sanitation and comfortffi the large problem of recreation and playgrounds; the problem of the wider use of the school house for social services to the community; the problem of citizen and patron co-operation; and with all these and many others, comes the specific problems of utilizing moneys, the supply department itself constituting a considerable business; and the efficiency of all these services will depend largely upon the great problem of selecting and organizing the board of education, this having constituted for many years the greatest of administration problems. What a tremendous field for citizen co-operation and civic service!

63. **Forms of co-operation.** Citizen interest in the schools; co-operation with teachers and boards; improvement of the school plant; efficiency in correlating school and home; improvement of school sentiment; larger opportunities for school work; better attendance. Through home and school leagues; public education associations; parent-teacher associations; school visitors; kindergartens; medical inspection visitors; school garden associations; pedagogical associations. Visiting; study; contributions; school lunches; exhibits; co-operation.

64. **Projects and questions.** Describe the organization of the school system, including courses of study and methods of teaching; or select a single school for study.

Make a study of the heating, lighting and ventilating of school buildings.

Outline a practical plan for better vocational education in the public schools.

Make a statistical study of age and grade distribution of all children in the schools and show amount of retardation.

Make a study of the need of medical inspection of school children.

Describe the uses of the school building during the year for other purposes than teaching; or outline a plan for the "wider use of school plant."

MISCELLANEOUS SERVICE

65. **The scope.** More and more the modern city is recognizing its general obligation to perform as many social services, other than the technical and mechanical duties of city government, as possible consistent with circumstances. Among these services are the public libraries and reading rooms; the civic centers; the supervision of weights and measures; the organization and administration of the city markets; the inspection of food supplies; civil service and pension services to employees; and many other similar efforts. That there will be found a means and an avenue for increased efficiency and social service in these civic efforts cannot be doubted. And yet with all the formal and organized services of the city, complete efficiency is not possible without the thorough co-ordination of official

with private services. Co-operation with the churches; with the hospitals; with the charities; with the women's clubs; with all civic clubs; with private educational institutions or public institutions other than city; with chambers of commerce or other booster organizations; and with all other private resources. Civic education and civic consciousness are synonymous with these efforts which are in turn co-ordinate with formal municipal services.

66. Projects and questions. Describe the public libraries of the city, and make a study of its services to the people.

Show by a detailed study the need for weights and measures supervision.

Make a study of the possibilities for a municipal market.

Outline a plan for civil service and pension provisions for city employees.

Enumerate, with details of plans, other methods whereby the city officially may serve the mass of its people.

Describe the services of one or more churches to the welfare of the city.

Make a study of the influences of one or more private educational institutions.

Describe the work of the Women's Clubs of the town.

Make a study of the work of the local chamber of commerce or other such organization over a period of two or three years.

Outline a plan for a citizens' organization for effecting municipal efficiency.

SERVICES TO THE RURAL COMMUNITY

68. The scope. But the city must not only be city-building within its own domain, but country-serving in its services toward the surrounding communities upon whom it depends for support and expansion. This is true both for its own perpetuity and welfare and it is also true from the higher obligations of social service to society. In this capacity the city can aid in more or less degree and in varying ways, the rural districts by increasing efficiency in farming; in merchandise and exchange; in transportation; in communication; in rural finance; in better co-operation and organization; in health and sanitation; in adding to the social satisfactions of country life; in

aiding the rural church; the rural school; in general civic education and publicity; in promoting the welfare of country womanhood; the country home and family; the beautification of the country; in the recognition of rural leadership and rural values; in building up communities and in promoting co-operation with governmental functions. How the farm demonstrator, the educational leader, the road expert and many others sent by the city have made over the rural districts is now matter for record. That every city must consider this aspect of its services is synonymous with the assertion that every city wishes to grow and to provide efficient services for its people. No greater opportunity has been overlooked than this.

For modes of civic co-operation and for projects of work to be done as well as questions to be answered see the following chapter. Meantime, to what extent can the city or town community include in its services provisions for a rest room for country women who must spend long hours in town? Or co-operation in a county fair? or the provisions for comfort stations, or municipal sheds or garages, or markets, or roads, or credits? or the recognition of rural leadership in the county?

PART III

GOVERNMENT AND COMMUNITY PROBLEMS OF COUNTY, VILLAGE, AND OPEN COUNTRY

69. **Two aspects.** In the study of and participation in the problems of the county and open countryside two viewpoints may be emphasized: the one is that of the government of the county, with its difficult tasks of finance and administration; the other is the great problem of the development of the rural life of the state, contribution to the social satisfactions of the dwellers outside the towns and cities, and the proper recognition of their part and parcel in the state's affairs. It is doubtful if two more urgent needs for co-operative citizenship can be found than these two aspects of the public welfare. If only the franchise for women will bring them into closer contact with these problems with an adequate knowledge of their import and a willingness to share the responsibility, there will be developed shortly a new era in the annals of North Carolina progress. There is no greater challenge to the new and constructive ventures in government.

70. **County government.** Poor county, we say, of which we expect so much and for which we do so little! All the people live in counties! We deal justice or injustice from the counties; we marry and give in marriage in the counties; our properties are taxed in the counties, and we pay three times the amount for county as for state tax; our roads are built and not built, maintained and not maintained from the county seat; our county schools are good or bad as per the county schedule; our health problems and problems of welfare center in the county. We really have a county spirit or county conscience, in general, and we have developed distinguishing characteristics from county to county. And yet, with all this and more, county government, as Doctor Branson says, is without ideals. County officials have no guide or manuals or budgetary forms of procedure. And however eager and earnest and honest they are, they must grope in the dark with difficult tasks and burdens of government beyond their powers. There is not only little knowledge of county affairs and little uniformity in the scores of details of governmental administration of local county affairs,

but many, many of the citizens disdain to show an interest in county problems and county government. Witness the attitude of many men and women toward county officials and their assumption that "conditions are about as good as might be expected." Why not give to these officials the sympathetic support which they need? Why not give them means for government and require the effective utilization of these means? Why cripple the largest portion of all our local affairs and progress by lack of system, support and directions? Why this utter negligence of the county government by good citizens? Why has this branch of government failed more largely than any other in performing the tasks of public service with appropriate economy and efficiency? Why? Well, just because!

71. **The scope.** The scope of governmental activity in the county is large and its roster of officials a comprehensive one. Judge Gilbert Stephenson estimates that in addition to the deputies in the office of the clerk of courts, the sheriff and register of deeds, and in addition to the constables and justices of the peace who are township officials within the county, and allowing three members only to each of the boards of election, education and county commissioners, there are thirty standard officials in the county of North Carolina. These are:

Clerk of the superior court, sheriff, register of deeds, coroner, treasurer, surveyor, superintendent of health, superintendent of schools, superintendent of county home, superintendent of reformatory or house of correction, superintendent of public welfare, board of education, board of commissioners, board of elections, highway commission, auditor, judge clerk, and solicitor of county court, county attorney, farm demonstrator, standard keeper.

The duties of these officials are more numerous than the average citizen comprehends. For instance, one official, the clerk of the superior court, has assigned to him by legislation thirty-two separate and distinct records to be kept and there are listed seventy-five different items of service for which he must charge a fee. He is judge, probationer, advisor, file clerk, and the general utility official of all the counties. Likewise the duties of the register of deeds and the sheriff are many, complicated and not infrequently confusing and expensive. Many

of the officials are elected by the people who really do not know in detail the duties which they are to perform or the distribution of cost and labor among the several officials. Elected by the people are clerk of the superior court, sheriff, coroner, treasurer, register of deeds, surveyor, and commissioners.

The scope of county government includes, in general, the same services demanded of the municipality, but in different forms and proportions. The finances and financial administration is important and neglected; the country schools have been called the greatest disproportion of our civilization; then there are the services involved in public health and sanitation; public safety and protection; public justice and the courts; public property records and protection; public roads and communication; public charities and welfare; prisons and reform; home and farm demonstration work. The same obligation rests upon the citizen to participate in government and to improve the services of the county to its constituency.

72. Projects and questions. Work out, in the detail method illustrated in the previous chapter on city government and problems, the scope and forms of citizen co-operation for each of the county services enumerated above.

Make a complete functional statement of all duties of all officers in your county.

Work out a program for the improvement of all services in the county, in harmony with the best co-operation with present officials.

Make a study of the financial administration of the present county organization: fees; salaries; office accounting; tax lists; budgets; classified expenditures.

Provide for systematic interest and support of county officials in the performance of their difficult duties; provide plans for the increase of support for public service.

Describe the county institutions for relief, for childrens' welfare, for the feeble-minded, epileptic and insane.

Give the history of road and bridge building in the county for the last five years; describe the present status of roads and prospects for the future.

Give one meeting over to the discussion of the University of North Carolina Bulletin, "COUNTY GOVERNMENT AND COUNTY AFFAIRS", edited by Dr. Branson.

At the time of writing this Bulletin there has just come from census reports the statement that in one of our states (Missouri) out of sixty-one counties for which complete returns are available fifty-three, or more than 85% showed a decrease in population and the remainder an increase. Some of the decrease was as large as 19%. The fifty-three counties with decreases were rural counties. The others were counties of large cities!

Work out the meaning for this tendency in the number of counties of the 3,000 and more in this country and see what it means to the nation. Is the following section of this manual, under these circumstances, not worthy of careful study?

To what extent is the citizenship of the county acquainted with the services of the state department of agriculture, the State A. and E. College, and the University department of rural social science and the division of county home comforts?

THE PROBLEMS OF COUNTRY LIFE

73. **City and country.** In the foregoing discussions and outlines relative to county government, less space and detailed suggestions are given, not because less important but for two other reasons: The first is that the method of study and outlines illustrated in Part I for towns and cities is equally applicable here, and that standard services of health, education, recreation and the like are the same in general everywhere. It will only be necessary, therefore, for the more comprehensive study of the county government to make similar classifications, studies, and projects for each of the county activities, within the special limitations outlined for the county. While the problems of the town and city seem more easily approachable similar problems of the county can be studied; one of the greatest possible services that the citizen can perform here would be to bring to the same status of knowledge and efficiency the matters of county government as are now prevailing in the best of towns and cities. What club will be the first to enter this field of constructive citizenship?

The other reason for the limitation of treatment is found in the fact that much of the best citizen effort and constructive government measures must arise from the careful consideration of country life problems in terms of needs and difficulties rather than in terms of government. This is equally true for the national government in its wide efforts to help country life and in the conservation of resources and assistance to the farm man and farm woman. It is generally agreed that permanent stability and progress in the nation must depend to a large extent upon prosperity, progress and welfare in the open country of America. The prosperity of the city, with its secondary occupations is dependent upon the country with its primary occupations; the city, therefore, owes something of service to the country and a section was included in the outlines of municipal social services to indicate that a municipality must not only be "city-building" but "country-serving" as well. All these facts of importance are admitted but their significance as well as the solution of the difficulties involved, like county government, are assumed.

74. **The scope and treatment.** Concrete, but comprehensive, problems of country life may be the basis of the conviction "the rural community a bulwark of national power." A close study of the several divisions of the subject and a comparison of actual conditions in the country with ideals in each division will reveal something of the citizen task ahead. The twenty divisions may be roughly classified into three general groups with prevailing emphasis on economic, social and organization aspects. In the first group are the business of farming, marketing and buying, transportation and good roads, communication and accessibility, finance for the farmer, business organization and co-operation, in each of which division the country districts in North Carolina are backward. The second group pertains more largely to social and institutional aspects of country life and includes health and sanitation, social satisfactions, the rural church, the rural school, civic efforts and adult education, publicity and newspapers, country womanhood, the country home and family. The third group pertains more nearly to the aspects of individuality, leadership and organization in the country and includes the subjects of rural aesthetics,

rural values, the development and recognition of rural leadership, community growth and expansion, and co-operation with government. If we examine the graphical illustration it will be seen that the rural community has its first base in the actual economic business of farming and that it has its final or essential basis in government. The climax of the community, however, is in the three social institutions, the home, the school and the church, with the most general emphasis upon the school. In all these aspects, inseparably related to each other and to the welfare of the people, it may readily be seen that it would profit us little to gain for our counties and countryside all the prosperity of the outlined possibilities and to lose in the end final adjustment in government and public welfare.

75. **Projects and questions.** After the manner of the previous studies, take each subject listed above and describe in detail its scope of problem and opportunity and its possibilities of projects.

Can the rural districts ever develop with all the possibilities of a state and county government's maximum services until good roads make accessibility at all times a common fact? Why then are good roads neglected?

Plan a meeting in which the group will attempt to determine just what is the "country-life" problem in your county, and what steps can be taken toward co-operation between town and country.

Draw up a plan for a town market in which both the workers of the town and the workers of the country will benefit, and in which both the homes of the country and the homes of the town will reduce the cost of living.

Work out, with small committees and with the aid of interested farmers and merchants, some plans for improving the tenant system in the county and yet one that will appeal at once as economically sound.

Analyze the present federal loan system for farmers and suggest plans whereby the farmers of the county may get together on such a plan more frequently than at present.

Make a study of the county records of mortgages, loans and of the laws relating to all matters of finance as it affects the farmer and his family.

Describe at least one co-operative association in which farmers and townspeople come together and in which county officials may become interested.

Present to a group of bankers and other business men some practical plans of extending credits to farmers through live stock and other securities.

Interest the county officials and others in providing for a county farm demonstrator and a county home demonstration agent for the improvement of home and farm conditions.

Describe the routine day's work of a score of women on the farm.

Classify all governmental assistance that may be had by the farmer and his family in the every-day life and labor on the farm.

Write the story of the difficulties in the last five years that have been in the way of government officials in the promotion of health, the prevention of disease, the promotion of better farming and home life, the promotion of public welfare, the eradication of disease of cattle and all other co-operative efforts.

PART IV

GOVERNMENT AND PUBLIC SERVICE OF THE STATE

76. **State problems.** The technical government of the state as expressed through its legislative, executive and judicial branches has been described and assigned for study in Dean Carroll's former "STUDIES IN CITIZENSHIP FOR WOMEN". Important facts involved in the franchise in North Carolina are given at the end of this part of the bulletin. There remain to consider, as in the case of local government, the problems of general service to the people and the departmental means of rendering such service. Of course the state is made up of the elements of county, city, town, village and open country whose problems of governmental service have been sketched in the foregoing pages. But, outside the powers of national government, the state is vested with certain fundamental larger functions relating to the principal services to be rendered its citizens. It retains certain larger powers and assigns units of these powers to counties and cities, at the same time retaining many of the privileges of oversight and supervision. Besides, therefore, the same human interests that have been described in specific departments of city, town and county, the state is sovereign in determining policies of education, health, public welfare, finances, industrial relations, and others.

There are those who have affirmed that the Old North State combines perhaps more of the total conditions essential to the development of the ideals of after-war American democracy than any other state in the union. Such a statement comes not only from within the state but from those conversant with national tendencies and possibilities outside the state. The history and composition of the population; the growth and distribution of wealth; the nature of its industries; its relations between labor and capital; its town and country life; its prevailing institutions; its difficult problems; its promise of achievement; its successful experiments; its freedom of spirit and allegiance to principles; its forms of government—all these are appropriate for the merging of the best American traditions with the quest of the future goals. But whether this be true or not, the citizens

of North Carolina owe it not only to the state itself, but especially to the nation, to approximate within her borders the nearest possible approach to the democracy of the future. And yet, for the most part, it is difficult to find among citizens the keen interest and realization of the bigness of the present moment or the adequate knowledge of the essential progressive steps which the state has been making, of the difficulties now involved. With her new and advanced legislation in public welfare, public health, public education, as well as other aspects of public service, there is needed a revitalizing of citizen interest and citizen knowledge of and citizen support of the needs of government now striving to develop the human and physical resources of the state. There is needed also a keen interest in, a knowledge of and an opposition to such backward tendencies on the part of citizenship as may develop—as are always developing. Here is challenge unparalleled for the woman citizen to join in bringing about the achievement of great results in the domain of North Carolina democracy. This is to achieve records in state government worthy of the ideals of the republican form of government under which we live.

78. **The scope.** The citizen ideal of government would include a federated plan of state public service in which all departments and officials co-operated to the fullest extent under provisions made possible by a liberal legislature, the executive concurring and leading, and the judicial branch upholding. The legislature and other elected officers should be elected in accordance with their ideals, knowledge and support of the common good as expressed in the fundamentals of the state government. Such a federated service in North Carolina, as at present organized, will include:

The governor of the state, the superintendent of public instruction, the secretary of the state board of health, the commissioner of public welfare, the commissioner of agriculture, the commissioner of labor and printing, the commissioner of insurance, the secretary of the North Carolina Historical Commission, the chairman of the state highway commission, the secretary of the North Carolina Library Commission.

In addition to these and the legislative and judicial officers, there are further, in the departments of general public

service, the chairman of the state fisheries commission, the chairman of the state board of elections, the superintendent of the state prison, the state highway engineer, the state librarian, the director of the state laboratory of hygiene, the state geologist, the adjutant general, and others of allied interests and separate bureaus under the direction of the principal officials above listed.

79. **Federated public service.** It is anticipated that the Old North State will forge ahead in its public services and that a plan for a state federation of public service in which the governor is so much interested will be forthcoming at an early date. The greater project of a federated service of all citizens working together to elect and support efficient officials committed to progress and the public good is an even more laudable ambition. Certainly woman's part in government can find here a rich field of endeavor.

80. **Projects.** In the following pages four departments of the state's public service are sketched with outline and suggestions. Select from among the remaining departments, listed below, one or more in which special interest is manifested or special service can be rendered, and outline its functions and organization.

The department of agriculture, department of labor and printing, department of insurance, North Carolina historical commission, legislative reference library, state library of North Carolina, library commission of North Carolina, North Carolina geological and economic survey, state highway commission, fisheries commission board, state board of elections, fireman's relief fund, Audobon Society of North Carolina, state educational commission, commission of revision of laws, board of internal improvement, North Carolina national guard, state standard keeper.

In Part V make special study, through the dramatization plans, of the executive, legislative and judicial departments.

Draw up a functional organization chart of the entire state public service, accompany this with a functional statement of duties of each state officer.

PUBLIC FINANCE AND BUSINESS

81. **The scope.** What greater tribute to the importance and high motives of those who provide the public finance has been found than the spectacle of a great nation aroused to fight for the principles which should result in victory for democratic forms of government—and yet, a nation that found its first essential to be a matter of public finance? What greater tribute to the efficacy of finance in great causes than the measure and speed of the victory won? The great campaigns of raising the public funds for the public good will always remain an epoch-making chapter in the history of the nation. And yet one of the greatest results of the entire projects of raising moneys for the prosecution of the war was the training in citizenship which came to America. Especially was the training in method and procedure notable in respect to the great body of American women citizens who stood by and carried on with poise, zeal and effective results. Financial emergencies during the war and the late pre-war period also developed the power of the government to serve its people through means of financial assistance, through sound methods of financing, extension of aid to sections of the country, and the provision for reserve checks upon the nation's resources. Here again was a matter of government functioning through finances for the common good and for the training of citizens in newer opportunities of government.

The principle involved in the financing of the greatest project of the nation is but typical of the problems and opportunities of the state to finance its own programs of technical government and public service. Public finances, in which the average citizen is so little interested except to complain of taxes, is after all the problem of the way in which a state obtains and expends its very subsistence. It is a very matter of fact truth that the state must have money to perform its function; and that its functions consist in serving its citizenship through formal governmental efforts. How strange, therefore, that citizens should assume that such matters of government will automatically take care of themselves! How strange that citizens should complain of an annual expenditure of less than three dollars a year for the total benefits of state government returned to them

in services of health, protection, education, public welfare, conveniences, advanced property values, all for a total cost of what is expended momentarily for a trifle in everyday pleasure-life! The explanation is a simple one: the citizens have not thought it out and have not participated in their opportunities as citizens.

82. **Forms of co-operation.** Perhaps the best forms of citizen co-operation that can be named is a study of North Carolina facts of finance in relation to the services rendered by the state. The following tabulations were made by Doctor E. C. Branson, head of the department of rural social science at the University of North Carolina. North Carolina, according to Dr. Branson's compilation from the U. S. census report on statistics of states is next to the last of all states in the amount per capita that is expended for government. This amount is \$2.54. The amounts of other states go as high as \$19.25 while the average is \$6.05 per capita. The details of expenditure are as follows:

1. Schools and libraries	\$.75
2. Charities, hospitals, and corrections.....	.51
3. Old soldiers' pensions, printing, etc.....	.27
4. Outlays for schools, hospitals, etc.....	.20
5. State administration costs.....	.18
6. Conserving natural resources, mainly agriculture.....	.18
7. Interest on bonded and floating debt.....	.18
8. Health and sanitation.....	.10
9. Protection of person and property.....	.09
10. Highways.....	.08
<hr/>	
Total.....	\$2.54

But what of the state's income? Where does it obtain this money and what are the methods of raising the public funds? The receipts for 1919 are listed as follows:

1. General property taxes.....	\$2,653,609
2. General department earnings.....	1,212,349
3. Business taxes.....	1,040,796
(1) On the business of insurance companies and other corporations.....	\$ 491,799

(2)	On individual incomes.....	120,012	
(3)	Automobile licenses.....	427,545	
(4)	Hunting and fishing.....	1,440	
4.	Special property taxes.....		527,449
(1)	Inheritance taxes.....	400,866	
(2)	Corporation stock taxes.....	126,583	
5.	Sale of bonds, warrants, etc.....		591,451
6.	Occupation and privilege taxes, B and C schedules		456,053
7.	Sale of supplies and investments.....		448,699
(1)	Supplies	\$ 322,793	
(2)	Public trust funds for state uses	125,906	
8.	Interest and rent.....		339,354
(1)	On investments and invest- ment funds	248,012	
(2)	On deposits.....	34,598	
(3)	Public trust funds.....	51,806	
(4)	Rents	4,938	
9.	Federal grants.....		197,236
(1)	For education.....	\$ 86,465	
(2)	For Experiment Station, Farm Extension, etc.....	110,771	
10.	Donations		74,175
11.	Other special revenues.....		55,358
	Incorporation or organization tax- es, stock transfers, etc.		
12.	Poll taxes.....		42,404
13.	Fines, forfeits, and escheats.....		14,535
	Grand total.....		\$7,653,468

83. **Projects and questions.** Compare the per capita cost of state government in North Carolina with that of the other states in the Union.

Compare the amounts spent for the special purposes with similar amounts spent by other states.

Distribute the \$1.00 spent in state government according to the purposes for which expended.

Compare the wealth of North Carolina with other states of the Union.

Compare the ideals of citizenship and history of the Old North State with any other states.

Plan methods of showing the taxpayer that practically all of his taxes come back to him in direct services rendered; and of showing the legislator or prospective legislator that his obligation is to render more faithful, not less faithful, services to his people.

Analyze the salient features of the revaluation act and point out its future values to those who are responsible for public finance.

Make a special study of the current report of the North Carolina corporation commission.

PUBLIC CHARITIES AND WELFARE

84. **The scope.** The North Carolina system of social legislation has been pronounced somewhat in advance of any in the nation in some respects. It is typical of the living, throbbing tendencies of the day to bring about the public welfare by the services of a democratic form of government having in mind services to all the people. Like all aspects of government, however, it must needs have support and co-operation. Citizenship, co-operation and patriotism are needed all the more in these ventures which blaze the trail toward new goals of achievement in public welfare. The particular organization through which governmental welfare is administered is the Board of Charities and Public Welfare. Its administrative officer is a COMMISSIONER OF PUBLIC WELFARE whose department has also a BUREAU OF CHILD WELFARE, with its director, and a BUREAU OF COUNTY ORGANIZATION with its director. In the counties the organization, as already suggested in county government, consists of a county superintendent of public welfare, with such assistance as the county may designate. The county superintendent of public welfare works with the county superintendent of schools. The functions of the department of charities and public welfare are many: to maintain its offices for the execution of its legislated tasks; to promote public welfare through study, research, publicity, and

official duties; to assist and direct counties in their organization of public welfare and to supervise their work; to inspect and supervise the work of state eleemosynary institutions; to assist in enforcing the compulsory school attendance law; to advise concerning the disbursement of poor funds; to promote the welfare of persons in prison and those discharged; to prevent and correct dependency, delinquency, and defectives in the state; to supervise probation work in the state; to promote wholesome recreation; to bring about the enforcement of all public welfare laws; to supervise and advise with the executive secretary of the child welfare commission; to co-operate with national, state and county agencies for the promotion of the public good. Working closely with the commissioner of public welfare is the university school of public welfare with its programs for training in social work, teaching citizenship in class and out; community assistance, and research and publication.

85. **Forms of co-operation.** Perhaps nowhere can there be found more suitable opportunity for the participation by women in the matters of the common weal than in their co-operation with all forms of technical public welfare. Here are the problems of child welfare, with its myriad appeals to womanhood; here are the problems of the family and the home, both the development of the normal home and the readjustment of the unfortunate homes; here are the avenues of approach to the problems of morality, dependency, delinquency and the defective citizen and child; here are the problems of the alms houses, the childrens' homes, the institution for aged and infirm; for the feeble-minded and unfortunate in life. Here, too, is the basis of furthering the profession, full of promise in the enrichment of woman's professional life, of social work and community leadership. What has become a profession typical of the best efforts of the woman worker is reinforced by the opportunities to serve in public and community capacity through the modes of governmental authorization. The forms of co-operation are many: citizen interest and inquiry into the facts; instruction in the needs of public welfare; the spreading of information and sentiment in favor of the maximum service; inspection of work done in the town and county; studies of actual conditions; studies of what ought and can be done; com-

munication with county boards of commissioners; with legislators; support of the state department and co-operation with its programs; bringing philanthropy to supplement the public funds; co-operating with private and voluntary agencies; seeking efficient officials and workers believing in the common good as expressed in the ideals of this democracy.

86. **Projects and questions.** Confer at once with the county superintendent of public welfare in the county and learn of his work and plans.

Offer to co-operate, and to bring others to co-operate with the county superintendent of public welfare and his workers.

Contribute to the feeling of "well done" on the part of commissioners who have made possible the organization of the welfare work in the county.

Make a study of all cases of dependency, and poverty in the community—in the county—at the present time.

Make a study of the cases of child misfortune and irregularity now in the community or county.

Write the story of the treatment of the aged and infirm within the last two years.

Survey the total efforts for child welfare and for recreation in the community.

Become acquainted with the state and county institutions for helping the unfortunates in the democracy.

Sketch on an outline map of the state the counties which have the several public institutions, with locations of each.

Describe the organization and resources of the state's public institutions for public relief.

Direct effective interest and support to some one or more of the state's institutions mentioned below:

FOR CHILD WELFARE—Jackson Training School at Concord, for delinquent white boys; Samarcand Manor, at Samarcand, for delinquent white girls; Caswell Training School, at Kinston, for mentally defective white children; School for the Deaf, at Morganton, for white children; School for the Blind, at Raleigh, for white children; School for the Blind and Deaf, at Raleigh, for colored children.

Do you know that there are no county child-caring institutions in the state?

The Children's Home Society of North Carolina, at Greensboro, is the child-placing agency in the state.

The Institution for Crippled Children, an orthopaedic hospital is being constructed at Gastonia.

There are nineteen orphans' homes in the state: at Charlotte, Thomasville, Elon College, Asheville, Falcon, Raleigh, Winston-Salem, High Point, Balfour, Crescent, Goldsboro, Oxford, Barium Springs, Clayton, Nazareth, Belmont. Some of these, Raleigh, Charlotte, and Asheville, have more than one, including the white and colored.

FOR MENTAL DEFECTIVES—State Hospital at Raleigh; State Hospital for the Dangerous Insane, at Raleigh; State Hospital, at Morganton; State Hospital, at Goldsboro; Caswell Training School, at Kinston.

There are six private hospitals for the treatment of nervous and mental cases: at Greensboro, Morganton, Asheville, Charlotte, the last two having more than one.

There is no institution provided by the state for the idiotic and feebleminded.

FOR DELINQUENTS—Two reform schools as listed above; the state prison at Raleigh—penitentiary; county chain gangs and county prisons, local lock-ups and prisons; probation courts and procedure.

Make a study of the prison labor laws and study the state standards of administration.

FOR THE CARE OF THE POOR: Compare county institutions with needs and standards and with other institutions like the home for the aged and infirm at Greensboro, or the Masonic and Eastern Star Home.

PUBLIC HEALTH

87. **The scope.** Citizens of North Carolina know of their state board of health and the state health officer through the unusually effective work that has been done and is being done, through the national reputation which is being achieved, and through the general opinion that the health of the state is being well provided for. What most citizens do not know is the detailed organization of an efficient board and its administration; the wide and diversified scope of its services; and the difficulties

involved in the execution of so large a project of state governmental services. Perhaps the average citizen does not know the extent to which the state health officer as the executive and secretary of the board must co-operate with local state and national agencies, or the need for citizen co-operation in all the tasks of public health. The North Carolina board of health, consisting of nine members, of whom five are appointed by the governor and four elected by the North Carolina state medical society, emphasizes three fundamental values: the stability of organization and permanency of policies; the partnership of state with citizens in the medical profession; and the non-political character of its personnel. This gives an ideal avenue for citizen co-operation in the promotion of all means for the conservation of human life and the promotion of the health of the people.

The administrative organization is as follows: A bureau of county health work; a bureau of vital statistics; a bureau of medical inspection of schools; a bureau of infant hygiene and public health nursing; a bureau of venereal diseases; a bureau of tuberculosis; a bureau of epidermiology; a bureau of engineering and inspection; a state laboratory of hygiene.

88. **Forms of co-operation.** In these divisions of the work the citizen will find varied functions: To interest county authorities in health matters and advise and assist in the working out of their problems; to secure certificates for every birth and death and to keep accurate records; to interest school authorities in the health of children and to assist in medical examination and treatment of defectives; to save babies by the thousands; and to educate mothers; to examine water supplies, blood and disease specimens, and to manufacture and distribute vaccine and antitoxin; to bring about a better understanding of sex hygiene and reduce venereal diseases; to manage the state sanitarium and to stimulate all efforts toward the prevention of tuberculosis; to secure reports of all contagious diseases and to control epidemics; to offer inspections services in the matter of sanitation and health conditions in public buildings; to promote in every way possible the health of the people and to conserve human life; to co-operate with and supervise the work of counties whose officers are a health officer, a quarantine officer, a county health nurse.

Citizen interest and enthusiasm in plans for county health officers and nurses; co-operation in the making out of accurate birth and death statistics and helping others to do the same; co-operative and personal services in the examination of children and in the treatment of remediable defects; child welfare exhibits; community instruction to mothers and coming mothers; the holding of baby-saving days or weeks; the promotion of sanitation; the encouragement of ordinance preventing contagious diseases from spreading; inspection of water and milk supplies; to plan the elimination of immoral conditions and to co-operate in the teaching of sex hygiene; co-operation with representatives of the state board wherever possible; to the giving of publicity to health propaganda. Exhibits, lectures, visits, instruction, study, co-operation.

89. **Projects and questions.** Sketch on an outline map of the state the counties with county health officers; county nurses.

Describe the health program in the county and adjacent counties.

Give the death rate for the county, by causes, for the last five-year period.

Work out plans for a complete county health program, including nurses, hospital, health officer.

Classify the deaths of children under five years of age, in the county, according to preventable or non-preventable causes.

Compile health and sanitation ordinances applying to local counties.

Compare the administrative organization of the North Carolina board of health with other states.

Arrange for frequent meetings and other publicity for health work.

Enumerate the principal hospitals in the state. How many counties provide hospital facilities?

PUBLIC EDUCATION

90. **The scope.** The action of the recent special session of the legislature in granting every request made by the superintendent of public instruction has called attention concretely to the enlarged program of public instruction in the state. It shows further the effectiveness of citizen co-operation in gov-

ernment relating to the public schools and the efficiency with which the program was worked out and presented to the law makers. The results of this new program will go far toward putting North Carolina in the forefront of educational programs if the citizens will become informed, maintain a constant interest and intelligent information, and choose efficient county school officials. The state department of public instruction is ready and able to contribute a program of educational statesmanship if it can have citizen co-operation in its programs of state development.

The state department maintains the following services: Superintendence and direction of public instruction; supervision of teacher-training; inspection of high schools; inspection of rural schools; direction and inspection of vocational schools; direction and maintenance of community recreation service; direction and maintenance of adult illiteracy teaching; supervision of construction of school houses; the tabulation of statistics and issuing of reports and publicity.

The functions of such a department are self-evident from the classification of services. It is the purpose of the department, with its several divisions, besides the special functions, to promote in every way possible higher standards of instruction; to suggest suitable school taxes and co-operate in obtaining them; to co-operate in the enforcement of the school attendance law; to co-operate with the superintendents of public welfare; to co-operate with home and farm demonstration service; to co-operate in the incorporation of rural communities; to promote suitable legislation for school welfare; to issue licenses to teachers, fix standards of preparation, and fix scales of salaries.

91. **Forms of co-operation.** Of special importance in the citizen's work are the state institutions of higher learning, a list of which is given below for further study.

Perhaps nowhere will woman's part in government be more effective than in the development and maintenance of standards of excellence in school matters. There are the same modes of co-operation described in the chapter on local problems. But there is need for citizen co-operation in the state program; citizen interest in equal opportunity for all boys and girls; co-

operation in the compulsory attendance law enforcement; interest in the election of good officials; participation as members of school boards; co-operation in the training of teachers; creation of interest in better school houses; school meetings; school fairs; school exhibits; conferences; special interest and co-operation in the work of the state's institutions of higher learning.

92. **Projects and questions.** Sketch a map of the state showing counties having community recreation service; illiteracy work.

Classify counties according to their high school facilities.

Classify counties according to the per capita amount spent for public schools.

Describe the organization of the community service bureau.

Describe the organization of the adult illiteracy work.

Describe the new system of teachers' salaries according to professional preparation.

Compare the negro schools with the white, in equipment, location, maintenance, teachers, attendance.

Inquire into the needs and present organization of the state educational institutions: The University of North Carolina, Chapel Hill; the North Carolina State Vollege for Women, Greensboro; the East Carolina Teachers' Training School, Greenville; the North Carolina A. & E. College, Raleigh; the Cullowhee Normal School, Cullowhee; the Agricultural and Training School, Greensboro; the Negro State Normal Schools at Elizabeth City, Fayetteville, and Winston-Salem; the Indian Normal School.

THE BUSINESS OF VOTING IN NORTH CAROLINA

93. **Voting essential.** After the citizen—whether the young citizen just becoming of age, or the woman citizen ushered into the new privileges and obligations of citizenship, or whether the man of years of civic illiteracy and negligence—has mastered the underlying principles and facts which enable the right use of the ballot, there is still left the actual process and fact of voting. And voting is necessary. It ought to be considered the highest of privileges and duties. The "citizen" who boasts of aloofness from politics and government is boasting of unreality because her government is all about her in the forms of

freedom and protection and public services. What sort of logic is it that causes a citizen to say: "Behold, my government and its politics, in which reside the sovereign power to render me all services which I need and want, are so bad and furnish me with so few of my due services, that I shall therefore have nothing to do with them in order that they may become worse and furnish me with still less of the services which I so much need and desire." If politics is wrong, to stay out is to turn over to those who make it wrong the power to make it worse; if right, to stay out is to magnify selfish individualism and the shirking of a fair share of responsibility; for politics is the science of government! Do women stay out of politics because other women, whose standards they do not consider sufficiently high to partake of government, enter? Then they agree to turn over their politics and government to just those whom they feel incapable of government. Surely, with the franchise comes both the challenge to become rounded in the fundamentals of citizenship and to exercise the ballot in the promotion of better government.

94. **Special act.** In order to facilitate the registration and voting of women in the next elections the special session of the North Carolina General Assembly in the summer of 1920 passed a special act. This act is given here for quick reference and to introduce the basis for November voting at the polls.

The General Assembly of North Carolina do enact:

Section 1. That the word "male" in line two of section five thousand nine hundred and thirty-seven of the Consolidated Statutes of North Carolina be stricken out.

Sec. 2. That sections five thousand nine hundred and forty-one and five thousand nine hundred and forty-two of the Consolidated Statutes of North Carolina shall not apply to women.

Sec. 3. That nothing in any of the laws of North Carolina shall be so construed as to prevent the registration and voting of women twenty-one years of age and having the other qualifications for registration and voting as provided for men for the year one thousand and nine hundred and twenty.

Sec. 4. That for the purpose of the registration and voting of women, the residence of a married woman living with her husband shall be where her husband resides, and of a woman

living separate and apart from her husband or where for any reason her husband has no legal residence in this state, then the residence of such woman shall be where she actually resides.

Sec. 5. That this act shall apply to all primaries and elections.

Sec. 6. That this act shall be in force and effect from and after the legal ratification of the Nineteenth Amendment to the Constitution of the United States: **Provided, however,** that this act shall be inoperative in the event the court of last resort shall declare said ratification illegal.

Ratified this the 26th day of August, A. D. 1920.

95. **The basis of suffrage.** For official information and instruction concerning the elections inquiry should be made of the county board of elections, or the state board of elections at Raleigh, who are charged with the matter of facilitating all election machinery and instructing the voters as well. Inquiry may also be made of local officials or friends whose special interests and situations enable them to devote time to co-operating in the matter of preparation for voting.

96. **Women voters.** For the purpose, however, of beginning the process of further study of this aspect of citizenship and to continue the method of active study, it will be well to introduce here the elementary basis of voting in this state. From the act quoted above it will be seen that the way is made easy and clear for the woman voter. Section 5941 and 5942 refer to the requirements for the payment of a poll tax and for the exhibition of the receipt for such tax before voting. This requirement is eliminated in the case of women voters. It will be seen further that all other conditions and qualifications prevail as apply to male voters except that the woman voter need not state the exact age upon which she bases her right to vote but may return her age as twenty-one years or over.

There need not be described in detail any matters relative to the voting for electors for the president and vice-president for the reason that those who are qualified to vote the state ticket may also vote for national officials. Likewise, qualifications for the general elections make eligible for voting for special measures, bonds, amendments. See the general election law for details.

97. **Dates.** The date fixed for the general election of local, state and national officers is the same: The first Tuesday after the first Monday in November. At the same time congressmen, members of the general assembly and township officers are elected. For state and national elections the time is fixed for the above-mentioned date every four years. For county officers, congressmen and township officers elections are held on the same day of the month but every two years. Special election for vacancies in the general assembly may be held at such time as the governor may appoint. Justices of the supreme court and judges of the superior court are elected for eight years.

98. **Place.** The place of voting is fixed by the county board of elections. Each voter must vote in her own precinct, ward or township, and any change in place must be designated by the county board at least twenty days before election. At each precinct, ward or township polling place the registrar shall attend in person each Saturday during the period of registration of voters.

99. **Qualifications.** The qualifications of voters require: naturalization, residence in North Carolina for two years, in county for six months, and in precinct, ward or election district for four months; 21 years of age or over; ability to read and write; sound mind; without criminal record of felony.

100. **Registration.** But only such persons as are registered are entitled to vote. The time and method of registration are provided in the requirement that the registration books be open at least twenty days continuously prior to the date of closing registration which is sunset on the second Saturday before each election. On each Saturday of this period the registrar must be at the polling place with his registration books. All registration shall be during this time, except that a person who has become qualified for voting subsequent to the closing of the registration books may register on election day.

108. **Polls.** The polls are open from sunrise to sunset of each election day and no longer. Ballot boxes are provided for each class of officers to be voted for, that is, state officers; the justices of the supreme court, judges of the superior courts, United States senators; members of congress; presidential electors; solicitors and county officials; and officers of the township; a separate ballot for each of which classes must be used.

109. **Candidates.** For whom does the citizen vote? Presidential and vice-presidential electors and United States senators and congressmen; state officers: governor, lieutenant-governor, secretary of state, auditor, treasurer, superintendent of public instruction, attorney-general, and other state four-years officers; justices of the supreme court and judges of the superior court; congressmen and members of the general assembly from the several districts and counties; county officials: register of deeds, county surveyor, coroner, sheriff, treasurer and county commissioners, if elected and other county officers, and for clerks of the superior court and solicitors; for constables and justices of the peace in such townships as elect these officers by the vote of the people.

110. **Primary.** There is also a general primary election the date of which is the first Saturday in June next preceding each general election in November as outlined above. The purpose of this election is to vote on candidates of each political party. In this primary also may be voted preference for candidates for president and vice-president of the United States. Such primaries are normally governed by the general election laws. Numerous safeguards and official forms are prescribed, all of which are given in the North Carolina election law.

111. **Penalties.** The normal mode of citizenship assumes the utmost uprightness and honor in all matters of voting. Clean government is the ideal of citizenship and safeguards are placed around the methods of conducting elections. As in other matters of government, however, there are penalties for the violation of these standards, and these penalties are protection to the good voter and promote citizen liberty. Punishment for misdemeanor will be prescribed for the failure to perform duty as elector, to interfere with elections or officers, to disturb election officers in the performance of their duties, to bet on elections, to intimidate or oppress voters, to make campaign contributions, to publish unsigned derogatory matter against candidates, to circulate false charges against candidates; likewise the penalty of a felony will be enforced for registering in more than one precinct or for impersonating other voters, for buying or selling votes, for making false entries, for swearing

falsely, for false qualification. Other offenses may arise, such as voting of unqualified persons at elections, false oaths, wilful failure of official to do his duty, making false returns, using corporate funds for political purposes, and the like.

112. **Projects.** In all these important matters the citizen will recognize the form and substance of democratic government. What will make this government better? What would make it worse? What are the long-run penalties of a community or state or nation whose citizens are not active citizens? What are the supreme duties of the citizen-voter? Is it all of suffrage to vote or all of citizenship to learn? Why is this a government by parties? What is the boss system and how eliminate it?

Why not devote an early meeting of the group to the careful consideration of the North Carolina election law, this being Chapel 97 of the Consolidated Statutes? It is fascinating reading and the basis of constructive knowledge.

Why not take a "census," on the one hand of the members of the group, and on the other, of the prospective candidates, to ascertain what proportion of the candidates are known or have made clear their positions with reference to the greater fundamentals of service for which they ask votes?

PART V

THE REAL PROBLEMS OF AMERICANIZATION

113. **Qualities of American government.** In an address delivered before the Daughters of the American Revolution, President Wilson expressed the feeling of joy that "we belong to a country in which the whole business of government is so difficult." Our government is "a universal communication of conviction, the most subtle, delicate and difficult of processes" in which, however, there is not to be found a single opinion that is not of some consequence to the grand total; "to be in the great co-operative effort is the most stimulating thing in the world." These points of emphasis—the difficulty, the stimulating qualities, the companionable efforts—are all the more applicable in these days of new parts in the great co-operative effort of democracy. The present tasks of citizenship, which, after all, are the real tasks of Americanization, challenge the American woman to her contributions of new forces to the constant creation of the ideals of America. There is, too, another quality, constantly emphasized in the previous pages of this manual, which is necessary to the achievement of genuine Americanization. Here, again, the expression of President Wilson gives true emphasis: "For it seems to me," he says, "that the peculiarity of patriotism in America is that it is not a mere sentiment. It is an active principle of conduct."

114. **The spirit of American institutions.** The spirit of **Americanization** is the spirit of America in its truest ideals. This spirit must be within us, interpreted and enacted in the principles of citizenship and service, before it can be transferred to new-coming citizens. The expensive paid worker who tells the foreign-born unfortunate that he should be thankful for whatever condition he finds in America, forsooth because it is better than the old world at that, does not express the ideals of American citizenship. Nor does the native citizen, affirming, in matters of justice and right as it relates to the negro population, that the negro should be satisfied because conditions are better than in Africa or in slavery, express the ideals and spirit of North Carolina or the nation. America and the states with their freedom of rights and their spirit of democratic liberty

were founded on principles of right and justice interpreted and enacted in conformity to governmental services that will render the largest good to the largest number, striving for approximation, in the end, to perfect service to all. It is clear, therefore, to quote Dean Edwin Greenlaw in his introduction to "OUR HERITAGE", that "the future of America depends not merely on our continuing to observe the forms laid down by the Constitution—the succession of political campaigns and elections, the exercise of the right to suffrage; not merely on assertion of Americanism and loyalty to our institutions, but also upon the degree to which we keep burning in the hearts of the people the ideals of which our institutions of government are but the outward symbol, so that these institutions are created anew by each generation as it plays its part in America's life."

115. **Citizenship a test of Americanism.** One could almost hope for an era in which only those people whose qualifications for the above ideals would enable them to express their part in government through the ballot; and that thereby all people would come to qualify for the expression of the true American spirit; and that conditions would be so prepared that all citizens could avail themselves of the opportunities of citizenship based upon the true qualifications; and that, furthermore, civic illiteracy among us all, the elimination of which is one of our most real Americanization problems, would be a decreasing proportion among us, even as educational illiteracy is now. Here, then, is a national problem: To interpret and re-interpret the spirit of the real America and her institutions; to prepare citizens, young and old, in this interpretation; to insure a situation in which knowledge of institutions and government becomes the prerequisite for citizenship. It is one of the fascinating outlooks of the present time that woman's obligations to become active citizens will enable her to enter her tremendous powers and forces in the national problems of interpreting and perfecting citizenship on the basis of service and information. Here will be force and example to stimulate all citizens alike to this Americanization problem. Is it, then, a supreme problem of Americanization to see that the woman voter carries the nation a step further in the original American ideals? Would that some such power and influence would bring to the great polit-

ical parties and their platforms clearer enunciation and enactment of these principles. And who but citizens may bring about a realization of this kind.

116. **Limited meaning.** For the present purpose, therefore, Americanization in North Carolina studies in citizenship will be considered entirely exclusive of the conventional meaning of training foreign-born citizens into American ideals. This is of the utmost importance and the efforts and successes in this direction constitute and will continue to constitute memorable chapters in the nation. But for the purposes of this manual our problems of Americanization are the problems of making ourselves 100 per cent citizens, of training the youth of the coming generation in these ideals, and of adapting in civic justice the negro natives who constitute a large proportion of our population. There are, to be sure, many aspects of these problems. And these aspects should be interpreted concretely as tasks of definite active citizenship, as nearly as possible. But the prevailing ideal is that of training ourselves and others in the qualities of citizenship required by the needs of city, county, town, village, rural community, state, nation, as outlined by the best civic leadership.

117. **The political parties.** If the new citizen, searching after the best national service, wishes to learn new truths and perform new services, a wide field of study and effort is available. She will not only concern herself with the presidential and vice-presidential electors; with the study of the forms of the Constitution through which the president, vice-president, the legislative body, the judicial body are chosen and function. She will do this and more. She will study the party system and become grounded in the history and fundamentals of the parties and of the problems that have been attacked through the party system, rather than through individual or personal effort single-handed. She will do this and more. She will, following the ideals set forth in the preceding chapters on city, county and state government, search out the fundamental medium of service through which the national government ministers to its citizens and perfects them in the ways of better citizenship. The national government, too, is a part of us all, round about us with its power of might to render the right effective, and with

its increasing possibilities for directing and rendering social service to its citizens through co-operation with the units of local government. What are the fundamental divisions of the national service? How do they function? Do they function adequately through well-organized departments and divisions? Are there enough departments to meet the needs of the government today with its growing visions of social and economic service? Do the political parties, in the attempt to build great constructive platforms, recognize the importance of the national departments and the careful selection of cabinet members? Will they select candidates who will select members of the cabinet for their special fitness to interpret and render the due services to the nation rather than for their political influence alone? The great political conventions, potent with the capacity to become American institutions of unlimited creative force, are but the representatives of the people—the citizens. Do, then, the citizens control these conventions, guaranteeing that they will express the will and choice of the people in their selections? It is not enough to affirm that the people may reject the candidates of the convention choice if such candidate is not of their liking; the people must vote for their nominees. Shall not one of the new ideals of American citizenship be, therefore, the magnifying, by the conventions, of service to the people through the entire governmental organization?

118. **National service.** Most of the larger problems of national and international affairs—those that affect us today with such power for good or evil—must be directed through the channels of departments of national government. War, adjustment of capital and labor, taxation, immigration, ideals of justice, and others, administered in accordance with the ideals of democracy will send America far on her way to the perfection of her ideals and far away from the ideals of any sort of bolshevism of anti-American doctrines. But the people-citizens must keep in close touch with the promotion and enactment of these ideals. Americanization in this sense of the word will mean the perfection of our knowledge and citizenship as they function through the great departments of national service that now exist and perhaps others that are to be established in the near future. What are the divisions of labor in the national service

as distributed among the ten great departments: The secretary of state, secretary of the treasury, secretary of war, secretary of the navy, the postmaster general, secretary of the interior, secretary of agriculture, secretary of commerce, and secretary of labor? In all these will be found the technical avenues through which governmental organization extends to the citizen the protection and promotion of rights and welfare. In proportion as a government advances through its formal administration of government for political purposes to the larger ideals of political and social service there will be constantly-growing needs of enriching or enlarging the departments of national service.

119. **Cabinet Members.** What of the tasks of political and social science in the fields of the public health and public education? Is education, representing one of the most fundamental of all institutions, simply one of the many "left-overs" of governmental service? Rather is it not fundamentally connected, not only with the necessary services to the peoples, but also with the very promotion of a self-perpetuating citizenship? Is the public health simply a part of war? Shall we wait always for war and famine and pestilence to extend the service of health protection and promotion to the people? We have gloried in the nation's quick grasp of its opportunities to serve its citizens in their economic difficulties in agriculture and commerce and labor. Are health and education less able to offer testimony to the nation's greatness in meeting the technical social needs of its citizens? Of course we value the children of the nation more than we do its farm animals, but are we not mistaken in assuming that the science of government can provide services for the one and not for the other?

120. **Support of institutions.** In all these larger interests of governmental social services, however, the form of organization to promote the service ought to be understood and appreciated by the informed citizenship. It is doubtful if there is any aspect of the national government less studied and appreciated than the details of these departments of administration. They must have, in order to become more efficient, the intelligent interest and backing of the people. After all the sentiment and intelligence and action of the citizen must determine the quality and

scope of the government's services. There is, then, here a great and hopeful problem of vital Americanization work: to create, foster, and nourish in the people the ideals of co-operative service by the government to the fundamental institutional needs of the nation. The scope and form of governmental services would be determined by the careful interpretation of the needs of the fundamental institutions upon which America has been founded—the institutions through which the individual may develop its highest types of liberty and social personality, and at the same time promote the welfare of the nation and society. It is the spirit of America to foster and promote American ideals of institutional life and progress. The government is based upon these ideals and is set to the task of executing the will of the people as they interpret their ideals. What, then, is the will and wish of the people?

121. **“Un-American” tendencies.** In reference, for instance, to the home, is it the spirit of America to make difficult the paths of little children? Is it the essence of American institutions to make the very spirit of American cities—and cities must continue to grow and become an increasingly larger proportion of the population—hostile to the coming and growing of little children? Is it the carefully interpreted judgment of America that she should build large units of living situations in which certainly one of the outstanding commands is “Suffer not little children to come unto me for of such is **not** the kingdom of cities.” Is the policy of the American citizen one which proclaims for child welfare in a thousand meetings and programs, yet continues the building of a society which neither welcomes children into the family nor permits them to live in pleasant places? Was the advertisement, inserted in the newspaper by a mother, desperate and tearful: “Wanted—To exchange one beautiful blue-eyed little child, for one small dog of any variety. I am permitted to keep the dog but not the child”—was the condition which prompted this the spirit of American ideals? Is it the spirit of American ideals to glorify those socially selfish, economically selfish women of cities, whose scorn for the personal presence of little children in their own city environment is a prevailing characteristic—is it the spirit of American ideals to glory in their fierce denunciation of the liberty-loving,

sincere and genuine fathers and mothers of men in the rural districts whose limited experience allows them to do harm to their little children in wrong hours and tasks of work? Rather, ought we not through good citizenship enlarge the experience and knowledge of all fathers and mothers and magnify child welfare in city and county, the nation over! These are questions not for formal government to answer but for the spirit of American citizenship to interpret.

122. **Citizenship and labor.** Looking back over the history of the founding of the American colonies, tracing the development of its growing civilization and institutions, interpreting the days and years of its pioneer experience and the motives and spirit of freedom which dominated the founding and developing of this country; and linking these and all other facts available with the terms and conditions of progress, what is the American spirit in its interpretations of relations between capital and labor? Is it the American ideal that the chief outstanding fact in the troubles of labor and capital is the fact of misunderstanding and lack of sympathetic relations between laborers and those who employ? Is it the spirit of America that conditions should be allowed to come to that pass where those who do not understand, never have understood and do not care to understand American ideals must come and interpret to us doctrines un-American, and prevail? Is not the problem of Americanization of our men of wealth and our workers of days a supreme task? What would it not mean if the great mass of American people, both wealthy and worker could but realize the danger of forgetting the rights of labor and the human factor in industry on the one hand, and the rights and fundamental social and economic importance of capital on the other? What would it not mean in these days of tendency toward wrong ideals of idleness or of false gain through oppression and unsound methods, if we could again realize in the spirit of the old America that WORK is a law of life and industry, one of our most fundamental institutions! Is this a matter solely for formal government or is it a matter of intelligent, informed, patriotic Americanized citizenship? Will remedies come through force or will they come through the patriotic and informed participation of all citizenship in the common problems?

123. **Social problems of Americanism.** There are other similar problems relating to these and to other fundamental institutions. There are general problems of the national ideals and specific problems of state citizenship. They are all vitally connected with problems of government and with the difficulties of Americanizing immigrants as well. The challenge is for the participation of woman in active government to bring about an increasingly nearer consummation of the ideals and organization of American democracy what time she performs the tasks of local citizenship and service. Some of these tasks are in North Carolina with specific challenge. Civic illiteracy has been mentioned, educational illiteracy is another. The problem of developing rural conditions to the point where the country home and community will again be typical of the best that America can produce is another. Provision for property ownership of what Dr. Branson calls the homeless thousands of towns and cities is another. Another is the creation of a wholesome sentiment of fair play on the part of citizens in that government services received must be paid for and that it is a part of citizenship to support its government. Still another is the difficult problem of giving justice and fair play to the negro. The Southern states, in conformity to sound principles and experience, have determined upon policies of race relationships. These policies have proved wise and have been sustained by the findings of able students and of international scientific societies in some instances. The policies are clear cut and based exactly on right and justice to the whole people. It is, therefore, all the more important that in the promotion of these policies the fundamentals of justice, sympathy, co-operation and fair play shall prevail in all matters of race relationships. This is the spirit of North Carolina. It is not the spirit of Carolina, for instance, that one white citizen should coerce a negro to purchase, with his surplus moneys or services, an expensive automobile at high price while another white citizen denounces him severely for the ownership and operation of such a car. This extreme example, and all others, suggest the necessity of consistent and equitable conduct that will bear the test of succeeding years. Citizens and government alike must abide by the principles of service here, as elsewhere.

124. **Government supreme.** But in all earnest efforts to magnify the great American tradition of government based upon service to the people, there must be constant reminder that it is nevertheless **government!** and that it renders no special privilege, service or political favor to persons beyond the rights of all the people. There must develop no ideals which tend toward the demand upon a government for selfish services or for tasks not consistent with the technique of government and the rights of future generations. The great goal is to so build government that its principles and science of organization shall both promote all the forms of service and at the same time protect, by its power and political, as well as social, control, the rights and lives of the citizens. This government of a democracy is therefore a powerful co-operative project in which the citizens abide by the judgment of the majority of all the people. This is the nation, the America

born of the longing of the ages,
By the truth of the noble dead
By the faith of the living fed

To become citizens anew is the task to which "we can dedicate our lives and our fortunes, everything that we are and everything that we have."

125. **Co-operation and projects.** Part V is not an analysis of the problems of national government on the one hand, of Americanism on the other: it is a challenge to find and enact the truest modes of present-day United States of America citizenship. The forms of citizen co-operation, then, in this part will comprise a complete summary of the entire projects of the manual preceding. It is largely a review, but keeping in mind the larger national ideals. There are, however, many special projects which will contribute strong programs.

Little or no mention has been made of the radicals and various forms of bolshevism commonly being interpreted. Make a classified study of the forms of organized unrest in this country and compare them with the ideals of our American government.

Make out, from a careful study of each of the platforms of the political parties, a chart classifying their attitudes toward

the great problems of America today; their omission or unsatisfactory statements toward these problems.

Review the principles of civil government underlying the executive, legislative and judicial branches of the national government.

Work out a chart, listing each of the ten departments of national government, giving the cabinet officers in charge and a **detailed functional statement of all services rendered** to the people. Why is health classified under the secretary of war?

Make a chart showing classification of the principal most difficult social problems that endanger our society. Which ones are attacked by government directly. Which one indirectly by citizen efficiency and wholesome ideals?

Classify all causes of non-co-operation in civic life. Is Kipling's philosophy (1) right; (2) possible of achievement?

“It ain't the guns nor armament, nor funds that they can pay,
But the close co-operation that makes them win the day.
It ain't the individual, nor the army as a whole,
But the everlastin' teamwork of every bloomin' soul.”

PART VI

PLANS OF STUDY AND BIBLIOGRAPHY

126. **Wealth of material.** A search for suitable readings and guidance in the field of citizenship and social problems reveals such a wealth of material in general books, periodicals, and special publications that many happy choices may be made. In fact it would be very difficult to find a field so alive with new and wholesome contributions. And for the reason that there are so many good things from which to choose (and much also that is worthless and unwholesome) it is all the more important to exercise the best of judgment in the selections to be made. One wishes to read everything! There are the good old books of standard contributions and the fine new books with appeal on every page. How they challenge to enjoyment and achievement. But it is evident for the average individual among us all, and for the average group among us, only a relatively small number can be used to advantage. In listing, therefore, certain books and other publications it must be remembered that no attempt is made **to list all the good things**. But that all that are listed may be termed at least relatively good. The plan of listing is to emphasize the first five or six under each division as being perhaps the best adapted to the particular purposes of this manual. Following these are other good titles. The divisions are the same as those in the manual except that a group of readings is given to apply to the study of general social problems, not primarily related to city or town or country or government but to the progress and welfare of society, and therefore applying to all divisions alike. They may best be classed under Part V.

127. **Active citizenship.** There is another very important consideration with reference to the readings in their relation to the plan of study provided by this manual. It is a manual not simply for learning and study, as fundamental and important as that is, but a manual for **active citizenship**. Reading, therefore, is accompanied with re-created interests and the willingness to do. The method of teaching citizenship is that of learning through the project method or the activity medium of learning and doing. The manual, therefore, itself suggests minimum and maximum information and action.

The fact should be emphasized that the manual is not itself a manual of voting or citizenship. There are very definite places and sources from which such information can be obtained. But it does undertake to present the substance of a minimum information which every citizen in North Carolina ought to have; and to present this minimum in relatively untechnical forms and in harmony with a practical plan of learning and doing. The manual, therefore, may be used to some extent without the accompaniment of books; and then followed later by specialized subjects chosen by the group; for which special subjects, then, suitable added readings should be selected.

Several plans of study are available. Suppose some of these be considered. First, suppose the meetings be begun with the outlines of the manual alone as the basis. The meetings could be planned as follows:

128. **First Meeting:** The Scope of Services Rendered to the Citizen by the Government. This meeting would consider the contents of the entire manual. What are the fundamental types of government—national, state, city, town, county? Does the average citizen think of government in terms of so immediate and real partnership as the local processes of government about us? In what do these processes consist? Can each member of the group outline the services which a city or town ought to render? a county? a state? Can any citizen be well informed who does not know at least the scope of these services? A good leader would be all that would be necessary if each member possesses a copy of the manual.

129. **Second Meeting:** The Meaning of Woman's New Part in Government. Here again the manual might be made the basis of the meeting. A careful discussion of the topics of Part I in which agreement and disagreement as to fundamentals might be made. In Part I, for instance, paragraphs 1, 2, 3, which is the greatest contribution to modern democracy? What other contributions may be added? Is the dream of a new fairy democracy a fair one? Is it fair to assume that every woman may have three professions? Are the assumptions that woman's entrance into formal government will better the great institutions a fair assumption? And especially, assign as the objectives of the meeting the listing of specific and practical ways.

in which woman in government **will contribute** to bettering women's professions; the home; the school; the church; the state; the community; and industry. If the meeting wishes to reach some definite convictions and high grounds, easily applicable to all alike, this assignment will bring results. Good leadership is necessary.

130. **Third Meeting:** The Study of Town and City Government. Assign to the several leaders for **short** reports the topics of the several aspects of municipal social services: city planning, education, health and sanitation, recreation, public works and the others. Expect each member of the group to be able to enumerate the majority of services under such head. Has your particular community organized under these divisions? Is it rendering reasonable services in each? Is it typical of good community government of citizens, for and by citizens? What suggestions are already in the minds of the group for adding to its services—additions to be made by citizen-help in practical and sympathetic ways, not by destructive critical methods?

131. **Fourth Meeting:** Detailed Study of Specific Problems. But the interest created in the last meeting was such as to require continuation of the study of certain specific problems. Assign, therefore, the special topics that are most apropos in this particular community. It may be the schools. Classify the schools according to paragraph 62. Or Health? Classify the services of the community according to the schedules. Whatever topics are appropriate to study, make suitable assignments and invite leaders in these departments to discuss their situations and their problems. **As many meetings as may be desired**, or sub-committee meetings, may be devoted to the specific problems of the community.

132. **Fifth Meeting:** Things to Be Done. By the time a special study of the departments of service has progressed it will become evident that there is much that can be done in concrete study of the local situations and in citizen co-operation with government officials. Assign, therefore, specific tasks to be investigated or undertaken by members of the group. Choose the things that will be profitable to the community and the group as well. Let the entire group adopt a standard method of study, inquiry, investigation and co-operation with government officials. Let

this method insure common sense methods of approach, sympathetic interest, patient understanding, non-interference with official functioning, generous motives. In the text are suggested many things that can be done. It must be remembered that there is no intention that all or even a small part of all the questions and projects suggested are possible or practical and feasible. And above all, the number and variety, put down only as suggestion and review of the field, should not be allowed to confuse the group into feeling that there is too much to be done to begin. A single project might be worth the whole year's work.

133. **Sixth Meeting:** The County Government. The town is so closely related to the county (for every town is in a county and parts of its government related) that by this time it will be clear that the citizen's knowledge is deficient unless it includes the county. Assign, therefore, one meeting to the study of what constitutes county governmental services, as in the case of previous meetings of city government. Insure that every member of the group knows at least what county government means and the scope of its activities.

134. **Seventh Meeting:** Intensive Studies and Projects. As is the case of the city community, assign special tasks of study and investigation in the county. Ask the county officials to come in and tell you about their work. How little do the members know? How interested will they be? Special projects of citizen inquiry and co-operation should be included; a study of the county resources might be well. Select topics as indicated above.

135. **Eighth Meeting:** State Government. But, the county officials tell you the state has much to do with their problems, and with the problems of the town and city as well. What are these relationships and what has the citizen to do with them? Assign Part IV, as previously to insure that each citizen in the group knows what the state services are. Is it fair to expect to vote and improve public services without at least the knowledge of the departments now existing as listed in this division?

136. **Tenth Meeting:** Special Problems. Assign for special interest and study several specific problems for study: Public Welfare, Public Health, Public Schools. Master the state system

and details of operation. Have representative of whatever departments studied come from Raleigh and interpret his problems and organization. The same methods applied in previous programs for city and county may be used.

137. Eleventh Meeting: The State's Institutions of Higher Learning. Assign one meeting for a report on the status and condition of each of the state's institutions of higher learning; brief reports, gathered **first hand** and up-to-date from the institutions themselves. What are they doing? What are their needs? Why must they turn away thousands of students? What departments of work? What public service?

138. Twelfth Meeting: The Business of Voting. Devote at least one meeting to a careful study of the North Carolina election law, copies of which may be had from the state board of elections at Raleigh. Assign topics to leaders on: Elections; executive officials; judicial officials; local officials; methods of primaries, and others. Insure that each member of the groups **knows how and when** to vote.

139. Thirteenth Meeting: The Country Life Problem in North Carolina. Devote at least one meeting to the Americanization problem of solving the difficulties of country life. Assign special topics of good roads, country home conveniences, farming conditions, isolation, health and country doctors, the country school. Insure that each member of the group **knows conditions** in that county and sympathizes with the problems involved.

140. Fourteenth Meeting: The Negro in the Community. Devote at least one meeting to the study of and inquiry into conditions of life and labor among the negroes of the community. Insure that each member of the group knows what the problems are, where the most difficulties lie, and what remedies are at hand for citizens to apply. The method of conducting this meeting will be determined by the local conditions. In many instances it could be worked out best in co-operation with the negroes; in some instances another plan might be acceptable. But it is most important in any event.

141. Fifteenth Meeting: Summary and Publication. One meeting should be devoted to summaries of the year's work in reportable forms. The program should be planned at the beginning with the understanding that at the end of the year the

club's report would be a document of some value. It should be in reports bound together for permanent reference and record; and in some instances where a club has done good work it might be made a valuable contribution for publication.

II.

142. **The second plan** of study and work might well be variations from the above-mentioned one. Many variations would, of course, be chosen by different clubs. Some of these may be mentioned. The first would be, say, the adoption of the essential plan above in which the several meetings, in addition to assigning the manual would assign to different members reports on **the same topics** but to be made from such standard books as Dawson's *Organized Self Government*, or Zueblin's or Beard's texts on *Municipal Progress*, or the *University Bulletin* and *County Government and County Affairs*. In other words, check up fully all matters discussed by cross references carefully worked out by leaders. This would be a strong reinforcement of the program and manual. It would be well to undertake as much of this sort of reading and reporting as would be practical, but in no case enough to discourage either individuals or groups from undertaking anything. A good variation of the above plan would be to devote at least one meeting to the study and discussion of the literature on the subject, with authors, viewpoints, reviews. Other variations would include the invitation to outside speakers and specialists to lead off in the programs. It is understood, of course, that different clubs will add to or subtract from the number of meetings as they see fit, and will extend such study intensively or generally over long or short periods of time. A special variation would provide that the meeting listed as twelfth be placed about the second or third of the series in order to interpret the practical matters of voting prior to this year's elections. In this case a second meeting, then, should be devoted to the personnel to be voted for during the coming election, becoming acquainted with not only the abstract persons to be elected by the actual names and histories of each candidate from township through county, state and up to senators. This would not be a bad plan; after the election, however, the great problem is to insure that before

other elections come the woman citizenship shall be well informed, avoiding mistakes of this election or pitfalls so freely prophesied. The great responsibility of these meetings rests upon preparation for permanent citizenship.

III.

143. A third plan of study and work might very well dramatize the entire series of studies. In this instance, the last report or summary would be, not a report or series of reports, but a drama representing the year's study and activities. It might well be worth producing and make excellent contribution to community drama as well as to better citizenship. There would be numerous ways of dramatizing the program. Detailed assistance ought always to be had from either the University Department of Dramatic Literature or from members of the club or others who can assist in the perfection of such plans. The drama might, for instance, take a single little girl, and following the outlines of the manual, carry her story from the olden days with the grandmother to the present days and on through full citizenship. This would, of course, need to provide many scenes, from the beginning comedy of unreasonable expectations that she should ever participate in voting, through later varied activities. It would provide for her participation in political campaigns, in elections, in meetings of city councils or boards, in meetings of boards of education and county boards of commissioners. It would stage legislative groups in which she was a prominent member. In each of the stagings there would be in reality the mock performance of all the duties of the woman citizen participating fully in the formal duties of government. It would mean a careful preparation of dialogues and speeches to interpret fully the scope of governmental services and the duties of citizens. It would mean the enactment of actual laws and remedial measures for the betterment of government. A type of this sort of thing is suggested, perhaps, in Mr. Charles Willis Thompson's "The New Voter: Things He and She Ought to Know about Politics and Citizenship." It might well take the year's work to result in such a community drama. The plan of dramatization might be wrought out through smaller efforts at the several meetings as for instance, mock council

meetings, court trials, general assemblies, in which all the while the fundamentals involved in the outlines of the manual were never lost sight of. Or, the plan of dramatization might result in a community pageant, reciting the history of woman's part in government and ending in the great vision of a greater American democracy. This plan is not recommended, except in the few cases where it can be done well and with skilled direction. But if there is power and skill available genuine contribution can be made to the serious interpretation of a very serious epoch in our history.

IV.

144. **Suitable variations** or combinations of all the above plans will no doubt be preferable to a majority of clubs. The more variety and diversity of methods the better for the cause. It will be noted that paragraphs are numbered so that references may easily be made, that assignments may be given with facility, and that references to books, topics or action of other women may be classified according to topic. An interesting variation would be to report at each meeting the efforts of other women in the same field throughout the state and nation. What are other women doing in each of the topics referred to? Still another interesting and instructive variation would be the assignment to a committee of the task of preparing a score card for, let us say, the city or town community, using as a measuring scale the ten points of service described in paragraphs 30 to 60. Based upon this scale of points, how does this community rank? Or, a similar measuring scale for rural progress could be based upon the twenty points mentioned in paragraph. How does the county and rural life of the county score? Still another important plan would be to undertake special studies of the differences between the present form of county administration and a new form, such as the short ballot or managerial system? Or the difference between the present form of city government and other forms of commission or manager plan. Finally, important meetings could be planned on the special subjects not included in this manual if the group wished to attempt perfect and comprehensive grasp of the whole subject of citizenship and government. Some clubs plan to specialize on **child welfare**, for

example; others will emphasize **social service**. Special references for such studies may be selected from Part V—Bibliography.

V.

145. **The bibliography itself** will offer as many ways of study and planning as the group is able to employ. The field is unlimited. In addition to reading these volumes and reports which will support the special plans of study mentioned or chosen, the group might well take special pride in adding to this list (a) new books, articles, pamphlets just off the press or being announced, and in this way keep up-to-date in the several fields of interest and keep attuned to the current progress of woman's active citizenship. This plan, together with the plan of reporting woman's activities will make a most fruitful year's contribution. It will be well to list in actual writing such new items and publications as come to the attention of the club. These should be listed and numbered under the correct part of the manual. Of special importance is the plan of having the club placed on the regular mailing list of state and national agencies interested in problems of common study. The bibliography below is listed to meet all the plans suggested, Part V including suitable references for special studies of these social problems.

146. **Part I:** In addition to the list below: current publications of the national government, especially the bureau of education, the children's bureau, the department of agriculture, the congressional directory; the platforms of the political parties; the national league of women voters; current periodicals and special lists prepared by local libraries or the University; other current helps.

1. Dawson, Edgar, *Organized Self Government*, Henry Holt and Co., New York, 1920.
2. Ames, Edgar W., *Citizenship for Democracy*, The Macmillan Co., New York, 1920.
3. Bryce, The Right Honorable Viscount, *Democracy*, The Macmillan Co., New York, 1920.
4. Thompson, Charles Willis, *The New Voter*, G. P. Putnam's Sons, New York, 1918.
5. Carroll, D. D., *Citizenship for Women*, The University of North Carolina, Chapel Hill, 1919.

6. Follett, Mary, *The New State*, Logmans Green and Co., New York, 1919.
7. Brooks, E. C., *Education for Democracy*, Rand, McNally and Co., Chicago, 1919.
9. King, W. L. M., *Industry and Humanity*, Houghton Mifflin Co., Boston, 1918.
10. Wilson, Woodrow, *The Hope of the World*, Harper Brothers, New York, 1920.
11. Greenlaw, Edwin, and Hanford, J. H., *The Great Tradition*, Scott, Fordsman, and Co., Chicago, 1919.
12. Ashley, Roscoe L., *The New Civics*, The Macmillan Co., New York, 1918.
13. Dunn, Arthur W., *Community Civics*, Ginn and Co., Boston, 1920.
14. Beard, Chas. A., *American Government and Politics*, revised edition, The Macmillan Co., New York, 1920.
15. Hart, Joseph K., *Community Organization*, The Macmillan Co., New York, 1920.
16. Addams, Jane, *The Long Road of Woman's Memory*, The Macmillan Company, New York, 1916.

See also Part VI.

List others new :

147. **Part II:** In addition to the list below: Special publications and literature of American City Bureau, New York, Bureau of Municipal Research, New York and Philadelphia, The National Municipal League, Philadelphia, the National Conference for City Planning, Boston, the National Civic Service Reform League; local chambers of commerce and state organizations interested in municipal progress; local and university libraries; national periodicals such as **The American City**, the **National Municipal Review**.

50. Dawson, Edgar, *Organized Self Government*, Henry Holt and Co., New York, 1920. (Part II)
51. Zueblin, Charles, *American Municipal Progress*, revised edition, The Macmillan Co., New York, 1916.
52. Beard, Chas. A., *American City Government*, revised edition, The Century Co., New York, 1920.
53. Goodnow, Frank J., and Bates, F. G., *Municipal Government*, revised edition, The Century Co., New York, 1920.
54. Burnham, A. C., *The Community Health Problem*, The Macmillan Co., New York, 1920.
55. Evans, F. N., *Town Improvement*, D. Appleton and Co., New York, 1919.
56. Rightor, C. E., *City Manager in Dayton*, The Macmillan Co., New York, 1919.

57. Cooke, M. L., *Our Cities Awake*, Doubleday, Page and Co., New York and Garden City, 1919.
58. Nolen, John, *New Ideals in the Planning of Cities*, American City Bureau, New York, 1919.
59. Moody, W. D., *What of the City?*, McClurg, Chicago, 1919.
60. Howe, F. C., *The Modern City and its Problems*, Chas. Scribners' Sons, New York, 1919.
61. Addams, Jane, *The Spirit of Youth and the City Streets*, The Macmillan Co., New York, 1914.
62. Bradford, E. A., *Commission Government in American Cities*, The Macmillan Co., New York, 1918.
63. Byington, Margaret, *What Social Workers Should Know About Their Own Communities*, Russell Sage Foundations, New York, 1915 and 1920.
64. Woodruff, C. R., *New Municipal Programs*, D. Appleton and Co., New York, 1919.

List others new :

148. **Part III:** In addition to the list below: **The Progressive Farmer**, Raleigh; special reports from counties; and county reports and figures from state reports; the 1920 census reports on county populations; city versus country; U. S. Department of Agriculture, numbers 103, 104, 105, 106, especially.

101. Dawson, Edgar, *Organized Self Government* (Chapter 28 and appendix), Henry Holt and Co., New York, 1920.
102. Branson, E. C., and others, *County Government and County Affairs*, The University of North Carolina, Chapel Hill, 1918.
103. Maxey, C. C., *County Administration*, The Macmillan Company, New York, 1919.
104. Hart, J. K., *Community Organization*, The Macmillan Company, New York, 1920.
105. Sims, R. E., *The Rural Community*, Scribners', New York, 1920.
106. Douglas, H. P., *The Small Town*, The Macmillan Company, New York, 1919.
107. Reports: *National Country Life Conference*, Ithaca, N. Y., 1919 and 1920.
108. Gill and Pinehot, *Six Thousand Country Churches*, The Macmillan Company, New York, 1920.
109. Phelan, J., *Readings in Rural Sociology*, The Macmillan Company, 1920.
110. Andress, J. M., *Health Education in Rural Schools*, Houghton Mifflin Co., Boston, 1919.
111. Woofter, T. J., *Teaching in Rural Schools*, Houghton Mifflin Co., Boston, 1918.

112. Curtis, H. S., *Play and Recreation for the Open Country*, Ginn and Co., Boston, 1914.
113. Groves, E. C., *Rural Problems of Today*, The Association Press, New York, 1919.
114. Galpin, C. J., *Rural Life*, The Century Co., New York, 1919.
115. Mormon, *The Principles of Rural Credit*, The Macmillan Company, New York, 1917.

List others new :

149. **Part IV:** In addition to the list below: Reports of the state departments as listed in Part IV of this manual; the Consolidated Statutes; the platforms of the political parties in the state; the bulletin of the state board of charities and public welfare; the census reports for 1920.

151. Dawson, Edgar, *Organized Self Government* (Part III), Henry Holt and Co., New York, 1920.
152. Thompson, Charles Willis, *The New Voter*, G. P. Putnam's Sons, New York, 1918.
153. Peel, W. J., *Civil Government of North Carolina and the United States*, B. F. Johnson, Richmond, 1917.
154. Plehn, C. A., *Public Finance*, The Macmillan Co., New York, 1920, revised.
155. The North Carolina Historical Commission, *Directory of State and County Officials*, Raleigh, 1919.
156. *The North Carolina Blue Book*, Raleigh, 1918.
157. *The North Carolina Manual*, Raleigh, 1920. (Copy of the 1919 edition may be borrowed from the University library.)
158. The University of North Carolina, *The North Carolina Year Book*, Chapel Hill, 1918, 1919, 1920.
159. The Secretary of State, *North Carolina Election Law*, Raleigh, 1919.

State newspapers and special commercial and other reports.

List others new :

150. **Part V:** In addition to the list below: References as given in Part I; national journals such as **The Survey**, **The Family**, New York; current periodicals; the bulletin and outlines of child study of the State Department of Charities and Public Welfare; reports of special institutions and agencies for welfare, such as the National Conference for Social Work, the National Bureau of Information.

201. Dawson, Edgar, *Organized Self Government* (Parts IV and V), Henry Holt and Co., New York, 1920.

202. Thompson, Charles Willis, *The New Voter*, G. P. Putnam's Sons, New York, 1918.
203. Young, James T., *The New American Government and its Work*, The Macmillan Co., 1919.
204. Parsons, G., *The Land of Fair Play*, Chas. Scribners' Sons, New York, 1920.
205. Mecklin, J. M., *Social Ethics*, Harcourt, Brass, and Howe, New York, 1920.
206. Weeks, A. D., *The Psychology of Citizenship*, A. C. McClurg & Co., Chicago, 1917.
207. Robinson, H. R., *Preparing Women for Citizenship*, The Macmillan Co., New York, 1919.
208. Jenks, J. W., *Governmental Action for Social Welfare*, The Macmillan Co., New York, 1919.
209. Cabot, R. C., *Social Work*, Houghton Mifflin Co., Boston, 1919.
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PART VII

ANNOUNCEMENTS OF THE UNIVERSITY BUREAU OF EXTENSION

This course of study has been prepared for women's clubs and is available to all clubs paying the registration fee of \$5.00. Each club will receive twelve copies of the manual, "CONSTRUCTIVE VENTURES IN GOVERNMENT." For an additional fee of \$5.00 library service is given. This Division will undertake to furnish a small, well-selected set of reference books which will enable the club to do profitable work on the course. The library is loaned to the club for the entire season. The club pays transportation charges on the books both ways.

Additional copies of the manual may be obtained at fifty cents a copy.

Address all correspondence concerning this program to

WOMEN'S CLUBS DIVISION,
Bureau of Extension,
University of North Carolina,
Chapel Hill N. C.

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October, 1920

UNIVERSITY OF NORTH CAROLINA EXTENSION LEAFLETS

THE CONSTRUCTION OF RURAL TELEPHONE LINES

BY

JOHN E. LEAR

THE NORTH CAROLINA STATE HIGHWAY COMMISSION

IN COLLABORATION WITH

THE BUREAU OF EXTENSION OF THE UNIVERSITY OF
NORTH CAROLINA



COUNTRY HOME COMFORTS AND CONVENIENCES SERIES
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EXTENSION LEAFLETS

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Of all the conveniences which modern engineering has placed at the disposal of mankind there is none that can be had by country folks so cheaply as the telephone. But the telephone is a contrivance which takes at least two families to make it of any practical use, and the more families there are connected to a telephone system the greater will be the service rendered by that system.

In other words, the telephone is distinctly a community affair. Those communities which have the greatest amount of community spirit, those communities in which the spirit of fellowship is most strongly developed have most to gain by a telephone system.

But the telephone will of itself develop that community spirit as well as serve it. For this reason the Division of Country Home Comforts and Conveniences is anxious to help organize local rural telephone companies and to assist them in the work of constructing the system.

This leaflet prepared by Professor Lear explains the essential features of the construction of telephone lines and gives approximate costs so far as it is possible to give them at the present time.

The Division is indebted to the Western Electric Company for the loan of the cuts used in this leaflet.—P.H.D.

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THE CONSTRUCTION OF RURAL TELEPHONE LINES

When the organization of a Rural Telephone Company has been completed attention naturally turns to the planning and construction of the system. Telephone systems for rural communities are generally of the magneto type and may be divided into two general classes, the "grounded" and the "metallic." The former has only one aerial wire, the ground forming the other conductor; the latter requires two line wires.

Fig. 1 represents two phones "b" and "c" connected as in the grounded system. One wire, "m" of each phone is connected to the aerial wire, while the other terminal of the phone is connected to the ground through the ground wire "n." In this it is absolutely necessary that the ground connection should be one having as low a resistance as possible. The resistance of the earth as a conductor is very low. The resistance of the contact between the ground rod and the earth, however, may vary from a very low value to infinity.

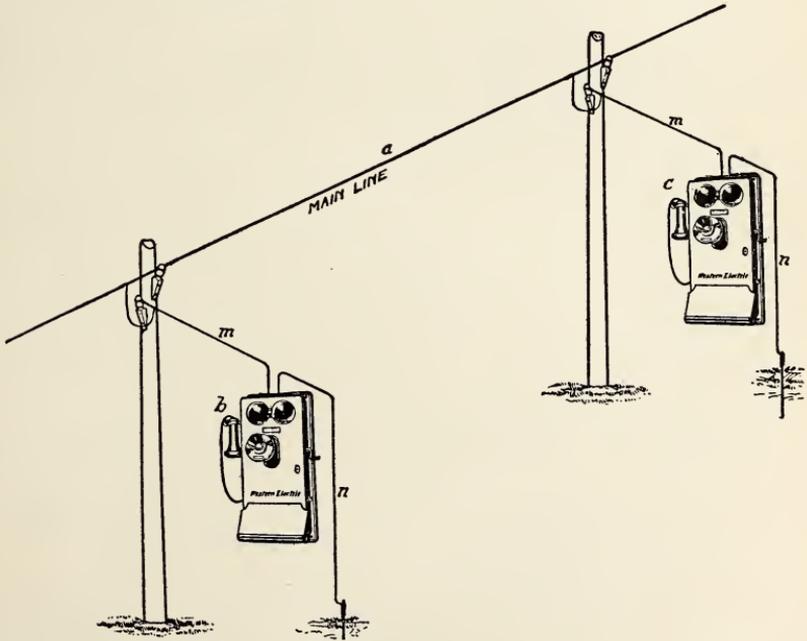


FIG. 1
Sketch Showing "Grounded" System

The metallic system, Fig. 2, consists of a complete metallic circuit of two wires. This system is always used in city work, and is fast displacing the grounded system even in rural sections. The two phones "b" and "c"

are shown connected to the line wires "a" and "o," one terminal of the phone being connected to each wire by the drop wires "m" and "n."

It is true the metallic system costs more than the grounded system for it requires twice as much line wire, twice as many brackets, and twice as many insulators, but as will be shown later, these costs are by no means the main ones in construction, and, therefore, do not affect the total cost

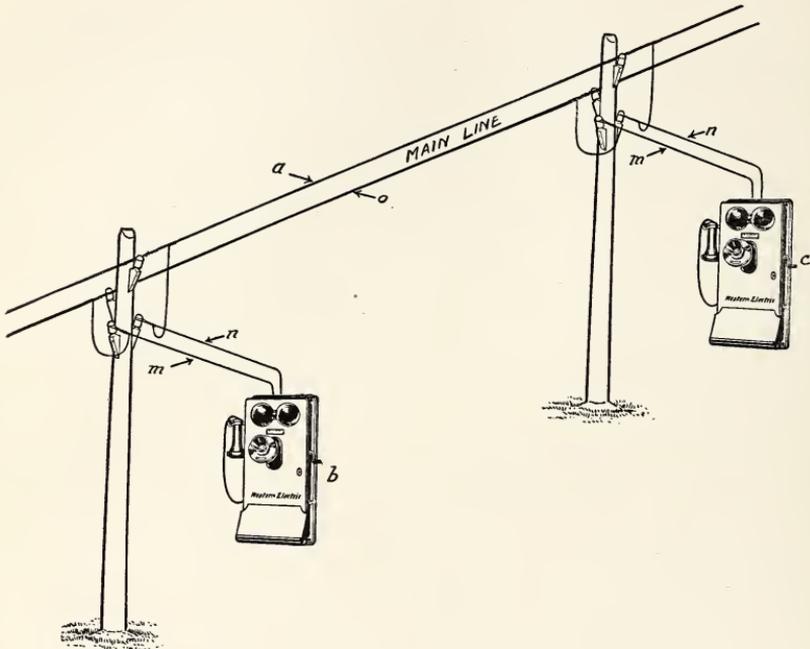


FIG. 2
Sketch Showing "Metallic" System

very seriously. The same style phones may be used on both systems and the better quality of service gotten from the metallic system certainly justifies the added expense.

It is very often the case that rural lines will want long distance connections through some existing exchange. It is customary for the town exchange to extend its lines to the edge of town, there to connect with the rural line. If the rural line is a grounded system, and the town line a metallic system, special apparatus is required for connecting the two systems, the cost of which will help equalize the cost of the two systems.

If the proposed line should parallel, or even run in the vicinity of one of the high tension power lines, so numerous throughout North Carolina, transposition must be made to cut down the noise on the line. This can be done only on a metallic system. If the single aerial wire of a grounded system should itself become grounded in passing through a tree or otherwise, the whole system is thrown out of commission, whereas if one of the wires of a metallic system were to become grounded the system would still remain operative.

PLANNING THE SYSTEM

In laying out a proposed telephone system to serve a rural community, the first step should be to secure a good map of the territory to be covered, on as large a scale as possible. This may often be secured from the County Surveyor. If not, then an excellent one may often be secured from the Director of the Geological Survey, Department of the Interior, Washington, D. C. These maps show all rivers, creeks, and even houses and barns in the less thickly settled districts. Contour lines are also shown so that hills and valleys are clearly indicated.

Upon this map mark the location of the subscribers to the system so that the whole problem is at hand. Very few rural systems are large enough to require a central exchange, but if so, this should be located as near as possible to the center of gravity of the system. Future growth should be taken into consideration very carefully and lines laid out with this in mind.

The proposed line should follow the main roads as closely as possible, as rights of way are obtained easily along the highways, besides repairs and inspections are made more conveniently.

Pole lines should be laid out to pass as close to all subscribers on the same road as natural advantages will permit. It is generally the case that one side of the road will have less trees than the other. The line should run along this side, since there will be less trimming of trees and less trouble from crosses due to limbs dropping across the line. When necessary cross from side to side of the road, keeping in mind, however, that you must guy at least two poles for every cross-over.

Avoid as much as possible a route which will call for very much digging in rocky ground, as digging through rocks is an expensive proposition. It is often cheaper to go around such plots.

Isolated subscribers can be reached by branch lines. Fig. 3 shows a main line running down the public highway, with branch line running down a branch road. Sometimes these branch lines are of somewhat lighter construction than the main lines. In many cases the telephone companies require the subscribers to furnish the poles necessary to reach their homes, especially if the houses are at a considerable distance from the main or branch line.

After the route has been selected, it will be necessary to secure permits to run along the highways, to cross railroads and other lines, and in some cases to pass along the streets of towns. Forms for requesting these permits are given at the end of this bulletin.

The lines should be roughly surveyed and stakes driven where poles are to be placed. The number of poles per mile will of course, depend upon the number and weight of the lines to be carried. For rural lines carrying not more than two lines of bracket construction thirty poles per mile is considered satisfactory.

The pole line should be as straight as possible, otherwise considerable guying wire will be required.

POLES AND POLE FITTINGS

The specifications for the poles are governed largely by local conditions. Cedar and chestnut are probably the best woods for this work, since they

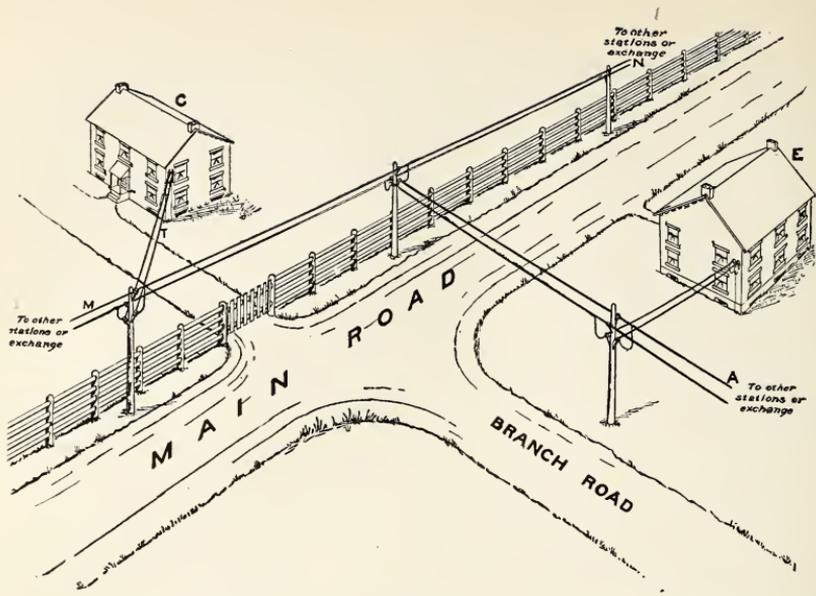


FIG. 3
View of Line Running Along Main Road and Branch Road

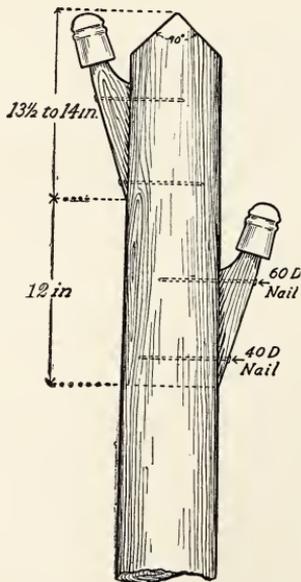


FIG. 4
Sketch Showing Position of Brackets on Pole
Where Line is Straight

combine the qualities of strength and long life. Ordinary pine rots so fast that it is very questionable economy to use it for a pole line. Poles should be fairly straight, should have all bark peeled off and all knots smoothed.

When running along public roads the height of the poles should be such that the bottom wire is at least 15 feet above the ground. When crossing the road from side to side, there should be a clearance of 18 feet, and when passing over a railroad it is required that the bottom wire be 27 feet above the rails. (See rules and regulations on crossings at the end of this bulletin.)

Poles are generally set so that about one fifth of their length is in the ground, and should be of such size that the diameter of the top is around five or six inches. The tops should be roofed at an angle of 90 degrees and painted. See Fig. 4.

When not more than two lines are to be run on a pole, bracket construction is perfectly satisfactory. The brackets should be of oak or locust and should be nailed to the pole, before raising, with one 60-penny and one 40-penny wire nail. Fig. 4 shows brackets for one line only. If two lines are to be run, the second should be placed with brackets about 12 inches below those of the first line.

In Fig. 4 the brackets are placed as they would be if the line were straight, if on a curve both brackets should be on the same side of the pole, Fig. 5, and on the side which will cause the strain to be taken by the pole and not by the nails.

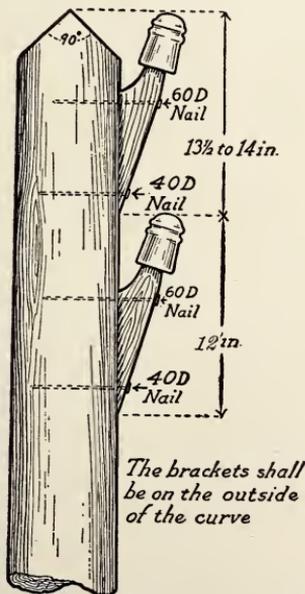


FIG. 5
The Method of Attaching Brackets to Pole
When on a Curve

Cross arm construction is shown in Fig. 6. Cross arms are made to carry from two to ten pins. They are attached to the pole by cutting a gain in the pole about $1\frac{1}{2}$ inches deep and of such width that the cross arm will fit tight. A single through bolt $\frac{5}{8}$ inch in diameter holds the cross

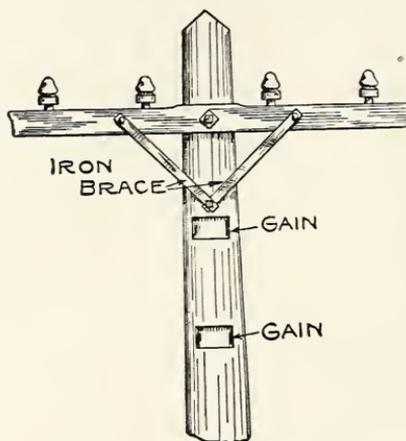


FIG. 6
Method of Attaching Cross-Arm to Pole

arm in place. A washer two inches square should be placed under both the head of the bolt and the nut. The cross arm should then be braced by two galvanized iron braces, $1\frac{7}{8}$ inches wide, $\frac{7}{8}$ inch thick and 22 inches long. These braces are fastened to the pole by a 4-inch lag screw, and to the cross arm by either a through bolt or lag screw.

On straight lines, the cross arms are placed on alternate sides of the poles, on curves on the side which causes the cross arm to be pulled against the pole.

SETTING AND GUYING

Poles of the length generally used on rural systems should be set in the ground about $3\frac{1}{2}$ to 4 feet, on straight sections, and from 6 inches to 12 inches deeper on curves. The holes should be dug large enough so that the tamping bar can be used freely and should be full size to the bottom. After nailing on the brackets or attaching the cross arms, the poles should be raised and plumbed, being sure that the cross arms are perpendicular to the direction of the line. Only a few shovels of dirt should be thrown in at a time and this thoroughly tamped before putting in more. Finally the dirt should be banked up around the pole in the form of a mound.

If the line is straight and on level ground, the strain on the poles when the line is strung, should be the same on both sides, in which case guying would not be necessary. This ideal condition is never reached, and in case of a break in the line lengthwise strain comes on the pole line and there is danger of a pole giving away. In Fig. 7 a method of guying is shown, which is used where the line is to be ended, or where we wish to stiffen the line. A wire at least as large as a No. 6 B & S gauge is run

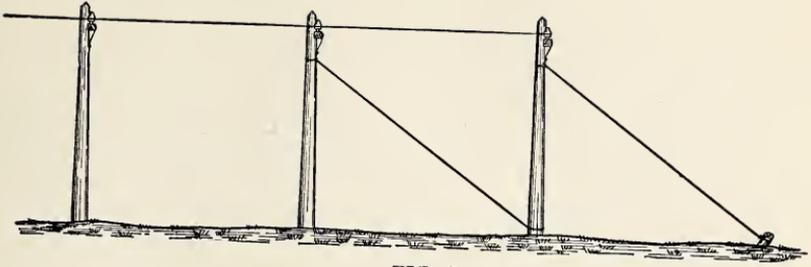


FIG. 7
Method of Stiffening or Dead-Ending a Pole Line

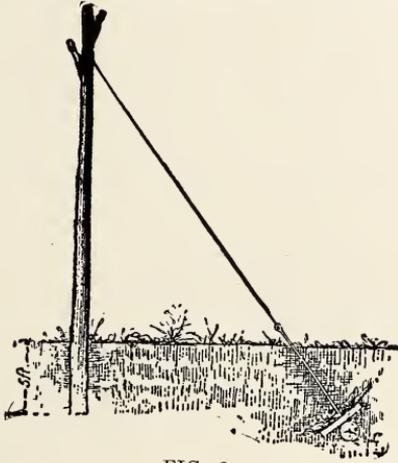


FIG. 8
Method of Guying Using Guy Anchor

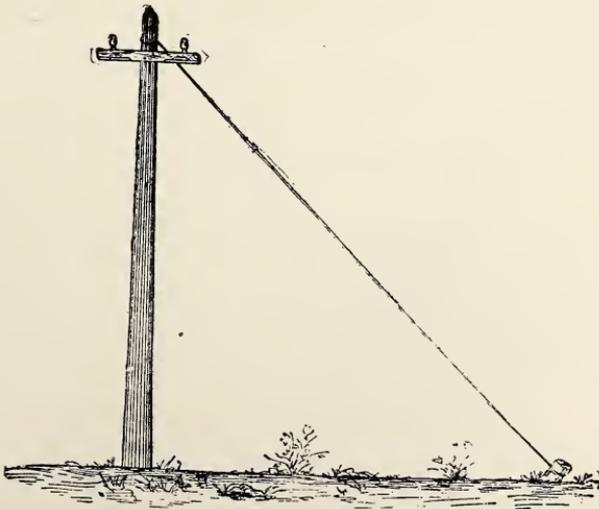


FIG. 9
Method of Guying Using Guy Stub

from the top of one pole to the bottom of the next for several poles. If this is done in opposite directions every couple of miles the line will be much stronger.

Corner poles, poles on curves and end poles must be guyed to take care of the side pull. This can be done in several ways. Fig. 8 shows a very satisfactory, though somewhat expensive method, using a guy anchor, which is made by passing a $\frac{1}{2}$ inch iron rod through a short section of pole (about 4 feet). On the strain side of this short section is nailed a 2 inch x 12 inch board. The whole anchor is buried 4 feet in the ground and the dirt packed securely over it. A No. 6 or 8 iron wire is run from the top of the pole to a ring in the iron rod.

A cheaper method is shown in Fig. 9 where the pole is guyed to a short stub set deep in the ground. The stub should make such an angle with the ground that the pull of the guy wire will not pull the stub up.

Corner poles may be guyed according to Figs. 10 and 11; Fig. 10 when the straight position of the line immediately before the turn does not contain more than ten poles; Fig. 11 where more than 10 poles precede the turn.

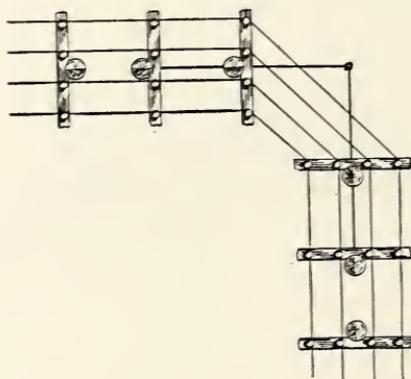


FIG. 10
Method of Guying Line Having Short
Straight Section

When it becomes necessary to pass the guy over a street or road, the pole may be guyed to a guy stub, which is itself guyed by any of the approved methods. See Fig. 12.

In passing from one side of the road to the other, a cross over guy may be made as in Fig. 13, the guy wire splitting the angle made by the two parts of the line where it crosses the road.

Where a line passes from a level stretch to a hill the first two or three poles should be guyed, since there is considerable pull on the up hill poles due to the tension and weight of wire. See Fig. 14.

The object of a guy is to take care of any unbalanced pull which would otherwise come on the poles, thus helping to keep the pole line straight. It is sometimes impossible to use any guy wire, in which case a brace,

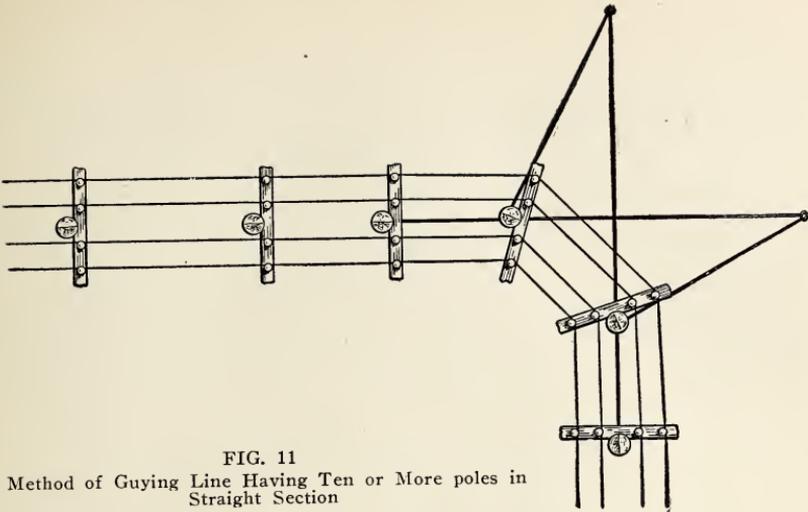


FIG. 11
Method of Guying Line Having Ten or More poles in
Straight Section

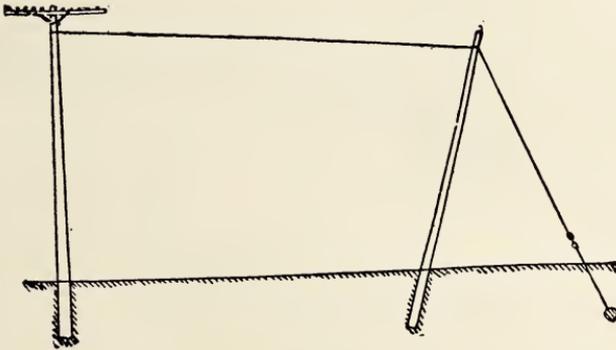


FIG. 12
Method of Passing Guy Over Street or Road

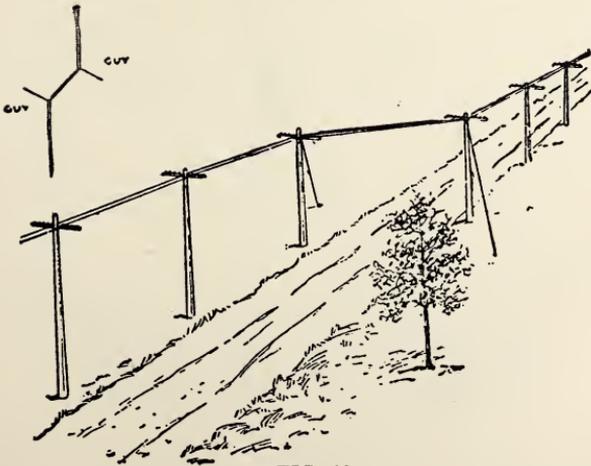


FIG. 13
View of Line and Guy When Passing From One Side to Other of Road

Fig. 15, may be used. While a brace is not as good as a guy there are times when bracing must be resorted to.

STRINGING AND TYING

Unless the line is short, say ten miles or less, nothing smaller than No. 12 BB double galvanized iron telephone wire should be used. While it is true that it is possible to use smaller and cheaper wire the transmission becomes correspondingly bad and such practice should be discouraged.

The easiest way to string four or less wires at a time is to mount the required number of reels on a wagon with a man to guide the reels as the wagon is driven along, and the wire paid out. This wagon should be

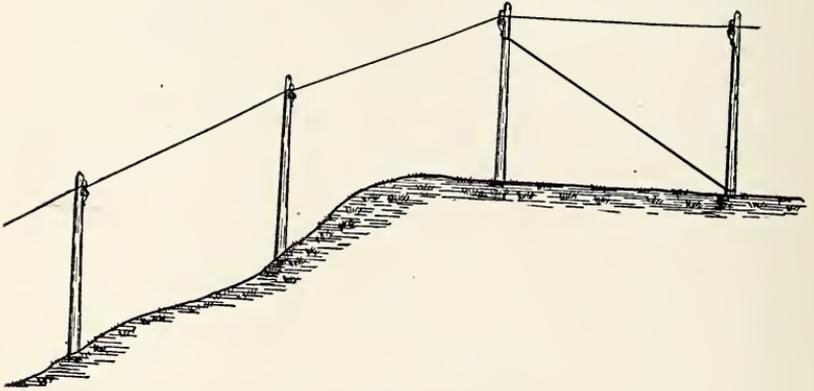


FIG. 14
Bracing Line When Going Down a Hill

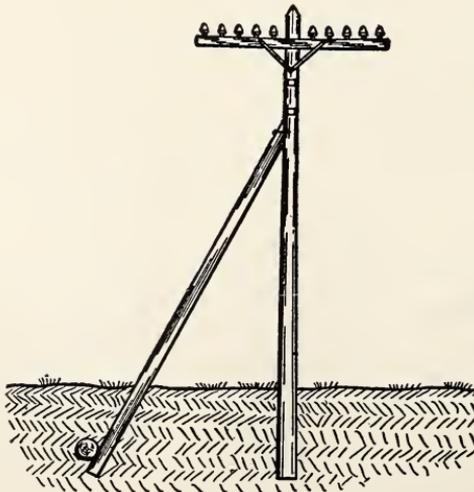


FIG. 15
Method of Bracing Pole Where Guying is Impossible

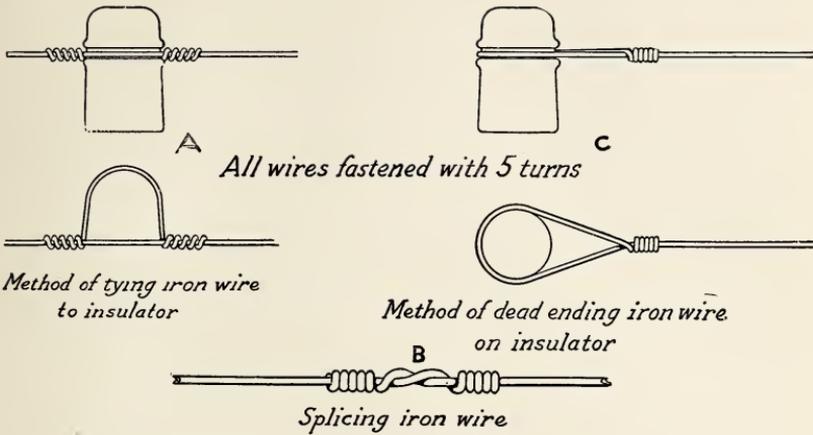


FIG. 16
Method of Tying, Dead-ending and Splicing Iron Telephone Wires

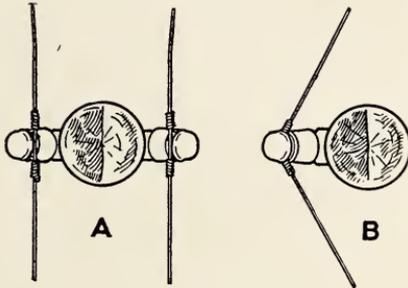


FIG. 17
Sketch Showing Position of Wires on the Insulators—A, on Straight Line Section. B, on Curves

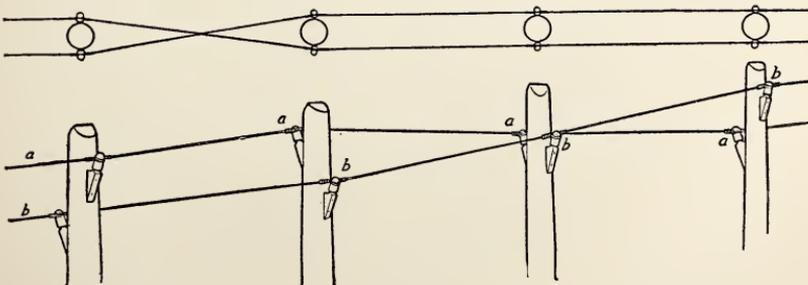


FIG. 18
Transposition of Lines to Cut Down Noise

followed by men to carry the wires up the poles and tie them temporarily every few poles. These men can be followed by others whose duty it is to pull up the slack, and tie the wire in place permanently. A sag of about 12 inches should be left between poles.

In making the tie, iron wire of the same size as the line wire should be used. The line wire is placed in the groove in the insulator, the tie wire is passed around the insulator, under the line wire, and then wrapped five times around the line wire, Fig. 16-A.

The method of dead-ending a wire is shown in Fig. 16-C, while a splice is shown in Fig. 16-B. In all splices the joint should be soldered. In making a splice, do not have the turns of the wire touch each other, for in this case it is almost impossible to get the solder to run between the turns and make good contact between line wire and turns.

In running on a straight line, the wire should be placed between the insulator and the pole, Fig. 17-A, on a curve the wires should be on the outside of the curve Fig. 17-B.

TRANSPOSITIONS

When a telephone line, either grounded or metallic, passes near a high tension transmission line there will be a humming noise produced in the receivers of the telephones, due to induction. In a grounded system there is no means by which this noise can be reduced. In a metallic system this noise can be materially reduced by transposing the line wires, that is by changing the positions of the wires on the poles, so that first one wire and then the other will be the nearest one to the power line. Fig. 18 shows how this is done on a pole line using bracket construction. The wires should have their positions changed up and down, as well as from side to side.

An infinite number of changes would have to be made to cut out the noise completely, but if a transposition is made every quarter of a mile the noise is reduced very greatly.

INSTALLATION OF THE TELEPHONES

It is generally customary to have all the phones of a rural line in multiple. As there are sometimes as many as fifteen subscribers on a line,

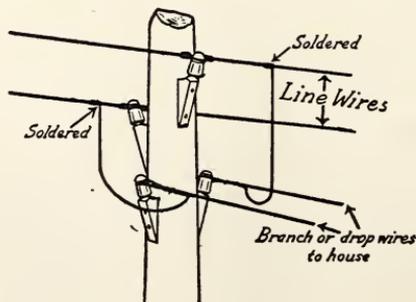


FIG. 19
Method of Attaching Drop Wires to
Main Line

this class of service is very severe and requires telephones especially designed for this purpose. It is incorrect to think that any type of telephone will do. The telephone is the heart of the system and no system can give good service with incorrect instruments and broken down lines.

There are a number of companies who make telephones especially for rural lines. If in doubt as to the correct type of telephones to purchase, write to the Division of Country Home Comforts and Conveniences, Chapel Hill, N. C., giving full details of the system, the number of subscribers, etc. This division will then recommend the correct telephones.

Bare wire of the same kind as the linewire should be run from the nearest line pole to the house.

Fig. 19 shows how these drop wires are brought from the line wires while Fig. 20 shows how they are dead-ended at the house.

The leading-in wires, which connect the drop wires with the terminals of the lightning arrester should be braided rubber covered copper wire. They must be soldered to the ends of the drop wires, as shown in Fig. 20, where "a" and "b" represent the drop wires, and "c" and "d" the leading-in wires.

A drip loop should be left in each leading-in wire at a point immediately below the entrance hole in the building. This prevents water from running down the wire and into the room.

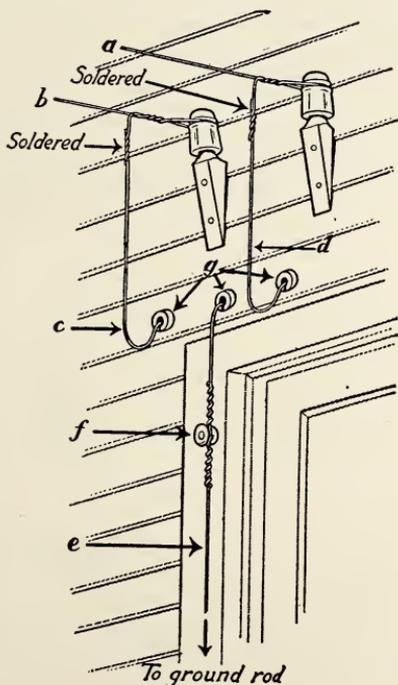


FIG. 20
Dead-ending Drop-wires to House

Porcelain insulators, "g," should be used to bush the holes through which the leading-in wires, and the ground wire, "e," leading from the lightning arrester pass. See Fig. 20.

No. 19 B. & S. gauge braided, rubber covered, copper wire, should be used to connect the telephone to the protector. The method of connecting the telephone set and protector on a grounded system is shown in Fig. 21-A, and a metallic system in Fig. 21-B.

All work in the house should be done in a neat and workmanlike manner. Wherever possible the wires should be concealed. Where this is impossible the wires should be run along the base board or picture moulding. When wires are fastened to woodwork insulated staples should be used.

GROUND CONNECTIONS

In order to protect the telephone from lightning discharges some form of protector must be used. Without going into a detailed description of these it is sufficient to say that these protectors must be connected to the ground. The best method of doing this is to take a piece of $\frac{1}{2}$ inch iron rod, or pipe, about 7 feet long through which a small hole has been bored 3 inches from one end. Drive this rod in the ground for $6\frac{1}{2}$ feet, having the end with the hole in it up. Pass the ground wire through this hole, wrap around the rod several times and solder thoroughly to the rod.

The ground rod should be driven into the ground so that its lower end will always be in moist earth, as a poor ground connection is worse than none.

Another way of making a ground is to attach a No. 6 copper wire to a copper plate about 2 feet square, dig a hole 6 feet deep, place the copper plate in the hole, cover with several inches of charcoal, pour in a few buckets of water and fill up the hole with dirt, having the copper wire sticking out. Attach the ground wire to the copper wire. The time spent in making a good ground is time well spent and no pains should be spared in doing this.

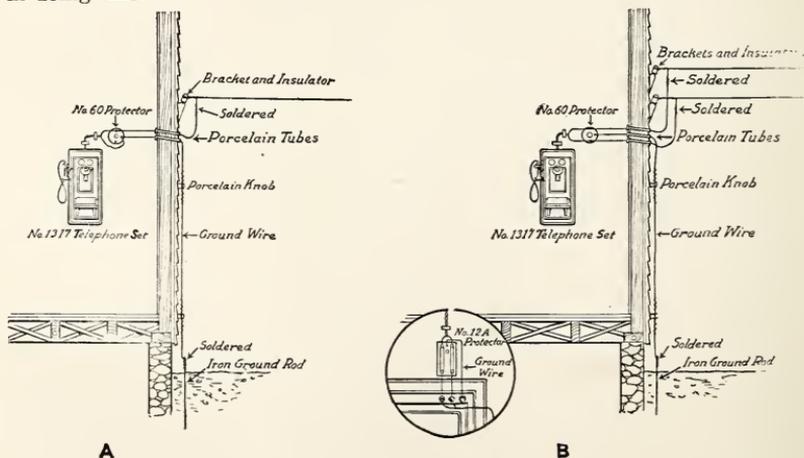


FIG. 21

Method of Wiring a Telephone Set and Lightning Protector—A, on Grounded system, B, on Metallic System

PETITIONS

FORM A.—TO THE BOARD OF SUPERVISORS FOR RIGHT OF WAY ALONG HIGHWAYS

County of

State of

To THE BOARD OF SUPERVISORS, Assembled.

Gentlemen: Your petitioners, residents and taxpayers of..... County, directors of an association known as the..... Telephone Company, petition for right-of-way privilege along the highways of..... township, subject to such restrictions as may be imposed by the highway commissioners of said township.

Said telephone company is intended to bring the farmers of..... County into telephonic communication, and will directly or indirectly benefit every resident of this community.

We respectfully ask your honorable body to grant our request.

Signed: {President
.....Secretary
.....Treasurer

FORM B. TO SUPERINTENDENT OF RAILROAD FOR PRIVILEGE TO CROSS RAILWAY

Mr..... 192.....

Dear Sir: In behalf of the..... Telephone Company, we, the directors of said company, ask for privilege to extend a line of wires over the tracks of the..... railroad at.....

Yours very truly,

Signed: {President
.....Secretary
.....Treasurer
Directors

FORM C. TO MAYOR OF TOWN FOR PERMIT TO ERECT TELEPHONE LINES IN TOWN LIMITS

County of.....

State of.....

To the Mayor and City Council of.....

The undersigned, residents and tax payers of..... county, directors of an association known as the..... Telephone Company, in behalf of the subscribers of said association, petition Mayor and City Council of..... for privilege to construct and maintain such poles and wires as will be necessary to carry on telephone communication between the subscribers of said association and the residents and business houses of..... Said

telephone lines will radiate from city of.....and connect with towns of.....and.....

Believing that such action will be in accord with the will of a majority of the voter of your city, we respectfully and earnestly ask that you grant us this privilege.

Signed: {President
.....Secretary
.....Treasurer
Directors

RULES AND REGULATIONS OF NORTH CAROLINA CORPORATION COMMISSION REGARDING CROSSINGS

In an order of the North Carolina Corporation Commission taking effect December 3, 1920, the following rules and regulations are prescribed to cover cases where telephone lines cross over railways or where electric light and power wires cross over telephone lines. Only that part of the rules concerning telephone lines are given here.

“Ordered, that the following rules and regulations governing wire crossing shall be adopted and issued, effective on the date of this order as to new construction or replacements and effective one year from date of this order as to old construction or crossings already in place, subject to complaint and order in regard to any existing dangerous construction or crossings or such as may become so during the said one year period, to wit:

“1. Crossings of electric light and power transmission lines and telegraph and telephone lines, now existing, or that may hereafter be constructed over railroad rights of way, tracks and wires thereupon, or along, shall be constructed and maintained by the persons or corporations owning or controlling such lines so as at all times to conform to the following general precautions for the safety of the public and the employes of the railroads. The construction of poles, towers, wires, wire lines and accessories shall be first-class in every respect and shall conform to the practices prescribed by the American Railroad association.

“2. The poles, or towers, supporting the crossing span, and the adjoining span on each side, shall be in a straight line, if practicable. Poles supporting the crossing span shall be side-guyed in both directions, if practicable, and be head-guyed away from the crossing span and the next adjoining poles shall be head-guyed toward the crossing span. Braces may be used instead of guys. No poles shall be less than twelve (12) feet from the nearest track, except that at sidings a clearance of seven (7) feet may be allowed, measurement being made from the nearest rail.

“3. Spans over tracks, and one adjoining span on each side, shall be as short as practicable, preferably not longer than..... one hundred (100) feet in telegraph or telephone lines..... When the crossing span in telegraph or telephone lines exceeds one hundred and twenty-five (125) feet, the adjoining span on each side shall not exceed one hundred and ten (110) feet.

“4.(Pertains to power lines.)

“5. Telegraph and telephone wires shall have a clearance of not less than twenty-seven (27) feet above top of rail.

"6. Electric light and power wires shall cross over telegraph and telephone wires and the clearance between the two classes of wires shall be not less than eight (8) feet for alternating current circuits, or four (4) feet for direct current circuits of seven hundred and fifty (750) volts or less.

"7. Telegraph and telephone wires shall clear wires of the same class not less than two (2) feet.

"8. Wires and cables shall be attached to their supporting structures in such manner as that the clearances herein specified shall be maintained under the most unfavorable conditions of temperature and loading. Double cross-arms shall be used on all poles supporting crossing spans and shall be so attached as to be maintained at right angles to the poles.

"9.Minimum size of conductors in the crossing spans and adjoining spans on each side of telegraph and telephone lines shall be as follows: For spans 150 feet or less, No. 10 B. W. G. galvanized iron or No. 10 B. & S. hard drawn copper. For spans 151 feet and over No. 8 B. W. G. galvanized iron or No. 9 B. & S. hard drawn copper.

"10. Wooden poles shall be of selected timber and free from defects which would decrease their strength or durability. For telegraph and telephone lines they shall not be less than six inches in diameter at the top. The diameter at the ground line requirement ranges from 11¾ inches for 25-foot pole to 16 inches for 45-foot pole.

COST OF A MILE OF LINE

In order that some idea may be obtained as to the cost of a telephone line, a list is given below covering the material needed and the estimated cost per mile of line. The cost of labor is not included as this depends upon local conditions.

CASE I—GROUNDED LINE (ONE CIRCUIT)

175 pounds of No. 12 B. B. galvanized telephone wire.....	\$ 16.25
30 No. 9 pony glass insulators.....	3.00
30 12-inch painted oak brackets.....	1.50
30 40D and 30 60D wire nails (secure locally).....	.40
30 20-foot poles (dependent on local prices, approximately).....	100.00
Total (less labor)	\$ 121.15

CASE II—FULL METALLIC LINE (ONE CIRCUIT)

350 pounds of No. 12 B. B. galvanized telephone wire.....	\$ 32.50
60 No. 9 pony glass insulators.....	6.00
60 12-inch painted oak brackets.....	3.00
60 40D and 60 60D wire nails (secure locally).....	.80
30 20-foot poles (dependent on local prices, approximately).....	100.00
Total	\$ 142.30

CASE III—CROSS ARM CONSTRUCTION METALLIC
(TWO LINES)

700 pounds of No. 12 B. B. telephone wire.....	\$ 65.00
30 4-pin cross arms	42.00
60 cross arm braces	9.00
120 8-inch oak pins	3.36
120 No. 9 pony insulators.....	12.00
120 60 D wire nails for fastening pins to cross arms.....	.15
30 5/8 x 12-inch machine bolts for fastening cross arms to poles....	4.50
30 3 1/2-inch lag screws for fastening cross arm braces to pole.....	1.65
60 2 1/4-inch square washers for machine bolts.....	1.65
60 carriage bolts 3/8 x 4 for fastening cross arm braces to cross arms	2.00
60 round washers for carriage bolts.....	.40
30 20-foot poles (approximately)	100.00
Total	\$ 241.71

MATERIAL REQUIRED FOR EACH TELEPHONE STATION

1 No..... Bridging Telephone Set	\$ 20.00
2 No. 6 Dry Batteries90
1 Lightning Arrester60
15 feet No. 19 single wire (arrester to ground rod).....	.45
20 feet No. 19 paired wire (arrester to telephone).....	.60
6 2-inch No. 9 round head wood screws to fasten set and arrester to wall03
4 No. 4 porcelain knobs06
4 3-inch No. 16 flathead iron screws to fasten knobs to house.....	.05
3 8-inch porcelain tubes for leading-in, and ground wire.....	.09
12 3/4-inch Blake insulated staples.....	.01
1 7-feet 1/2-inch ground rod75
Total	\$ 23.54

Note:—All of the prices given above are approximate only, as prices are fluctuating so rapidly exact figures cannot be given.

LIST OF LINEMAN AND CONSTRUCTION TOOLS

LINEMAN TOOLS	
1 Pair Climbers and Straps	8-foot Tamping Bar
1 Tool Belt with Safety Strap	Pike Pole
1 Pair Connectors	Pole Support
1 Pair 7-inch Pliers	Pay-Out Reel
1 8-inch Screw Driver	Block and Tackle
	Wire Clamps
	Saw and Chisel
	Hand Axe
	Monkey Wrench
	Brace and Bits
	Blow Torch
CONSTRUCTION TOOLS	
Long Handle Shovel	
8-foot Digging Bar	

Vol. IV, No. 3

November, 1920

UNIVERSITY OF NORTH CAROLINA EXTENSION LEAFLETS

EXTENSION COURSES AND LECTURES

1920-1921



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CHAPEL HILL, N. C.

UNIVERSITY OF NORTH CAROLINA
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THE BUREAU OF EXTENSION

UNIVERSITY OF NORTH CAROLINA

CHAPEL HILL, N. C.

EXTENSION LECTURES FOR NORTH CAROLINA COMMUNITIES

ANNOUNCEMENT

For several years the University has conducted a lecture bureau for the purpose of aiding schools and other organizations in obtaining speakers to discuss with them the problems incident to their daily activities and to interest them in those things which look to the upbuilding of the State and the cultivation of the finer things of the spirit. It has offered and will continue to offer lectures on national and international politics and on the problems of citizenship and social welfare.

In continuation of the policy of recent years, courses, in whole or in part, or individual lectures on miscellaneous topics, will be furnished wherever there is a demand for them whatever the size of the community. The University will be happy to cooperate in the formation of Community centers. Programs of lecturers other than those suggested in this bulletin can be arranged by conference or correspondence to meet local desires.

Teacher's institutes, chambers of commerce, boards of trade, women's club, Y. M. C. A. centers, farmers' conventions and meetings, school boards, study clubs, and other organizations can arrange for lectures by applying for them. The University is prepared also to extend its resources of instruction wherever practicable to other educational institutions. Addresses for special occasions, such as school and college commencements, will be supplied upon application, as the need arises. Applicants are requested to make a choice of lecturers.

APPLICATION AND TERMS

Applications for lectures should be addressed to W. W. Pierson, Jr., Chairman of the Committee on Extension Lectures, Chapel Hill, N. C. Since the lecturers are members of the faculty and are not able to leave the University at all times, the application should contain a first and second choice of lecturer, subject and date.

The travelling and incidental expenses of the lecturer are borne by the organization for which the lecture is made. In the

case of illustrated lecturers, there may be an additional expense for the operator of the lantern if an operator is not supplied locally.

In order that the best result may be secured from these lectures, it is suggested that a series of three at least be provided for whenever possible, and that a regular schedule for them at intervals of a month or some other convenient period of time be arranged.

It is also suggested, if a single organization or community is unable to meet the entire expense of such a series, that it combine with a neighboring organization or community and thereby reduce the expense, as the lecturer could speak at two or possibly three neighboring places on the same trip. This can be done provided a central committee arranges all the details as to schedules and sees that the speaker can fill the dates without too great difficulty.

It is requested that the expenses incurred in filling appointments be met by the organization at the conclusion of the lecture.

LECTURE COURSES

I. CITIZENSHIP: Full Course.

The lectures in this series are offered as an answer to the demand for discussion and information about governmental and political problems—the study of which has gathered greater impetus and new purpose since the war. This particular program may be of especial interest to organizations interested in the woman suffrage issue and has been drafted for use by those following the outline of Studies in Citizenship for women. The lectures may be secured singly or in any combination determined on by the club.

1. Suffrage: Its Opportunities and Obligations. (Professor Carroll.)
2. Some New Meanings of Citizenship. (Professor Hamilton.)
3. Our National Government.
4. The Government of North Carolina. (Professor Hamilton.)
5. International Government and the League of Nations.
(Professor Pierson.)
6. Culture and Citizenship. (Professor Hanford.)

II. AMERICANIZATION: Full Course.

This series of lectures is offered for the particular benefit of those communities which have adopted the course on Americanization—a study outline published by the University for the use of the North Carolina Federation of Women's clubs. As in Course I, these lectures can be taken singly or in any combination which may be desired.

1. Immigration Problems in Legislation and Politics. (Professor Steiner.)
2. Race Elements in North Carolina. (Professor Odum.)
3. New Aspects of the Negro Problem. (Professor Odum.)
4. The Problem of Education for Immigrants and Negroes. (Professor Knight.)
5. Japanese-American Relations. (Professor Hibbard.)
6. Immigration and Radicalism. (Professor Carroll.)

III. COMMUNITY SERVICE.

The following groups of lectures deal with some of the problems and reforms in our community life and attempt an inspirational interpretation of the possibilities in community games, drama, and music. Each group is a unit, but individual lectures may be secured.

GROUP A. Public Welfare.

The following lectures, intended to be descriptive of present-day currents and efforts toward Public Welfare, will be offered by Dr. Howard W. Odum, Kenan Professor of Sociology, Dr. Jesse F. Steiner, Professor of Social Technology, and Hon. Roland F. Beasley, State Commissioner of Public Welfare, where dates can be arranged. Lectures may be offered in popular form or in round-table discussions of practical problems and technique, as preferred.

1. Pilgrim's Progress in Democracy: The Tercentenary as a measuring mark of social progress.
2. Public Welfare and Social Service Administration: Progress in the enactment of age-long ideals.
3. Civic Cooperation in Community Building: Progress in active citizenship through knowledge and service.
4. Some Ideals of Educational Statemanship: Progressive tendencies in American schools, colleges, and universities.
5. Social Unrest and Industrial Relationship: Progress in the elimination of un-American tendencies, both radical and reactionary.
6. Women and the Professions: Progress in adaptations of home, citizenship and industry.
7. Family Welfare and Training for Social Work: Progress in programs for normal living.
8. North Carolina State Programs of Public Welfare: Progress in legislation and governmental social service.
9. The Disadvantaged Family: What should the community do about its progress?
10. The Neglected Child: How we can help him become a useful citizen?

GROUP B. The Drama and the Community.

A series of lectures by Professor F. H. Koch.

This group of lectures is designed to suggest the possibilities in the writing and production of original community drama in the State as planned by the Division of Community Drama of the Bureau of Extension.

It is desired to encourage communities to translate their local traditions and history into dramatic forms that will express the life of the people themselves.

1. The Theater and the People.
2. The Early English Folk Drama.
3. Shakespeare and the People.

4. The Community Drama (Illustrated.)
5. Folk Playmaking in North Carolina (Illustrated.)

GROUP C. Community Music.

A Series of Lectures by Professor Paul J. Weaver.

These series might well be called one of lecture and demonstration work. The first lecture is primarily for communities where there has been no organization of community music work. The second is purely demonstration work; the leading of community sings wherever the local organization will make arrangements for such a program. The third is a "follow-up" of this work, intended for the community which wants to go on with an organized movement and which needs for that purpose a discussion of methods and materials. Number 2 can precede number 1, if it is so desired; in some cases number 1 will not need to be given at all.

1. Community Music and its Possibilities.
2. Community Sing Demonstrations.
3. Community Music Methods and Material.

GROUP D. Town and City Improvements.

A Series of Lectures by Professor Thorndike Saville.

The tendency manifest in North Carolina toward the growth of its numerous industrial and agricultural centers into small cities has become increasingly apparent within recent years. To this urbanization is added the allied factor of community growth: that is, the formation of small civic centers in the rural and agricultural areas of the State.

This situation is challenging the attention of thoughtful citizens to solve the new problems of municipal and community growth along proper lines.

1. City and Town Planning. (Location of public buildings, types of paving, lighting, parks and playgrounds.)
2. The Problems of Housing. (Including housing legislation in America and England.)
3. Methods of Obtaining and Distributing a Satisfactory Supply of Water.
4. Sewage and Waste Disposal.
5. General Problems of Municipal Sanitation.

IV. OUR HERITAGE: Full Course.

The following group of lectures is offered for the special

benefit of those clubs of North Carolina which are now studying "Our Heritage":

1. From England to America: A Lecture on the Inherited Traditions and Ideals of the First American Settlers in Massachusetts and Virginia. (Professor Hanford.)
2. Presidential Leadership. (Professor Hamilton.)
3. Ideals of the French Revolution. (Professor Pierson.)

V. The School of Commerce will undertake to provide lectures by its staff to business groups on the nature and organization of modern industry.

In the expansion and increasing complexity of industry, confusion and conflict are apt to arise. Short-sighted and fantastic panaceas may be accepted as "cure-alls," and conflict may develop because of lack of a clear understanding of the mutual interdependence involved in business relations. Information through lectures may help to obviate some of these difficulties.

MISCELLANEOUS LECTURES

WILLIAM STANLEY BERNARD, A.M., Professor of Greek.

1. Lectures on Architecture and Sculpture. (Singly or in series; illustrated.)
2. What is Art? (Illustrated.)
3. Greek Drama.
4. Democracy in Architecture (Illustrated.)

JOHN MANNING BOOKER, Ph.D., Professor of English.

1. English Imperial Ideals (a sympathetic presentation of English Ideals of Government as they are working out in the British Empire. In three lectures: 1. The White Colonies; 2. The Black Dependencies; 3. Ireland.)
2. English Imperial Ideals (the above in one lecture.)
3. Lord Dunsany's Plays.
4. William Butler Yeats.
5. Leonard Merrick.
6. Galsworthy.
7. The Fiction-making Mind (Illustrated from Boccaccio and Maupassant).
8. The Irish Plays.
9. The Dramatic Monologue (Illustrated from Tennyson and Browning).
10. Hamlet.

EUGENE CUNNINGHAM BRANSON, A.M., Litt.D., Kenan Professor of Rural Economics and Sociology.

1. Robert E. Lee—Gentleman.
2. Robert E. Lee—Christian.
3. Come, Let us Live with our Children.
4. Town and County Dependencies.
5. Social Housekeeping.
6. Our Landless, Homeless Multitudes.
7. Twin-born Social Menaces.
8. Public Welfare Tasks in Carolina.
9. The Cityward Drift.

BULLITT, JAMES BELL, A.M., M.D., Professor of Histology and Pathology.

1. Friends and Foes in the Pantry; Bacteriology that Every Housewife Should Know.
2. Life and Works of Louis Pasteur.

DUDLEY D. CARROLL, A.M., Professor of Economics.

1. Bolshevism and Industrial Relations.
2. Service Through Suffrage.
3. Democracy and Its Implications.
4. "The Danger of being Safe."
5. Education for Business, or the University and the Business Man.
(Lectures 4 and 5 are prepared primarily for Chambers of Commerce, Merchant's Associations, and Business Men's Clubs.)
6. Industrial Surveys: What and Why.
7. Work and Worship.
8. The Dimensions of Life.

HENRY McCUNE DARGAN, Ph.D., Associate Professor of English.

The Contemporary Novel. A discussion of certain typical works of prose fiction produced during the last ten years with emphasis upon the social problems reflected in the work of the novelists.

J. F. DASHIELL, Ph.D., Professor of Psychology.

1. Psychology and the Business Man.
2. Fact and Fancy in the Realm of Spooks.
3. What we know of the Minds of Brutes.
4. How Children Learn.
5. Nature and Nurture in the Making of Men.

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1. Some New Meanings of Citizenship.
2. The Present Status of the League of Nations.
3. Presidential Leadership. Jefferson, Jackson, Lincoln, Roosevelt and Wilson.

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1. The South's Awakening.
2. The Teaching of Geometry.
3. The Foundations of Geometry.

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Aesthetic Features of Road and Street Planning.

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1. Concerning the Cartoon (Illustrated with Slides.)
2. Journalistic English in Secondary Schools.
3. Lafcadio Hearn: Interpreter of Japan.
4. Japanese-American Relations.

SAMUEL HUNTINGTON HOBBS, JR., A.M., Assistant Professor of Rural Economics and Sociology.

1. The Economic Structure of Our Rural Life.
2. The Social Structure of Our Rural Life.
3. Rural Life in North Carolina.
4. The Drift of Population in North Carolina.
5. Improving the Rural School.
6. How Farmers can Cooperate.

EDGAR W. KNIGHT, Ph.D., Professor of Rural Education.

1. The Rural Schools in the South.
2. Some Inherited Ills in Education.
3. Old time School Practices in the South.
4. Some Educational Lessons in the World War.
5. The Consolidation of Rural Schools (Illustrated).

FREDERICK H. KOCH, A.M., Professor of Dramatic Literature.

1. Shakespeare Today. (A series of six lectures illustrated by readings of scenes from the plays. Any one of these lectures may be given separately.)
 - a. The Pageant of Shakespeare in "A Midsummer's Night's Dream."
 - b. The Heart of Youth in "Romeo and Juliet."
 - c. The Comic Spirit in "The Taming of the Shrew."
 - d. The Tragic World in "Hamlet."
 - e. Illustrations of Shakespeare. (Illustrated.) Reproduction of the famous Boydell paintings.
 - f. Making a New Shakespeare. (Illustrated.)
2. The Drama and Democracy. (A series of four lectures. See Lecture Course IV, Group B.)

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1. Mathematics Teacher's Library.
2. Some Famous Problems of Antiquity.
3. Graphical Methods and Computations.
4. Some Every Day Problems.

S. E. LEAVITT, Ph.D., Associate Professor Romance Languages.

1. Spanish American Literature.
2. Impressions of South America.
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4. Can we do business with South America? (For business organizations.)

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1. The Cause and the Prevention of the Kidney Injury in Poisoning by Bichloride of Mercury. (Lantern Slides.)
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3. The Use of Various Functional Tests in Kidney Disease.
4. The Etiology of Bright's Disease and Certain Related Toxaemas.

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2. The Latch-string of American Democracy. (The right of Suffrage. The ballot is the latch-string to be used by voters in bringing about political progress.)
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4. The New Ideals of Business.
5. Industrial Cooperation.
6. The Democratization of Industry.

M. C. S. NOBLE, Professor of Pedagogy.

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3. The School Committee and the School.
4. The Educational Scrap Pile in School and College.
5. The Teaching of County Geography.
6. The Influence of Geography on North Carolina History.
7. Experts in Teaching.
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1. The Story of the Stars. (Illustrated).
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3. James Whitcomb Riley, the Child's Poet.
4. Work, Play, Drudgery.
5. Schoolroom Wastes and How to Prevent Them.
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LOUIS ROUND WILSON, Ph.D., Kenan Professor of Library Administration.

1. The Public Library as a Community Builder.
2. With Our Boys and Girls at College.

VOL. IV, No. 4

DECEMBER, 1920

UNIVERSITY OF NORTH CAROLINA
EXTENSION LEAFLET

LIBRARY EXTENSION SERVICE

By LOUIS R. WILSON, Ph.D.
LIBRARIAN



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THE BUREAU OF EXTENSION
UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL, N. C.

LIBRARY EXTENSION SERVICE

ANNOUNCEMENT

In order to promote study and investigation, particularly along the lines of instruction offered through regular University courses and the Bureau of Extension, the Library of the University has striven for a number of years to supply information through the loan of books and pamphlets. To make this service more effective it outlines in the following pages the kinds of information that it is particularly equipped to furnish; namely, books and pamphlets for schools and members of the High School Debating Union; for women's clubs; for public welfare workers and community nurses; for teachers and educational leaders, for high school plays, community dramas and pageantry, and for story telling.

The Library is also prepared to loan from its general book collection material relating to other specific subjects and to bring those who desire information in specialized or technical fields in touch with special school and departmental libraries, such as those of the School of Education, the department of Rural Social Science, and other departments of the University.

In offering this service, the Library attempts to avoid duplication of services by other agencies. It calls special attention here to the splendid package library service of the North Carolina Library Commission at Raleigh, particularly in the field of material for school debates, declamations, and essay writing, in which it has specialized for a number of years.

METHOD OF PROCEDURE

Persons wishing to avail themselves of this service should address their inquiries to Library Extension Service, University of North Carolina, Chapel Hill, N. C. Borrowers are expected to pay the parcel post charges each way, to see that all material is securely wrapped and returned within two weeks from the date of its receipt, and to guarantee its safe return to the Library. In the event that material is kept longer than two weeks, a fine of five cents per day will be charged upon the package.

LOUIS R. WILSON, *Librarian.*

LIBRARY EXTENSION SERVICE

I. SERVICE TO SCHOOLS

For many years the Library has been utilized by the schools of the State in furthering the work of class organizations, literary societies, and other organizations.

A. High School Debating Union

To stimulate the work of literary societies of the high schools the Bureau of Extension brought together in the High School Debating Union in 1912 a large number of North Carolina high schools. During the nine years of its existence the Debating Union has issued handbooks on the following subjects:

Woman Suffrage	Compulsory Arbitration
Initiative and Referendum	Compulsory Military Training
Ship Subsidy	Immigration Restriction
Enlarged Navy	Collective Bargaining
Government Ownership of Railroads	Public Discussion and Debate

B. General Debate

While the Library has made no special effort to collect package libraries on debate subjects, it contains material which is used by the Dialectic and Philanthropic Literary Societies of the University, and this is available to schools upon application. The package library service of the North Carolina Library Commission, at Raleigh, is especially prepared to supply this service and that indicated in C-1 and 2 and D below.

1. *General Present Day Subjects*

- Annexation of Cuba
- Arbitration, compulsory
- Cabinet system of government
- Capital punishment
- Child labor
- City manager
- Closed shop vs. open shop
- Commission government
- Conservation
- Direct primaries
- Employment of women

Federal employment of surplus labor
Federal regulation of industry
Free trade vs. protection
Government ownership of railroads and various industries
Government control of prices
Immigration
Income tax
Initiative and referendum
Injunctions in labor disputes
Judges: appointive vs. elective
Labor unions
League of nations to enforce peace
Military service, compulsory
Minimum wage
Monroe doctrine
Mothers' pensions
Municipal ownership
National defence
Navy, enlarged
Open door policy in Orient
Philippines, independence
Recall of judges
Rural credits
Ship subsidy
Single tax
Six-year term for the President
Socialism
Unemployment
World peace

2. *Needs of North Carolina*

Agricultural development
Conservation of resources
Development of manufacturing industries
Education in North Carolina
 a. Higher educational institutions
 b. Rural schools
Good roads
Libraries
Revaluation
Taxation reform

C. Declamation and Essay Writing

The Library will loan material for use in the preparation of :

1. *Orations, Prize Speaking Contests, Recitations*
 American Ideals—Foerster and Pierson
 Best American Orations—Howard

The Complete Speaker and Reciter
 Favorite Intermediate Speaker
 Favorite Higher Speaker
 Favorite Primary Speaker
 Humorous Speaker
 New Pieces That Will Take Prizes
 Pieces for Prize Speaking Contests
 Patriotic Speaker
 Winning Orations
 Addresses on Education—U. N. C. Record No. 108
 Prose and Poetry of the War
 Selections for Speaking in the Public Schools

2. *Essays and Compositions*

Advantages of the consolidated rural school
 American ideals
 Bolshevism
 Child welfare
 Church in reconstruction
 Citizenship
 Community buildings as war memorials
 Community centers
 Conservation of our natural resources
 Freedom of the seas
 Government ownership of railways
 League of Nations
 Meaning of Americanism
 Needs of higher educational institutions of North Carolina
 Playgrounds—uses and abuses
 Public health a public necessity
 Theodore Roosevelt
 Universal military service
 What the flag means
 Women in industry
 Work of the American Red Cross
 Worth of a school garden

3. *North Carolina Biographical Sketches*

Charles B. Aycock	Charles D. McIver
Daniel Boone	Nathaniel Macon
Edward K. Graham	Zebulon B. Vance

4. *North Carolina State and County Studies (through Extension Series
 Records and County Bulletins)*

Syllabus of Home-County Club Studies
 The Teaching of County Geography
 Country Life Institutes
 North Carolina Year Book, 1915-1916

North Carolina Year Book, 1916-1917
 Local Study Clubs
 North Carolina Club Year Book, 1917-1918
 A Study of the Public Schools in Orange County
 State and County Council
 State Reconstruction Studies
 Sampson County: Economic and Social
 Wake County: Economic and Social
 Durham County: Economic and Social
 Rutherford County: Economic and Social
 Rockingham County: Economic and Social
 Halifax County: Economic and Social

D. Programs for Special Days and Occasions

The Library will be glad to furnish suggestions for programs for the following days and occasions:

1. *Birthdays of American Authors*

Eugene Field

James Whitcomb Riley

Joel Chandler Harris

John Greenleaf Whittier

James Russell Lowell

Henry Wadsworth Longfellow

O. Henry

2. *Arbor and Bird Day*

3. *North Carolina Day*

4. *Class Day Exercises*

5. *Commencement Suggestions*

6. *Special Holidays*

E. Books on North Carolina History

Moore—School History of North Carolina

Allen—North Carolina History Stories

Creecy—Grandfather's Tales of North Carolina History

Connor—Cornelius Harnett

Wheeler—History of North Carolina

Foote—Sketches of North Carolina

Sprunt—Tales and Traditions of Lower Cape Fear

Requests should be addressed to the Library Extension Service, University of North Carolina, Chapel Hill, N. C.

II. SERVICE TO WOMEN'S CLUBS

A. Clubs in General

The Women's Clubs Division of the Bureau of Extension, in co-operation with the Library, offers books, pamphlets, and

magazine articles on the following subjects to any woman's club in the State:

- | | |
|---------------------------|-----------------------------------|
| 1. Art | 5. Literature |
| 2. Community Organization | 6. Music |
| 3. Educational Problems | 7. Public Health |
| 4. History | 8. Social and Industrial Problems |

B. Clubs Enrolled for Study

Those clubs following the programs named below receive special library service. Duplicate copies of selected books and pamphlets referred to in these programs are placed on reserve. A registration fee is charged for this service.

1. Citizenship for Women. The sources cited for reference in this outline are loaned for a period of six months. Twenty copies of the program are supplied to the club.

2. Our Heritage: A Study Through Literature of the American Tradition. The sources cited for reference in this outline are loaned for a period of two weeks. Ten copies of the program and one copy of Greenlaw and Hanford's *The Great Tradition* are supplied.

3. Constructive Ventures in Government: A Manual of Discussion and Study of Woman's New Part in the Newer Ideals of Citizenship. The sources cited for reference in this manual are loaned upon request, but the study is complete in itself for those preferring to use the manual alone as the basis of study. Twelve copies are supplied to each club.

4. Americanization: Studies of the Peoples and the Movements that are Building up the American Nation. It is impossible to supply each member with copies of this program, but a single copy can be supplied from which others may be made. The sources cited for reference in the outline will be loaned for a period of two weeks.

C. Programs for 1921-1922

Programs for 1921-1922 are being prepared for women's clubs and will be ready for distribution by June, 1921. The following are in process of preparation:

1. A Study Course in the Modern Drama: The course is based on plays contained in Dickinson's *Chief Contemporary Dramatists* with several separate plays which are not included in

this collection. For reference books throughout the course, Chandler's *Aspects of Modern Drama* and Lewisohn's *The Modern Drama* are to be used. For the registration fee ten copies of the Study Course and the three books mentioned above will be furnished. The other books may be borrowed from the University Library.

2. Studies in American Literature: The course is based on Pattee's *Century Readings for a Course in American Literature*. This book and ten copies of the program are furnished to registered clubs. Other books referred to throughout the course will be loaned by the University Library.

D. The Loan of Books

Books and other material will be loaned by the Bureau of Extension upon the following terms: The club must first register and pay the required fee. Requisition blanks for reference books will be sent to the secretary of each club. These must be filled out and returned when material is needed.

The secretary should order the books at least two weeks before they are to be used. Requests for books by return mail will be attended to, but no guarantee is made that they will reach their destination in time to be of use.

Books and other material must be returned in two weeks from the date they are issued, which is stamped on the book pocket on the first page of the book. The club is subject to a fine of five cents a day on each package of books kept over two weeks. Upon request, the time on books will be extended one week.

Transportation charges both ways are borne by the club. This may be reduced if material for each meeting is sent to one person rather than to each person on the program.

E. Special Programs

The Women's Clubs Division will assist in preparing study outlines for those clubs wishing something different from the programs listed above and special arrangements will be made for supplying the reference material from the Library.

For information upon any of the above subjects address the Women's Clubs Division, Bureau of Extension, University of North Carolina, Chapel Hill, N. C.

III. SERVICE FOR WELFARE WORKERS AND NURSES

A. Book Service

On account of its close connection with the School of Public Welfare of the University, the Library is prepared to loan superintendents of public welfare and others interested in welfare subjects the books listed below on the following general topics:

1. *Administration and Management*

- Ralph, George C.—Elements of Record-keeping for Child-helping Organizations. Russell Sage Foundation, 1915.
Arnovici, Carol—Social Survey. Harper, 1916.
Todd, Arthur James—The Scientific Spirit in Social Work. Macmillan, 1919.
National Conference of Social Work Proceedings, 1915.
Osborne, Thomas Mott—Society and Prisons. Yale Univ. Press, 1916.
Sears, Amelia—The Charity Visitor. Chicago School of Civics and Philanthropy, 1917.
Johnson, Alexander—The Almshouse. Russell Sage Foundation, 1919.
Carver, Thomas Nixon—Organization of a Rural Community, U. S. Dept. Agri. Yearbook, 1915.

2. *Child Welfare*

- Dewey, Evelyn—New Schools for Old. Dutton, 1919.
Woofter, Thomas Jackson—Teaching in Rural Schools. Houghton Mifflin, 1917.
Mangold, George Benjamin—Problems of Child Welfare. Macmillan, 1914.
Breckinridge, Sophonisha, and Abbott, Edith—The Delinquent Child in the Home. Russell Sage Foundation, 1912.
Flexner, Bernard, and Baldwin, Roger—Juvenile Courts and Probation. Century Co., 1914.

3. *Community Organization and Work*

- Phelan, John—Readings in Rural Sociology. Macmillan, 1920.
Galpin, Charles J.—Rural Life. Century Co., 1918.
Douglass, H. P.—The Little Town. Macmillan, 1919.
Evans, Frederick Noble—Town Improvement. Appleton, 1919.

4. *Family Welfare and Casework*

- Sheffield, Ada Eliot—The Social Case History. Russell Sage Foundation, 1920.
Devine, Edward Thomas—Principles of Relief. Macmillan, 1914.
Covington, Mary—How to Help. Macmillan, 1919.

Goodsell, Willystine—The Family as a Social and Educational Institution. Macmillan, 1918.

Colcord, Joanna—Broken Homes. Russell Sage Foundation, 1919.

5. *Industrial Welfare*

Seager, Henry Rogers—Social Insurance. Macmillan, 1910.

Commons, John Rogers ed.—Trade Unionism and Labor Problems. Ginn & Co., 1903.

Robinow, M. I.—Social Insurance. Holt, 1913.

6. *Medical Social Work*

Cabot, Richard Clarke—Social Work. Houghton Mifflin, 1919.

Cabot, Richard Clarke—Layman's Handbook of Medicine. Houghton Mifflin, 1916.

Gulick, Luther Halsey—Medical Inspection of Schools. Russell Sage Foundation, 1910.

Rosenau, Milton Joseph—Preventive Medicine and Hygiene. Appleton, 1918.

Cabot, Richard Clarke—Social Service and the Art of Healing. Moffat, Yard & Co., 1917.

7. *Public Health*

Terman, Lewis M.—The Hygiene of the School Child. Houghton Mifflin, 1914.

Ogden, Henry N.—Rural Hygiene. Macmillan, 1911.

Hemenway, Henry Bixby—American Public Health Protection. Appleton, 1916.

Hill, Hibbert Winslow—The New Public Health. Macmillan, 1916.

8. *Social and Mental Hygiene*

Ellis, Havelock—The Task of Social Hygiene. Houghton Mifflin, 1912.

Goddard, H. H.—Feeble-mindedness and Its Causes. Macmillan, 1914.

Beers, Clifford W.—A Mind That Found Itself. Longmans, 1917.

Bigelow, Maurice—Sex Education. Macmillan, 1916.

B. Pamphlet Service

The Library has been made the distributing center of literature for the National Organization for Public Health Nurses. Pamphlet material can be furnished on the following subjects:

Blindness	Rural
Cancer	Welfare
Children	Common colds
Defective	Community
Health	Centers
Pre-School Age	Drama

Fairs	Mental hygiene
Music	Milk
Organizations	Mortality statistics from occupations
Schools	Parent-teacher associations
Welfare	Pellagra
Diphtheria	Preventive medicine
Disinfectants	Public health nurse
Physical education	Public health
Feeble-mindedness	Pure water for farm houses
First aid in the home	Recreation
Flies	Red Cross work
Food bulletins	Sanitation
Hay fever	Scarlet fever
Health news and stories	School hygiene
Influenza	Teeth, tonsils, adenoids
Insanity	Trachoma
Insects	Tuberculosis
Malaria	Typhoid fever
Measles	Welfare work

The Library is also a regular subscriber to the following magazines that may be borrowed: *American Journal of Nursing*, *American Journal of Public Health*, *The Public Health Nurse*, and the *Journal of Outdoor Life*. Requests for any of the above material should be addressed to Library Extension Service, University of North Carolina, Chapel Hill, N. C.

IV. PROFESSIONAL EDUCATIONAL INFORMATION

The Library will loan the books listed under the following educational subjects:

A. The High School

1. Brown—The American High School
2. Inglis—Principles of Secondary Education
3. Parker—Methods of Teaching in High Schools
4. Colvin—An Introduction to High School Teaching

B. School Buildings

1. Bruce—High School Buildings
2. Bruce—Elementary Buildings
3. Mills—American School Building Standards
4. Dresslar—American Schoolhouses
5. Williams and others—The Construction of Schoolhouses (Bulletin)

C. Tests and Measurements

1. Monroe—Measuring the Results of Teaching
2. Rugg—Statistical Methods Applied to Education
3. Starch—Educational Measurements
4. Williams—Extension Bulletins on State (N. C.) results
5.—Samples of Tests
6.—Assistance by correspondence

D. Problems of School Administration

1. Cubberley—Public School Administration
2. Dutton and Snedden—Administration of Public Education in the United States
3. Bourne—The Gary Schools
4. Chancellor—Our Schools—Their Administration and Supervision
5. Cubberley—The Portland Survey
6.—Various books and bulletins on school surveys

E. Rural Education

1. Cubberley—Rural Life and Education
2. Hart—Educational Resources of Village and Rural Communities
3. Foght—Our Rural Schools
4. Foght—The Rural Schools of Denmark
5.—Consolidation of Schools (Bulletin)
6.—Bulletins and books on Consolidation and Transportation
7. Betts and Hall—Better Rural Schools

F. The Project Method

1. Stockton—Project Work in Education
2. Krackowizer—Projects in the Primary Grades
3. Dewey—The School and Society
4. Wilson and Wilson—The Motivation of School Work

G. Physical Education

1. Terman—Hygiene and the School Child
2. Fiske—Meaning of Infancy
3. O'Shea—Dynamic Factors in Education
4. Spencer—Essay on Education
5. Tyler—Growth and Education
6. Curtis—Play and Recreation

H. Stories for Children

The Library contains many juvenile books, assembled for use in the Summer School, which it will loan to teachers and

community workers for classroom and story hour work. A suggestive list is given below :

1. *Methods in Story Telling*

Cowles, Julia D.—The Art of Story-Telling
Keyes, Angela Mary—Stories and Story-Telling
Bryant, Sara Cone—How to Tell Stories to Children
Lyman, Edna—Story-Telling

2. *Bedtime Stories*

Bryant, Sara Cone—Stories to Tell the Littlest Ones
Bryant, Sara Cone—Stories to Tell Children
Marzials, Ada M.—Stories for the Story Hour
Lewis-Bailey—For the Children's Hour

3. *Bible Stories*

Platt, S.—Stories from the Old Testament

4. *Fairy Stories*

Mabie, Hamilton Wright—Fairy Tales Every Child Should Know
Olcott, Frances Jenkins—The Book of Elves and Fairies
Ozaki—The Japanese Fairy Book
Jacobs, Joseph—English Fairy Tales

5. *History Stories*

Blaisdell & Ball—Hero Stories from American History
Guerber, H. A.—Story of the Thirteen Colonies
Southworth, Gertrude—Builders of Our Country
Stone & Fickett—Days and Deeds a Hundred Years Ago

6. *Mythology*

Wilson, Gilbert L.—Myths of the Red Children
Hyde, Lillian S.—Favorite Greek Myths
Francillon, Robert E.—Gods and Heroes
Paton, L. A.—Fairy Mythology of Arthurian Romance

7. *Nature Stories*

Holbrooke, Florence—The Book of Nature Myths

Requests for loan of above books should be addressed to Library Extension Service, University of North Carolina, Chapel Hill, N. C.

Questions will be answered and suggestions given on educational problems insofar as possible. Address all requests for such assistance to Dr. L. A. Williams, School of Education, Chapel Hill, N. C.

V. PLAY SERVICE

The Division of Community Drama of the Bureau of Extension desires the citizens of the State to utilize the facilities of the Library in selecting plays and pageants and procuring reference books on production as well as historical material for the writing of community pageants and plays. The Library will be glad to loan books as follows:

A. Plays

1. Nearly five hundred plays are listed in the bulletin, *Plays for Amateurs*, including long plays, one-act pieces, and plays for children. A selection of several titles may be made from the bulletin or the Secretary of the Division will aid in selecting plays suited to specified conditions.

B. Community Dramas

1. Raleigh: The Shepherd of the Ocean, by F. H. Koch, celebrating the deeds of the colonizer who founded the first English settlement in America on Roanoke Island, North Carolina. The pageant may be produced with from 200 to 500 characters.
2. Examples of local pageantry to be used as models in pageant writing:
 - Shakespeare, the Playmaker; The Pageant of the North West, both written collaboratively by a group of students in North Dakota under the direction of F. H. Koch.
 - The New Day, Margaret Plank Ganssle.
 - The Selish, written collaboratively by a group of students in Montana under the direction of Margaret Plank Ganssle.
 - Pageants written in North Carolina communities will be sent out when available.
3. Several pageants and festivals on subjects of general interest, available for production.
 - America Yesterday and Today, Lamkin. Simple pageant using 75 to 500 people.
 - Daughters of Freedom, Buchanan. A patriotic ceremonial for 50 girls or more.
 - Faith of Our Fathers, Marble. A Pilgrim pageant in two parts, simple or elaborate, using 50 people and as many more as desired.
 - Flag of the Free, Grimball. A ceremonial for the Fourth of July.
 - National Red Cross Pageant and The Drawing of the Sword, Stevens. 50 to 150 participants.
 - New Era Pageant. A pageant of Patriotism and Reconstruction, 75 to 200 people.
 - The Pilgrims, Mackaye. Requires 150 to 500 people.

The Pilgrims' Pride, Hanley. A Pilgrim pageant arranged for a short program or an elaborate pageant, adaptable to local needs.

Through the Centuries, a pageant of women in industry. 175 or more participants.

Under the Stars and Stripes, Grimball. A festival of citizenship with tableaux and choruses.

The Library has also volumes of simple pageants, masques and pantomimes.

C. Reference Books on Production

The Division can furnish books on the following subjects:

Acting, Aesthetic Dancing, Children's Plays and Dramatization, Costumes, Folk-Dances, Folk-Songs, Make-Up, Music, Outdoor Theatres, Pageantry and Festivals, Scenery, Scene Painting, Stage Construction, Theatre Construction, and other phases of Production and Stage-Craft.

NOTE—The Division of Community Drama is especially interested in promoting the writing and production of original community dramas and will furnish expert advice along this line and also supply skilled dramatic directors where it is possible to do so.

The North Carolina Collection of the Library will send out through the Community Drama Service any historical material which will be valuable in the writing of historical pageants of State, County, and Community History and local traditions.

Requests for information on any of the above subjects should be addressed to The Secretary of the Community Drama Division, Bureau of Extension, Chapel Hill, N. C.

UNIVERSITY OF NORTH CAROLINA
EXTENSION LEAFLET

COMMUNITY AND GOVERNMENT

A MANUAL OF DISCUSSION AND STUDY OF
THE NEWER IDEALS OF CITIZENSHIP

BY

HOWARD W. ODUM, Ph.D.

Director of the School of Public Welfare of the University of North Carolina



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1921

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THE UNIVERSITY OF NORTH CAROLINA

PREFACE

This manual has been prepared especially for those teachers, principals and superintendents of North Carolina who are interested in the teaching and enactment of citizenship in accordance with the newer ideals of education, community and government. A previous manual, "Constructive Ventures in Government" has been made the basis for this re-statement of the problems of community and government. The general form and purposes, therefore, of the two manuals are essentially the same.

The purposes are clear and simple. To promote the fascinating business of being and becoming citizens and the systematic study of social problems is one purpose. If, in the prosecution of this purpose, a renewed interest in democracy and a clearer idea of social responsibility may be created, a forward step will have been made. The added chapter on "The Meaning of Community" looks to this end.

To emphasize a citizenship and government based on the ideals of social service and achievement is another purpose. As wide and comprehensive as are the needs of its people, so inclusive should be the government of a democracy. Our government can set no goal of achievement short of the highest development of the social personality and welfare of all its people.

To magnify a training for citizenship based on knowledge and first-hand materials for the study of government is another purpose. While the enactment of this ideal seems new, it is original in the best theory of government. Madison's statement is good: "A popular government without popular information or the means of acquiring it is but a prologue to a farce or tragedy or perhaps both. Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives."

To contribute to the growing meaning of community and the powers, obligations, and opportunities of local government is another purpose. Perhaps no greater advance has been made in the after-war period than the increased recognition of the institution of community, whether it be community of organization, of fellowship, of industry, of arts and letters, of learning, of religion, or of citizenship. And certainly one of the consist-

ent points of emphasis in the ever-enlarging services of a larger national government is the increasing importance of good local government.

To emphasize the companionable nature of both the study of and participation in government is another purpose. There is not only the enthusiastic and buoyant outlook of men and women working side by side for the bringing about of the newer ideals of citizenship; but there is likewise the remarkable opportunity for joining the great body of young men and young women in our educational institutions and out who are keenly interested and alive to the opportunities and obligations of social progress.

The manual is, therefore, not in any sense a technical study of civil government, but a program of companionable study and action based upon the interpretation of present-day social problems and needs of local, state and national government. It is planned to supplement previous manuals: one by Professor James Holly Hanford, of the Department of English, entitled "OUR HERITAGE: A Study Through Literature of the American Tradition"; another by Dean D. D. Carroll, of the School of Commerce, entitled "STUDIES IN CITIZENSHIP FOR WOMEN" in which he outlines the technical forms of government; and a third entitled "AMERICANIZATION," by Mrs. Thomas W. Lingle. It is planned also to harmonize with the special studies which Professors Hamilton and Knight are preparing and the very valuable and original county studies which Professor Branson has been making and stimulating for the last seven years.

It is not expected that any group will undertake all the readings or complete all the studies and projects suggested. The manual itself provides for essential minimums and its outlines and suggestions offer stimulation for maximum achievements in accordance with the disposition and resources of the groups concerned. It is arranged for special intensive studies of limited fields or for general study of the entire field. It may also be used in estimating the relative progressiveness of communities, counties, or cities in which use a sort of score card or measuring scale of progress may be made out by the club. Details of method for use of the manual may be gathered

from the part (VI) which discusses the readings and plans. Forms of co-operation on the part of the University Bureau of Extension are explained in the last division of the manual.

Special thanks are extended to Dr. E. C. Brooks, State Superintendent of Public Instruction of North Carolina, for his keen interest in the form and content of this manual and for valuable suggestions as to its effective use. It is hoped that experiments and projects being planned in the several communities will prove of definite value.

HOWARD W. ODUM.

Chapel Hill, November 15, 1920.

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COMMUNITY AND GOVERNMENT

COMMUNITY AND GOVERNMENT

PART I

THE MEANING OF COMMUNITY

1. **An early community pact.** Perhaps there is no more appropriate way of beginning this discussion of the meaning of community than with the example of a community pact typical of all our American democracy and free institutions and entered into three hundred years ago this eleventh day of November nineteen hundred twenty. For the Mayflower compact not only represents an ideal of a community of men and women coming together for certain very definite and inclusive purposes of association and welfare, but it is typical also of the plans and purposes of this manual of community and government, in that it reveals the true basis and method of community and government working together. The Mayflower compact may well serve also as a fitting conclusion and challenge to present-day community work.

“In the name of God, Amen. Doe by these presents solemnly and mutually, in ye presence of God and one of another, covenant and combine ourselves together into a Civil body politick for our better ordering and preservation and furtherance of ye ends aforesaid and By Verture Hearof do enact, constitute, and frame such just and equal lawes, ordnances, Acts, constitutions and offices from time to time as shall be thought most meete and convenient for ye general goode of ye colonie. Unto which we promise a due submission and obedience.”

2. **Community and government.** As in the beginning of our government, expressed in the Mayflower compact and a year earlier in the “General Assembly” at James City in Virginia, community and government are inseparable in relationships so in our present-day efforts to give renewed energy and meaning to democracy, we must find in community and government the hope of greater realization. Group self-government in the community is but another form of socially-minded citizens organizing “for better ordering and preservation.” For government in a democracy is of the citizens themselves, here and now in their

midst, and not something apart and mystical. As the government is, so is the service to the citizen. The individual in the community may wrongly think he can separate himself from his government; but if there be poor government, whether in health, education, protection, convenience, or any other form, the citizen suffers. And poor government in the community, on the other hand, can be corrected only by the citizens themselves. Community organization, therefore, becomes one of the chief modes of good government.

3. Community and democracy. The same is true of democracy itself. A great America composed of thousands of communities must, of a necessity, render its democracy through its communities. To quote Follett, "The technique of democracy is group organization." And Mr. Louis D. Brandeis expresses a similar sentiment when he affirms that "The great America for which we long is unattainable unless that individuality of communities becomes far more highly developed and becomes a common American phenomenon. For a century our growth has come through national expansion and the increase of the functions of the federal government. The growth of the future—at least of the immediate future—must be in quality and spiritual value. And that can come only through the concentrated, intensified strivings of smaller groups. The field for the special effort should now be the state, the city, the village. . . . If ideals are developed locally the national ones will come pretty near taking care of themselves." One would need to test the efficacy of democracy only by applying it to the institutional services which it renders to the citizens in the community, in the home, in his school, in his work. If only our growing citizen may realize the bigness of the task ahead—to develop the community democracy of the future, based upon the ideals of national government and co-ordinated by the central government of states and nation!

4. The romance of democracy. Community welfare is but the enacted romance of democracy. All our plans of democracy have been based on ideals and the romance of a universal welfare. What has made the democracy real is the fact that America has "made good" the statements, dedications, and cove-

nants of the early groups of community folk working together. The great state papers of the Nation, fired with their idealism and romance, are great, as Mr. Roosevelt points out, because the American people have made them good. The ideals of democracy expressed by Mr. Wilson in his great addresses will be real and great only as the American communities make them true. Throughout the history of this country we have written, spoken, and dreamed dreams of a government in which all the people old and young, rich and poor, strong and weak, would have a chance in life. We have never debated any other alternative. And yet, when it comes to the enactment of this idealism, community democracy and organization must largely bear the responsibility of making the romance of our aspirations real.

5. The community and state. The most striking example of the failure of a government to make good its ideals is that of the German nation. This has been explained, perhaps more satisfactorily than in any other way, by the fact that all of Germany's idealism was attacked from within as faulty and in its stead substituted a mechanical sovereignty neglectful of the individual and the community self government. The American tendency ought to be the opposite although oft-reminders seem necessary. Just as the ideals of community government are prominent in the growing conceptions of the modern state, so in the unit of national government expressed in our "states" there is recognized an invaluable agent for democratic government. The "state" as one of the units of national government becomes a larger community capable of carrying forward a better representative government. Likewise this unit of state government finds its strongest forces for democracy in its counties, cities, towns, villages and rural communities, all of which are coming to a fuller realization of the bigness of community organization and service.

6. The community and the school. Even the school, with its redirected programs for the teaching of active citizenship, finds the community, in the long run, its arbiter. For the school can be no more democratic than the community in whose image it is fashioned and the teachers whose training the community fosters; nor can the quality of its democratic education be much

different from that of the community responsible for its personnel and government. This conviction has led Professor Hart to conclude that "the democratic problem in education is not primarily a problem of training children; it is the problem of making a community within which children cannot help growing up to be democratic, intelligent, disciplined to freedom, reverent of the goods of life, and eager to share in the task of the age." But the school and education, more than any other force perhaps, can make and remake the community after the fashion of socially-minded, self-governing and mutually participating groups. The school can offer its instruction and its plant for the centering of community activities and for the promotion of community knowledge and spirit. The school can teach its citizenship on the basis of these ideals and upon the actual working basis of community projects and community interest. The teachers and administrative officials themselves will become better grounded in the fundamentals of local and state government and will thereby become better teachers and better officials.

7. A basis of citizenship. The community, therefore, for the school, becomes the greatest laboratory of citizenship. While it is true that the school itself may become a little democracy, utilizing its organization and its functions for the promotion and practice of democracy, the real laboratory for democracy must be in the community. Here are all the institutional modes of life as expressed in the home, the school, the church, the state, and industry or work. Here are the scores of "little states" themselves. Here are opportunities for organic democracy, political democracy and educational democracy. Here are citizens in the making and older citizens in the re-making. Here are problems of association and recreation; of government and politics; of employment and leisure; and of all the other human interests. When, therefore, the school can know its community and its citizens, and when the community can know its school and its work, new forces will have been released for the bringing up of well trained citizens for the future.

8. The community an institution. It must be very clear, therefore, that the community is an institution. For some time we have considered only four major institutions that make for

civilization and social progress—the home, the school, the church and the state or government. To these we have now added community and industry. If one wishes to test the power and significance of community as an institution he would but need to inquire into the possibilities of the family without community support; or of the school, or government, or of the church where the community is divided, or of conditions of labor where the community takes no thought for the welfare of workers. Or, again, what of the opportunities and obligations of play and recreation; of general social life and pleasurable association; of voluntary organizations and benevolent societies; and of the many forms of association not included in the other institutional modes of life? For almost unlimited good or evil have been many of the community's contributions and neglects in the realm of its own responsibility to its growing-up citizens. But even as the community must contribute to its fellow-institutions, so must the home, the school, government, church, and industry contribute their utmost to the making of the community a better place in which to live. This correlation of the institutions is one of the finer tests of community democracy.

9. The evolution of the community. If there could be further doubt as to the meaning of community it would be necessary only to trace its development and influence in the past, to note its present moulding of democracy, and to look forward to its growing power in local, national and international development. The history of peoples, of course, begins with the family; from the family grew, through association and co-operation in community efforts, the phratry, the gens, the clan, the tribe, the confederation, the nation, the empire. These organizations arose out of the imperative need for community co-operation for purposes of defense, subsistence, worship, special projects and others. The community of efforts and association has been the beginning and the mode of survival. Where no community co-operation could be effected survival was barely possible; community, therefore, becomes in its spirit and form a fundamental in the development of all society and government. The spirit of community is essential. The American nation had not realized, prior to the great war, to what extent it was a community of communities;

the aggregate of community organization and effort during the war made the total national power. And if one looks to the future, to possibilities of the international mind and international relations it is very clear that community of interests and organization must be the only mode of relationship. The larger community of fellowship, learning, labor—and others—will contribute to whatever of technique that may make for world peace and fellowship. The school, in its promotion of community citizenship draws on its age-long resources and is therefore working in harmony with its fundamental history and principles.

10. The individual and community inseparable. It is very clear also, from all the above viewpoints, that the individual good is inseparably bound up in the community. If the aim of all our democracy and social progress be the highest possible development of the individual, through his social personality and relationship, it will be seen that the community's relation to the individual is fundamental. There have been individuals and families who have believed that they were independent of the rest of the community; that they could live their own lives heedless of the needs and limitations of the community. Came the day when disease or vice or poverty which they and the rest of the community had allowed to permeate the group disproved this theory. There have been families who held that theirs was no responsibility to other families or to the community's responsibility to its people. And the day has come when disease or vice, permitted by them in the community, has entered the home and taken away all that was uppermost in their lives and purposes. No individual or family can become isolated from the community, and it becomes, therefore, not only a duty, but a privilege and opportunity for every individual and every family to join hands in making the community a suitable example of democratic opportunity. Even as in the history of the community, so to-day, the individuals and communities who do not co-operate in community democracy scarcely survive in the long run.

11. Local communities interrelated. Of special importance and illustrative also of the task of democracy, is the close inter-relationship of community to community. Evidence of this is abundant. It is easily manifest in the school where one com-

munity, having neglected its duty to the child, sends it on to another community; it is evident in the counties, where one county, having neglected its opportunities for rendering health and education service to its children, turns them over as burdens to another county. It is evident in the matter of work and morals; in progressive and non-progressive tendencies; and wherever communities touch in social relationships. It is very clear, therefore, that each community must find its positive obligation to develop its highest organization and service, and likewise must contribute, wherever possible, by example and participation, to the promotion of the highest development of community welfare everywhere. The very basis of uniform citizenship and democracy rests upon uniform community development and service everywhere. The task of every school, therefore, becomes increasingly important as it undertakes the teaching of citizenship and the building of community spirit.

12. Community ideals. There are many ideals of community work and association, even as there are ideals and possibilities in democracy and human aspirations. Some of these may be mentioned as typical. Every community ought to know itself and its citizens. "To know each other well enough to work together and to play together" ought to be a reasonable standard. Do we know each other so well? Would we not understand each other better and eliminate much of the limitations of working together if we knew each other better? Is not this an attainable ideal under the plan of community organization? The community will have other ideals in view. Sometimes the beautification of town and surrounding neighborhood is foremost; sometimes an economic ideal needs to be worked out; sometimes it is the problem of schools and teachers; sometimes it is the matter of streets, roads, health, and the general welfare. Sometimes it is the community spirit and recreation that predominates; and sometimes the prevailing interest is in local government itself through which the other ideals are to be contributed.

13. The community at work. But whatever the ideals and the specific purposes for the time being, the community finds itself facing many tasks of importance. The community at work

becomes an inspiration to democracy. And while there are many modes and methods of work the ultimate goal will be as nearly complete and efficient **community organization** as possible. On community organization an entire chapter will be necessary. Its form will be conditioned by the nature of the community, the purpose involved, and the resources available. Sometimes the **community center** forms a large part of the organized efforts of the community and combines with the school to make a clearing house for community activities from voting to play. Sometimes there is a general **civic center** which joins with schools and other institutions. Sometimes the churches contribute to organized community work. Sometimes the larger part of community work is done by the **community club**. Sometimes there are various organizations such as the woman's club, civic associations, chambers of commerce, and others. Sometimes community activities take the form of **community fairs** and gatherings, exhibits and clinics, campaigns and projects. And sometimes governmental and semi-governmental co-operation constitutes a large part of community organization, as for instance **public welfare** programs, home and farm demonstration agents, health officers, school teachers and officials. Not infrequently to the local voluntary associations and agencies national voluntary agencies contribute much.

14. **Federated community service.** In all the work of organization and promotion the community may well hope to work out a federated plan of service which will answer the greatest possible service with the least possible waste and duplication. Such a federated service would provide a close correlation of the efforts of all departments of public service among themselves and also a similar close correlation with voluntary agencies. Not infrequently the best plan of federating all efforts is found in a county council or other county organization looking toward the complete service to the county and all its communities. The problem of Health is a good example; education and the school represent another form of the county unit method of work. Whatever the form of co-ordinated activities, the school finds itself a strategic position and can contribute largely to success.

15. **Types of communities.** The nature of work done and the form of organization undertaken, as well as the number and character of the personnel of workers will depend much upon the type of community. It is quite evident that the city will have within its domain different types of communities from the general community of the small town or the village. The town will be different from the country community and communities in the cities, villages, and rural districts will differ among themselves. The very boundaries, territory and distinctions of communities vary greatly. Sometimes the community is centered around the school; sometimes around the several churches; sometimes a post-office or trading center; sometimes a community may be bounded by its newspaper constituency or by its technical political or civil divisions of county and district. In the city it may be even a block, or ward, while in extreme rural districts the community may be bounded by streams or hills.

16. **The small town community.** The city and its problems of community organization have been the subject for much study and planning, and with success. The rural community is now being estimated as one of the most important problems of education and welfare. And this should be true. More should be done. Of special importance, however, from the viewpoint of the school is the **small town community** which has much of the county and city alike. Its possibilities are almost unlimited for good—and sometimes it seems for evil! And, because of its reasonable size, its democratic citizenship, its neglect, its crowds of merry boys and girls, it is a challenge to the school for the development of the perfect community. Shall we not make of the small town the ideal of community living?

17. **Active Citizenship.** The community offers an almost undiscovered field for leadership and active citizenship in the promotion of community organization and local government. The following pages of this manual suggest some of the many opportunities available for the active citizen. To young men and young women, to the newly enfranchised women voters, and to voters of many years, the community calls. To all these and especially to school folk everywhere comes the heartening appeal of community and government.

THE MEANING OF WOMAN'S NEW PART IN GOVERNMENT

18. **Progress in democracy and government.** The early years of this century will always remain eloquent with notable records of achievement in democracy and government. Even before the Great War the very definite tendencies toward larger ideals of government had resulted in achievements of no little value. These achievements consisted not alone in improved organization and structure of democratic government but more essentially of the growth of community building through citizen interest, civic co-operation, and active participation in governmental services. Here were opened up new fields, new visions, new opportunities with practical difficulties and practical results available for the citizen of today and tomorrow. In the realm of community building, public service, and patriotism the citizen of today may reach goals unknown to the citizen of yesterday. And to this pre-war ideal the war itself has given great momentum, tending to give it direction and form adequate for after-war progress and public welfare standards.

19. **The war and democracy.** Then came the Great War in which not only the spirit of our democracy but also the very form of our government was tried by the fire of the world crisis. Would the spirit and soul of democracy, functioning through our fundamental American institutions, not only preserve its own traditions but blaze forth for the international mind and spirit the great truths of a progressive government, strong enough and big enough to cherish and cultivate the ideals of a people, and at the same time maintain their active and faithful interest in the means and forms of government control? Would the machinery of a government, by and for the people, stand up under the test of gigantic struggle and unforeseen emergency, while putting to rout the forces of governments whose ideals and enactments would make machinery of men? The victory of our ideals is tribute to the contrast

between our own potentials and the Europeans whom Mr. Chapman describes as loving too much "the glittering wares".

That art and education had devised
To charm the leisure of philosophers;
The thought, the passion have been undersized
In Europe's overeducated brain;
And while the savants attitudinized,
Excess of learning made their learning vain
Till Fate broke all the toys and cried,
Begin again!

America does begin again but in the triumph of liberty whose cause transfigures the tragedies of struggle and challenges all citizenship not to forget too soon the ideals and achievements of recent democracy.

20. **The 19th amendment.** The third great achievement is found in the enactment of the nineteenth amendment to the Federal Constitution of the United States. This amendment, granting to women the right of suffrage, constitutes one of the most definite and positive contributions to the theory and practice of government ever recorded. Within the few days that have elapsed since the Secretary of State certified to the validity of the amendment most citizens have scarcely realized the importance of the step. Here again both the spirit and form of our government are vitally affected. Certain it is that, in spirit, the amendment recognizes the great principles underlying representative government in giving to the people governed the rights of expression through representative modes of democracy. Democracy has been called the last and best solution of the social problem; the 19th amendment may be said to be the latest contribution to the solution of the problem of democracy. And while ranking perhaps as the greatest contribution of modern times, it will nevertheless, for a time, add new difficulties and problems to be worked out in the effort to realize adequate form for the expression of the ideals of democracy. Certain it is also that the coming of a new body of voters, with capacity potential approximating the present body, will affect the technique and practice of our government in the manner of elections, in the personnel of officials, and in the manner and methods of government operation. All these problems are

a suitable challenge not only to the new voters but to the old as well. One may well doubt the efficacy of the patriotism of citizens who will not recognize the tremendous meaning of the new movement and set themselves wisely and seriously to the tasks ahead.

21. **Woman of the ages.** In the desire to understand and interpret the possibilities of the hour one would fain become the world artist and paint, with the master's hand, the composite spirit of womanhood, reviewing the past with its aspirations, joy and sorrows; its heritage of rich and joyous living; its never-ceasing story of romance; withal its age-long tragedies and pitfalls of organic struggle; and its immeasurable contribution to the eternal values of human institutions. In this instance, perhaps the artist must needs paint the picture of the spiritualized American grandmother sitting in her corner when the day is done, dreaming dreams of yesterday, but

mute prophetess

That, on the marble furrows of thy brow,
Wearest the print of wisdom and of peace.

How often, the artist sees, has she, all soul, her mind traversing the reach of years, dreamed dreams of what was, might have been, and would yet come! How the world of children and grandchildren have valued the quiet wisdom that, although unconscious of its grasp and scope, seemed to bespeak unflinching solutions of difficulties. The spirit of her wisdom, and of her sorrows in the days of weakened energies, permeates the "here and now" of the new ways of meeting her old, old problems. And not hers only; but the problems of the mothers of men in the making of the nation; of the sisters of men in the service of humanity; of the sweethearts of men in the struggle for the romance of durable happiness; of the wives of men in the weaving of the home fabric; of the workers of days in the walks companionable with men; of the teachers of children in the tears of discouragement; of the professional worker in the problems and progress of opportunity; of the myriad youth in the yearning for that chivalry granted by men to the few; of the servants of men in the shame of the race; yea, and of all that throng of youth and beauty and joyous womanhood that chal-

lenges the processes of progress. Surely the spirit of all these, and more, call upon men and women everywhere to meet with serious consideration and high motive the opportunities of the changing hour.

Or, perhaps the artist, seeking if perchance he may find more nearly the modes of human progress, becomes the student of literature "wherever it has touched its great and higher notes" as the "expression of the spirit of mankind". And, fascinated with the beginnings of imaginative creations and allegorical heritage he becomes youth again, lost in the contemplation of the fairy fancies of the world.

And olden joys
That I had long forgot
Come running back like crowds of merry boys
Let out from school,
Filling the air with happy noise;
I hear again my mother's evening croon
Falling about me like the cool,
Clear water in a shadowy grot,
And all the simple things
That gave naive delight to me
When I was young.

And, following the stories and ideals of a fairy land and fairy power whose annals record the happiness of only the millionth little girl whose prince comes to take her to his palace, he wonders what of the fairy philosophy which would make happy also all the little girls in the realization of a richer fruition of the fullness of life. Were the fairies, too, a part of the old despotic and undemocratic dispensation which made women the servants of men or left the myriad hosts of womankind longing to the end of days for something that was not? Or, since surely fairies can do no wrong, was not the figure of the prince and the princess symbolic of the new day when every woman should look forward to the palace of citizenship what time she fulfilled her feminine destiny? And was not the prince the spirit of man reborn to the world with the strength of ten because his heart was pure? And has not, and will not every little girl look forward always to the palace and the prince? Or, once again, the fairies catch up from the midst of its home, the home of a poor man and his wife, the little child; and because the

parents are poor the fairies take the child away from the parents and translate it to some mystic forest or glen where all is silver and gold and brightness. And the youthful student of imaginative literature wonders again if the little child is really happy or if the parents, lonely for the presence of the child, really love the fairies? Or, supposing they were happy, what of the myriad throng of children of the poor for whom no fairies come? Why not a fairy philosophy which would take away poverty from the homes of the people and make happy hearthstones with unity and prosperity? Are these fairies, too, a part of the old dispensation of the breaking up of homes and of child injustice for which women have suffered so much? Or, since fairies can do no wrong, are not the beautiful enchanted wood and forests symbolic of the new day when the little children and the mothers of men everywhere shall reap together the fruits of a christian democracy of the substance of which is the kingdom of heaven?

22. The great contribution. But whether interpreted through fact or symbol, the opportunities and obligations of suffrage as expressed in the present situation offer the greatest potentials of progress. "The new citizenship" is being described as the citizenship of woman; as her participation in government. And surely, this is a newer sort of citizenship. But the really new citizenship, it must be remembered, is after all the total product of all citizenship, men and women, as it results from the participation of woman with her very definite contributions to current government. For there can be but one citizenship; it will be complex but not compound. The pages of this bulletin will indicate to some extent the qualities which woman's entrance into formal government will bring. But there is another, and if possible, even more important meaning of the present hour. Men have long said that the world progresses in the quantity of achievement, but perhaps not in the quality of mind and spirit. They have affirmed that the intellect of Plato and Aristotle and Shakespeare represent the highest modes of human achievement. They have wondered what new era might bring to the human mind its new quality and its stages of progress. Whether this will come about or not may not be affirmed with knowledge; but certain it is that one of the great

possibilities of the century will be the contributions to the growth of a richer social mind, made deeper and more composite, by the interplay of the minds and spirits of men and women set free for unbounded development and growth. Whether this be fact or fancy will no doubt depend upon the degree to which the processes of association of men and women progress in accordance with the fundamental laws of growth and the essential principles of human association. And in this process of development it is certain that woman has a very definite, distinct and distinguished part to play.

23. **Two professions for women.** For sometime now educators and students of social progress have maintained that for every woman there are at least two professions or vocations, and they have turned the processes of education in the direction of meeting the needs of these vocations. They have affirmed, and with accuracy, that the business of home making and home keeping is a fitting vocation for every woman sometime during the days of her pilgrimage. No matter how she may seem to evade the subtle influences of a Cupid or turn her energies, personality and genius to single blessedness, comes the day when the call of love and home, joining hands with the call of other duties, becomes the dominant theme and wins. And for the ages past, present, and to come this will be a substantial mode of fulfillment of the great destiny. Therefore, the schools of progress have turned their energies and skill toward the enrichment of their curricula for young women who will become the citizens and home makers of tomorrow; and the citizens of today rejoice in the progress of an education which brings to normal, everyday living the durable satisfactions of life and the larger measure of intellectual and spiritual growth. And on the other hand, they have recognized in the stories of human fortunes throughout the days of yester-year, and in the normal expectations of social relations now and on, that the desire and occasion for working out her own economic salvation may also come to every woman, and is for every woman another normal mode of working out her own and the race's progress. No matter how independent and free, therefore, from the need of personal achievement may appear the daughter of wealth and

fortune there has never come on earth a dispensation which guarantees the elimination of circumstances which may call urgently for readjustment in the hard and practical things of life. No more eloquent evidence of this has been found than the stories of the Old South with her romantic readjustment to after-war conditions of the sixties. But greater than the emergency need which may bring woman into the realm of vocation has been the ever increasing tide of new realizations on the part of women of their possibilities and heritage in the fields of human endeavor. And so, again, the schools, and society in general, have provided for the training of women workers, sometimes in the practical vocations; sometimes in the fields of profession; and again the citizens of today have rejoiced in the increasing power of service and growth which has come to add its momentum to the enrichment of woman's sphere.

24. **A third profession.** And now, to these two, are added a third profession for every woman—the profession of citizenship. And there is a very happy circumstance about this new profession, and that is, that the more proficient one becomes in it, the better prepared will she be for superlative achievement in the other two professions. And there is another happy relationship in this new profession, and that is, that the more proficient one becomes in the other two, the more efficient she will become in the new profession. Here, then, is happy harmony of the active life. Here is challenge for thanksgiving, tempered with serious determination to make it all count for the enrichment of the sacred qualities of life and service vouchsafed to woman. Here is challenge to make the new opportunity count in all the realms of life, but especially where only woman enters in

With footfall soft, and walkest in the glooms
Where none save thee may come

and to count in the enrichment of the institutions that make for civilization and social progress. For the processes and fruits of citizenship must surely be measured by contributions to life and its living in social relationships.

25. **The three-fold measure.** And there is another form of the three professions which must challenge the idealism of ev-

ery woman whose keen and spiritual insight into the greatest possibilities of life has visioned the glory of her outlook. And this is, rather, the three stages of adaptation to the three professions described. Perchance there comes to young womanhood the eager desire to achieve in life or letters, or in the performance of task set about with great difficulties or in need of singleness of purpose or undivided devotion to its pursuit. This becomes her art or profession; her pursuit of achievement and destiny. Shall the realization of work well done here and of qualities well earned be followed also by the second stage in the ideal, the achievement of success and happiness in the home and motherhood? And shall the glory of this achievement of wealth of life and happiness be succeeded by the heritage of later years devoted to the fascinating business again of work-a-day profession or the calling of citizenship; perhaps in companionship with children grown up to partake of the newer ideals of citizenship; perhaps in companionship with women whose association gives life and career its deeper joys; but in all cases, in companionship with men and women, younger and older, and with little children of the community, in making this country a better place to live in and in filling time with its due measure of productive activity.

26. **The newer freedom.** Who shall affirm that, in the perfection of ideals in the three aspects of life described in the paragraphs above, there will not come an enlarged service to, not only womankind, but to men as well? And to the development of the social personality of men and women, which after all, is the final goal of social organization and effort? If the ever-increasing power of the present day shall result in the transformation of the world-old moral standards of that proportion of the man's world which has been unwholesomely dominant in the realms of the double standard, a new era of possibility for the youth of the next generation will have been reached. And for the myriad little children whose futures lie like shadows ahead of those who move their destinies there will come an ever-increasing freedom from the deep tragedies of the sins of the fathers unto the third and fourth generations. And the new freedom of womankind, not freedom of misspent words or misguided and aberrant ideals of normal life, but the freedom

of association and living in the bigger realms of life unafraid of degrading standards or misunderstood motives—what will this not contribute to the institutions and wholesome citizenship of men and women everywhere? And how rich also will be the gain of the age from those outstanding individuals who, depriving themselves of the full fruition of a three-fold development of citizenship, yet proclaim through service and unalterable devotion to ideals the greater doctrines of the co-ordinated citizenship of the new day!

27. **Strengthen institutions.** But, after all, one may well prophesy that the greatest gain that will come from the entrance of women into formal participation in government will be the enrichment, development and strengthening of our great American institutions. It may well be estimated that such a service is now the greatest need of our democracy—the revitalizing and strengthening of the institutions which make for the better civilization and social welfare. For our democracy, representing the ideals and forms of a government whose sole purpose is to give service to its citizenship, must needs be measured in terms of sanctioned organizations and forms of association looking toward the betterment of all. These sanctioned forms of organization and association are the institutions and are fundamental in all organic theories of social organization. One of these essential institutions is government itself. Another of the great institutions is the home and family. There are four other principal institutions: **the school, the church, industry, and community.** Or, at least, it is permissible for us to so classify all forms and modes of institutional life. And when we shall have worked out our problems through the perfecting principles of these six institutions—the home, the school, the church, the state, community, and industry—will not the ideals of “that far-off divine event to which the whole creation moves” become realities? And who shall deny that woman’s new citizenship, adequately prosecuted in accordance with the fundamentals involved, will not contribute—and largely—to better homes, better schools, better states, better churches, better communities, better work and working conditions? Prophecy of evil indeed, and based upon unscientific principles and pessimistic outlook would be such a forecast—prophecy giving evi-

dence of an unwillingness to join hands, in public spirit and private enterprise, with the present call for service.

28. **The home and family.** It is an old, old fundamental that the home and family constitute the basis of our society—and yet an ever new and ever increasingly evident fundamental of life and society in our own day and generation. It is the smallest unit of organization and the essential basis of the very existence of populations and of training in living qualities of citizenship and the social nature. Those who forget this principle but give evidence of the immaturity of their thinking or the lack of acquaintance with the history of social development. For, there has not been a survival of associations on the basis of instable family life, and the experiment has been tried throughout the ages in as many forms and methods as the mind, impulse, and experience of mankind could devise. Those who would destroy the power of the family to function in its fullest capacity, whether they be advocates of non-participancy in family life, or whether they be heads of families disloyal to the rights and eternal values of women and children, are enemies to the race. Our laws provide extreme punishment for those who take the lives of individuals—what should be the penalty of those who murder the institution of home and family, the life giving institution for many individuals? And it would appear that there never was a time when men and women need more to realize the importance of these fundamentals than now. For need one look further for opportunities to express in vital form the opportunities of citizenship which shall undertake the betterment of home life in the case of individual citizens themselves and in the need for legislation and guidance for the promotion and protection of the home and family? Who, better than women, should speak and act with unerring insight and knowledge? What conception of American womanhood can portray her utilizing a citizenship disloyal to these principles? Let us not confuse the dangers of complex situations arising in the midst of new problems, with the negation of organic and fundamental principles of life.

29. **The school.** And what of the other institutions? Do they need work-a-day, wholesome, civic participation and encouragement? And better legislation and direction as the days

of progress multiply? Are women citizens interested in the school? Or do they know of its problems and its burdens and its needs? Do they not send to its portals the thousands of those citizens-to-be of whom the old writ exclaimed "The world is saved by the breath of the school children"? Do they not teach the children in proportion ten to one as compared with men, the voters of today? What must be the ideals and conception of an American womanhood which would use a citizenship unfaithfully in the consideration of an institution in which all her children must stand by and carry on in the learning processes of early life? The schools are the institutions of the people—the citizens. Perhaps, for the most part, at least in many instances, the people—the citizens—have not become informed and serious concerning this great need for the training of children and for the promotion, protection and conservation of health and mental powers. Sometimes, citizens unthinking and unknowing, have delegated for the care of their children houses in unchosen places, houses unfit for ordinary habitation, admittedly, but good enough for schools. Sometimes similar conditions with reference to teachers and equipment and the opportunities for children in the schools have been overlooked in the same way. Is it not likely that the new citizenship will contribute tremendously to the betterment of schools? And can there be a more worthy undertaking? Or more varied opportunity for citizen participation in this form of government?

30. **The state.** And what of the state? And by "state" we mean, of course, the formal organization for the administration of government. It may mean national government with its greater policies for democracy; it may mean local state government with its rights and privileges of legislating for the good of its constituency; it may mean local county government with its complex and difficult problems of service to the people; it may mean local city and town government with its intensely concrete problems of government for public service; it may mean the local township and community government which looks to the best development of the interests and welfare of the citizens of that community. Or it may mean the conception of a democratic government in its ideals and principles of rights and services to all the people, with its ever forward-look toward

making each generation a little better than the preceding one. Perhaps we need in these present days to believe in government; perhaps a big wholesome faith and belief in government is the most important need of the hour when selfishness tends the world over to develop into universal individualism. And who, more than the woman citizen, has the capacity and disposition to believe in things that are fundamental? Who, more than she, will stand by its institutions with loyalty born of generations of high service and character? If "women in politics" could only come to mean women in, what Aristotle called, the noblest of all the sciences! For politics is the science of government—and should it not become the noblest of sciences in reality as well as in theory? Is it humanly possible to conceive of such enactment without being accused of the utmost dreamer's dreams of the visionary? If there is such possibility, will it not come about through the new era in which the many mistakes of the beginning will be transcended by the ultimate triumph of a better democracy?

31. **The community.** One of the distinctive developments of recent years, and especially of the after-war adaptations, is the growing recognition of the community as an institution of social progress. This, of course, is easily recognized in the emphasis placed upon community government which must solve its own problems of social relationships in common with its own interests and resources. But more than this, it is recognized that during the great war of stupendous achievements much that was done in the great cumulative building and using of resources came through the mass of communities organized to achieve the goals desired. No more inspiring chapter has been written than that of the awakening of community and community spirit and co-operation in the efforts to attain great and laudable ends. And in this story the plot of it all centers largely around the part which women workers played in the total achievement of community endeavor. The community must always remain the bulwark of our national power; its development, therefore, and organization become one of the fine tasks ahead. There are not only the aspects of community government and community organization, but also the community of learning, the community of art and letters, the com-

munity of association and fellowship, and the finer aspects of community life which become the very soul of a democracy, and without which the democracy will not exist.

32. **Industry.** A neglected institution has been that of industry. Work is a law of life and happiness. Work is an essential to growth and progress. The form and means, therefore, which give adequate opportunity for all citizens to work must surely be a sanctioned institution of society. This institution may be called **industry** and includes the means of production, capital, labor, business, and occupations. Certainly the institution of industry is the most comprehensive of all—because the mass of democratic citizens partake of its nature and services. Certainly, therefore, conditions of labor and the relations between capital and labor are of essential value in citizen study of participation in government. Certainly, therefore, the conditions of child labor and of women in industry are parts of the people-citizen's business of government. Certain it is that the opportunities for all those who work—and that should be all—constitute an important field of community endeavor and offer wide field for service. The promotion of a new respect for work and the promotion of a better understanding between those who work in detailed tasks and those who employ such workers may well become a supreme task of citizen statesmanship. In order to undertake with success such a task, the first essential is that the citizen should be well informed as to principles involved and conditions and situations existing. Will the contribution of women in citizenship here be commensurate with the possibilities that lie ahead? There is no evidence to indicate that it will not be.

33. **The church.** Out of the turmoil of the war and after-war period comes the increasing conviction, the world over, that the great need of the world is for appreciation and utilization of spiritual values. No matter how wonderful may be the methods of social organization or how comprehensive the scope of government without the spirit of mankind it cannot breathe the breath of life. To leave out of consideration the age-long spirit of mankind struggling, not through a single generation or in a separate domain, but through many generations of men throughout the world, struggling in harmony or against the

harmony of providence—to leave these out is to take away the spirit of our democracy. And so the church today finds its institutional obligation bigger than ever before and seeks to find a greater opportunity. The church, too, finds today its biggest opportunity for community service and becomes a part of the institutional community—the community of religion. And because of its spiritual ministrations the church has always found womankind chief among its greatest; and because of the new citizenship it would seem very probable that the church will now find in woman, trained for service and organization, and accustomed to social service, a greater enthusiast in the field of religious service. An increasing body of discussion and literature on the relation of the church to welfare provides adequate opportunity for serious study. May it not be hoped that the spiritual values of life may receive, in this generation and on, new momentum and new measure in the life of the people?

34. **Six-fold democracy.** Contemplating, from the viewpoints described, the contributions of woman in government to the great institutions of society, one comes quickly to view a comprehensive democracy based upon this service—a democracy which, if it can be established, will stand the storms of ages. This democracy would be six-fold, conforming to the several aspects of civic service included in the institutional modes of life. Around the conception of the home grows up what we may call an organic democracy which gives the right to every child to be born aright and to become trained in the essentials of living and service; which gives the right to every woman of the home to have the divine rights of homehood and motherhood untrammelled by vice, injustice and tragedy. What an immeasurable field for democracy—organic democracy—which will give to every soul the equal opportunity of being born and of living, moving and having its being in the midst of God-given ideals. Growing up around the institution of the school develops the educational democracy which not only provides that each child shall have opportunity for an education but for that sort of education for which he is best fitted or for which he yearns. It would give to the country boys and girls the same opportunity for education which city boys and girls enjoy. This would be genuine democracy. And, growing up around the

institution of state is the principle of political democracy upon which our government has been based, and upon which now it is entering new domains. This country was founded partly on the ideals of religious freedom and democracy; the day is not past when emphasis should be placed upon the renewing of the ideals of religious democracy. The right to worship according to the dictates of one's conscience should be accompanied by the elimination of faulty aristocracy of church form and by the addition of the tenets of Christian service to mankind.

35. **The test of enduring democracy.** Of the problems of community democracy, or the opportunity for association and development of the social personality unhindered by undemocratic social conventions, one needs but to review the essential principles of American ideals in which the youth from any walk in life may look forward to all walks in life for which he may become worthy. And, of the problems of industrial democracy we have come now to the test of our governmental organization and service. Shall the form and spirit of democracy achieve its supreme task of the present time by its victory over the difficulties of readjustment as between capital and labor? Shall citizens, heretofore uninterested and out of touch with the great problems of labor, awaken to its situation? Shall citizens of the labor organizations, hitherto uninterested and out of touch with the ways of capital become acquainted with its principles and problems? Shall democracy, fair to both unreasonable factions, triumph in the institution of industry?

36. **The basis of government.** Here then, in the dream of comprehensive democracy, is found the simple ideals and principles of our government. The old conflict between the two sorts of governments has been fought out and won. The one theory of government held that the sole excuse for the existence of citizens was to serve the state—a super-organization of driving power. The other theory held that the state existed solely for its institutional power to serve mankind and that it has come about because of generations of experience in which such organization has proved to be essential for the welfare of all the people. The victory of the democratic over the despotic form of government has set the standard of our modern govern-

ment. The basis of statesmanship is found in the measure of service to be rendered; and the basis of citizenship is found in the spirit of preparation and service. Government is not some formal, objective, far-distant, all-ruling Leviathan which people, who ought to be citizens unafraid, look upon with fear or dread, or as some great power existing to restrain their liberties and energies. On the contrary the government is meant to give added freedom and development through adequate protection and ample social services. Of course it must have its form, and it must constitute vested authority—authority vested in it by the citizens themselves. And the perfection of the form of government is a challenge to the science of politics, just as the efficacy of its authority is a measure of its social force. But the final measure of good government will be the measure of good citizenship, in which measure the composite goal is the welfare of people. Training in the profession of citizenship and service, therefore, becomes the reasonable prerequisite to the ballot; whereas, on the other hand, the ballot is not infrequently the most effective means of bringing about reform, calling attention of the public to important policies, and sometimes of creating public sentiment. The ballot may therefore be the very means of bringing about the measures necessary, not only for social welfare, but for the training of citizenship in the essentials of citizenship.

37. **Social service.** And to this interpretation of the spirit of democratic government the citizen will be well in accord with public opinion and the currents of usable resources. Perhaps there is no tendency in modern times more clearly defined and more steadily progressing than that toward social service. This means, simply, that in the fields of education, science, politics, religion and perhaps in all the major modes of social relationships, the fact has been recognized that the highest efficiency and the greatest service achieved by the individual will be found in service to society and fellowman. In terms of moral sanction, it means that they who live unto themselves live in vain; in terms of social efficiency it means that the individual who neglects the development of his social nature, or who grows rich upon his fellows to their hurt, or who uses the public moneys for his own good, is the greatest of social offend-

ers. This phase of public opinion and social valuation is evidenced on every hand: in the ideals of government as just described; in the creation of a national welfare conscience; in the instruction of schools, colleges and universities; in the creation of schools or departments of public welfare or social service administration in universities like the University of North Carolina, Harvard and Chicago; and in the increasing body of literature, in all forms, giving expression to the ideals and modes of social progress.

38. **Justice and opportunity.** It should not be surprising, however, to those citizens who have kept abreast of the times, to learn that such a tendency and impulse in this country has made substantial progress. For, of all the ideals that have been caught up in the midst of the years, contesting, as it were, with the conflicts of generations, with struggles of war and peace, and with the varying problems of progress, none appears to have survived so consistently, and with each survival to have become increasingly dominant, as the passion among men and women everywhere for the survival of the right and for freedom of development for every individual. The appeal for a square deal; for a fair chance for the little child; for the deserved success of the young woman struggling for her chance in life; for the deliverance of the poor and needy; for the opportunity for every individual to develop social personality in the midst of a satisfying social relationship. This universal passion for the triumph of the right is expressed in our literature and art; in our ideals of character and romance; in the spiritual optimism of the people. The hero in the struggle must always win while the "villain" must perish from the face of the earth. Our souls are fired with righteous indignation at the wrongs of the weak or unfortunate and we glory in the triumph of their salvation. In the minds and ideals of the people there never is any other alternative than that the right and fair should triumph. Why, then, in our community life are there so many very real and very actual tragedies where the weak and unfortunate lose out in the struggle for life and their right? And why are we not exercised to remedy conditions which bring about results contrary to all our intellectual conclusions and our spiritual ideals? Why the pitiful sorrows of maladjusted

childhood? Why the poverty of women where injustice has robbed them of their birthright? Why the stealing of mothers' sons and daughters away by the vice and disease of the community and the loss of the struggle for right? Why do we allow the heroes and heroines of real life to lose in the struggle whilst the villains of wrong conditions or bad individuals survive and prosper? The answer to these questions, while seemingly difficult, appears on close examination to be very simple. These wrongs and these situations have not been crystalized into concrete parts of our creed or platform or active principles of government. Active citizenship has been a misnomer. But just as soon as these fundamental ideals become of a fact incorporated into the programs of government and the enacted ideals of an active citizenship, then just so soon will progress be made. It was so with prohibition and the saloon, for instance. Just as soon as the evils of the saloon and its attendant vices and crimes became a definite and concrete part of the civic conscience, then the saloon became an issue in government and lost its age-long hold on society. Thus it will be for the other great constructive forms of progress in the better forms of citizenship and the better enactment of government for the people.

39. **Magnifying public welfare.** Here, then, is one of the outstanding opportunities to carry forward the practices and services of government a step further—to that point where all matters of public welfare are assumed in the rights and privileges of citizenship. Here will come the opportunity to co-operate with all departments of government to promote the common weal; to co-operate especially with the Department of Public Welfare in the prosecution of its programs and in the creation of adequate public sentiment. The promotion of social service and the training for social work and community leadership becomes another prospect of civic project. Likewise, mobilizing the community for public health, for community organization, for child welfare—these offer an incomparable opportunity for immediate tasks of citizenship. There are many other special aspects of civic co-operation and active citizenship in which women will contribute genuine progress. They will add to the spiritual momentum of civic life; they will contribute to the aesthetic ideals of community achievement; they will change

the tone of local politics; they will add momentum to the present rapidly-increasing tendency to provide better school facilities; they will stand by the state's higher institutions of learning, knowing full well the penalty which a state must pay for inadequate leadership. They may become, if they will, the master builders in the realm of educational statesmanship.

40. Companions at work. In all of this enlarging outlook for women in government there is yet to be stressed a very important situation. Woman's study of government and her participation in active citizenship will be companionable with men, not separate, isolated, antagonistic. For, never was there greater need for harmony and fundamental co-operation than here and now! Never was there a situation in which the two fundamental factors need more to merge their interests and activities. For the good of men; for the good of women; for the good of the cause, team work, side by side as companions for the ages! What of those who prophesy the separate ballot boastfully hurled at men for the sake of a winning vote, regardless of principles involved! What of those whose talk tells of the struggle of men and women in the controversies of non-progressive policies? What of those, whether men or women, who would marshal all forces of women for the winning of a cause not in accord with the fundamental principles of welfare and democratic government? What of those who urge sex loyalty and conclude in alliance with sex to eliminate the sex differences of citizen and life participation? These will not prevail; but rather the fine co-operation of men and women everywhere in the pursuit of the common good; a common citizenship; a companionable work; a separate glory of achievement in the development of greater man, greater woman, each magnifying the fundamental distinctions of organic heritage enriched by ever-increasing progress—these will be the modes of the new citizenship.

41. Viewpoints of community needs. In all consideration of the pressing problems of the present situation and of the issues involved in general civic co-operation there are always certain sound and fundamental viewpoints, motives and objectives of participation which should give direction to progress. In the foregoing and subsequent discussions of the prob-

lems of womanhood in governmental co-operation, there may be assumed:

1. That the government is really a government of the people and that people are citizens and citizens people, but that the quality of government is conditioned by the knowledge and co-operation of its people citizens.

2. That no community government can meet community needs adequately without civic co-operation.

3. That the average efficient community government will welcome citizen aid and co-operation offered in the spirit of constructive citizenship.

42. Viewpoint of citizen needs. And that further, on the other hand,

1. The life of the average efficient citizen is not and cannot be complete without some knowledge of community needs and some participation in community service.

2. The average efficient citizen welcomes, or should welcome, the opportunity to aid and co-operate with his official government.

3. But that knowledge of a community government and community needs is absolutely the minimum essential for community service; without such knowledge, neither the fact nor spirit of co-operation may become reality.

43. Viewpoint of woman's part. With reference, therefore, to the problem of woman's participation in government, similar considerations constitute a simple basis of premises upon which to consider further motives, viewpoints and objectives.

1. Women are now formally declared citizens with franchise, and are active participants in both official and voluntary forms of citizenship. A privilege brings a concurrent duty; a long-looked for opportunity brings a companion obligation.

2. The woman citizen will, therefore, welcome the opportunity to participate in government and will be willing to undertake the difficult, as well as the easy, tasks of citizenship, and will therefore welcome the opportunity to learn of community government and needs.

3. The woman citizen, further, undoubtedly possesses the ability and power to contribute certain distinctive qualities and

actions to government through her mental acumen, her imaginative turn of mind, and her peculiar and instinctive special interests in the life of the community.

44. General motives and objectives. Among the motives, therefore, upon which the great body of voters may base their immediate work, may be the fulfillment of the conditions of citizenship and situations involved in the statement of assumptions above outlined. The situation is here; it will be met; it must be met in normal, progressive and constructive ways—is not this the conclusion of the whole matter?

There may be, however, numerous and commendable viewpoints of different citizens; and different interests and aspects of citizenship may appeal to the different individuals. The richness of many interests and varying viewpoints will but contribute to the value of work done and the sureness of success to come. These viewpoints may be:

1. Patriotism, or love of community, with its elements of pride and loyalty; the desire to build a more prosperous community; the desire to make a better place in which to live; the desire to make a stronger unit in the total fabric of state and government.

2. The citizen-stockholder, realizing the responsibility and rights involved in the successful management of the greatest and most important of all corporations, through business methods in government; economy and efficiency in the expenditure of public funds and in the maintenance and promotion of the public welfare.

3. The social nature, with enthusiasm, vigor and qualities capable of serving one's fellow man through the principles and practice of vitalized Christianity.

4. The professional social worker, believing that philanthropy and voluntary efforts of citizens ought to be scientifically studied and administered.

5. The leisure-class citizen, desiring to expend profitably for self and community surplus time and money in the promotion of the public weal.

6. Respect for government and organized efforts; respect for law and order and for the personality and rights of others.

7. The scientific study and surveying of the community and human interests, insuring adequate knowledge for right action.

8. The correlation and utilization of all institutions, organizations and forces in the community, through intelligent co-operation.

9. Better town-and-city-building for the sake of commercial growth and expansion and general economic welfare.

10. The new education for social efficiency; for the teaching of more civics in the schools; of developing a better citizenship adapted; for giving to the public a comprehensive information.

11. The larger social ideal, or sociological aim, of developing a better social personality; a better social organization; a more vitalized democracy; in fine, one step toward the maximum social progress and human welfare.

45. Types of official sanction. A most significant document, as bearing upon the desire of community government officials to have the co-operation of individuals and groups who are working for the good of the community, is that reporting the resolutions of The International Association of Chiefs of Police which was adopted at a recent meeting in which four hundred chiefs of police from all over the United States attended. The resolutions express the exact type of co-operation and instruction in citizenship for which the new era should work.

Whereas, many universities, colleges, research bureaus and voluntary civic organizations are conducting social and health surveys and other forms of research with a view to improving the moral standards of the peoples, and increasing their effectiveness as members of their respective communities; and

Whereas, such organizations are showing from time to time, by means of their investigations, how the communities in which they are working may reduce crime in their midst by the correction of unfortunate social conditions such as interfere with the attainment of a high level of morality and of health and are thereby pointing out the ways whereby particular communities may work to prevent the development of criminals in their midst; and

Whereas, many universities, colleges, research bureaus and voluntary civic organizations, on the basis of their investiga-

tions are building up central bureaus or clearing houses of criminal records which incorporate criminal histories with other data, such as family records maintained for the usual purposes of social welfare in the files of various civic bodies; and

Whereas, such bureaus are already of inestimable value to criminal courts, police forces and other organizations and individuals of constructive vision; therefore be it

Resolved, First, that the International Association of Chiefs of Police, in convention assembled, approve such activities of reputable organizations as those referred to in the preamble.

Second, that the activities of such organizations, insofar as they aim to assist in the prevention of crime and to facilitate the apprehension of criminals and procedure against them, be interpreted by this association as lying within the scope of police function.

Third, that this association urgently requests police chiefs, other peace officers and public officials generally in all places to co-operate fully with reputable organizations of the sort designated in the preamble and to place at their disposal whatever police data may be needed to make the necessary connection with such records as are usually to be found in the files of organizations for social welfare and thereby to make complete in one record the full developmental history of individual criminals.

46. The outlook and the will. Typical of active citizenship the above is also representative of scores of other departmental requests for assistance that shall be interpreted as lying "within the scope" of governmental function. From all parts of the nation and in all forms of community and governmental co-operation comes increasing evidence of official welcome to active citizenship. A new potential is ahead. And with this opportunity comes the challenge everywhere to enter into this new service with fair and sympathetic attitude toward officials and official forms of government; patience, skill, and maturity in the undertaking of new tasks; a fair and impersonal judgment of those who oppose and those who serve the common good; and patriotism made vivid and concrete in the active service of democracy.

PART II

GOVERNMENT AND COMMUNITY PROBLEMS OF TOWN AND CITY

47. **The city a complex of opportunities and obligations.** Social relationships and the obligations of government and social service are most clearly defined in the modern city which represents at once the most advanced and most complex form of civilization the world over. Because of the concentration of population; of the predominance of secondary occupations and the massing of industry; of the interdependence of the population with its ever-increasing relationships; and of the other various outgrowth of city life, the social responsibility has increased a hundredfold. From these conditions have arisen new and larger problems of administration; of health, safety, convenience and education; together with the manifold problems of general social welfare. From these, again have arisen increased opportunities for expert service and increased demands for business government and organization. In the city responsibility for the public welfare has taken the form of accountability of government and government officials for economy and efficiency in the expenditure of public funds, and of accountability of private citizens for support in this undertaking. By economy we may mean simply the careful, scientific and well-planned expenditure of money for the definite purposes and services for which funds are provided; by efficiency we mean primarily the adequate meeting of social needs within the prescribed limits of city government in co-operation with private support. How true this is and how important to the welfare of all the people will appear from an examination of the scope of municipal social service.

48. **Two decades of progress in town and city.** So great has been the progress in better government and municipal social services in our towns and cities within the last two decades that we have come to look for many of our standards of excellence here, rather than to concede that the government of our cities is a national disgrace, as was maintained by our foreign critics. And yet there is much to be done. Not only in the larger cities, but in the smaller cities and towns there is ample obligation to

magnify the effectiveness of local government. And in the building up of new cities and the enlargement of our towns a remarkable opportunity awaits the citizenship of the state. For the towns will increase in numbers and population and the problems of municipal life and government will continue increasingly complex. What an opportunity, therefore, for the best expression of civic interest and for the keenest participation in good government in these thousands of towns and cities, representative of our best life and traditions. What the next two decades of progress will bring forth in public welfare in our towns will depend largely upon the use which women, with clear-eyed vision and well-guided action, make of their new part in government.

49. **Information essential for co-operation.** From observation and study, and from the testimony of those in a position to know, it seems fair to assume that the average citizen has only a very partial knowledge of the home city and its functions and at the same time desires to acquire more information without the necessity of going exhaustively into a study of city government and social conditions. That the citizens should keep informed upon such matters is clear from several self-evident considerations in order to appreciate the problems and responsibilities resting upon the officials chosen; in order to appreciate the problems and responsibilities resting upon the private individual; in order to be able to co-operate intelligently with the official government; in order to exercise intelligently the rights of publicity toward public acts and officials; and in order to guarantee self, or any taxpayer the requisite amount of taxes with the maximum amount of economy and efficiency in the expenditure of the public funds. No matter what the form of government, this is the first essential of progress and improvement in social welfare for the city. To apply this information by ballot or otherwise to a specific locality is to make its value twofold.

50. **The scope of municipal services.** The forms of organization differ widely in different cities; the service departments and divisions are almost as numerous as the cities themselves. But the fundamental services of the city to its constituency are the same in general for all cities, means for meeting these needs

varying often according to local conditions. The principal municipal services may be classified in the following divisions: General administration; city planning; public works; public health sanitation and housing inspection; charities; corrections and public welfare; public safety; public education; financial organization; civic uplift and general social services; private services in the municipality; and services to the rural communities adjacent. The story of what is included in each of these will be told in a brief outline of principal topics under each division the summary of which will give the complete story of the city's services. Is it worth while to know of these fundamentals? Will such knowledge offer guide to the effective use of citizen inquiry, study and ballot?

GENERAL ADMINISTRATION AND MANAGEMENT

51. **The scope.** That the general administration and government of a corporation spending thousands and hundreds of thousands of dollars is a most important service, requiring great responsibility and efficiency, is not infrequently overlooked when this corporation happens to be the city government of all the people. And yet this is precisely the most particular of all chartered corporations for the people. The general administration not only means supervising the enactment of all services but includes many important special branches. There is the legislative branch with clerks therefor; there is the executive branch with the mayor, manager, superintendent or other head of the government with his executive boards and commissions, with the treasurer or chamberlains, and with the solicitors or other legal advisors; there is the judicial branch with such municipal courts, justice courts or other courts and coroners, together with sheriffs and marshals, as do not belong to special departments; and finally the election of officers and the upkeep and management of government buildings and properties belonging to the people. It is worth something to the administration officials to know that the people whom they serve are acquainted with the duties being performed.

52. **Methods of co-operation.** Citizen inquiry into facts and procedure; citizen expert aid to officials; vigilance as to election and nomination of officers; citizen advisory service;

citizen research and publicity; through bureaus of municipal research; economy and efficiency commissions; national and local municipal leagues; voters' leagues; political clubs; societies for the study and promotion of good government; committees of one hundred; of fifteen; of seventy, etc.; academic or scientific societies; civil service committees or commissions; taxation committees; and general accounting or business organizations of whatever sort. Exhibits, surveys, publicity, campaigns, budget making co-operation.

53. Projects and questions. Give a brief description of your present form of town or city government.

Compare it with other forms—that is, estimate for your locality the relative merits of the commission form, the city manager plan, or the mayor, council or alderman plan.

Give a brief account of local political campaigns for the last three elections, estimating the proportion of voters at the polls.

What are the main issues on which the next elections will be made?

Draw up a functional organization chart of the present city government.

FINANCIAL ORGANIZATION AND METHODS

54. The scope. The financial methods obtaining in the city administration may contribute much to the efficiency or inefficiency of municipal services. Among the most important of these services is that of budget making, in which the program of the year is too often marred instead of made. Important alongside the budget making is the system of accounting including office accounts, cost accounts, operative records, forms of reporting, filing systems, mechanical aid and general facility in keeping books for the public. Poor bookkeeping is no more justified in the public's business than elsewhere, but rather less justified. Important also is the method of financing public improvements; while the method of assessing and collecting revenue constitute a tremendous task for public services. Nowhere more than here is the demand for efficiency and business government more apparent and urgent.

55. Forms of co-operation. Citizen interest in budget making—co-operation in making estimates of the needs of the several

departments of city government—study and inquiry into the elimination of wasted or unwise expenditures—expert assistance by business men and women—use of business methods in city government—planning of finances—programs for taxes and bond issues—stimulation of official interest in new methods of revenue—suitable distribution of licenses—co-operation in introducing itemized system of expenditures as well as budget—watching public service corporation franchises—helping to utilize revenue from public utilities—the giving of special gifts and endowments.

56. **Projects and questions.** What percentage of the total expenditure of the city is devoted to each of the principal items of municipal service?

Describe the methods of financing public improvements.

Describe the methods of budget making and classification of expenditures.

Describe general procedure in office administration of at least one department of the city government.

Make a study of the system of collecting revenue.

Outline a plan whereby the city may obtain more funds with justice to all.

CITY AND TOWN PLANNING

57. **The scope.** The scientific planning for the present and future of the city constitutes as much a part of its services as do carefully made plans for the success of any business organization; and more because it involves the welfare in life, health and comfort of many more people than any private organization. Therefore, it is of the utmost importance to plan for recreational facilities in parks and playgrounds; for transportation facilities in the location and construction of lines and terminals; in the direction and expansion of streets; in factory facilities with reference to segregation and enlargement; for workmen's homes with reference to the welfare of the city and the workmen; and for both civic and industrial centers with reference to general civic and industrial efficiency. It is not enough to allow the city to grow up without recreation; to allow the street car companies to select routes and the railroad terminals; to allow the proprietors of factories to plan

only for their own gain; or even for the landlord to ignore the rights and wishes of the laboring classes within the city. Planning ahead not only brings future efficiency and welfare but prevents untold waste of time, energy and money with the consequent ills of maladjustment. It is therefore good business.

58. **Forms of co-operation.** Citizens interest and inquiry into future needs of the community; preservation of grounds, trees and other natural resources; preservation of spaces and avenues for expansion; obtaining properties for reasonable expenditures; prevention of congestion; extension of roads and streets; promotion of the beautiful; planning of housing communities; planning for factory districts; planning for wholesale trades; perfection of workingmen's homes. Through municipal improvement associations; city planning committee; city-beautiful leagues; playground associations; garden associations; workingmen's clubs; women's municipal leagues; local organizations of whatever sort. Surveys, exhibits, conferences, publicity, co-operation.

59. **Projects and questions.** Make a brief report on the history of the growth of your town.

Outline a plan for the next ten years' growth, keeping in mind parks, playgrounds, streets, and other essentials as outlined below.

Make a study of the homes of special groups of workingmen in the town, with reference to location, conveniences, and service rendered.

Outline a plan for a civic center in the town.

Describe the factory locations and draw up plans for the location of future factories.

Write the story of a year's recreational progress.

SANITATION AND HOUSING INSPECTION

60. **The scope.** Sanitation is the prevention work looking toward health efficiency and includes inspection of congested areas, disposal of garbage and sewerage and the general cleanliness of the city and includes the sanitary inspection of houses and premises and plumbing. The supervision of buildings includes the plans of construction and plumbing for both sanitation and safety, and construction and inspection of buildings

with reference to fire prevention. Such supervision may also include provisions in accord with model building plans and regulation in accordance with city planning as already outlined.

61. Forms of co-operation. Citizen interest in a clean city; in the elimination of dirt and filth and ugliness; the prevention of disease; clean streets; clean back yards; clean vacant lots; elimination of the fly and mosquito; better housing conditions; better water supply; better drainage. Through housing associations; visiting associations; relief associations; civic clubs; city improvement associations; special days; clean up days; exhibits; propoganda; instruction; co-operation with school; study and surveys, publicity.

62. Projects and questions. Which of the above aspects of prevention are emphasized by your local government? By citizen co-operation?

Describe "special days" and movements of the last two years.

Who in the town knows of conditions of sanitation in the negro sections?

Write out a plan whereby the authorities may "clean up" the entire town.

Make a study of sanitary conditions in markets, restaurants, dairies, and drug stores.

PUBLIC HEALTH

63. The scope. The public health department should begin with a public health program. The list of public health services comprises medical inspection service, to control contagious diseases; hospital services; food inspection service; meat inspection service; milk inspection services; infant welfare services; laboratory services; and finally statistical services. Failure to control contagious diseases is responsible for a large part of health inefficiencies; failure to provide specially for infant welfare work in the summer results in the death from preventable causes of hundreds of little children; failure to provide adequate laboratory services cripples service in most of the divisions of health work; and a failure to provide statistical services results in the city having no standard or record by which to measure its work or progress.

64. **Forms of co-operation.** Citizen interest in a community program to banish disease and build up an enviable health record; better hospital facilities; fewer contagious diseases; fewer infant deaths; better vital statistics. Through visiting nurse associations; physicians' clubs; baby saving campaigns; societies for the prevention of disease; milk and ice funds; dispensary and medical distribution. Campaigns, exhibits, clinics, instruction, special days, propaganda, publicity, co-operation.

65. **Projects and questions.** Make a study of the record of contagious diseases for the last two years, together with the methods of medical inspection.

Describe the activities on behalf of infant welfare.

Make a special study of the birth and death rates of the town.

Outline a plan for complete food inspection services.

Make a study of the sanitary inspection of houses and premises, with recommendations.

Make a study of the sanitation of congested parts of town.

PUBLIC CHARITIES, CORRECTIONS, AND WELFARE

66. **The scope.** The demands upon the city for charity services fall into two general divisions; those having to do with charities within institutions supported by the city, that is, indoor relief; and those having to do with charities administered in the home of the needy, that is out-door relief. In the smaller cities charities are almost entirely outdoor, local or county almshouses taking care of the other needs. In connection with the charity services which the city may render two other aspects are important: the first has to do with relief by prevention, through city planning, employment bureaus, insurance and savings system, juvenile agencies and others; and the second has to do with the efficient co-operation with private charities and philanthropy, this itself constituting an important, in many cases, the principal means of charity work by the city. Services relating to corrections are those having to do with prisons, penitentiaries and reformatories, together with the criminal courts, juvenile courts and other modes of dealing with offenders, especially youthful offenders. Than the problem

of corrections there is perhaps no single service to be rendered of more far-reaching significance.

67. Forms of co-operation. Citizen interest in a normal population; the elimination and helping of defectives, dependents and delinquents; relief for the needy; prevention of vice and crime; correction for the curable; welfare for the people. Through associated charities; homes and hospitals; juvenile corrective and protective associations; big brother movements; clubs for boys and girls; work and help for the aged; visiting associations; juvenile courts; and literally hundreds of methods of charity. Contributions; supervision; visiting; following up work; study; earnestness; direction.

68. Projects and questions. Make a statistical study of the number of cases assisted by the city through indoor or institutional relief.

Describe the system of giving outdoor relief and the co-operation of city with private charity.

Outline a practical plan for an employment bureau operated by town or city.

Make a careful study of one or more prisons, reformatories, or penitentiaries in the community.

Write the story of a year's juvenile delinquency.

PUBLIC SAFETY

69. The scope. The public safety of the city is commonly considered under the two heads, the services being classified into police protection and fire protection. The police department has varied obligations to perform, including its own efficient organization and control, the training and equipment of officers and recruits and effective rules and regulations governing safety service. It has in addition to the vigilance for criminal offenders the regulation and control of street traffic, transportation and the use of streets; the special assignment of the control of vice, and efficient methods for the detection of harmful forces through secret and other investigations. The police departments in American cities have been specially subservient to politics and graft, in which they have retarded the progress of cities. The fire department has not only to perform its duty of fire fighting, through which it must have an efficient organiza-

tion and administration, but it must also take special steps toward fire prevention. Through this latter service a new efficiency awaits the redirected fire forces.

70. Forms of co-operation. Citizen interest in making the community a good place in which to live; elimination of crime and vice; elimination of bad influences; elimination of unnecessary loss by fire; safety first and always. Through police commissions; societies for the prevention of vice; societies for protection of family; prison commissions; societies for protection of children; safety-first societies; fire prevention societies. Study; propoganda; publicity; punishment; co-operation.

71. Projects and questions. Describe the system of police protection in your town.

Make a statistical study of the number and causes of arrests for one year.

Describe the methods employed in dealing with vice, with a view to making criticisms.

Make a special study of all cases of unwarranted arrests or of unnecessary fines and imprisonment.

Make a study of the loss by fire for the last year and the methods of fire-fighting.

Outline a plan of propoganda for fire prevention in the city.

PUBLIC WORKS AND UTILITIES

72. The scope. Under the division of public works are the highways with their construction, inspection and maintenance; with the cleaning and sweeping of streets and the accompanying organization and management of labor; and finally with the disposition of sweepings and street garbage and other waste. Next are sewers, with the construction and maintenance and the disposal of sewerage, and of course the organization and management of labor. Next are the public utilities, such as the publicly-owned water and light plants, with their construction and maintenance and all public buildings or other property. Within the field of public works the American city in the past has been in many cases noted for its inefficiency and waste; and no field perhaps would repay a careful study more than this.

73. Forms of co-operation. Citizen interest and aid in establishing adequate and satisfactory communication;

transportation; public utilities; elimination of waste and graft; economy for the public satisfactions and comforts; efficiency in public service. Through good roads committees; good roads days; street improvement associations; national highway commissions; engineering societies; building associations; citizens inquiry committees; co-operative work-together societies; other organizations of whatever sort. Surveys, exhibits, demonstrations, publicity, conferences, special days, co-operation.

74. **Projects and questions.** Draw a map showing the principal streets of the town.

Make a study of the condition of all, or parts of city highways.

Describe the organization and procedure of the street cleaning force in the town.

Make a study of the sanitation of the city as found in the maintenance and construction of sewers.

Outline the most sanitary and economical methods for the disposal of sewerage.

Outline a plan for the public ownership of light, water and gas plants.

PUBLIC RECREATION

75. **The scope.** Recreation has well been called the physical basis of social organization, and yet most communities pay little special attention to organized recreation. The large cities are notable exceptions, recognizing public recreation as a fundamental aspect of city government. A proper recreational system will provide for parks, large and small; for playgrounds and organized play; for the perfection of the school play system; for social centers; and for the supervision of all public recreational places.

76. **Forms of co-operation.** Citizen interest and help in making a wholesome and joyous community; utilization of leisure time; directed play; helpful amusements; physical and mental welfare; a better race of citizens. Through recreation committees; playground associations; story tellers' league; dramatic associations; social center committees; music and festival associations; park commissions. Through play; drama; page-

antry; garden and play ground exhibits; social centers; festivals, lecture centers; organized recreation.

77. **Projects and questions.** Make a study of forms of recreation in the community.

Draw a city plan for small parks and play spaces.

Make a survey of the community with reference to vacant lots and their use for gardens and playgrounds.

Outline a practical play for the improvement of the school playgrounds.

Make a study of the theaters and other amusement places.

Show the evils of inadequate or improper recreation.

PUBLIC EDUCATION

78. **The scope.** Public education in this classification is largely the public schools and would seem to be self-explanatory. And yet the services to be rendered by the public schools, with the accompanying complex problems of administration, are far greater than any practical conception ordinarily held by the citizen. These services include the efficient organization and administration of the school system both from without and within; the problem of selecting efficient teachers without the rule of politics; the problem of equipment of teachers; the problem of selecting a practical curriculum with varied courses of study; the problem of grading and classification of school children; the problems of retardation and the problem of special schools, night schools, vocational schools, co-operative schools, schools for defectives and all others; the problem of the health of the child with adequate medical inspection; the problem of the general school hygiene, including the buildings and grounds, the heating and lighting, ventilating and seating, sanitation and comfort; the large problem of recreation and playgrounds; the problem of the wider use of the school house for social services to the community; the problem of citizen and patron co-operation; and with all these and many others, comes the specific problems of utilizing moneys, the supply department itself constituting a considerable business; and the efficiency of all these services will depend largely upon the great problem of selecting and organizing the board of education, this having constituted for many years the greatest of administration problems. What a tremendous field for citizen co-operation and civic service!

79. Forms of co-operation. Citizen interest in the schools; co-operation with teachers and boards; improvement of the school plant; efficiency in correlating school and home; improvement of school sentiment; larger opportunities for school work; better attendance. Through home and school leagues; public education associations; parent-teacher associations; school visitors; kindergartens; medical inspection visitors; school garden associations; pedagogical associations. Visiting; study; contributions; school lunches; exhibits; co-operation.

80. Projects and questions. Describe the organization of the school system, including courses of study and methods of teaching; or select a single school for study.

Make a study of the heating, lighting and ventilating of school buildings.

Outline a practical plan for better vocational education in the public schools.

Make a statistical study of age and grade distribution of all children in the schools and show amount of retardation.

Make a study of the need of medical inspection of school children.

Describe the uses of the school building during the year for other purposes than teaching; or outline a plan for the "wider use of school plant."

MISCELLANEOUS SERVICE

81. The scope. More and more the modern city is recognizing its general obligation to perform as many social services, other than the technical and mechanical duties of city government, as possible consistent with circumstances. Among these services are the public libraries and reading rooms; the civic centers; the supervision of weights and measures; the organization and administration of the city markets; the inspection of food supplies; civil service and pension services to employees; and many other similar efforts. That there will be found a means and an avenue for increased efficiency and social service in these civic efforts cannot be doubted. And yet with all the formal and organized services of the city, complete efficiency is not possible without the thorough co-ordination of official

with private services. Co-operation with the churches; with the hospitals; with the charities; with the women's clubs; with all civic clubs; with private educational institutions or public institutions other than city; with chambers of commerce or other booster organizations; and with all other private resources. Civic education and civic consciousness are synonymous with these efforts which are in turn co-ordinate with formal municipal services.

82. Projects and questions. Describe the public libraries of the city, and make a study of its services to the people.

Show by a detailed study the need for weights and measures supervision.

Make a study of the possibilities for a municipal market.

Outline a plan for civil service and pension provisions for city employees.

Enumerate, with details of plans, other methods whereby the city officially may serve the mass of its people.

Describe the services of one or more churches to the welfare of the city.

Make a study of the influences of one or more private educational institutions.

Describe the work of the Women's Clubs of the town.

Make a study of the work of the local chamber of commerce or other such organization over a period of two or three years.

Outline a plan for a citizens' organization for effecting municipal efficiency.

SERVICES TO THE RURAL COMMUNITY

83. The scope. But the city must not only be city-building within its own domain, but country-serving in its services toward the surrounding communities upon whom it depends for support and expansion. This is true both for its own perpetuity and welfare and it is also true from the higher obligations of social service to society. In this capacity the city can aid in more or less degree and in varying ways, the rural districts by increasing efficiency in farming; in merchandise and exchange; in transportation; in communication; in rural finance; in better co-operation and organization; in health and sanitation; in adding to the social satisfactions of country life; in

aiding the rural church; the rural school; in general civic education and publicity; in promoting the welfare of country womanhood; the country home and family; the beautification of the country; in the recognition of rural leadership and rural values; in building up communities and in promoting co-operation with governmental functions. How the farm demonstrator, the educational leader, the road expert and many others sent by the city have made over the rural districts is now matter for record. That every city must consider this aspect of its services is synonymous with the assertion that every city wishes to grow and to provide efficient services for its people. No greater opportunity has been overlooked than this.

For modes of civic co-operation and for projects of work to be done as well as questions to be answered see the following chapter. Meantime, to what extent can the city or town community include in its services provisions for a rest room for country women who must spend long hours in town? Or co-operation in a county fair? or the provisions for comfort stations, or municipal sheds or garages, or markets, or roads, or credits? or the recognition of rural leadership in the county?

PART III

GOVERNMENT AND COMMUNITY PROBLEMS OF COUNTY, VILLAGE, AND OPEN COUNTRY

84. **Two aspects.** In the study of and participation in the problems of the county and open countryside two viewpoints may be emphasized: the one is that of the government of the county, with its difficult tasks of finance and administration; the other is the great problem of the development of the rural life of the state, contribution to the social satisfactions of the dwellers outside the towns and cities, and the proper recognition of their part and parcel in the state's affairs. It is doubtful if two more urgent needs for co-operative citizenship can be found than these two aspects of the public welfare. If only the franchise for women will bring them into closer contact with these problems with an adequate knowledge of their import and a willingness to share the responsibility, there will be developed shortly a new era in the annals of North Carolina progress. There is no greater challenge to the new and constructive ventures in government.

85. **County government.** Poor county, we say, of which we expect so much and for which we do so little! All the people live in counties! We deal justice or injustice from the counties; we marry and give in marriage in the counties; our properties are taxed in the counties, and we pay three times the amount for county as for state tax; our roads are built and not built, maintained and not maintained from the county seat; our county schools are good or bad as per the county schedule; our health problems and problems of welfare center in the county. We really have a county spirit or county conscience, in general, and we have developed distinguishing characteristics from county to county. And yet, with all this and more, county government, as Doctor Branson says, is without ideals. County officials have no guide or manuals or budgetary forms of procedure. And however eager and earnest and honest they are, they must grope in the dark with difficult tasks and burdens of government beyond their powers. There is not only little knowledge of county affairs and little uniformity in the scores of details of governmental administration of local county affairs,

but many, many of the citizens disdain to show an interest in county problems and county government. Witness the attitude of many men and women toward county officials and their assumption that "conditions are about as good as might be expected." Why not give to these officials the sympathetic support which they need? Why not give them means for government and require the effective utilization of these means? Why cripple the largest portion of all our local affairs and progress by lack of system, support and directions? Why this utter negligence of the county government by good citizens? Why has this branch of government failed more largely than any other in performing the tasks of public service with appropriate economy and efficiency? Why? Well, just because!

86. **The scope.** The scope of governmental activity in the county is large and its roster of officials a comprehensive one. Judge Gilbert Stephenson estimates that in addition to the deputies in the office of the clerk of courts, the sheriff and register of deeds, and in addition to the constables and justices of the peace who are township officials within the county, and allowing three members only to each of the boards of election, education and county commissioners, there are thirty standard officials in the county of North Carolina. These are:

Clerk of the superior court, sheriff, register of deeds, coroner, treasurer, surveyor, superintendent of health, superintendent of schools, superintendent of county home, superintendent of reformatory or house of correction, superintendent of public welfare, board of education, board of commissioners, board of elections, highway commission, auditor, judge clerk, and solicitor of county court, county attorney, farm demonstrator, standard keeper.

The duties of these officials are more numerous than the average citizen comprehends. For instance, one official, the clerk of the superior court, has assigned to him by legislation thirty-two separate and distinct records to be kept and there are listed seventy-five different items of service for which he must charge a fee. He is judge, probationer, advisor, file clerk, and the general utility official of all the counties. Likewise the duties of the register of deeds and the sheriff are many, complicated and not infrequently confusing and expensive. Many

of the officials are elected by the people who really do not know in detail the duties which they are to perform or the distribution of cost and labor among the several officials. Elected by the people are clerk of the superior court, sheriff, coroner, treasurer, register of deeds, surveyor, and commissioners.

The scope of county government includes, in general, the same services demanded of the municipality, but in different forms and proportions. The finances and financial administration is important and neglected; the country schools have been called the greatest disproportion of our civilization; then there are the services involved in public health and sanitation; public safety and protection; public justice and the courts; public property records and protection; public roads and communication; public charities and welfare; prisons and reform; home and farm demonstration work. The same obligation rests upon the citizen to participate in government and to improve the services of the county to its constituency.

87. **Projects and questions.** Work out, in the detail method illustrated in the previous chapter on city government and problems, the scope and forms of citizen co-operation for each of the county services enumerated above.

Make a complete functional statement of all duties of all officers in your county.

Work out a program for the improvement of all services in the county, in harmony with the best co-operation with present officials.

Make a study of the financial administration of the present county organization: fees; salaries; office accounting; tax lists; budgets; classified expenditures.

Provide for systematic interest and support of county officials in the performance of their difficult duties; provide plans for the increase of support for public service.

Describe the county institutions for relief, for childrens' welfare, for the feeble-minded, epileptic and insane.

Give the history of road and bridge building in the county for the last five years; describe the present status of roads and prospects for the future.

Give one meeting over to the discussion of the University of North Carolina Bulletin, "COUNTY GOVERNMENT AND COUNTY AFFAIRS", edited by Dr. Branson.

At the time of writing this Bulletin there has just come from census reports the statement that in one of our states (Missouri) out of sixty-one counties for which complete returns are available fifty-three, or more than 85% showed a decrease in population and the remainder an increase. Some of the decrease was as large as 19%. The fifty-three counties with decreases were rural counties. The others were counties of large cities!

Work out the meaning for this tendency in the number of counties of the 3,000 and more in this country and see what it means to the nation. Is the following section of this manual, under these circumstances, not worthy of careful study?

To what extent is the citizenship of the county acquainted with the services of the state department of agriculture, the State A. and E. College, and the University department of rural social science and the division of county home comforts?

THE PROBLEMS OF COUNTRY LIFE

88. **City and country.** In the foregoing discussions and outlines relative to county government, less space and detailed suggestions are given, not because less important but for two other reasons: The first is that the method of study and outlines illustrated in Part I for towns and cities is equally applicable here, and that standard services of health, education, recreation and the like are the same in general everywhere. It will only be necessary, therefore, for the more comprehensive study of the county government to make similar classifications, studies, and projects for each of the county activities, within the special limitations outlined for the county. While the problems of the town and city seem more easily approachable similar problems of the county can be studied; one of the greatest possible services that the citizen can perform here would be to bring to the same status of knowledge and efficiency the matters of county government as are now prevailing in the best of towns and cities. What club will be the first to enter this field of constructive citizenship?

The other reason for the limitation of treatment is found in the fact that much of the best citizen effort and constructive government measures must arise from the careful consideration of country life problems in terms of needs and difficulties rather than in terms of government. This is equally true for the national government in its wide efforts to help country life and in the conservation of resources and assistance to the farm man and farm woman. It is generally agreed that permanent stability and progress in the nation must depend to a large extent upon prosperity, progress and welfare in the open country of America. The prosperity of the city, with its secondary occupations is dependent upon the country with its primary occupations; the city, therefore, owes something of service to the country and a section was included in the outlines of municipal social services to indicate that a municipality must not only be "city-building" but "country-serving" as well. All these facts of importance are admitted but their significance as well as the solution of the difficulties involved, like county government, are assumed.

89. The scope and treatment. Concrete, but comprehensive, problems of country life may be the basis of the conviction "the rural community a bulwark of national power." A close study of the several divisions of the subject and a comparison of actual conditions in the country with ideals in each division will reveal something of the citizen task ahead. The twenty divisions may be roughly classified into three general groups with prevailing emphasis on economic, social and organization aspects. In the first group are the business of farming, marketing and buying, transportation and good roads, communication and accessibility, finance for the farmer, business organization and co-operation, in each of which division the country districts in North Carolina are backward. The second group pertains more largely to social and institutional aspects of country life and includes health and sanitation, social satisfactions, the rural church, the rural school, civic efforts and adult education, publicity and newspapers, country womanhood, the country home and family. The third group pertains more nearly to the aspects of individuality, leadership and organization in the country and includes the subjects of rural aesthetics,

rural values, the development and recognition of rural leadership, community growth and expansion, and co-operation with government. If we examine the graphical illustration it will be seen that the rural community has its first base in the actual economic business of farming and that it has its final or essential basis in government. The climax of the community, however, is in the three social institutions, the home, the school and the church, with the most general emphasis upon the school. In all these aspects, inseparably related to each other and to the welfare of the people, it may readily be seen that it would profit us little to gain for our counties and countryside all the prosperity of the outlined possibilities and to lose in the end final adjustment in government and public welfare.

90. **Projects and questions.** After the manner of the previous studies, take each subject listed above and describe in detail its scope of problem and opportunity and its possibilities of projects.

Can the rural districts ever develop with all the possibilities of a state and county government's maximum services until good roads make accessibility at all times a common fact? Why then are good roads neglected?

Plan a meeting in which the group will attempt to determine just what is the "country-life" problem in your county, and what steps can be taken toward co-operation between town and country.

Draw up a plan for a town market in which both the workers of the town and the workers of the country will benefit, and in which both the homes of the country and the homes of the town will reduce the cost of living.

Work out, with small committees and with the aid of interested farmers and merchants, some plans for improving the tenant system in the county and yet one that will appeal at once as economically sound.

Analyze the present federal loan system for farmers and suggest plans whereby the farmers of the county may get together on such a plan more frequently than at present.

Make a study of the county records of mortgages, loans and of the laws relating to all matters of finance as it affects the farmer and his family.

Describe at least one co-operative association in which farmers and townspeople come together and in which county officials may become interested.

Present to a group of bankers and other business men some practical plans of extending credits to farmers through live stock and other securities.

Interest the county officials and others in providing for a county farm demonstrator and a county home demonstration agent for the improvement of home and farm conditions.

Describe the routine day's work of a score of women on the farm.

Classify all governmental assistance that may be had by the farmer and his family in the every-day life and labor on the farm.

Write the story of the difficulties in the last five years that have been in the way of government officials in the promotion of health, the prevention of disease, the promotion of better farming and home life, the promotion of public welfare, the eradication of disease of cattle and all other co-operative efforts.

PART IV

GOVERNMENT AND PUBLIC SERVICE OF THE STATE

91. **State problems.** The technical government of the state as expressed through its legislative, executive and judicial branches has been described and assigned for study in Dean Carroll's former "STUDIES IN CITIZENSHIP FOR WOMEN". Important facts involved in the franchise in North Carolina are given at the end of this part of the bulletin. There remain to consider, as in the case of local government, the problems of general service to the people and the departmental means of rendering such service. Of course the state is made up of the elements of county, city, town, village and open country whose problems of governmental service have been sketched in the foregoing pages. But, outside the powers of national government, the state is vested with certain fundamental larger functions relating to the principal services to be rendered its citizens. It retains certain larger powers and assigns units of these powers to counties and cities, at the same time retaining many of the privileges of oversight and supervision. Besides, therefore, the same human interests that have been described in specific departments of city, town and county, the state is sovereign in determining policies of education, health, public welfare, finances, industrial relations, and others.

There are those who have affirmed that the Old North State combines perhaps more of the total conditions essential to the development of the ideals of after-war American democracy than any other state in the union. Such a statement comes not only from within the state but from those conversant with national tendencies and possibilities outside the state. The history and composition of the population; the growth and distribution of wealth; the nature of its industries; its relations between labor and capital; its town and country life; its prevailing institutions; its difficult problems; its promise of achievement; its successful experiments; its freedom of spirit and allegiance to principles; its forms of government—all these are appropriate for the merging of the best American traditions with the quest of the future goals. But whether this be true or not, the citizens

of North Carolina owe it not only to the state itself, but especially to the nation, to approximate within her borders the nearest possible approach to the democracy of the future. And yet, for the most part, it is difficult to find among citizens the keen interest and realization of the bigness of the present moment or the adequate knowledge of the essential progressive steps which the state has been making, of the difficulties now involved. With her new and advanced legislation in public welfare, public health, public education, as well as other aspects of public service, there is needed a revitalizing of citizen interest and citizen knowledge of and citizen support of the needs of government now striving to develop the human and physical resources of the state. There is needed also a keen interest in, a knowledge of and an opposition to such backward tendencies on the part of citizenship as may develop—as are always developing. Here is challenge unparalleled for the woman citizen to join in bringing about the achievement of great results in the domain of North Carolina democracy. This is to achieve records in state government worthy of the ideals of the republican form of government under which we live.

92. **The scope.** The citizen ideal of government would include a federated plan of state public service in which all departments and officials co-operated to the fullest extent under provisions made possible by a liberal legislature, the executive concurring and leading, and the judicial branch upholding. The legislature and other elected officers should be elected in accordance with their ideals, knowledge and support of the common good as expressed in the fundamentals of the state government. Such a federated service in North Carolina, as at present organized, will include:

The governor of the state, the superintendent of public instruction, the secretary of the state board of health, the commissioner of public welfare, the commissioner of agriculture, the commissioner of labor and printing, the commissioner of insurance, the secretary of the North Carolina Historical Commission, the chairman of the state highway commission, the secretary of the North Carolina Library Commission.

In addition to these and the legislative and judicial officers, there are further, in the departments of general public

service, the chairman of the state fisheries commission, the chairman of the state board of elections, the superintendent of the state prison, the state highway engineer, the state librarian, the director of the state laboratory of hygiene, the state geologist, the adjutant general, and others of allied interests and separate bureaus under the direction of the principal officials above listed.

93. **Federated public service.** It is anticipated that the Old North State will forge ahead in its public services and that a plan for a state federation of public service in which the governor is so much interested will be forthcoming at an early date. The greater project of a federated service of all citizens working together to elect and support efficient officials committed to progress and the public good is an even more laudable ambition. Certainly woman's part in government can find here a rich field of endeavor.

94. **Projects.** In the following pages four departments of the state's public service are sketched with outline and suggestions. Select from among the remaining departments, listed below, one or more in which special interest is manifested or special service can be rendered, and outline its functions and organization.

The department of agriculture, department of labor and printing, department of insurance, North Carolina historical commission, legislative reference library, state library of North Carolina, library commission of North Carolina, North Carolina geological and economic survey, state highway commission, fisheries commission board, state board of elections, fireman's relief fund, Audobon Society of North Carolina, state educational commission, commission of revision of laws, board of internal improvement, North Carolina national guard, state standard keeper.

In Part V make special study, through the dramatization plans, of the executive, legislative and judicial departments.

Draw up a functional organization chart of the entire state public service, accompany this with a functional statement of duties of each state officer.

PUBLIC FINANCE AND BUSINESS

95. **The scope.** What greater tribute to the importance and high motives of those who provide the public finance has been found than the spectacle of a great nation aroused to fight for the principles which should result in victory for democratic forms of government—and yet, a nation that found its first essential to be a matter of public finance? What greater tribute to the efficacy of finance in great causes than the measure and speed of the victory won? The great campaigns of raising the public funds for the public good will always remain an epoch-making chapter in the history of the nation. And yet one of the greatest results of the entire projects of raising moneys for the prosecution of the war was the training in citizenship which came to America. Especially was the training in method and procedure notable in respect to the great body of American women citizens who stood by and carried on with poise, zeal and effective results. Financial emergencies during the war and the late pre-war period also developed the power of the government to serve its people, through means of financial assistance, through sound methods of financing, extension of aid to sections of the country, and the provision for reserve checks upon the nation's resources. Here again was a matter of government functioning through finances for the common good and for the training of citizens in newer opportunities of government.

The principle involved in the financing of the greatest project of the nation is but typical of the problems and opportunities of the state to finance its own programs of technical government and public service. Public finances, in which the average citizen is so little interested except to complain of taxes, is after all the problem of the way in which a state obtains and expends its very subsistence. It is a very matter of fact truth that the state must have money to perform its function; and that its functions consist in serving its citizenship through formal governmental efforts. How strange, therefore, that citizens should assume that such matters of government will automatically take care of themselves! How strange that citizens should complain of an annual expenditure of less than three dollars a year for the total benefits of state government returned to them

in services of health, protection, education, public welfare, conveniences, advanced property values, all for a total cost of what is expended momentarily for a trifle in everyday pleasure-life! The explanation is a simple one: the citizens have not thought it out and have not participated in their opportunities as citizens.

96. Forms of co-operation. Perhaps the best forms of citizen co-operation that can be named is a study of North Carolina facts of finance in relation to the services rendered by the state. The following tabulations were made by Doctor E. C. Branson, head of the department of rural social science at the University of North Carolina. North Carolina, according to Dr. Branson's compilation from the U. S. census report on statistics of states is next to the last of all states in the amount per capita that is expended for government. This amount is \$2.54. The amounts of other states go as high as \$19.25 while the average is \$6.05 per capita. The details of expenditure are as follows:

1. Schools and libraries	\$.75
2. Charities, hospitals, and corrections.....	.51
3. Old soldiers' pensions, printing, etc.....	.27
4. Outlays for schools, hospitals, etc.....	.20
5. State administration costs.....	.18
6. Conserving natural resources, mainly agriculture.....	.18
7. Interest on bonded and floating debt.....	.18
8. Health and sanitation.....	.10
9. Protection of person and property.....	.09
10. Highways.....	.08
	<hr/>
Total.....	\$2.54

But what of the state's income? Where does it obtain this money and what are the methods of raising the public funds? The receipts for 1919 are listed as follows:

1. General property taxes.....	\$2,653,609
2. General department earnings.....	1,212,349
3. Business taxes.....	1,040,796
(1) On the business of insurance companies and other corporations.....	\$ 491,799

	(2) On individual incomes.....	120,012	
	(3) Automobile licenses.....	427,545	
	(4) Hunting and fishing.....	1,440	
4.	Special property taxes.....		527,449
	(1) Inheritance taxes.....	400,866	
	(2) Corporation stock taxes.....	126,583	
5.	Sale of bonds, warrants, etc.....		591,451
6.	Occupation and privilege taxes, B and C schedules		456,053
7.	Sale of supplies and investments.....		448,699
	(1) Supplies	\$ 322,793	
	(2) Public trust funds for state uses	125,906	
8.	Interest and rent.....		339,354
	(1) On investments and invest- ment funds	248,012	
	(2) On deposits.....	34,598	
	(3) Public trust funds.....	51,806	
	(4) Rents	4,938	
9.	Federal grants.....		197,236
	(1) For education.....	\$ 86,465	
	(2) For Experiment Station, Farm Extension, etc.....	110,771	
10.	Donations		74,175
11.	Other special revenues.....		55,358
	Incorporation or organization tax- es, stock transfers, etc.		
12.	Poll taxes.....		42,404
13.	Fines, forfeits, and escheats.....		14,535
	Grand total.....		\$7,653,468

97. **Projects and questions.** Compare the per capita cost of state government in North Carolina with that of the other states in the Union.

Compare the amounts spent for the special purposes with similar amounts spent by other states.

Distribute the \$1.00 spent in state government according to the purposes for which expended.

Compare the wealth of North Carolina with other states of the Union.

Compare the ideals of citizenship and history of the Old North State with any other states.

Plan methods of showing the taxpayer that practically all of his taxes come back to him in direct services rendered; and of showing the legislator or prospective legislator that his obligation is to render more faithful, not less faithful, services to his people.

Analyze the salient features of the revaluation act and point out its future values to those who are responsible for public finance.

Make a special study of the current report of the North Carolina corporation commission.

PUBLIC CHARITIES AND WELFARE

98. **The scope.** The North Carolina system of social legislation has been pronounced somewhat in advance of any in the nation in some respects. It is typical of the living, throbbing tendencies of the day to bring about the public welfare by the services of a democratic form of government having in mind services to all the people. Like all aspects of government, however, it must needs have support and co-operation. Citizenship, co-operation and patriotism are needed all the more in these ventures which blaze the trail toward new goals of achievement in public welfare. The particular organization through which governmental welfare is administered is the Board of Charities and Public Welfare. Its administrative officer is a COMMISSIONER OF PUBLIC WELFARE whose department has also a BUREAU OF CHILD WELFARE, with its director, and a BUREAU OF COUNTY ORGANIZATION with its director. In the counties the organization, as already suggested in county government, consists of a county superintendent of public welfare, with such assistance as the county may designate. The county superintendent of public welfare works with the county superintendent of schools. The functions of the department of charities and public welfare are many: to maintain its offices for the execution of its legislated tasks; to promote public welfare through study, research, publicity, and

official duties; to assist and direct counties in their organization of public welfare and to supervise their work; to inspect and supervise the work of state eleemosynary institutions; to assist in enforcing the compulsory school attendance law; to advise concerning the disbursement of poor funds; to promote the welfare of persons in prison and those discharged; to prevent and correct dependency, delinquency, and defectives in the state; to supervise probation work in the state; to promote wholesome recreation; to bring about the enforcement of all public welfare laws; to supervise and advise with the executive secretary of the child welfare commission; to co-operate with national, state and county agencies for the promotion of the public good. Working closely with the commissioner of public welfare is the university school of public welfare with its programs for training in social work, teaching citizenship in class and out; community assistance, and research and publication.

99. Forms of co-operation. Perhaps nowhere can there be found more suitable opportunity for the participation by women in the matters of the common weal than in their co-operation with all forms of technical public welfare. Here are the problems of child welfare, with its myriad appeals to womanhood; here are the problems of the family and the home, both the development of the normal home and the readjustment of the unfortunate homes; here are the avenues of approach to the problems of morality, dependency, delinquency and the defective citizen and child; here are the problems of the alms houses, the childrens' homes, the institution for aged and infirm; for the feeble-minded and unfortunate in life. Here, too, is the basis of furthering the profession, full of promise in the enrichment of woman's professional life, of social work and community leadership. What has become a profession typical of the best efforts of the woman worker is reinforced by the opportunities to serve in public and community capacity through the modes of governmental authorization. The forms of co-operation are many: citizen interest and inquiry into the facts; instruction in the needs of public welfare; the spreading of information and sentiment in favor of the maximum service; inspection of work done in the town and county; studies of actual conditions; studies of what ought and can be done; com-

munication with county boards of commissioners; with legislators; support of the state department and co-operation with its programs; bringing philanthropy to supplement the public funds; co-operating with private and voluntary agencies; seeking efficient officials and workers believing in the common good as expressed in the ideals of this democracy.

100. Projects and questions. Confer at once with the county superintendent of public welfare in the county and learn of his work and plans.

Offer to co-operate, and to bring others to co-operate with the county superintendent of public welfare and his workers.

Contribute to the feeling of "well done" on the part of commissioners who have made possible the organization of the welfare work in the county.

Make a study of all cases of dependency, and poverty in the community—in the county—at the present time.

Make a study of the cases of child misfortune and irregularity now in the community or county.

Write the story of the treatment of the aged and infirm within the last two years.

Survey the total efforts for child welfare and for recreation in the community.

Become acquainted with the state and county institutions for helping the unfortunates in the democracy.

Sketch on an outline map of the state the counties which have the several public institutions, with locations of each.

Describe the organization and resources of the state's public institutions for public relief.

Direct effective interest and support to some one or more of the state's institutions mentioned below:

FOR CHILD WELFARE—Jackson Training School at Concord, for delinquent white boys; Samarcand Manor, at Samarcand, for delinquent white girls; Caswell Training School, at Kinston, for mentally defective white children; School for the Deaf, at Morganton, for white children; School for the Blind, at Raleigh, for white children; School for the Blind and Deaf, at Raleigh, for colored children.

Do you know that there are no county child-caring institutions in the state?

The Children's Home Society of North Carolina, at Greensboro, is the child-placing agency in the state.

The Institution for Crippled Children, an orthopaedic hospital is being constructed at Gastonia.

There are nineteen orphans' homes in the state: at Charlotte, Thomasville, Elon College, Asheville, Falcon, Raleigh, Winston-Salem, High Point, Balfour, Crescent, Goldsboro, Oxford, Barium Springs, Clayton, Nazareth, Belmont. Some of these, Raleigh, Charlotte, and Asheville, have more than one, including the white and colored.

FOR MENTAL DEFECTIVES—State Hospital at Raleigh; State Hospital for the Dangerous Insane, at Raleigh; State Hospital, at Morganton; State Hospital, at Goldsboro; Caswell Training School, at Kinston.

There are six private hospitals for the treatment of nervous and mental cases: at Greensboro, Morganton, Asheville, Charlotte, the last two having more than one.

There is no institution provided by the state for the idiotic and feebleminded.

FOR DELINQUENTS—Two reform schools as listed above; the state prison at Raleigh—penitentiary; county chain gangs and county prisons, local lock-ups and prisons; probation courts and procedure.

Make a study of the prison labor laws and study the state standards of administration.

FOR THE CARE OF THE POOR: Compare county institutions with needs and standards and with other institutions like the home for the aged and infirm at Greensboro, or the Masonic and Eastern Star Home.

PUBLIC HEALTH

101. **The scope.** Citizens of North Carolina know of their state board of health and the state health officer through the unusually effective work that has been done and is being done, through the national reputation which is being achieved, and through the general opinion that the health of the state is being well provided for. What most citizens do not know is the detailed organization of an efficient board and its administration; the wide and diversified scope of its services; and the difficulties

involved in the execution of so large a project of state governmental services. Perhaps the average citizen does not know the extent to which the state health officer as the executive and secretary of the board must co-operate with local state and national agencies, or the need for citizen co-operation in all the tasks of public health. The North Carolina board of health, consisting of nine members, of whom five are appointed by the governor and four elected by the North Carolina state medical society, emphasizes three fundamental values: the stability of organization and permanency of policies; the partnership of state with citizens in the medical profession; and the non-political character of its personnel. This gives an ideal avenue for citizen co-operation in the promotion of all means for the conservation of human life and the promotion of the health of the people.

The administrative organization is as follows: A bureau of county health work; a bureau of vital statistics; a bureau of medical inspection of schools; a bureau of infant hygiene and public health nursing; a bureau of venereal diseases; a bureau of tuberculosis; a bureau of epidermiology; a bureau of engineering and inspection; a state laboratory of hygiene.

102. Forms of co-operation. In these divisions of the work the citizen will find varied functions: To interest county authorities in health matters and advise and assist in the working out of their problems; to secure certificates for every birth and death and to keep accurate records; to interest school authorities in the health of children and to assist in medical examination and treatment of defectives; to save babies by the thousands; and to educate mothers; to examine water supplies, blood and disease specimens, and to manufacture and distribute vaccine and antitoxin; to bring about a better understanding of sex hygiene and reduce venereal diseases; to manage the state sanitarium and to stimulate all efforts toward the prevention of tuberculosis; to secure reports of all contagious diseases and to control epidemics; to offer inspections services in the matter of sanitation and health conditions in public buildings; to promote in every way possible the health of the people and to conserve human life; to co-operate with and supervise the work of counties whose officers are a health officer, a quarantine officer, a county health nurse.

Citizen interest and enthusiasm in plans for county health officers and nurses; co-operation in the making out of accurate birth and death statistics and helping others to do the same; co-operative and personal services in the examination of children and in the treatment of remediable defects; child welfare exhibits; community instruction to mothers and coming mothers; the holding of baby-saving days or weeks; the promotion of sanitation; the encouragement of ordinance preventing contagious diseases from spreading; inspection of water and milk supplies; to plan the elimination of immoral conditions and to co-operate in the teaching of sex hygiene; co-operation with representatives of the state board wherever possible; to the giving of publicity to health propaganda. Exhibits, lectures, visits, instruction, study, co-operation.

103. **Projects and questions.** Sketch on an outline map of the state the counties with county health officers; county nurses.

Describe the health program in the county and adjacent counties.

Give the death rate for the county, by causes, for the last five-year period.

Work out plans for a complete county health program, including nurses, hospital, health officer.

Classify the deaths of children under five years of age, in the county, according to preventable or non-preventable causes.

Compile health and sanitation ordinances applying to local counties.

Compare the administrative organization of the North Carolina board of health with other states.

Arrange for frequent meetings and other publicity for health work.

Enumerate the principal hospitals in the state. How many counties provide hospital facilities?

PUBLIC EDUCATION

104. **The scope.** The action of the recent special session of the legislature in granting every request made by the superintendent of public instruction has called attention concretely to the enlarged program of public instruction in the state. It shows further the effectiveness of citizen co-operation in gov-

ernment relating to the public schools and the efficiency with which the program was worked out and presented to the law makers. The results of this new program will go far toward putting North Carolina in the forefront of educational programs if the citizens will become informed, maintain a constant interest and intelligent information, and choose efficient county school officials. The state department of public instruction is ready and able to contribute a program of educational statesmanship if it can have citizen co-operation in its programs of state development.

The state department maintains the following services: Superintendence and direction of public instruction; supervision of teacher-training; inspection of high schools; inspection of rural schools; direction and inspection of vocational schools; direction and maintenance of community recreation service; direction and maintenance of adult illiteracy teaching; supervision of construction of school houses; the tabulation of statistics and issuing of reports and publicity.

The functions of such a department are self-evident from the classification of services. It is the purpose of the department, with its several divisions, besides the special functions, to promote in every way possible higher standards of instruction; to suggest suitable school taxes and co-operate in obtaining them; to co-operate in the enforcement of the school attendance law; to co-operate with the superintendents of public welfare; to co-operate with home and farm demonstration service; to co-operate in the incorporation of rural communities; to promote suitable legislation for school welfare; to issue licenses to teachers, fix standards of preparation, and fix scales of salaries.

105. Forms of co-operation. Of special importance in the citizen's work are the state institutions of higher learning, a list of which is given below for further study.

Perhaps nowhere will woman's part in government be more effective than in the development and maintenance of standards of excellence in school matters. There are the same modes of co-operation described in the chapter on local problems. But there is need for citizen co-operation in the state program; citizen interest in equal opportunity for all boys and girls; co-

operation in the compulsory attendance law enforcement; interest in the election of good officials; participation as members of school boards; co-operation in the training of teachers; creation of interest in better school houses; school meetings; school fairs; school exhibits; conferences; special interest and co-operation in the work of the state's institutions of higher learning.

106. **Projects and questions.** Sketch a map of the state showing counties having community recreation service; illiteracy work.

Classify counties according to their high school facilities.

Classify counties according to the per capita amount spent for public schools.

Describe the organization of the community service bureau.

Describe the organization of the adult illiteracy work.

Describe the new system of teachers' salaries according to professional preparation.

Compare the negro schools with the white, in equipment, location, maintenance, teachers, attendance.

Inquire into the needs and present organization of the state educational institutions: The University of North Carolina, Chapel Hill; the North Carolina State Vollege for Women, Greensboro; the East Carolina Teachers' Training School, Greenville; the North Carolina A. & E. College, Raleigh; the Cullowhee Normal School, Cullowhee; the Agricultural and Training School, Greensboro; the Negro State Normal Schools at Elizabeth City, Fayetteville, and Winston-Salem; the Indian Normal School.

THE BUSINESS OF VOTING IN NORTH CAROLINA

107. **Voting essential.** After the citizen—whether the young citizen just becoming of age, or the woman citizen ushered into the new privileges and obligations of citizenship, or whether the man of years of civic illiteracy and negligence—has mastered the underlying principles and facts which enable the right use of the ballot, there is still left the actual process and fact of voting. And voting is necessary. It ought to be considered the highest of privileges and duties. The "citizen" who boasts of aloofness from politics and government is boasting of unreality because her government is all about her in the forms of

freedom and protection and public services. What sort of logic is it that causes a citizen to say: "Behold, my government and its politics, in which reside the sovereign power to render me all services which I need and want, are so bad and furnish me with so few of my due services, that I shall therefore have nothing to do with them in order that they may become worse and furnish me with still less of the services which I so much need and desire." If politics is wrong, to stay out is to turn over to those who make it wrong the power to make it worse; if right, to stay out is to magnify selfish individualism and the shirking of a fair share of responsibility; for politics is the science of government! Do women stay out of politics because other women, whose standards they do not consider sufficiently high to partake of government, enter? Then they agree to turn over their politics and government to just those whom they feel incapable of government. Surely, with the franchise comes both the challenge to become rounded in the fundamentals of citizenship and to exercise the ballot in the promotion of better government.

108. **Special act.** In order to facilitate the registration and voting of women in the next elections the special session of the North Carolina General Assembly in the summer of 1920 passed a special act. This act is given here for quick reference and to introduce the basis for November voting at the polls.

The General Assembly of North Carolina do enact:

Section 1. That the word "male" in line two of section five thousand nine hundred and thirty-seven of the Consolidated Statutes of North Carolina be stricken out.

Sec. 2. That sections five thousand nine hundred and forty-one and five thousand nine hundred and forty-two of the Consolidated Statutes of North Carolina shall not apply to women.

Sec. 3. That nothing in any of the laws of North Carolina shall be so construed as to prevent the registration and voting of women twenty-one years of age and having the other qualifications for registration and voting as provided for men for the year one thousand and nine hundred and twenty.

Sec. 4. That for the purpose of the registration and voting of women, the residence of a married woman living with her husband shall be where her husband resides, and of a woman

living separate and apart from her husband or where for any reason her husband has no legal residence in this state, then the residence of such woman shall be where she actually resides.

Sec. 5. That this act shall apply to all primaries and elections.

Sec. 6. That this act shall be in force and effect from and after the legal ratification of the Nineteenth Amendment to the Constitution of the United States: **Provided, however,** that this act shall be inoperative in the event the court of last resort shall declare said ratification illegal.

Ratified this the 26th day of August, A. D. 1920.

109. **The basis of suffrage.** For official information and instruction concerning the elections inquiry should be made of the county board of elections, or the state board of elections at Raleigh, who are charged with the matter of facilitating all election machinery and instructing the voters as well. Inquiry may also be made of local officials or friends whose special interests and situations enable them to devote time to co-operating in the matter of preparation for voting.

110. **Women voters.** For the purpose, however, of beginning the process of further study of this aspect of citizenship and to continue the method of **active** study, it will be well to introduce here the elementary basis of voting in this state. From the act quoted above it will be seen that the way is made easy and clear for the woman voter. Section 5941 and 5942 refer to the requirements for the payment of a poll tax and for the exhibition of the receipt for such tax before voting. This requirement is eliminated in the case of women voters. It will be seen further that all other conditions and qualifications prevail as apply to male voters except that the woman voter need not state the exact age upon which she bases her right to vote but may return her age as twenty-one years or over.

There need not be described in detail any matters relative to the voting for electors for the president and vice-president for the reason that those who are qualified to vote the state ticket may also vote for national officials. Likewise, qualifications for the general elections make eligible for voting for special measures, bonds, amendments. See the general election law for details.

111. **Dates.** The date fixed for the general election of local state and national officers is the same: The first Tuesday after the first Monday in November. At the same time congressmen, members of the general assembly and township officers are elected. For state and national elections the time is fixed for the above-mentioned date every four years. For county officers, congressmen and township officers elections are held on the same day of the month but every two years. Special election for vacancies in the general assembly may be held at such time as the governor may appoint. Justices of the supreme court and judges of the superior court are elected for eight years.

112. **Place.** The place of voting is fixed by the county board of elections. Each voter must vote in her own precinct, ward or township, and any change in place must be designated by the county board at least twenty days before election. At each precinct, ward or township polling place the registrar shall attend in person each Saturday during the period of registration of voters.

113. **Qualifications.** The qualifications of voters require: naturalization, residence in North Carolina for two years, in county for six months, and in precinct, ward or election district for four months; 21 years of age or over; ability to read and write; sound mind; without criminal record of felony.

114. **Registration.** But only such persons as are registered are entitled to vote. The time and method of registration are provided in the requirement that the registration books be open at least twenty days continuously prior to the date of closing registration which is sunset on the second Saturday before each election. On each Saturday of this period the registrar must be at the polling place with his registration books. All registration shall be during this time, except that a person who has become qualified for voting subsequent to the closing of the registration books may register on election day.

115. **Polls.** The polls are open from sunrise to sunset of each election day and no longer. Ballot boxes are provided for each class of officers to be voted for, that is, state officers; the justices of the supreme court, judges of the superior courts, United States senators; members of congress; presidential electors; solicitors and county officials; and officers of the township; a separate ballot for each of which classes must be used.

116. Candidates. For whom does the citizen vote? Presidential and vice-presidential electors and United States senators and congressmen; state officers: governor, lieutenant-governor, secretary of state, auditor, treasurer, superintendent of public instruction, attorney-general, and other state four-years officers; justices of the supreme court and judges of the superior court; congressmen and members of the general assembly from the several districts and counties; county officials: register of deeds, county surveyor, coroner, sheriff, treasurer and county commissioners, if elected and other county officers, and for clerks of the superior court and solicitors; for constables and justices of the peace in such townships as elect these officers by the vote of the people.

117. Primary. There is also a general primary election the date of which is the first Saturday in June next preceding each general election in November as outlined above. The purpose of this election is to vote on candidates of each political party. In this primary also may be voted preference for candidates for president and vice-president of the United States. Such primaries are normally governed by the general election laws. Numerous safeguards and official forms are prescribed, all of which are given in the North Carolina election law.

118. Penalties. The normal mode of citizenship assumes the utmost uprightness and honor in all matters of voting. Clean government is the ideal of citizenship and safeguards are placed around the methods of conducting elections. As in other matters of government, however, there are penalties for the violation of these standards, and these penalties are protection to the good voter and promote citizen liberty. Punishment for misdemeanor will be prescribed for the failure to perform duty as elector, to interfere with elections or officers, to disturb election officers in the performance of their duties, to bet on elections, to intimidate or oppress voters, to make campaign contributions, to publish unsigned derogatory matter against candidates, to circulate false charges against candidates; likewise the penalty of a felony will be enforced for registering in more than one precinct or for impersonating other voters, for buying or selling votes, for making false entries, for swearing

falsely, for false qualification. Other offenses may arise, such as voting of unqualified persons at elections, false oaths, wilful failure of official to do his duty, making false returns, using corporate funds for political purposes, and the like.

119. **Projects.** In all these important matters the citizen will recognize the form and substance of democratic government. What will make this government better? What would make it worse? What are the long-run penalties of a community or state or nation whose citizens are not active citizens? What are the supreme duties of the citizen-voter? Is it all of suffrage to vote or all of citizenship to learn? Why is this a government by parties? What is the boss system and how eliminate it?

Why not devote an early meeting of the group to the careful consideration of the North Carolina election law, this being Chapel 97 of the Consolidated Statutes? It is fascinating reading and the basis of constructive knowledge.

Why not take a "census," on the one hand of the members of the group, and on the other, of the prospective candidates, to ascertain what proportion of the candidates are known or have made clear their positions with reference to the greater fundamentals of service for which they ask votes?

PART V

THE REAL PROBLEMS OF AMERICANIZATION

120. **Qualities of American government.** In an address delivered before the Daughters of the American Revolution, President Wilson expressed the feeling of joy that "we belong to a country in which the whole business of government is so difficult." Our government is "a universal communication of conviction, the most subtle, delicate and difficult of processes" in which, however, there is not to be found a single opinion that is not of some consequence to the grand total; "to be in the great co-operative effort is the most stimulating thing in the world." These points of emphasis—the difficulty, the stimulating qualities, the companionable efforts—are all the more applicable in these days of new parts in the great co-operative effort of democracy. The present tasks of citizenship, which, after all, are the real tasks of Americanization, challenge the American woman to her contributions of new forces to the constant creation of the ideals of America. There is, too, another quality, constantly emphasized in the previous pages of this manual, which is necessary to the achievement of genuine Americanization: Here, again, the expression of President Wilson gives true emphasis: "For it seems to me," he says, "that the peculiarity of patriotism in America is that it is not a mere sentiment. It is an active principle of conduct."

121. **The spirit of American institutions.** The spirit of Americanization is the spirit of America in its truest ideals. This spirit must be within us, interpreted and enacted in the principles of citizenship and service, before it can be transferred to new-coming citizens. The expensive paid worker who tells the foreign-born unfortunate that he should be thankful for whatever condition he finds in America, forsooth because it is better than the old world at that, does not express the ideals of American citizenship. Nor does the native citizen, affirming, in matters of justice and right as it relates to the negro population, that the negro should be satisfied because conditions are better than in Africa or in slavery, express the ideals and spirit of North Carolina or the nation. America and the states with their freedom of rights and their spirit of democratic liberty

were founded on principles of right and justice interpreted and enacted in conformity to governmental services that will render the largest good to the largest number, striving for approximation, in the end, to perfect service to all. It is clear, therefore, to quote Dean Edwin Greenlaw in his introduction to "OUR HERITAGE", that "the future of America depends not merely on our continuing to observe the forms laid down by the Constitution—the succession of political campaigns and elections, the exercise of the right to suffrage; not merely on assertion of Americanism and loyalty to our institutions, but also upon the degree to which we keep burning in the hearts of the people the ideals of which our institutions of government are but the outward symbol, so that these institutions are created anew by each generation as it plays its part in America's life."

122. **Citizenship a test of Americanism.** One could almost hope for an era in which only those people whose qualifications for the above ideals would enable them to express their part in government through the ballot; and that thereby all people would come to qualify for the expression of the true American spirit; and that conditions would be so prepared that all citizens could avail themselves of the opportunities of citizenship based upon the true qualifications; and that, furthermore, civic illiteracy among us all, the elimination of which is one of our most real Americanization problems, would be a decreasing proportion among us, even as educational illiteracy is now. Here, then, is a national problem: To interpret and re-interpret the spirit of the real America and her institutions; to prepare citizens, young and old, in this interpretation; to insure a situation in which knowledge of institutions and government becomes the prerequisite for citizenship. It is one of the fascinating outlooks of the present time that woman's obligations to become active citizens will enable her to enter her tremendous powers and forces in the national problems of interpreting and perfecting citizenship on the basis of service and information. Here will be force and example to stimulate all citizens alike to this Americanization problem. Is it, then, a supreme problem of Americanization to see that the woman voter carries the nation a step further in the original American ideals? Would that some such power and influence would bring to the great polit-

ical parties and their platforms clearer enunciation and enactment of these principles. And who but citizens may bring about a realization of this kind.

123. Limited meaning. For the present purpose, therefore, Americanization in North Carolina studies in citizenship will be considered entirely exclusive of the conventional meaning of training foreign-born citizens into American ideals. This is of the utmost importance and the efforts and successes in this direction constitute and will continue to constitute memorable chapters in the nation. But for the purposes of this manual our problems of Americanization are the problems of making ourselves 100 per cent citizens, of training the youth of the coming generation in these ideals, and of adapting in civic justice the negro natives who constitute a large proportion of our population. There are, to be sure, many aspects of these problems. And these aspects should be interpreted concretely as tasks of definite active citizenship, as nearly as possible. But the prevailing ideal is that of training ourselves and others in the qualities of citizenship required by the needs of city, county, town, village, rural community, state, nation, as outlined by the best civic leadership.

124. The political parties. If the new citizen, searching after the best national service, wishes to learn new truths and perform new services, a wide field of study and effort is available. She will not only concern herself with the presidential and vice-presidential electors; with the study of the forms of the Constitution through which the president, vice-president, the legislative body, the judicial body are chosen and function. She will do this and more. She will study the party system and become grounded in the history and fundamentals of the parties and of the problems that have been attacked through the party system, rather than through individual or personal effort single-handed. She will do this and more. She will, following the ideals set forth in the preceding chapters on city, county and state government, search out the fundamental medium of service through which the national government ministers to its citizens and perfects them in the ways of better citizenship. The national government, too, is a part of us all, round about us with its power of might to render the right effective, and with

its increasing possibilities for directing and rendering social service to its citizens through co-operation with the units of local government. What are the fundamental divisions of the national service? How do they function? Do they function adequately through well-organized departments and divisions? Are there enough departments to meet the needs of the government today with its growing visions of social and economic service? Do the political parties, in the attempt to build great constructive platforms, recognize the importance of the national departments and the careful selection of cabinet members? Will they select candidates who will select members of the cabinet for their special fitness to interpret and render the due services to the nation rather than for their political influence alone? The great political conventions, potent with the capacity to become American institutions of unlimited creative force, are but the representatives of the people—the citizens. Do, then, the citizens control these conventions, guaranteeing that they will express the will and choice of the people in their selections? It is not enough to affirm that the people may reject the candidates of the convention choice if such candidate is not of their liking; the people must vote for their nominees. Shall not one of the new ideals of American citizenship be, therefore, the magnifying, by the conventions, of service to the people through the entire governmental organization?

125. National service. Most of the larger problems of national and international affairs—those that affect us today with such power for good or evil—must be directed through the channels of departments of national government. War, adjustment of capital and labor, taxation, immigration, ideals of justice, and others, administered in accordance with the ideals of democracy will send America far on her way to the perfection of her ideals and far away from the ideals of any sort of bolshevism or anti-American doctrines. But the people-citizens must keep in close touch with the promotion and enactment of these ideals. Americanization in this sense of the word will mean the perfection of our knowledge and citizenship as they function through the great departments of national service that now exist and perhaps others that are to be established in the near future. What are the divisions of labor in the national service

as distributed among the ten great departments: The secretary of state, secretary of the treasury, secretary of war, secretary of the navy, the postmaster general, secretary of the interior, secretary of agriculture, secretary of commerce, and secretary of labor? In all these will be found the technical avenues through which governmental organization extends to the citizen the protection and promotion of rights and welfare. In proportion as a government advances through its formal administration of government for political purposes to the larger ideals of political and social service there will be constantly-growing needs of enriching or enlarging the departments of national service.

126. Cabinet Members. What of the tasks of political and social science in the fields of the public health and public education? Is education, representing one of the most fundamental of all institutions, simply one of the many "left-overs" of governmental service? Rather is it not fundamentally connected, not only with the necessary services to the peoples, but also with the very promotion of a self-perpetuating citizenship? Is the public health simply a part of war? Shall we wait always for war and famine and pestilence to extend the service of health protection and promotion to the people? We have gloried in the nation's quick grasp of its opportunities to serve its citizens in their economic difficulties in agriculture and commerce and labor. Are health and education less able to offer testimony to the nation's greatness in meeting the technical social needs of its citizens? Of course we value the children of the nation more than we do its farm animals, but are we not mistaken in assuming that the science of government can provide services for the one and not for the other?

127. Support of institutions. In all these larger interests of governmental social services, however, the form of organization to promote the service ought to be understood and appreciated by the informed citizenship. It is doubtful if there is any aspect of the national government less studied and appreciated than the details of these departments of administration. They must have, in order to become more efficient, the intelligent interest and backing of the people. After all the sentiment and intelligence and action of the citizen must determine the quality and

scope of the government's services. There is, then, here a great and hopeful problem of vital Americanization work: to create, foster, and nourish in the people the ideals of co-operative service by the government to the fundamental institutional needs of the nation. The scope and form of governmental services would be determined by the careful interpretation of the needs of the fundamental institutions upon which America has been founded—the institutions through which the individual may develop its highest types of liberty and social personality, and at the same time promote the welfare of the nation and society. It is the spirit of America to foster and promote American ideals of institutional life and progress. The government is based upon these ideals and is set to the task of executing the will of the people as they interpret their ideals. What, then, is the will and wish of the people?

128. "Un-American" tendencies. In reference, for instance, to the home, is it the spirit of America to make difficult the paths of little children? Is it the essence of American institutions to make the very spirit of American cities—and cities must continue to grow and become an increasingly larger proportion of the population—hostile to the coming and growing of little children? Is it the carefully interpreted judgment of America that she should build large units of living situations in which certainly one of the outstanding commands is "Suffer not little children to come unto me for of such is **not** the kingdom of cities." Is the policy of the American citizen one which proclaims for child welfare in a thousand meetings and programs, yet continues the building of a society which neither welcomes children into the family nor permits them to live in pleasant places? Was the advertisement, inserted in the newspaper by a mother, desperate and tearful: "Wanted—To exchange one beautiful blue-eyed little child, for one small dog of any variety. I am permitted to keep the dog but not the child"—was the condition which prompted this the spirit of American ideals? Is it the spirit of American ideals to glorify those socially selfish, economically selfish women of cities, whose scorn for the personal presence of little children in their own city environment is a prevailing characteristic—is it the spirit of American ideals to glory in their fierce denunciation of the liberty-loving,

sincere and genuine fathers and mothers of men in the rural districts whose limited experience allows them to do harm to their little children in wrong hours and tasks of work? Rather, ought we not through good citizenship enlarge the experience and knowledge of all fathers and mothers and magnify child welfare in city and county, the nation over! These are questions not for formal government to answer but for the spirit of American citizenship to interpret.

129. Citizenship and Labor. Looking back over the history of the founding of the American colonies, tracing the development of its growing civilization and institutions, interpreting the days and years of its pioneer experience and the motives and spirit of freedom which dominated the founding and developing of this country; and linking these and all other facts available with the terms and conditions of progress, what is the American spirit in its interpretations of relations between capital and labor? Is it the American ideal that the chief outstanding fact in the troubles of labor and capital is the fact of misunderstanding and lack of sympathetic relations between laborers and those who employ? Is it the spirit of America that conditions should be allowed to come to that pass where those who do not understand, never have understood and do not care to understand American ideals must come and interpret to us doctrines un-American, and prevail? Is not the problem of Americanization of our men of wealth and our workers of days a supreme task? What would it not mean if the great mass of American people, both wealthy and worker could but realize the danger of forgetting the rights of labor and the human factor in industry on the one hand, and the rights and fundamental social and economic importance of capital on the other? What would it not mean in these days of tendency toward wrong ideals of idleness or of false gain through oppression and unsound methods, if we could again realize in the spirit of the old America that WORK is a law of life and industry, one of our most fundamental institutions! Is this a matter solely for formal government or is it a matter of intelligent, informed, patriotic Americanized citizenship? Will remedies come through force or will they come through the patriotic and informed participation of all citizenship in the common problems?

130. **Social problems of Americanism.** There are other similar problems relating to these and to other fundamental institutions. There are general problems of the national ideals and specific problems of state citizenship. They are all vitally connected with problems of government and with the difficulties of Americanizing immigrants as well. The challenge is for the participation of woman in active government to bring about an increasingly nearer consummation of the ideals and organization of American democracy what time she performs the tasks of local citizenship and service. Some of these tasks are in North Carolina with specific challenge. Civic illiteracy has been mentioned, educational illiteracy is another. The problem of developing rural conditions to the point where the country home and community will again be typical of the best that America can produce is another. Provision for property ownership of what Dr. Branson calls the homeless thousands of towns and cities is another. Another is the creation of a wholesome sentiment of fair play on the part of citizens in that government services received must be paid for and that it is a part of citizenship to support its government. Still another is the difficult problem of giving justice and fair play to the negro. The Southern states, in conformity to sound principles and experience, have determined upon policies of race relationships. These policies have proved wise and have been sustained by the findings of able students and of international scientific societies in some instances. The policies are clear cut and based exactly on right and justice to the whole people. It is, therefore, all the more important that in the promotion of these policies the fundamentals of justice, sympathy, co-operation and fair play shall prevail in all matters of race relationships. This is the spirit of North Carolina. It is not the spirit of Carolina, for instance, that one white citizen should coerce a negro to purchase, with his surplus moneys or services, an expensive automobile at high price while another white citizen denounces him severely for the ownership and operation of such a car. This extreme example, and all others, suggest the necessity of consistent and equitable conduct that will bear the test of succeeding years. Citizens and government alike must abide by the principles of service here, as elsewhere.

131. Government supreme. But in all earnest efforts to magnify the great American tradition of government based upon service to the people, there must be constant reminder that it is nevertheless **government!** and that it renders no special privilege, service or political favor to persons beyond the rights of all the people. There must develop no ideals which tend toward the demand upon a government for selfish services or for tasks not consistent with the technique of government and the rights of future generations. The great goal is to so build government that its principles and science of organization shall both promote all the forms of service and at the same time protect, by its power and political, as well as social, control, the rights and lives of the citizens. This government of a democracy is therefore a powerful co-operative project in which the citizens abide by the judgment of the majority of all the people. This is the nation, the America

born of the longing of the ages,
By the truth of the noble dead
By the faith of the living fed

To become citizens anew is the task to which "we can dedicate our lives and our fortunes, everything that we are and everything that we have."

132. Co-operation and projects. Part V is not an analysis of the problems of national government on the one hand, of Americanism on the other: it is a challenge to find and enact the truest modes of present-day United States of America citizenship. The forms of citizen co-operation, then, in this part will comprise a complete summary of the entire projects of the manual preceding. It is largely a review, but keeping in mind the larger national ideals. There are, however, many special projects which will contribute strong programs.

Little or no mention has been made of the radicals and various forms of bolshevism commonly being interpreted. Make a classified study of the forms of organized unrest in this country and compare them with the ideals of our American government.

Make out, from a careful study of each of the platforms of the political parties, a chart classifying their attitudes toward

the great problems of America today; their omission or unsatisfactory statements toward these problems.

Review the principles of civil government underlying the executive, legislative and judicial branches of the national government.

Work out a chart, listing each of the ten departments of national government, giving the cabinet officers in charge and a detailed functional statement of all services rendered to the people. Why is health classified under the secretary of war?

Make a chart showing classification of the principal most difficult social problems that endanger our society. Which ones are attacked by government directly. Which one indirectly by citizen efficiency and wholesome ideals?

Classify all causes of non-co-operation in civic life. Is Kipling's philosophy (1) right; (2) possible of achievement?

"It ain't the guns nor armament, nor funds that they can pay,
But the close co-operation that makes them win the day.

It ain't the individual, nor the army as a whole,
But the everlastin' teamwork of every bloomin' soul."

PART VI

PLANS OF STUDY AND BIBLIOGRAPHY

133. **Wealth of material.** A search for suitable readings and guidance in the field of citizenship and social problems reveals such a wealth of material in general books, periodicals, and special publications that many happy choices may be made. In fact it would be very difficult to find a field so alive with new and wholesome contributions. And for the reason that there are so many good things from which to choose (and much also that is worthless and unwholesome) it is all the more important to exercise the best of judgment in the selections to be made. One wishes to read everything! There are the good old books of standard contributions and the fine new books with appeal on every page. How they challenge to enjoyment and achievement. But it is evident for the average individual among us all, and for the average group among us, only a relatively small number can be used to advantage. In listing, therefore, certain books and other publications it must be remembered that no attempt is made to list all the good things. But that all that are listed may be termed at least relatively good. The plan of listing is to emphasize the first five or six under each division as being perhaps the best adapted to the particular purposes of this manual. Following these are other good titles. The divisions are the same as those in the manual except that a group of readings is given to apply to the study of general social problems, not primarily related to city or town or country or government but to the progress and welfare of society, and therefore applying to all divisions alike. They may best be classed under Part V.

134. **Active citizenship.** There is another very important consideration with reference to the readings in their relation to the plan of study provided by this manual. It is a manual not simply for learning and study, as fundamental and important as that is, but a manual for **active citizenship**. Reading, therefore, is accompanied with re-created interests and the willingness to do. The method of teaching citizenship is that of learning through the project method or the activity medium of learning and doing. The manual, therefore, itself suggests minimum and maximum information and action.

The fact should be emphasized that the manual is not itself a manual of voting or citizenship. There are very definite places and sources from which such information can be obtained. But it does undertake to present the substance of a minimum information which every citizen in North Carolina ought to have; and to present this minimum in relatively untechnical forms and in harmony with a practical plan of learning and doing. The manual, therefore, may be used to some extent without the accompaniment of books; and then followed later by specialized subjects chosen by the group; for which special subjects, then, suitable added readings should be selected.

Several plans of study are available. Suppose some of these be considered. First, suppose the meetings be begun with the outlines of the manual alone as the basis. The meetings could be planned as follows:

135. First Meeting: The Scope of Services Rendered to the Citizen by the Government. This meeting would consider the contents of the entire manual. What are the fundamental types of government—national, state, city, town, county? Does the average citizen think of government in terms of so immediate and real partnership as the local processes of government about us? In what do these processes consist? Can each member of the group outline the services which a city or town ought to render? a county? a state? Can any citizen be well informed who does not know at least the scope of these services? A good leader would be all that would be necessary if each member possesses a copy of the manual.

136. Second Meeting: The Meaning of Woman's New Part in Government. Here again the manual might be made the basis of the meeting. A careful discussion of the topics of Part I in which agreement and disagreement as to fundamentals might be made. In Part I, for instance, paragraphs 1, 2, 3, which is the greatest contribution to modern democracy? What other contributions may be added? Is the dream of a new fairy democracy a fair one? Is it fair to assume that every woman may have three professions? Are the assumptions that woman's entrance into formal government will better the great institutions a fair assumption? And especially, assign as the objectives of the meeting the listing of specific and practical ways

in which woman in government **will contribute** to bettering women's professions; the home; the school; the church; the state; the community; and industry. If the meeting wishes to reach some definite convictions and high grounds, easily applicable to all alike, this assignment will bring results. Good leadership is necessary.

137. Third Meeting: The Study of Town and City Government. Assign to the several leaders for **short** reports the topics of the several aspects of municipal social services: city planning, education, health and sanitation, recreation, public works and the others. Expect each member of the group to be able to enumerate the majority of services under such head. Has your particular community organized under these divisions? Is it rendering reasonable services in each? Is it typical of good community government of citizens, for and by citizens? What suggestions are already in the minds of the group for adding to its services—additions to be made by citizen-help in practical and sympathetic ways, not by destructive critical methods?

138. Fourth Meeting: Detailed Study of Specific Problems. But the interest created in the last meeting was such as to require continuation of the study of certain specific problems. Assign, therefore, the special topics that are most apropos in this particular community. It may be the schools. Classify the schools according to paragraph 62. Or Health? Classify the services of the community according to the schedules. Whatever topics are appropriate to study, make suitable assignments and invite leaders in these departments to discuss their situations and their problems. **As many meetings as may be desired**, or sub-committee meetings, may be devoted to the specific problems of the community.

139. Fifth Meeting: Things to Be Done. By the time a special study of the departments of service has progressed it will become evident that there is much that can be done in concrete study of the local situations and in citizen co-operation with government officials. Assign, therefore, specific tasks to be investigated or undertaken by members of the group. Choose the things that will be profitable to the community and the group as well. Let the entire group adopt a standard method of study, inquiry, investigation and co-operation with government officials. Let

this method insure common sense methods of approach, sympathetic interest, patient understanding, non-interference with official functioning, generous motives. In the text are suggested many things that can be done. It must be remembered that there is no intention that all or even a small part of all the questions and projects suggested are possible or practical and feasible. And above all, the number and variety, put down only as suggestion and review of the field, should not be allowed to confuse the group into feeling that there is too much to be done to begin. A single project might be worth the whole year's work.

140. Sixth Meeting: The County Government. The town is so closely related to the county (for every town is in a county and parts of its government related) that by this time it will be clear that the citizen's knowledge is deficient unless it includes the county. Assign, therefore, one meeting to the study of what constitutes county governmental services, as in the case of previous meetings of city government. Insure that every member of the group knows at least what county government means and the scope of its activities.

141. Seventh Meeting: Intensive Studies and Projects. As is the case of the city community, assign special tasks of study and investigation in the county. Ask the county officials to come in and tell you about their work. How little do the members know? How interested will they be? Special projects of citizen inquiry and co-operation should be included; a study of the county resources might be well. Select topics as indicated above.

142. Eighth Meeting: State Government. But, the county officials tell you the state has much to do with their problems, and with the problems of the town and city as well. What are these relationships and what has the citizen to do with them? Assign Part IV, as previously to insure that each citizen in the group knows **what the state services are**. Is it fair to expect to vote and improve public services without at least the knowledge of the departments now existing as listed in this division?

143. Tenth Meeting: Special Problems. Assign for special interest and study several specific problems for study: Public Welfare, Public Health, Public Schools. Master the state system

and details of operation. Have representative of whatever departments studied come from Raleigh and interpret his problems and organization. The same methods applied in previous programs for city and county may be used.

144. **Eleventh Meeting:** The State's Institution of Higher Learning. Assign one meeting for a report on the status and condition of each of the state's institutions of higher learning; brief reports, gathered **first hand** and up-to-date from the institutions themselves. What are they doing? What are their needs? Why must they turn away thousands of students? What departments of work? What public service?

145. **Twelfth Meeting:** The Business of Voting. Devote at least one meeting to a careful study of the North Carolina election law, copies of which may be had from the state board of elections at Raleigh. Assign topics to leaders on: Elections; executive officials; judicial officials; local officials; methods of primaries, and others. Insure that each member of the groups **knows how and when** to vote.

146. **Thirteenth Meeting:** The Country Life Problem in North Carolina. Devote at least one meeting to the Americanization problem of solving the difficulties of country life. Assign special topics of good roads, country home conveniences, farming conditions, isolation, health and country doctors, the country school. Insure that each member of the group **knows conditions** in that county and sympathizes with the problems involved.

147. **Fourteenth Meeting:** The Negro in the Community. Devote at least one meeting to the study of and inquiry into conditions of life and labor among the negroes of the community. Insure that each member of the group knows what the problems are, where the most difficulties lie, and what remedies are at hand for citizens to apply. The method of conducting this meeting will be determined by the local conditions. In many instances it could be worked out best in co-operation with the negroes; in some instances another plan might be acceptable. But it is most important in any event.

148. **Fifteenth Meeting:** Summary and Publication. One meeting should be devoted to summaries of the year's work in reportable forms. The program should be planned at the beginning with the understanding that at the end of the year the

club's report would be a document of some value. It should be in reports bound together for permanent reference and record; and in some instances where a club has done good work it might be made a valuable contribution for publication.

II.

149. The second plan of study and work might well be variations from the above-mentioned one. Many variations would, of course, be chosen by different clubs. Some of these may be mentioned. The first would be, say, the adoption of the essential plan above in which the several meetings, in addition to assigning the manual would assign to different members reports on the same topics but to be made from such standard books as Dawson's Organized Self Government, or Zueblin's or Beard's texts on Municipal Progress, or the University Bulletin and County Government and County Affairs. In other words, check up fully all matters discussed by cross references carefully worked out by leaders. This would be a strong reinforcement of the program and manual. It would be well to undertake as much of this sort of reading and reporting as would be practical, but in no case enough to discourage either individuals or groups from undertaking anything. A good variation of the above plan would be to devote at least one meeting to the study and discussion of the literature on the subject, with authors, viewpoints, reviews. Other variations would include the invitation to outside speakers and specialists to lead off in the programs. It is understood, of course, that different clubs will add to or subtract from the number of meetings as they see fit, and will extend such study intensively or generally over long or short periods of time. A special variation would provide that the meeting listed as twelfth be placed about the second or third of the series in order to interpret the practical matters of voting prior to this year's elections. In this case a second meeting, then, should be devoted to the personnel to be voted for during the coming election, becoming acquainted with not only the abstract persons to be elected by the actual names and histories of each candidate from township through county, state and up to senators. This would not be a bad plan; after the election, however, the great problem is to insure that before

other elections come the woman citizenship shall be well informed, avoiding mistakes of this election or pitfalls so freely prophesied. The great responsibility of these meetings rests upon preparation for permanent citizenship.

III.

150. A third plan of study and work might very well dramatize the entire series of studies. In this instance, the last report or summary would be, not a report or series of reports, but a drama representing the year's study and activities. It might well be worth producing and make excellent contribution to community drama as well as to better citizenship. There would be numerous ways of dramatizing the program. Detailed assistance ought always to be had from either the University Department of Dramatic Literature or from members of the club or others who can assist in the perfection of such plans. The drama might, for instance, take a single little girl, and following the outlines of the manual, carry her story from the olden days with the grandmother to the present days and on through full citizenship. This would, of course, need to provide many scenes, from the beginning comedy of unreasonable expectations that she should ever participate in voting, through later varied activities. It would provide for her participation in political campaigns, in elections, in meetings of city councils or boards, in meetings of boards of education and county boards of commissioners. It would stage legislative groups in which she was a prominent member. In each of the stagings there would be in reality the mock performance of all the duties of the woman citizen participating fully in the formal duties of government. It would mean a careful preparation of dialogues and speeches to interpret fully the scope of governmental services and the duties of citizens. It would mean the enactment of actual laws and remedial measures for the betterment of government. A type of this sort of thing is suggested, perhaps, in Mr. Charles Willis Thompson's "The New Voter: Things He and She Ought to Know about Politics and Citizenship." It might well take the year's work to result in such a community drama. The plan of dramatization might be wrought out through smaller efforts at the several meetings as for instance, mock council

meetings, court trials, general assemblies, in which all the while the fundamentals involved in the outlines of the manual were never lost sight of. Or, the plan of dramatization might result in a community pageant, reciting the history of woman's part in government and ending in the great vision of a greater American democracy. This plan is not recommended, except in the few cases where it can be done well and with skilled direction. But if there is power and skill available genuine contribution can be made to the serious interpretation of a very serious epoch in our history.

IV.

151. **Suitable variations** or combinations of all the above plans will no doubt be preferable to a majority of clubs. The more variety and diversity of methods the better for the cause. It will be noted that paragraphs are numbered so that references may easily be made, that assignments may be given with facility, and that references to books, topics or action of other women may be classified according to topic. An interesting variation would be to report at each meeting the efforts of other women in the same field throughout the state and nation. What are other women doing in each of the topics referred to? Still another interesting and instructive variation would be the assignment to a committee of the task of preparing a score card for, let us say, the city or town community, using as a measuring scale the ten points of service described in paragraphs 30 to 60. Based upon this scale of points, how does this community rank? Or, a similar measuring scale for rural progress could be based upon the twenty points mentioned in paragraph. How does the county and rural life of the county score? Still another important plan would be to undertake special studies of the differences between the present form of county administration and a new form, such as the short ballot or managerial system? Or the difference between the present form of city government and other forms of commission or manager plan. Finally, important meetings could be planned on the special subjects not included in this manual if the group wished to attempt perfect and comprehensive grasp of the whole subject of citizenship and government. Some clubs plan to specialize on **child welfare**, for

example; others will emphasize **social service**. Special references for such studies may be selected from Part V—Bibliography.

V.

152. The bibliography itself will offer as many ways of study and planning as the group is able to employ. The field is unlimited. In addition to reading these volumes and reports which will support the special plans of study mentioned or chosen, the group might well take special pride in adding to this list (a) new books, articles, pamphlets just off the press or being announced, and in this way keep up-to-date in the several fields of interest and keep attuned to the current progress of woman's active citizenship. This plan, together with the plan of reporting woman's activities will make a most fruitful year's contribution. It will be well to list in actual writing such new items and publications as come to the attention of the club. These should be listed and numbered under the correct part of the manual. Of special importance is the plan of having the club placed on the regular mailing list of state and national agencies interested in problems of common study. The bibliography below is listed to meet all the plans suggested, Part V including suitable references for special studies of these social problems.

153. Part I: In addition to the list below: current publications of the national government, especially the bureau of education, the children's bureau, the department of agriculture, the congressional directory; the platforms of the political parties; the national league of women voters; current periodicals and special lists prepared by local libraries or the University; other current helps.

1. Dawson, Edgar, *Organized Self Government*, Henry Holt and Co., New York, 1920.
2. Ames, Edgar W., *Citizenship for Democracy*, The Macmillan Co., New York, 1920.
3. Bryce, The Right Honorable Viscount, *Democracy*, The Macmillan Co., New York, 1920.
4. Thompson, Charles Willis, *The New Voter*, G. P. Putnam's Sons, New York, 1918.
5. Carroll, D. D., *Citizenship for Women*, The University of North Carolina, Chapel Hill, 1919.

6. Follett, Mary, *The New State*, Longmans Green and Co., New York, 1919.
7. Brooks, E. C., *Education for Democracy*, Rand, McNally and Co., Chicago, 1919.
9. King, W. L. M., *Industry and Humanity*, Houghton Mifflin Co., Boston, 1918.
10. Wilson, Woodrow, *The Hope of the World*, Harper & Brothers, New York, 1920.
11. Greenlaw, Edwin, and Hanford, J. H., *The Great Tradition*, Scott, Foresman, and Co., Chicago, 1919.
12. Ashley, Roscoe L., *The New Civics*, The Macmillan Co., New York, 1918.
13. Dunn, Arthur W., *Community Civics*, Ginn and Co., Boston, 1920.
14. Beard, Chas. A., *American Government and Politics*, revised edition, The Macmillan Co., New York, 1920.
15. Hart, Joseph K., *Community Organization*, The Macmillan Co., New York, 1920.
16. Addams, Jane, *The Long Road of Woman's Memory*, The Macmillan Company, New York, 1916.

See also Part VI.

List others new:

154. Part II: In addition to the list below: Special publications and literature of American City Bureau, New York, Bureau of Municipal Research, New York and Philadelphia, The National Municipal League, Philadelphia, the National Conference for City Planning, Boston, the National Civic Service Reform League; local chambers of commerce and state organizations interested in municipal progress; local and university libraries; national periodicals such as **The American City**, the **National Municipal Review**.

50. Dawson, Edgar, *Organized Self Government*, Henry Holt and Co., New York, 1920. (Part II)
51. Zueblin, Charles, *American Municipal Progress*, revised edition, The Macmillan Co., New York, 1916.
52. Beard, Chas. A., *American City Government*, revised edition, The Century Co., New York, 1920.
53. Goodnow, Frank J., and Bates, F. G., *Municipal Government*, revised edition, The Century Co., New York, 1920.
54. Burnham, A. C., *The Community Health Problem*, The Macmillan Co., New York, 1920.
55. Evans, F. N., *Town Improvement*, D. Appleton and Co., New York, 1919.
56. Rightor, C. E., *City Manager in Dayton*, The Macmillan Co., New York, 1919.

57. Cooke, M. L., *Our Cities Awake*, Doubleday, Page and Co., New York and Garden City, 1919.
58. Nolen, John, *New Ideals in the Planning of Cities*, American City Bureau, New York, 1919.
59. Moody, W. D., *What of the City?* McClurg, Chicago, 1919.
60. Howe, F. C., *The Modern City and its Problems*, Chas. Scribners' Sons, New York, 1919.
61. Addams, Jane, *The Spirit of Youth and the City Streets*, The Macmillan Co., New York, 1914.
62. Bradford, E. A., *Commission Government in American Cities*, The Macmillan Co., New York, 1918.
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UNIVERSITY OF NORTH CAROLINA EXTENSION LEAFLETS

MUSIC IN THE PUBLIC SCHOOLS

By PAUL JOHN WEAVER
Professor of Music



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MUSIC IN THE PUBLIC SCHOOLS

Foreword

The true importance of music in the public schools has only begun to be realized by American educators and the American public. As a public school subject, music is comparatively new, the pioneer work in this field dating no further back than the middle of the last century. A great awakening is in process, however, and truly remarkable development has occurred all over the country during the last decade or decade and a half.

In North Carolina this development has been much less rapid than in most other parts of the country. In 1917 only 23 per cent of the cities in North Carolina with a population of over 3,000 had special teachers of music in the public schools; only one other state, Maryland, had an equally small percentage. Next in order came Arkansas with 24 per cent, Florida with 25 per cent, Tennessee with 33 per cent, Texas with 34 per cent, Georgia with 37 per cent, and Oklahoma with 46 per cent. These ten states were below 50 per cent; all the other states were above 50 per cent, with 15 above 80 per cent and two states (South Dakota and Montana) ranking 100 per cent.¹ Another important gauge of the extent and effectiveness of music in the public schools in North Carolina is to be found in the condition of students entering the State University. A considerable number of these students has been examined since September, 1919; very few have been found to have even a slight reading knowledge of music (except students who have had private instruction); very few, in fact, had gained more than a superficial smattering along any line of musical knowledge from their public school education.

There has been some improvement in these conditions in North Carolina since 1917, the date of the figures given just above. Between 1917 and 1920, the percentage of cities of 3,000 and more population employing special teachers of public school music increased from 23 per cent to 25 per cent. Of the

¹ These figures are compiled from Patterson's Educational Directory for 1917.

cities numbering 1,000 to 3,000 population, only 10 per cent employed such special teachers in 1920; but this percentage, also, is greater than that for the same group of cities in 1917.² It is known that several cities in the State plan to inaugurate this work soon. And, more hopeful still, other cities are substituting up-to-date methods and materials and courses of study for antiquated and ineffective ones used until now.

It is not our purpose in this bulletin to urge or justify the place of music in the educational system; nor to suggest specific methods or devices for the carrying out of school music work. It is, rather, our purpose to set forth the general plan for the development of school music as it has been worked out in hundreds of cities throughout the country; to evaluate certain local developments in the light of this general development; and to suggest, in a very brief bibliography, sources of definite information on some of the points here made.

Basis of School Music Is Vocal Music

Out of every hundred school children at least ninety-five can be taught to sing; it is probable that not more than one in this hundred would learn to play the flute or the French horn; and that not more than ten or fifteen would learn to play the piano or the violin. It is the ninety-five for whom we must provide first. The basis of school music must, therefore, be vocal music; not only because more children have latent vocal ability, but because vocal music gives the greatest opportunities for general participation of practically all the children at the same time. It is this socializing aspect of vocal music which makes it one of the strongest agencies in the development of school spirit. Practically all school children can and should be taught to read vocal music in school; by the time they reach the upper grades, they should be able to sing at sight music written in two and three parts, and at the end of the high school period they should be able to read at sight four-part music of considerable difficulty.

In every group of school children will be found a certain percentage who have special ability or aptitude for the learning of instrumental music. After vocal music has been provided for

² These figures are compiled from Patterson's American Educational Directory for 1920.

the greater number, instrumental instruction should be provided for the smaller number. And this instruction must be furnished either free or at such a nominal cost to the individual pupil that lack of means will not prevent the development of the child who may be richly endowed by nature but poorly provided with the world's goods. The newer systems of class instruction in violin, piano and other instruments make this entirely practical even in small and comparatively struggling communities.

From the standpoint of their future use of music, school children are divided into two classes: much the larger class is made up of those to whom music will be an avocation, a matter of culture, a useful employment of leisure time; the smaller class is made up of those who will enter some phase of professional music life, either as performers or composers or members of the various musical trades. And when one considers our national expenditures for music, this "smaller" group attains a very considerable importance. For instance, in 1914 we spent as a nation about \$600,000,000 on music in all forms; and in the same year we spent \$464,000,000 in the cotton industry, \$632,000,000 in the automobile industry, \$360,000,000 on electrical machinery, etc.³ In 1910 there were 139,310 musicians and music teachers in the United States; in the same year there were 118,018 clergymen, 114,704 judges and lawyers, 51,564 civil, mechanical and electrical engineers and 52,813 teachers in high schools.⁴ For this "smaller" group of school children who will enter music as a profession, special training should be offered along theoretical lines: the study of the history of music, musical biography, musical form, harmony, composition, voice culture, instrumentation, etc.

Music organizations play a very important part in the music life and in the general school life of the pupils. Every school should have its boys' and girls' glee clubs, its band, its orchestra, its mandolin and other clubs, just as it should have its debating and its literary and athletic organizations.

In the light of the last four paragraphs, it will be seen that there is one wide-spread music development in North Carolina

³ John C. Freund, Editor of "Musical America," is responsible for these figures.

⁴ These figures are from Appleton's 1914 Year Book.

which cannot be justified. In many towns and cities in this State, practically the only form of music in the schools consists of piano lessons in the high school; these lessons are given by a private teacher, and are available only to those pupils whose parents can afford to pay the special fees charged. This plan is to be condemned for the following reasons. (1) Piano instruction for the few is of much less value than vocal instruction for the many, and should be offered only after such vocal instruction has been adequately provided. (2) Piano and other instrumental instruction should be open not simply to those who have money, but to those who have the aptitude and desire for it. (3) Piano lessons under the present system are extra-curriculum, and open only to those pupils who can stand the strain of this work in addition to the regular school program; while in the system here advocated, instrumental music is an elective subject of the regular course of study, accredited just as any other subjects are; this point will be mentioned again later. (4) The private teacher offering piano lessons in the schools and accepting fees for them is given an undue advantage over other private teachers in the community who may be just as capable or more capable than the favored teacher; incidentally it should be said that the system as advocated and as developed in many cities has greatly increased the number of pupils taking private lessons from private teachers.

One other local practice should be criticized here: the use of "shaped notes." This is objectionable principally because of the very limited amount of music printed in this form of notation. The reader of shaped note music is confined in his reading to Gospel hymns and certain other types of vocal music; if he would go beyond these narrow bounds to the great mass of art songs, or if he should want to read instrumental music of any sort, he must start again at the beginning and learn a new type of notation. Why spend time and energy learning shaped notes when practically all music literature is written in the other form?

Music in the Grades

Education in music should begin with the child's first day in school. In the kindergarten and primary grades a considerable number of suitable children's songs should be learned. In the

second or third grade, these songs should be made the basis of the first steps in the process of learning sight-reading. This process should continue by carefully defined steps through the sixth or seventh or possibly the eighth grade, so that at the end of that time songs in at least three parts can be easily read at sight by the individual pupils and by the class as a whole. Concurrent with the learning of sight-reading, the pupil should learn to copy music, to write music from dictation and to write simple original melodies. Instrumental instruction should be commenced in the upper grades, and certain talented pupils from the lower grades should also be admitted to this instruction. This will lead to the organization and development of grade school orchestras and bands.

Music in the High Schools

As in the grades, vocal music is of primary importance in the high school. The chorus class should be continuous throughout the high school course, and the chorus should be able to render with ease and artistic effect the standard chorus material, including material from the great oratorios and some of the great operas. Definite work in voice culture may be made a part of the general chorus work, or may be offered in a special course. Instrumental instruction in class groups should be offered in piano, violin and other instruments; in some cities practically all the orchestral and band instruments are taught in the high school. Ensemble playing is a large and very important part in the training of an instrumentalist; therefore the high school orchestras and bands should be given an important place in the school program. Theoretical courses should be offered here, as mentioned above; they may be elective in any high school course, or they may be developed into a special high school course in music comparable to the general course or courses in domestic science and manual training. As already stated, glee clubs, mandolin clubs and similar organizations serve special functions and should not be neglected.

Appreciation of Music

By appreciation of music is meant a real understanding of music. The ability to read music is of the greatest help in gaining this real appreciation of music; but it is possible to

really know music and to be really musical without being able to read the music we know and understand. In fact, many educators believe that the chief aim of music education is appreciation, and give music reading consideration only as it aids in the appreciation work. Definite instruction along these lines should be given throughout the grades and the high school. Thorough familiarity with many kinds of music is the sure way of developing real understanding of what the great composers have written. Much of this familiarity will come to the pupils in the course of the work already outlined above—in the artistic singing and playing of good music by the choruses, orchestras and bands. A still larger and much more varied amount of music is available for every school room through the use of talking machines and player pianos. Every child can now hear great singers, great choruses, great instrumental artists, great orchestras and bands and chamber-music groups; and every child can become familiar with practically the entire range of music literature.

Correlation With Other Subjects

Many teachers find music a most effective means of vitalizing other subjects in the curriculum. The study of the folk-songs of different nations will bring out a surprising number of facts in national history and life and characteristics. The study of English literature is greatly enlivened by a study of the way in which composers have interpreted the work of authors. Effective courses have also been worked out for the correlation of music with history, geography, art, language work, etc., and music has proved to be a most effective aid in the study of penmanship, typewriting, physical education and similar subjects.

Correct Grading of Pupils

It is important that in all this work pupils be divided into groups or classes of comparatively equal rank in point of knowledge and advancement. The school program should be flexible, and should allow certain grade children to play in a high school orchestra, certain eighth grade pupils to study notation with the sixth grade, certain fifth grade pupils to join an eighth grade violin class, etc. Tests have been devised by Dr. C. E. Seashore, of the University of Iowa, for the accurate measuring and grad-

ing of musical talent and knowledge and ability. These tests should be given both in the grades and in the high school, and will enable the teacher not only to grade the pupils accurately, but to guide and advise them as to special phases of their music study and possible future professional music work.

Credits for Music Study

In most school systems where this full development of the different phases of music study has been accomplished, credit toward graduation is allowed not only for the theoretical courses but for chorus work, orchestra and band work, applied music (voice culture and instrumental playing) and in some cases for glee club work. It should be noted also that in many systems credit is allowed for music studied outside of school under private teachers; elaborate and varied systems for the grading, checking and recording of such outside music study are available for those interested in them. A large and increasing percentage of college and universities throughout the country is accepting these music credits on entrance requirements.

School Music and the Community

A movement for community music has spread to every section of the country during the last few years, its impetus greatly augmented by the war and the effectiveness of music as a means of uniting the people for military purposes. As the movement has developed it has become plain that community music means not occasional and sporadic mass singing but rather the entire music life of the community. It is this larger use and enjoyment of music in the homes, in the church, in the school and throughout the community that is sought for by workers in the movement today. And it is apparent that school music is at the root and foundation of this desired growth in our music life. If the school children of today are taught to love and enjoy and use music, the entire community of tomorrow will be truly musical. The result will be music in every phase of our lives; better church music, more and better music in the home, singing societies and choral organizations, orchestras and bands, a greatly increased number of concerts and recitals—a nation loving and using and developing “the divine art.”

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7

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A STUDY COURSE IN MODERN DRAMA
PROGRAM FOR WOMEN'S CLUBS

By ELIZABETH A. LAY
Secretary of the Division of Community Drama

WITH AN INTRODUCTION BY
FREDERICK H. KOCH
*Professor of Dramatic Literature and in Charge of the Division of Community
Drama in the University of North Car*



CHAPEL HILL
PUBLISHED BY THE UNIVERSITY
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A FOREWORD

Since Nora Helmer closed the door on her *Doll's House* great changes have come. Ibsen, the iconoclast, sounded the tocsin in the theatre and undertook boldly the arraignment of a decadent society. The Modern Drama had come to proclaim a new order.

THE NEW THEATRE

The new theatre became a "republic of active literature." It enlisted in its rank such representative thinkers and writers as Tolstoy and Tchekoff; Björnson and Strindberg; Shaw, Barrie and Galsworthy; Hauptmann and Sudermann; Maeterlinck; Brioux and Rostand; Yeats, Lady Gregory and Synge. The poignant message, in London, of John Galsworthy's *Justice* had an almost instantaneous result in action. Its performance aroused the public conscience to such an extent that a parliamentary investigation of British court procedure and prison conditions was ordered and almost immediate remedial legislation followed. Rostand said, "I have put my best brains into *Chantecler*, and the world awaited its première with bated breath. Ireland found a voice, and a new national literature came into being."

The Modern Drama has created a new audience—an audience not seeking amusement only, but tremendously in earnest, and forward looking. It has restored to the people their birthright in a theatre of religion and of patriotism, an institution for the revelation of Truth and Beauty.

A STUDY OF THE MODERN DRAMA

It is hoped that this study of Modern Drama will not be undertaken solely for its cultural values. It should be more than an isolated course in literature. It should have a more vital influence. It should seek to interest women as leaders in the artistic life of their communities, in an active appreciation of the best plays in the theatre of today. It may do much in vivifying modern life toward the creation of native drama.

As an earnest interpretation of contemporary life, a study of Modern Drama should lead to an understanding of the theatre, not simply as a place of pleasure but as an educative force in the community. A thoughtful consideration of such plays as

Strife, The Gauntlet, and Mrs. Warren's Profession will lead to a deeper understanding of our common social problems, while the plays of such romanticists as Rostand, Maeterlinck, and Barrie will suggest to the student a conception of the meaning of life as interpreted in dramatic forms on the plane of fantasy.

The inclusion of the work of William Vaughn Moody, of Eugene O'Neill, and of the Little Theatres in the United States is significant of the aim of this course to stimulate interest in the making of a native literature from our own life. No community is too poor to play its part in the movement towards a people's theatre, and a new American Drama.

Those who have come to an understanding of the true function of the theatre and to a genuine appreciation of the best plays can do much to cultivate right standards of taste in the community. The Woman's Club, by directing public opinion and by actively supporting the good plays that come to the local theatre, may materially encourage the best travelling productions and so help to bring more worthy plays to the community. In this way the dramatic taste of the people will be guided along the right lines.

COMMUNITY DRAMA

Dramatic literature cannot be studied to the best advantage from the printed page. A play must be acted to be appreciated. Drama is written to be performed, and only in performance are its dramatic values fully revealed. For this reason in each program of this Course of Study is included an illustrative scene, or a one-act play, to be presented by members of the Club. This may be done as simply as desired, without any attempt at stage settings and properties, and even without committing the lines. Thus the characters and the action are vitalized in a very effective and often surprising way. More than this, however, in such simple experiments may be found the nucleus of an amateur dramatic group for the production of good plays and the development of an active community theatre. An interesting program for public presentation may easily be made up from the one-act plays included in this course. This may well be followed by the production of full-length plays of different types at regular intervals throughout the year. The value of such work can hardly be overemphasized. It will go far toward lifting the recreation of the people to the plane of imagination by giving them a vital

appreciation of literature through drama. The dramatic impulse cultivated this way will naturally lead to the desire for the use of the materials of local tradition in the making of pageants and plays of the people.

At Wilmington, a group of women, members of the North Carolina Sorosis, have written *A Pageant of the Lower Cape Fear*, therein conserving their heroic traditions and history in an effective literary and dramatic form. It is now being published in an attractive volume, illustrated with local prints of historic interest. *A Pageant of the Lower Cape Fear* will be staged in June in a natural amphitheatre on the banks of the historic river on the occasion of the Convention of the Women's Clubs of North Carolina. Five hundred citizen players will participate in the production. The costumes will be home-made. Hundreds will have a part in the work of preparation. It is a fine community accomplishment and should be an incentive for similar achievements elsewhere.

FOLK DRAMA IN NORTH CAROLINA

North Carolina is rich in materials for the making of a native drama. This is shown by the work of The Carolina Playmakers. In less than three years of its existence at the University this group of student playwrights has demonstrated the possibilities for the future of a people's theatre in our State and the creation of a new Folk Drama. Such plays as *Peggy*, *The Miser*, and "*Dod Gast Ye Both!*" suggest the range and strong dramatic appeal of the materials to be found in the lives of those who live close to the soil. *The Last of the Lowries*, a tragedy of the Croatan outlaws of Robeson County, and *When Witches Ride*, a play of folk-superstition from Northampton County, illustrate the variety of forms which may be found in the abundant store of our traditions. Every community has its own heritage of historic incident and interesting life of the present day.

In interpreting the contributions of The Carolina Playmakers, in the *American Review of Reviews* for September, 1919, the editor concludes: "When every community has its own native group of plays and producers, we shall have a national American Theatre that will give a richly varied authentic expression of American life. We shall be aware—which we are only dimly at

present—of the actual pulse of the people by the expression in folk-plays of their coördinated minds. It is this common vision, this collective striving that determines nationalism and remains throughout all the ages, the one and only touchstone of the future.”

Every community has an active part to play in the production of this new Folk Drama of America. The simplest efforts of a sincere group of amateurs has a genuine contribution to make. All must be playmakers in this new republic of living literature.

FREDERICK H. KOCH.

Chapel Hill, April 5, 1921.

SUGGESTIONS FOR THE USE OF THE STUDY COURSE

The Study Course has been divided into fourteen parts, each meeting to be devoted to the work of one or more writers, the whole course so planned that a general knowledge will be gained of the whole movement beginning with Ibsen. The limits of the course make it necessary to omit entirely the drama of Italy and Spain with but a passing consideration of the Russian theatre. The aim throughout has been to give a general idea rather than a detailed study of individual phases of the movement. Most of the dramatists are studied in chronological order according to their nationalities but this plan is not rigidly adhered to when the sweep of a general movement is discussed. Rostand, for instance, is considered in the same division with the Belgian romanticist, Maeterlinck. Certain important movements are followed throughout and the influence of one nationality upon the drama of another should be noticed especially. The plays have been selected with a view to the interests of women today and the problems of women are treated in many of the dramas to be read. A special study of the women characters will be interesting.

Two papers are outlined under each topic, but a combination or an omission may be made if necessary. These papers should consider briefly the general background of the dramatist's work and should especially notice his relation to the drama preceding. In this way a connected knowledge of the whole modern movement will be gained. For the preparation of papers it is advisable that a first-hand information be gained from the reading of as much of the playwright's work as can be obtained. Thus the reader will form individual and original conceptions of the work instead of relying upon the criticism of others. For this reason only a limited number of critical references are included at the end of each division.

One or more plays are to be discussed in each meeting. For convenience, questions have been arranged under the headings of Theme, Characters and Structure. This outline is purely suggestive and should not be adhered to except as it may stimu-

late discussion. The play to be discussed should be read by all the members of the club and the discussion led by one member who may apportion the parts for the scene to be read at the meeting. It is strongly advised that this method be followed. The parts for the scene may even be learned in order to obtain a better appreciation of the play as acted drama. In the hope that the club will become interested in producing, at the end of the course, a program of easy one-act plays, references are made throughout to these short pieces and a list may be found in the Bibliography.

The two reference books most useful for this course are Chandler's *Aspects of Modern Drama* which treats the themes of modern plays, and Lewisohn's *The Modern Drama* which gives a general idea of the sweep of the movement. This last mentioned book should be closely followed for a conception of the modern drama as a whole. References are also made to other books and to magazine articles. In the Bibliography, List I enumerates the books of criticism to which reference is made in the course.

A STUDY COURSE IN MODERN DRAMA

PREPARED FOR THE WOMEN'S CLUB DIVISION

FIRST MEETING

Date..... Place.....

Topic: Ibsen: the Leading Exponent of the Modern Theatre of Ideas.

A consideration of the society in which Ibsen lived and the conventions against which he revolted is important to an understanding of the revolutionary effect of his work, not only on the subject matter and technique of modern drama but also on the life and thought of his time. In the subject matter of his realistic plays Ibsen is a pioneer. He founded a new school of social drama. After him came playwrights dealing with contemporary problems and ideas. In technique he reformed and simplified what had been a mechanically constructed drama. *A Doll's House* has been selected as an example of Ibsen's championship of individualism, his realistic portrayal of character and the new technique. The conventional suppression of the wife's individuality shown in this play, and her rebellion, should be viewed in the light of the state of society of Ibsen's time for a true conception of the importance of the play in modern drama and the new view of woman's place in society.

FIRST PAPER. By.....

Subject: IBSEN'S LIFE AND WORKS.

- a. Norwegian society and conventions, especially as illustrated in the drama of that time.
- b. Ibsen's life and his works as expressions of a revolt against the suppression of the individual by these conditions. A general consideration of the themes of his plays and his progress from romanticist to realist and symbolist.
- c. The reception of Ibsen's plays by the critics of his time.

SECOND PAPER. By.....

Subject: IBSEN'S PLACE IN MODERN DRAMA.

- a. The effect of Ibsen's work on the drama of other countries gave rise to the new school of drama expressing new ideas and striving to impress them through the theatre.
- b. Ibsen's technique transformed the "well-made play" by a representation of intimate domestic scenes. He simplified the conventions of the stage by abolishing soliloquies and asides, by perfecting dialogue and by the avoidance of the happy ending. Show how these changes affected the drama of other countries.

DISCUSSION. Led by.....

Subject: A DOLL'S HOUSE.

1. Theme. What is the idea of the play? Show how *Ghosts* is a development of the same idea under more aggravated circumstances.
2. Characters. Discuss their truth and reality. Is Nora's action in the last act justified and rendered logical by the revelation of her character in the first acts? Compare Nora with Mrs. Alving in *Ghosts*.
3. Structure. Consider the exposition of the play and the intimate realistic portrayal of the actual happenings on the stage, as examples of Ibsen's handling of technique. Consider especially the last half of the last act and the manner in which the action prepares for it. Note the ending of the play which would have formed a beginning for a play written according to the old technique.
4. Read the scene between Nora and Torvald in the last act.

REFERENCES:

- Lewisohn, *The Modern Drama*, 1-23.
Chandler, *Aspects of Modern Drama*, Chapter I, 333-334.
Archer, Introduction to *A Doll's House* (Scribner edition).
Gosse, article on Ibsen's life and work in *The Encyclopedia Britannica*, Eleventh Edition.
A Doll's House and *Ghosts* should be studied.

ADDITIONAL REFERENCES:

- Gosse, *Henrik Ibsen*.
Henderson, *European Dramatists*, 75-199.
Clark, *The Continental Drama of Today*, 17-38.
Archer, *Play-Making*, 85-111, a consideration of technique.
Brandes, *Henrik Ibsen. Björnsterne Björnson. Critical Studies*.

Letters of Henrik Ibsen.

- Huneker, J., *After Ibsen*. Forum 39, 1907: 248-254.
- Brandes, Georg, *Appreciation of Ibsen*. Independent 60, 1906: 1249-1252.
- Howells, William D., *An Estimate of Ibsen*. North American 183, 1906: 1-14.
- Gosse, Edmund, *Ibsen*. Atlantic Monthly 98, 1906: 30-44.
- Huneker, J., *Hated Artist and His Work*. Scribners 40, 1906: 351-361.
- Matthews, Brander, *Ibsen as Playwright*. Bookman 22, 1906: 568-575 and 23:18-27.
- Björnson, Björnsterne, *Modern Norwegian Literature*. Forum 43, 1910: 360-370.
- Archer, William, *From Ibsen's Workshop*. Forum 42, 1909: 506-522.
- Björkman, Edwin, *The Ibsen Myth*. Forum 45, 1911: 565-583.

SECOND MEETING

Date..... Place.....

Topic: Björnson: a Dramatist of Social Problems.

Björnson was a leader in the political reform of his country and his plays are, most of them, products of his enthusiasm for individual rights and liberty which he finds menaced by some social condition of that time. His work marks a transition from Ibsen's attacks on the suppression of the individual soul to that later school of drama of social criticism which built a play around a specific thesis for the purpose of arousing the spirit of reform. Like Ibsen, Björnson is interested in the struggle of the individual but he is more concerned with the outward cause of that struggle. *A Gauntlet* should be viewed, therefore, as an example of this spirit of social reform manifesting itself in the treatment of a difficult question and also as showing Björnson's interest in his characters themselves, as emotional individuals and not as mere automatons of a reform pamphlet in play form. *Beyond Human Power*, a more powerful example of Björnson's work, has been selected for study and a discussion of its dramatic technique.

FIRST PAPER. By.....

Subject: BJÖRNSON'S LIFE AND WORKS.

- a. Björnson as a leader in the political upheaval of Norway and his interest in reform.
- b. A short survey of the themes of his plays as revealing his enthusiasm for reform.

SECOND PAPER. By.....

Subject: THE GAUNTLET AS A PLAY OF SOCIAL CRITICISM.

- a. Discuss Björnson's treatment of this difficult subject.
- b. Compare the two different endings for this play. (See Chandler, 358 and Clark, 44-47).
- c. Considered as a "thesis play"—does Björnson give a definite solution to the problem? A brief survey of the handling of this problem

of sex and the use of the drama to demonstrate social laws in relation to women might include a comparison with plays by Brieux, *Maternity*, *Damaged Goods*, and *The Three Daughters of M. Dupont*. How does Björnson's work mark a transition from emphasis on the problem of the individual in society to emphasis on the problems of social reform?

DISCUSSION. Led by.....

Subject: BEYOND HUMAN POWER.

1. Theme. How is this theme more universal and of more lasting interest than that of *The Gauntlet*?
2. Characters. Discuss the convincingness of the portrayal of Pastor Sang. How clearly does Björnson differentiate the ministers in the play? Notice their characteristics.
3. Structure. Compare the structure of this play with that of *The Gauntlet*. The climax is one of great tension. Show how the events of the play arise out of the characters themselves. How is the discussion of the ministers made interesting? Note how the ending illustrates the meaning of the title.
4. Read in the last act, from the entrance of Bratt to the end of the play.

REFERENCES:

- Lewisohn, *The Modern Drama*, 23-27.
Chandler, *Aspects of Modern Drama*, 333-336, 358-370, 147-149, 164-166.
Plays, translated by Edwin Björkman, contains an introduction on the life and works of Björnson.
The Gauntlet and *Beyond Human Power* should be studied.

ADDITIONAL REFERENCES:

- Clark, *The Continental Drama of Today*, 39-47.
Brandes, *Henrik Ibsen. Björnsterne Björnson. Critical Studies*.
Björnson, Björnsterne, *The Scandinavian Conflict*. Independent 59, 1905; 92-94.
Modern Norwegian Literature. Forum 43, 1910: 360-370, 503-519.
Schofield, W. H., *Björnson and Ibsen*. Atlantic Monthly 81, 1898: 567-673.
Great Patriot and Great Democrat. Nation 90, 1910: 425-426.

THIRD MEETING

Date..... Place.....

Topic: The Realistic Drama of France: Hervieu and Brieux.

The "Free Theatre" of Paris introduced into France the dramas of Ibsen and Tolstoi and opened a means of expression to such writers of "thesis plays" as Hervieu and Brieux. Among the writers of the realistic school Hervieu was most concerned with the psychological effect of social conditions upon his characters and the presentation of an abstract moral idea. *Know Thyself* is an excellent example of his logical analysis applied to the problems of the relation of husband and wife. Brieux, less intellectual, is a reformer concerned with inveighing the many evils of society and thus applying a remedy. His plays, therefore, may be generally termed "pamphlet plays," in that the drama is really a cloak for a moral and social sermon. *The Red Robe* is a play in which he has most nearly subordinated his propaganda to the action of the play.

FIRST PAPER. By.....

Subject: THE WORK OF HERVIEU.

- a. The Théâtre Libre in Paris. (Lewisohn, 44-52, 100-103).
- b. The work of Hervieu, the nature of the ideas embodied in his plays as compared with those of Brieux.
- c. Compare Ibsen's championship of individualism with Hervieu's defense of the institution of marriage as illustrated by *A Doll's House* and *Know Thyself*.

DISCUSSION. Led by.....

Subject: KNOW THYSELF.

1. Theme. Notice how the idea of the play is brought out through the revelation to the several characters of their lack of insight into themselves.

2. Characters. Discuss them as types. Are they also sufficiently characterized as to seem real people? Compare Siberan and Clarisse with Torvald and Nora in *A Doll's House*.
3. Structure. Show how suspense is secured by having two separate strands to the plot in the beginning. Has Hervieu so constructed the play that the final proof of his thesis seems natural and inevitable? Compare *A Gauntlet* with *Know Thyself*.
4. Read the scene between Siberan and Clarisse in Act III.

SECOND PAPER. By.....

Subject: BRIEUX AS A THESIS DRAMATIST.

- a. A brief outline of the various social problems which are the subjects of Brieux's plays. A discussion of his method of driving home his lesson may be illustrated from *Maternity*, *Damaged Goods* and *The Three Daughters of M. Dupont*.
- b. Discuss Brieux's achievements in making use of the drama for advocating social reform. Is he justified as an artist in depicting the effects of the evils? Compare his work with that of Hervieu, also with Ibsen.

DISCUSSION. Led by.....

Subject: THE RED ROBE.

1. Theme. Notice the revelation of the injustice of the working of the law through the *action* of the play. The theme here is brought out without a recourse to long sermonizing speeches. Compare this with *Maternity* and *Damaged Goods*, plays in which the author talks through his characters.
2. Characters. Notice the character portrayal which brings out the impression of the pettiness of the machinery of justice. Contrast Vagret with Mouzon. Discuss the dramatic effectiveness of the character of Yanetta. Is her portrayal clear and convincing?
3. Structure. Show how the scenes depicting the struggle for advancement among the lawyers in Act I and Act III are woven into the plot and portray in action the evil which the play assails. This subject is better suited to presentation on the stage than such plays as *Maternity* where the characters are merely spokesmen for the author in his arraignment of social abuses. Compare the dialogue of *The Red Robe* and *Damaged Goods*. Note the ending of *The Red Robe* and its dramatic effectiveness.
4. Read the scene between Vagret and his wife at the end of Act III and the scene between Mouzon and Yanetta at the end of the play.

REFERENCES :

- Lewisohn, *The Modern Drama*, 44-52, 100-103, 70-89.
Chandler, *Aspects of Modern Drama*, 171-179, 192-209, 333-344.
Know Thyself and *The Red Robe* should be studied.
Maternity, *Damaged Goods* and *The Three Daughters of M. Dupont*
should be read.

ADDITIONAL REFERENCES :

- Clark, *The Continental Drama of Today*, 150-164.
Archer, *Playmaking*, 230-237.
Shaw, Preface to *Three Plays by Brieux*.
Scott, Temple, *Brieux*. Forum 47, 1912.
Baker, George P., *Plays of Brieux*. Atlantic Monthly 90, 1902: 79-86.
Ogden, Phillip, *The Drama of Paul Hervieu*. Sewanee Review 1910:
208-222.

FOURTH MEETING

Date..... Place.....

Topic: The Rise of Naturalism: Strindberg.

The work of Strindberg reveals naturalism in its most sensational form. The later school of naturalists have striven to present an exact photographic view of life in all its commonplace details and, in so doing, often fail in interest and dramatic suspense. Strindberg defines naturalism as art depicting the sensational. That his own experiences warped his ideals does not alter the truth of his reproduction of their sordidness and horror. He is chiefly concerned with the duel between man and woman and the influence of heredity and environment, favorite subjects of naturalist writers. The women of his plays are diabolic and almost inhuman but they are, nevertheless, convincing.

FIRST PAPER. By.....

Subject: STRINDBERG'S LIFE AND WORKS.

- a. Strindberg's own experiences are the basis of his dramas. Discuss the effects on his work of his heredity and environment and the painful experiences of his married life.
- b. Consider briefly Strindberg's early romantic and later symbolic plays. Study more closely his naturalistic dramas and their themes.

SECOND PAPER. By.....

Subject: NATURALISM.

- a. Show the difference between naturalism and realism in subject-matter and technique. Compare *Ghosts* with *The Father*.
- b. Discuss the artistic importance of this method, its faults. Does it really give an adequate picture of life?

DISCUSSION. Led by.....

Subject: THE FATHER.

1. Theme. The duel of the sexes and the kinship of love to hate is shown in its most aggravated form in this struggle of a woman to break the will of her husband. Discuss Strindberg's war on feminism.

2. Characters. The Captain and Laura are abnormal portraits. Does Strindberg succeed in making them convincing? What impression does the final catastrophe make? Why?
3. Structure. Show how the climax grows out of the struggle between Laura and The Captain. Where is the climax of the play? Notice the compactness of the picture presented and the economy used in the dialogue. The unity of place is observed and the time of the action is one day.
4. Read the end of Act II, the scene between The Captain and Laura.

REFERENCES :

Lewisohn, *The Modern Drama*, 27-33.

Chandler, *Aspects of Modern Drama*, 31-49, 294-306.

Plays, translated by Edwin Björkman, contains an introduction on the life and work of Strindberg.

The Father should be studied.

ADDITIONAL REFERENCES :

Clark, *The Continental Drama of Today*, 72-84.

Henderson, *European Dramatists*, 3-72.

Björkman, Edwin, *August Strindberg, His Achievement*. Forum 47, 1912: 274-288.

Hamilton, Clayton, *Strindberg in America*. Bookman 35, 1912: 358-365.

Beyer, Thomas P., *The Plays of Strindberg*. Dial 54, 1913: 53-54.

FIFTH MEETING

Date..... Place.....

Topic: Naturalism in Germany: Hauptmann and Sudermann Compared.

The rise of naturalism in Germany brought out a new view of the artist's relation to his art. The naturalistic creator must be passive and not obtrude his personality into the work but must depict life exactly. Therefore the technical rules of the drama came to be thrown aside and reproduction of the life itself came to be the ideal of the dramatist of this school. A conception of this tendency in German drama may be gained from contrasting the work of Hauptmann with that of Sudermann. *The Weavers* of Hauptmann presents a powerful picture of the misery of the poor without attempting any interpretation. *The Vale of Content*, an example of Sudermann's work, is more conclusive in its form and therefore more generally satisfying even if the technique must be described as conventional.

FIRST PAPER. By.....

Subject: HAUPTMANN AS A NATURALISTIC DRAMATIST.

- a. Discuss the methods and aims of the naturalistic artist. Show how this tendency affected the German stage, illustrating from Hauptmann's plays.
- b. Note the romantic plays of Hauptmann. Outline briefly the subjects and treatment of his dramas. Study *The Weavers* as an example of his naturalism. How would Brieux have treated this subject? How is the work of the naturalistic school a reaction from the "thesis drama"?

DISCUSSION. Led by.....

Subject: THE WEAVERS.

1. Theme. Can this play be said to have a theme or a plot? What is the dramatist striving to do and why must he keep from taking sides with either of the two opposing parties?

2. Characters. Consider the reality of the characters portrayed. Notice the minute details in the conversation and the exact reproduction of the dialogue.
3. Structure. Notice how the dramatist shows the two opposing parties, Capital and Labor, and the faults of each, without definitely taking sides. The play begins and ends inconclusively. Discuss the artistic value of such a "cross-section of life."
4. Read the first act.

SECOND PAPER. By.....

Subject: SUDERMANN AS A POPULAR DRAMATIST.

- a. Discuss Sudermann's departure from the strict ideals of naturalism in a technique which is sometimes strained and theatrical. How does this affect his reputation among German critics?
- b. Contrast Sudermann's technique in *The Vale of Content* with that of *The Weavers*, by Hauptmann. How does Sudermann follow the French "well-made" play from which the naturalist revolted? Three one-act plays of Sudermann give an idea of his choice of themes, *Fritzchen*, *Margot*, and *The Far-Away Princess*.

DISCUSSION. Led by.....

Subject: THE VALE OF CONTENT.

1. Theme. Show how the central idea of the play leads naturally to an ending which, though not striking, is satisfying.
2. Characters. Roecnitz and Wiedemann are strongly contrasted. Is the character of Wiedemann sufficiently strong to render convincing his final success in holding Elizabeth? Notice how skillfully Sudermann has portrayed Dr. Orb, a minor character. Contrast Elizabeth with Strindberg's women?
3. Structure. Notice how the play moves without striking scenes of conflict but how the inner struggle of the characters is dramatically portrayed. Discuss the suspense obtained in the last act. Is it sufficient?
4. Read the last scene between Elizabeth and Wiedemann, Act III.

REFERENCES:

- Lewisohn, *The Modern Drama*, 103-135, 163-165.
 Chandler, *Aspects of Modern Drama*, 31-51, 113-116.
The Weavers and *The Vale of Content* should be studied, also the one-act plays, *Fritzchen*, *The Far-Away Princess* and *Margot*.

ADDITIONAL REFERENCES :

- Clark, *The Continental Drama of Today*, 85-114.
- Hale, *Dramatists of Today*, 44-90.
- Heller, *Studies in Modern German Literature*, 1-117.
- Coar, *Studies in German Literature in the Nineteenth Century*. Chapter XII—"Socialism and the individual. The conflict between realism and idealism."
- Becker, May L., *Hauptmann, Realist and Idealist*. *Independent* 73, 1912: 1235-1238.
- Fischer, S., *The Plays of Gerhart Hauptmann*. *Edinburgh Review* 198, 1903: 151-177.
- Coar, John Firman, *Three Contemporary German Dramatists*. *Atlantic Monthly* 81, 1898: 71-80.
- Grumann, Paul H., *Gerhart Hauptmann*. *Poet Lore* 22, 1911: 117-127.
- Wiehr, Josef, *The Naturalistic Plays of Gerhart Hauptmann*. *Journal of English and German Philology* 6, 1916: 1-71, 531-575.
- Grumann, Paul H., *Hermann Sudermann*. *Poet Lore* 22, 1911: 195-211.
- Wells, Benjamin, *Hermann Sudermann*. *Forum* 26, 1898: 374-378.
- Von Wiedenbach, Ernst, *Evolution of German Drama*. *Forum* 25, 1898: 374-384, 630-640.

SIXTH MEETING

Date..... Place.....

Topic: The Beginning of the English Stage of Today: Jones and Pinero.

We find the English stage of the latter part of the nineteenth century concerned with imitations and adaptations from the French or with copies of the poetic drama of Elizabethan times. The work of Pinero and Jones is chiefly important as marking a departure from the artificial importations and the beginnings of a drama expressive of modern British life. This period of transition paved the way for the later realists and naturalists of England. Judged by their standards the plays of Pinero, Jones and Wilde have many faults. They are important as initiating a new movement in the English Theatre. Some understanding of the Victorian period is necessary. This was a time when "Feminism" was a new thing and "high society" artificial. The women portrayed in the work of Pinero, Jones and Wilde must be judged in relation to their own period.

FIRST PAPER. By.....

Subject: THE ENGLISH STAGE OF THE NINETEENTH CENTURY.

- a. A consideration of the disrepute of the stage in the early part of the century, the Puritanical ideas which forbade the theatre. The society of that time.
- b. The importations and adaptations from the French. Melodrama and farce.
- c. The work of the poetic dramatists, Tennyson and Browning.

SECOND PAPER. By.....

Subject: THE WORK OF PINERO AND JONES.

- a. The subjects of their plays, a brief survey of their most important works as revealing the society and manners of that time. Compare with French well-made plays. Show the influence of Ibsen on their work.
- b. The technique of their work. Show the influence of the French theatre in the use of artificial contrivances. How did they improve on the

well-made plays in truth and dramatic power? Consider Jones's one-act plays, *Her Tongue*, *The Goal* and *Grace Mary*.

- c. Discuss *Michael and His Lost Angel* and compare with *The Second Mrs. Tanqueray* from the point of view of technique. Which seems more sincere in his writings, Jones or Pinero? Why was *The Second Mrs. Tanqueray* called an epoch-making play?

DISCUSSION. Led by.....

Subject: THE SECOND MRS. TANQUERAY.

1. Theme. Notice the selection of events by which the author presents his theme, the impossibility of a woman's escaping from her past. Would the ending bring out the theme more strikingly if Paula had not escaped from her life by suicide. Compare the ending of *Iris*.
2. Characters. Is Paula strong enough to be a truly tragic character? Notice how Pinero contrasts Ellean with Paula. Is Aubrey strong enough to be convincing. Notice the eccentric characters, Sir George and Lady Orreyed, and the comedy element they introduce.
3. Structure. Notice the exposition of the play, the economy of lines. There is little use of coincidence and artificial asides and soliloquies. Notice the dramatic effect of the opening of the second act which gives the whole situation between Aubrey and Paula in a sentence, "Exactly six minutes."
4. Read the last act.

REFERENCES :

- Lewisohn, *The Modern Drama*, 166-189.
Chandler, *Aspects of Modern Drama*, 153-158, 139-145, 180-191.
The Second Mrs. Tanqueray and *Michael and His Lost Angel* should be studied.
Iris, by Pinero, and three one-act plays by Jones, *Her Tongue*, *The Goal*, and *Grace Mary*, should be read.

ADDITIONAL REFERENCES :

- Clark, *The British and American Drama of Today*, 3-46.
Borsa, *The English Stage of Today*, 50-95.
Dickinson, *The Contemporary Drama of England*, 1-132.
Hale, *Dramatists of Today*, 91-111.
Hamilton, edition of *The Social Plays of Arthur Wing Pinero*, edited with prefaces and an introduction.

- Jones, Henry Arthur, *Foundations for a National Drama*, North American 186, 1907: 384-393.
Literature of the Modern Drama. Atlantic Monthly 98, 1906: 796-807.
- Howells, W. D., *The Plays of Mr. Henry Arthur Jones*. North American 186, 1907: 205-212.
- Dickinson, Thomas H., *Henry Arthur Jones and the Dramatic Renaissance*. North American 202, 1915: 757-768.
- Rideing, William H., *Some Women of Pinero's*. North American 188, 1908: 38-49.

SEVENTH MEETING

Date..... Place.....

Topic: Oscar Wilde, a Social Satirist.

The plays of Oscar Wilde are good examples of the society comedies of that period. Wilde developed a distinctive style of his own, a style fitted to the artificiality of his characters and through his ridicule of society he accomplished much toward the breaking down of Victorian narrowness and affectation. *Lady Windermere's Fan* is a comedy of serious theme, portrayed dramatically—in spite of the mechanical faults of the structure of the play, the use of soliloquies and coincidences. *The Importance of Being Earnest* is perhaps the best modern example of a play which is pure farce, a true comedy of manners.

FIRST PAPER. By.....

Subject: OSCAR WILDE AS A DRAMATIST.

- a. Give a brief description of his personality. His wit and charm fitted him for the society he describes. Discuss the artificial class distinctions and foibles which Wilde made the target of his epigrams.
- b. Outline briefly his plays, the phases of English society depicted. Notice the technique used in the construction of the plots. The survival of mechanical contrivances was often successfully covered by Wilde's witty dialogue.

SECOND PAPER. By.....

Subject: THE IMPORTANCE OF BEING EARNEST: A SOCIETY FARCE.

- a. Study the play for an appreciation of Wilde's style. Notice his use of epigrams, the sparkling quality of the dialogue.
- b. As a drama built around what is little more than a pun, discuss the characterization and its value in the dramatic effectiveness of the play.
- c. Compare *The Importance of Being Earnest* with *Lady Windermere's Fan*. Was Wilde's style better adapted to farce or comedy? What is the difference?

DISCUSSION. Led by.....

Subject: LADY WINDERMERE'S FAN.

1. Theme. Has the playwright treated his theme seriously? What was Wilde's purpose in ridiculing the Victorian way of classifying society into good and bad? How does the "happy ending" of Mrs. Erlynne's plans affect our conception of the seriousness of the problem?
2. Characters. Notice how Wilde uses the same types over and over again. Compare the Duchess of Berwick with Lady Bracknell in *The Importance of Being Earnest*. Mrs. Erlynne is the most prominent character creation in the play. Discuss her dual role of blackmailer and protecting mother.
3. Structure. Note the use of asides, soliloquies and coincidences. Note especially how the whole play turns upon the soliloquy of Lady Windermere at her chance finding of the check book. Is the plot probable and convincing? Is the author successful in concealing any imperfections in the structure by the compelling interest of the story? Contrast the technique of Wilde with that of the naturalist school, Strindberg, Hauptmann and Granville Barker.
4. Read Act IV.

REFERENCES:

- Lewisohn, *The Modern Drama*, 189-192.
Chandler, *Aspects of Modern Drama*, 135-138.
Lady Windermere's Fan and *The Importance of Being Earnest* should be studied.

ADDITIONAL REFERENCES:

- Clark, *The British and American Drama of Today*, 47-62.
Dickinson, *The Contemporary Drama of England*, 133-153.
Henderson, *European Dramatists*, 253-320.
Chesson, W. H., *A Reminiscence of 1898*. Bookman 34, 1911: 389-394.
(Review) *Placing Oscar Wilde in Literature*. Current Literature 53, 1912: 219-222.

EIGHTH MEETING

Date..... Place.....

Topic: George Bernard Shaw.

Shaw's work was made possible by the playwrights before him who had striven for the reorganization of the theatre and also for the readjustment of laws regulating the publishing of plays. Thus he found a channel for expression of even the most radical ideas. His dramas are plays of social criticism in that they strike at the fundamental moral ideas underlying the fabric of social institutions. He does not appeal to the emotions but to the reason through satire. His play, *Candida*, treats the "eternal triangle" in a new and unconventional but altogether sane manner. The characters in this play should be noted as among the most distinctively individual of all his creations, and not, as is sometimes the case, mere mouthpieces for the expression of this playwright's own views.

FIRST PAPER. By.....

Subject: SHAW'S LIFE AND HIS PERSONALITY.

- a. The struggle of his early life and his success as a critic are the natural results of his decision that he is "normal" and those who are different "abnormal." His work in criticism should be discussed, his socialism. Note the reception of his plays in America.
- b. Shaw was enabled to use the drama as a vehicle of expression because of the work of the playwrights before him. Discuss the radical nature of his views and their reception on the stage. *Mrs. Warren's Profession* was censored. Many of his plays were presented originally in independent theatres.
- c. The reception of Shaw's plays by the critics and his attitude toward their criticism. The revelation of his independence of character and thought.

SECOND PAPER. By.....

Subject: SHAW'S PLAYS AS EXPRESSION OF HIS VIEWS.

- a. Shaw as a satirist seeks to arouse people to an intellectual examination of false ideas at the basis of society. Note his method, use of pre-

faces to his plays and long stage directions as well as long speeches, as means of expressing his personal views and provoking thought. The technique of his plays.

- b. Shaw's theories of philosophy founded on science and the processes of nature. His faith in individualism and his views of the causes of social abuses as shown in many of his plays, especially *Mrs. Warren's Profession*, *Major Barbara*, *Widowers' Houses*, and *Man and Superman*.
- c. The variety of his subjects. His satire on the misconception of love and marriage. Does the tonic effect of his satire compensate for his extreme and sometimes conflicting theories?

DISCUSSION. Led by.....

Subject: CANDIDA.

1. Theme. A sane solution of the "eternal triangle." The author shows that it is not the institution of marriage which holds the wife, but love and the need of her husband for her. Compare this treatment with Barrie's in *What Every Woman Knows*, and with Sudermann's *The Vale of Content*. Compare also the one-act play in which Shaw treats the "eternal triangle," *How He Lied to Her Husband*.
2. Characters. How far do the characters act as mouthpieces for Shaw's opinions and how far are they individualized? Note the reality of the portraits. How do the stage directions help to give a clear picture of the characters? Compare *Candida* with Maggie in *What Every Woman Knows*.
3. Structure. In its fundamental details show that the plot is the conventional one of the "eternal triangle." Wherein has Shaw's satire served to give it a new twist? Note the dramatic effectiveness of the play, the effective "curtains," the use of suspense, and show that Shaw himself follows the general lines of the "ready-made" play here, even though he condemns the tricks of the theatre.
4. Read the last act from the exit of Burgess.

REFERENCES:

- Lewisohn, *The Modern Drama*, 192-202.
Chandler, *Aspects of Modern Drama*, 116-119, 398-421.
Shaw's *Dramatic Opinions and Essays* and prefaces to his plays should be read for an idea of his work as critic, also *The Quintessence of Ibsenism*, by Shaw.

Candida should be studied.

Mrs. Warren's Profession and *Widowers' Houses* should be read and Shaw's one-act plays, *Press Cuttings* and *How He Lied to Her Husband*.

ADDITIONAL REFERENCES :

- Clark, *The British and American Drama of Today*, 63-89.
Dickinson, *The Contemporary Drama of England*, 154-204.
Borsa, *The English Stage of Today*, 120-166.
Hale, *Dramatists of Today*, 112-147.
Henderson, *European Dramatists*, 323-361.
 George Bernard Shaw, His Life and Works.
Burton, *Bernard Shaw, the Man and the Mask.*
Chesterton, *George Bernard Shaw.*
Björkman, E., *Serious Bernard Shaw.* Review of Reviews 43, 1911 :
 425-429.
Scott, Temple, *Shaw, the Realizer of Ideals.* Forum 45, 1911 : 334-354.
Hamilton, Clayton, *Criticism and Creation in the Drama.* Bookman 44,
 1913 : 628-632.

NINTH MEETING

DATE..... PLACE.....

Topic: The Independent Theatre Movement in England: Barker and Galsworthy.

The repertory theatre has done for England what the Little Theatre movement aims to accomplish in America. The work of the organizers of the independent theatres opened the way for the presentation of plays which would never have found a place on the English commercial stage—such plays as Shaw's *Widowers' Houses*. Artists and writers were given an opportunity to experiment and developed a tendency to "life-likeness," a technique which aims at a complete picture of life, revolting completely from the emotionalism and artificial effects of the "well-made" play. Granville Barker, a producer of the repertory theatres as well as a writer, is an advocate of the extremes of naturalistic technique. The influence of Shaw is seen in the detailed dialogue but Barker goes farther and makes his characters speak exactly as in real life, portraying their intellectual activities in relation to a problem of modern life, such as the problem of sex in *The Madras House*.

Galsworthy's work is more effective. He succeeds in selecting intensely dramatic subjects and scenes of conflict which are at the same time realistic and powerful as drama. His play, *Justice*, led to the reform of the penal system in England, not because the playwright was a propagandist, but because he presented the sordidness of conditions so forcibly as to arouse thought. *Strife* is an example of his unpartisan presentation of a problem.

FIRST PAPER. By.....

Subject: THE NATURALISTIC DRAMA IN ENGLAND.

- a. A survey of the forces which led to the new organization of the theatre and the rise of the repertory theatre. (Dickinson, *The Contemporary Drama of England*, 154-175.) Note the part of Barker in noteworthy producing, also Galsworthy's connection with the movement and the success of his plays in recent years in America.
- b. The new theories of the drama led to a revolt from old methods and a new aim, sincerity. (See Galsworthy's statement in Lewisohn's *The*

Modern Drama, 207-208.) Barker carried this ideal to an extreme in his technique. Compare the methods and aims of the naturalists in England with the work of Hauptmann and other naturalists in Europe, especially Tchekoff's *The Cherry Orchard*. In this connection it may be interesting to note the same naturalistic tendencies in the work of such modern poets as Edgar Lee Masters.

- c. Discuss *The Madras House* as an example of the naturalistic presentation of an intellectual problem, that of the relation of the sexes. Compare the "thesis plays" of Brieux for the handling of the problems of sex. Barker states a problem but does not answer it. Compare Shaw's characters who speak Shaw's own opinions. What is your opinion of *The Madras House* as drama?

SECOND PAPER. By.....

Subject: THE WORK OF GALSWORTHY.

- a. Review his plays and discuss their themes, the attempt to stimulate thought through the objective presentation of moral and social problems, in which the author does not necessarily take sides. Why is such drama called "serious" and "intellectual"?
- b. In considering the technique of these plays compare Galsworthy's *Strife* with Hauptmann's *The Weavers*. In what respect is Galsworthy's technique more effective than that of Barker in *The Madras House*? Is Galsworthy a naturalist in the strictest sense of the word, or is he a realist?

DISCUSSION. Led by.....

Subject: STRIFE.

1. Theme. Galsworthy presents without bias the greatest tragedy of any industrial conflict, the uselessness of the struggle which in the end results only in compromise and could have been avoided in the first place if both sides had conceded somewhat. How does the overthrow of the unyielding leaders of each faction in the play carry out this idea? Note how Galsworthy avoids taking sides and so provokes thought.
2. Characters. Though the antagonists are really groups and not individuals notice how clearly the characters in each faction are depicted. They are human and so claim sympathy for each side. Discuss the characters of John Anthony and David Roberts, the leaders of the opposing factions, Capital and Labor.
3. Structure. Note the selection of dramatic situations, the restraint of the dialogue and the naturalness which makes the play seem a piece of life. Notice how Roberts and Anthony dominate the action and compare *Strife* with *The Weavers* in this respect.

4. Read the last part of Act II, Scene 2, for the speeches of Roberts and also read the end of the last act, from Anthony's long speech.

REFERENCES :

Lewisohn, *The Modern Drama*, 202-219.

Chandler, *Aspects of Modern Drama*, 215-227, 306-312.

Dickinson, *The Contemporary Drama of England*, 154-175, 205-224.

Strife should be studied.

The Madras House and Tchekoff's *The Cherry Orchard* should be read.

ADDITIONAL REFERENCES :

Clark, *The British and American Drama of Today*, 90-96, 128-139.

Henderson, *European Dramatists*, 365-395.

Borsa, *The English Stage of Today*, 96-119.

Moses, Montrose J., *Playhouse Progress*. Independent 82, 1915: 194-197.

Barker, Granville, *The Theatre: The Next Phase*. Forum 44, 1910: 159-170.

Howe, P. P., *The Plays of Granville Barker*. Fortnightly Review 100, 1913: 476-487.

"*The Skin Game*"—Galsworthy's *New Tragi-Comedy of Warring Social Forces*. Current Opinion 69, 1920: 649-656.

TENTH MEETING

Date..... Place.....

Topic: Barrie and the Drama of Fantasy.

Barrie has not allied himself with any radical movement but in his writing for the regular commercial stage he has achieved a distinctive literary style, insight into character, and imagination which rank him as one of the leading writers for the English stage. In his plays he has brought pathos and humor to his portrayal of character and touches all with a whimsical fancy and a charm of his own. *Peter Pan* is one of the dramatic classics of children which, like *The Bluebird*, is enjoyed by grown ups also for its quaint and original humor. *What Every Woman Knows* has been selected for study as an example of Barrie at his best in his understanding of the feminine, his revelation of the quaint in human nature, and his whimsical humor. The one-act plays of Barrie are especially popular in the Little Theatres of America and most of his plays have been successfully produced in this country.

FIRST PAPER. By.....

Subject: THE WORK OF BARRIE.

- a. Discuss briefly his life and success as a novelist, the success of his plays on the stage in England and in America. The publishing of his plays.
- b. Review his long plays and their themes. Discuss *Peter Pan*, a play in which the spirit of fantasy found perfect medium for expression. Note the growing popularity of plays of fantasy in the Little Theatres of America.

SECOND PAPER. By.....

Subject: BARRIE'S STYLE.

- a. Note the use of stage directions and the instinct of the novelist in these explanations. Compare the directions of Shaw and Barker.
- b. In discussing Barrie's long plays show how his unique individuality of style transforms even conventional themes into plays of distinctive charm.
- c. Discuss Barrie's one-act plays and, if possible, read *Rosalind* or *The Twelve Pound Look*.

DISCUSSION. Led by.....

Subject: WHAT EVERY WOMAN KNOWS.

1. Theme. Notice how the whole play is based on a little feminine "notion." Does Barrie seem prejudiced in favor of women? Do you think this type of play likely to live longer than a play of serious problems?
2. Characters. Discuss the men in the play and the whimsical manner in which Maggie's relatives are presented. Notice that the characters who take themselves so seriously are always humorous, while Maggie in her lightest speeches calls for sympathy. Discuss Barrie's mixture of pathos and humor. Discuss his insight into character and his use of gentle satire, especially illustrated in the picture of Lady Sybil.
3. Structure. Notice the long lapses of time in the play and the clever way in which Barrie builds up suspense to bridge over these gaps. Note the exposition of the play in Act I, the gradual revelation of Maggie's real character throughout the play. How does the playwright gain suspense at the end?
4. Read Act IV.

REFERENCES :

- Dickinson, *The Contemporary Drama of England*, 230-240.
Andrews, *The Drama Today*, 156-160.
Borsa, *The English Stage of Today*, 67-72.
Cheney, *The New Movement in the Theatre*, Chapters I and III.
What Every Woman Knows should be studied.
Half Hours and *Echoes of the War* contain one-act plays. Read as many of these as possible.

ADDITIONAL REFERENCES :

- Clark, *The British and American Drama of Today*, 165-172.
Williams, J. D., *The Charm that is Barrie's*. Century 88, 1914: 801-814.
Hamilton, Clayton, *Criticism and Creation in the Drama*. Bookman 44, 1917: 628-632.
Eaton, Walter Prichard, *A Dramatist and a Dreamer*. Bookman 48, 1919: 765-768.
Phelps, William Lyon, *The Plays of J. M. Barrie*. North American 212, 1920: 829-843.
"Mary Rose"—*A Tragic Fantasy of Time*. Current Opinion 69, 1920: 63-65.

ELEVENTH MEETING

Date..... Place.....

Topic: Recent Romantic Drama: Maeterlinck and Rostand.

Opposed to the drama of naturalism there sprung up abroad a school of romanticists who stood for idealism often carried into mysticism. Naturalism describes life as it is in fact. The "neo-romantics" strove for a vision of the greater meaning of life and all that makes it significant. This aim led to a mystic attitude and a use of symbolism to express the intangible. The work of Maeterlinck is an illustration of this method. Rostand is a poet whose work is romantic without being symbolic in any special sense, only as the romanticists always strive to interpret the unseen beyond the world of reality.

FIRST PAPER. By.....

Subject: MAETERLINCK: A MYSTIC AND SYMBOLIST.

- a. The rise of "neo-romanticism" which strives after an interpretive philosophy of life. Contrast the aims of naturalism. The tendency in modern drama swings from one extreme to another. Notice that Hauptmann and Strindberg both began as romanticists and later wrote naturalistic drama.
- b. Symbolism in poetry and drama, shown especially in the work of Yeats. Maeterlinck's use of old legend to symbolize the meaning of life. The atmosphere of his tragedies gives the feeling and mood of fatalism. Discuss his more mystic plays and their themes.
- c. Maeterlinck's best known play, *The Blue Bird*. Its success because of the beauty of spectacle and appeal of the story. In *The Betrothal* he has cloaked his ideas less skillfully and the morals are more apparent. Discuss the theme of this play.

DISCUSSION. Led by.....

Subject: PÉLLEAS AND MÉLISANDE.

1. Theme. Does Maeterlinck strive to symbolize an idea or a mood in this play? What is the purpose of the various short scenes which do not further the action of the story, such as the first scene in the first act? How does this scene symbolize the situation at the

end of the play? Of what value is the atmosphere created by such a scene? Has the old legend sufficient story interest to hold the attention without the symbolic interest?

2. Characters. Discuss them as types of romance rather than realistic people. How do the characters help to carry out the effects of unreality and mystery? Notice the old king and his role of interpreter and philosopher.
3. Structure. Even though the outlines are shadowy and indefinite the play has a consistent plot, each incident furthering the story in a measure. Of what value are scenes of atmosphere which are not an integral part of the plot? Note how the dramatist depends upon the appeal to the eye for aid in setting the mood of the play, his settings of gloomy vaults and towers and his use of symbolic objects. Note the division of each act into several scenes.
4. Read Act IV, Scene 4.

SECOND PAPER. By.....

Subject: THE WORK OF ROSTAND.

- a. The French romantic dramatists. The work of Rostand as distinguished from that of the symbolists.
- b. A consideration of Rostand's life and works. Discuss briefly the themes of his plays.
- c. Rostand's technique differs from that of the symbolists. He depicts life truthfully though he sees and strives to interpret the inner meaning and therefore does not follow the realists. But he does not endeavor to interpret events in life as symbols of something mystic and hidden. Compare his work with that of Maeterlinck.

DISCUSSION. Led by.....

Subject: CHANTACLER.

1. Theme. This play has been variously interpreted as symbolizing different theories of modern life. Has the poet a single idea to impress or does he strive to interpret the meaning of life in a broader way? The attempt of the Pheasant Hen to win Chantacler from his mission has been taken as a fable on Feminism. Is it necessary to keep these allegories in mind for genuine enjoyment of the play?
2. Characters. Note how the poet has blended the animal and human characteristics in his creations. What advantage does a romanticist find in the use of such a device in depicting universal types of humanity and not individuals? Note the satire on modern society, the treatments of the woman question.

3. Structure. Note the profusion of poetic description and the extravagance of language. Do you think the dramatic effect is retarded or enhanced by the lyric passages?
4. Read Act IV, Scenes 6, 7, and 8, from the entrance of the Nightingale.

REFERENCES :

Lewisohn, *The Modern Drama*, 220-247, 265-276.
 Chandler, *Aspects of Modern Drama*, 53-64, 70-89, 104-105.
Pélléas and Mélisande and *Chantaclet* should be studied.
The Betrothal and *Cyrano de Bergerac* should be read, also *The Bluebird*.

ADDITIONAL REFERENCES :

Hale, *Dramatists of Today*, 12-49, 174-217.
 Andrews, *The Drama of Today*, 184-194.
 Clark, *The Continental Drama of Today*.
 Henderson, *European Dramatists*, 199-249.
 Burton, Richard, *Maeterlinck, a Dramatic Impressionist*. Atlantic 74, 1894: 672-680.
 Newman, Ernest, *Maeterlinck and Music*. Atlantic 88, 1901: 769-777.
 De Soissons, S. C., *Maeterlinck as a Reformer of the Drama*. Contemporary Review 86, 1904: 699-708.
 Roper, Arthur E., *Maeterlinck*. Contemporary Review 77, 1900: 422-443.
 Lewisohn, E. L., *M. Edmond Rostand*. Nation 107, 1918: 769-770.
 Sheldon, Caroline, *Rostand and Chantaclet*. Poet Lore 23, 1912: 74-78.
 Soissons, *Edmond Rostand*. Contemporary Review 115, 1919: 188-195.
 Burr, Anna R., *Edmond Rostand*. North American Review 212, 1920: 110-117.
 Phelps, William Lyon, *Estimate of Maeterlinck*. North American 213, 1921: 98-108.
 Gilman, Lawrence, "*The Betrothal*"—a *Fable for Lovers*. North American 209, 1919: 117-123.
Maeterlinck's New Plan for Picking a Wife. Literary Digest 59, 1918: 28-29.

TWELFTH MEETING

Date..... Place.....

Topic: The Irish Dramatic Movement: Yeats, Lady Gregory and Synge.

The Irish National Theatre grew out of the Irish literary renaissance and under the leadership of Yeats and Lady Gregory it was established to be a medium for the production of a true folk-drama. The writers who contributed to the movement have created a distinctive dramatic literature, depicting faithfully the romance of their legends and the comedy and tragedy of the daily life of Irish folk. Using most often the one-act form, they have built small dramas so true to the life of their own people as to have universal human appeal. The work of Yeats is linked with that of the neo-romantic symbolists and mystics such as Maeterlinck. Yeats is primarily a poet but he has been a great power in the dramatic movement, with Lady Gregory who is exceedingly skillful in drawing the Irish peasant characters. Synge's work makes the most powerful dramatic appeal for he is a realist who is interested not in ideas merely but in human life itself.

FIRST PAPER. By.....

Subject: THE FORMATION OF THE IRISH NATIONAL THEATRE.

- a. The Irish literary renaissance and the Nationalist movement in politics. Show how the desire for a free Irish theatre grew out of these movements. Explain the opposition to the truthful presentation of Irish characters on the stage. Note the protest aroused by *The Playboy of the Western World*.
- b. A review of the progress of the Theatre from its beginning. The distinctive characteristics of its organization, the acting and staging, the "amateur" qualities. Note the reception of the Irish Players in America and their influence on the Little Theatre movement.
- c. Discuss the Irish drama of recent years, especially the work of St. John Ervine and his recent success in America with *Jane Clegg* and *John Ferguson*.

SECOND PAPER. By.....

Subject: THE WORK OF YEATS, LADY GREGORY AND SYNGE.

- a. The work of Lady Gregory in collecting the folk-legends of Ireland and their use in the writing of romantic plays by Yeats and others. Discuss the interest in new dramatic forms influenced especially by Yeats' work in poetry. Note the faults of his plays as acting pieces and compare the folk-comedies of Lady Gregory. What is the distinct achievement of Synge?
- b. Discuss *The Hour Glass* and *The Rising of the Moon*. What are the advantages of the one-act form? the disadvantages? Compare other one-act plays studied.
- c. Review the plays of Synge, his aim in presenting such characters as are found in *The Tinker's Wedding* and *In the Shadow of the Glen*. Compare his plays with those of Lady Gregory and Yeats for completeness and dramatic power.

DISCUSSION. Led by.....

Subject: RIDERS TO THE SEA.

- 1. Theme. Man's defeat in the struggle against the forces of nature is shown here indirectly. Does this fact justify the criticism that a one-act tragedy is imperfect because it must show only the end of the conflict? What is your opinion of the play as a great tragedy?
- 2. Characters. Note how, in portraying a simple Aran peasant mother and her children, Synge has pictured a tragedy that is universal as human life. Note the language of the play, the use of simple idiom and the economy of speech, the differentiation of the characters.
- 3. Structure. This play has been called a perfect one-act tragedy. Note the skillful exposition of the story and the swift and inevitable movement of the action.
- 4. Read the whole play if possible.

REFERENCES:

Lewisohn, *The Modern Drama*, 264-276.
 Chandler, *Aspects of Modern Drama*, 233-267.
Riders to the Sea should be studied.
The Rising of the Moon, *The Hour Glass*, *The Tinker's Wedding*, and *In the Shadow of the Glen* should be read, together with other one-act plays by Yeats, Lady Gregory and Synge, and of other playwrights of the Abbey Theatre.

ADDITIONAL REFERENCES :

- Andrews, *The Drama of Today*, 160-168.
Borsa, *The English Stage of Today*, 286-314.
Clark, *The British and American Drama of Today*, 181-207.
Elton, *Modern Studies*, 285-320.
Boyd, *The Contemporary Drama of Ireland*.
Weygandt, *Irish Plays and Playwrights*.
Bickley, J. M. *Synge and the Irish Dramatic Movement*.
Bourgeois, *John M. Synge and the Irish Theatre*.
Yeats, *The Cutting of an Agate*.
Synge's prefaces to *The Tinker's Wedding* and *The Playboy of the Western World*.
Gregory, Lady, *The Irish Theatre and the People*. *Yale Review* 1, 1912: 188-191.
Colum, Padraic, *Lady Gregory and the Irish Literary Movement*. *Forum* 53, 1915: 133-148.
Quinn, John, *Lady Gregory and the Abbey Theatre*. *Outlook* 99, 1911: 916-919.
Bennett, Charles A., *The Plays of John M. Synge*. *Yale Review* 1, 1912: 192-205.
Blake, Warren B., *John Synge and His Plays*. *Dial* 50, 1911: 37-41.
Tennyson, Charles, *The Rise of the Irish Theatre*. *Contemporary Review* 100, 1911: 240-247.
Figgis, Darrell, *The Art of J. M. Synge*. *Fortnightly Review* 96, 1911: 1056-1065.

THIRTEENTH MEETING

Date..... Place.....

Topic: Two American Playwrights, William Vaughn Moody and Percy MacKaye.

True American drama came into existence when our playwrights began to realize the wealth of native material and to break away from imitations of English and French models. Study the drama which preceded William Vaughn Moody's *The Great Divide* to understand why this play was hailed as a "great American drama." Moody endeavored to interpret the clash of traditions which have gone to make the nation. Percy MacKaye in *The Scarecrow*, has sought to dramatize a story of the beliefs of the people of Old Salem, and to give to it a wider and more universal interpretation. This leads him into sacrificing dramatic for literary values at times, but his achievement marks an important point in the formation of a native drama. These two plays should be compared with *The Truth* and *The Witching Hour* as regards dramatic effectiveness and truthful interpretation of character.

FIRST PAPER. By.....

Subject: WILLIAM VAUGHN MOODY AND HIS PLACE IN AMERICAN DRAMA.

- a. A short review of the early American drama—the work of Boker, Boucicault, and Steele MacKaye leading to the beginnings of real American drama with Bronson Howard.
- b. The drama of later writers. Gillette, Fitch, and Augustus Thomas wrote plays which have been termed "journalistic" because of over-emphasis of the story and effective "punch" which resulted in a lack of psychological interpretation of character. Note these faults in *The Truth*, by Clyde Fitch, and *The Witching Hour*, by Augustus Thomas. Compare *The Great Divide*.
- c. Give a brief summary of Moody's work. Show how his plays were enriched by his poetical gifts. How was *The Faith Healer* impaired dramatically by over-emphasis of the poetical and philosophical? Note the interpretation of character in *The Great Divide* and show the significance of this play as genuine American Drama.

DISCUSSION. Led by.....

Subject: THE GREAT DIVIDE.

1. Theme. The clash between the free rough West and the Puritanism of New England morality is a real American problem. Does the play illustrate an underlying unity in American life? Does the happy ending seem illogical?
2. Characters. Compare the characterization in this play with that in *The Truth* and *The Witching Hour*. Note especially the character of Ruth and how in her inner struggle the playwright has shown the psychology of the West and of Eastern America.
3. Structure. The climax of the play comes in the first act, making it difficult for the dramatist to sustain interest at the end. Does he succeed in doing this? Is there sufficient suspense at the end of the second act to make the final action effective?
4. Read the scene between Ruth and Ghent in Act I and in Act III.

SECOND PAPER. By.....

Subject: PERCY MACKAYE, AN AMERICAN DRAMATIST OF TODAY.

- a. His life and training for playwriting. A short review of his plays and their reception on the stage. Note the detached and over-literary style which mars the dramatic effectiveness of most of his plays.
- b. His theory of drama. (See *The Civic Theatre*, by MacKaye or his articles on the subject.) Discuss the work he has done in Pageantry and the aims which inspire him.

DISCUSSION. Led by.....

Subject: THE SCARECROW.

1. Theme. Note the use of fantasy and allegory to impress the central idea. The theme is universal, that of the uplifting power of love which in the end turns a scarecrow into a man. Yet the play is distinctly local, that is, the New England atmosphere is an essential part of the play. How do these two characteristics make for permanent value?
2. Characters. Note their individuality and the clearness with which the writer has drawn them. Note, too, the Yankee aspect which Dickon and the hero wear. Does the conversation ever become literary?

3. Structure. Note the observation of the unity of time. The development of the plot to a climax clarifies the theme of the play. Do the second and third acts build up consistently to the end?
4. Read Act IV.

REFERENCES:

- Clark, *The British and American Drama of Today*, 258-268.
Cheney, *The New Movement in the Theatre*, 91-203.
Burton, *The New American Drama*, 48-117, 154-162.
Andrews, *The Drama of Today*, 61-104.
MacKaye, *The Civic Theatre*.
Manly, introduction to collected *Poems and Plays* by William Vaughn Moody.
MacKaye, introduction to *The Scarecrow* (Macmillan edition.)
The Great Divide and *The Scarecrow* should be studied.
The Truth and *The Witching Hour* should be read.

ADDITIONAL REFERENCES:

- MacKaye, *Self-Expression and the American Drama*. North American
188, 1918: 404-410.

FOURTEENTH MEETING

Date..... Place.....

Topic: The Little Theatre Movement in America and the Work of Eugene O'Neill.

The Little Theatres in America are doing work along the same lines as that of the Independent Theatres in England. Many of the groups are made up of amateurs or professionals who find here a means of experimenting with new effects in stagecraft and new forms of drama. These small theatres not only produce repertoire of established stage successes but they are able to try out the work of new writers without the great financial risk attendant upon a production in New York. Many of our present day dramatists have received their training and first encouragement in just such groups. The Provincetown Players is one of the best known of the Little Theatre groups and has made possible the production of the plays of Eugene O'Neill and their success in New York. A serious consideration of the significance of the work of O'Neill is important for an understanding of the drama in America today.

FIRST PAPER. By.....

Subject: THE WORK OF THE LITTLE THEATRES.

- a. The need for the experimental theatre. The commercialism of the New York stage. The Little Theatre in New York. The effects of the work of the art theatres on the standard of dramatic production in professional theatres. The Little Theatre as a self-supporting institution.
- b. The work of the Little Theatres—experimental groups which work out new art effects and new types of plays. The work of the Universities in this line. The new stagecraft, scenery and lighting developments.
- c. The writers who have received their first encouragement through the independent and experimental groups.

SECOND PAPER. By.....

Subjects THE PROVINCETON PLAYERS AND EUGENE O'NEILL.

- a. The organization and work of the Provincetown Players. A consideration of their one-act plays and the writers who have found means of expression through this group.
- b. The life of Eugene O'Neill, his writings and the production of his one-act plays by the Provincetown Players.
- c. *Beyond the Horizon*. The method followed in introducing this play on Broadway. Its success and the award of the Pulitzer prize to O'Neill. Review, also, O'Neill's recent plays, especially *The Emperor Jones*. Notice the unusual technique of this play.

DISCUSSION. Led by.....

Subject: BEYOND THE HORIZON.

1. Theme. Note how the idea of the play is revealed through the action, as the full tragedy of the mistake of the brothers unfolds. This tragedy is a folk-play. What is the appeal and how significant is it?
2. Characters. Note the character development, the changes wrought by years of struggle under conditions to which the brothers were not suited. Is this development consistent? Discuss the portrayal of the character of Ruth.
3. Structure. Note the division of each act into two scenes. Is this effective? Note the lapse of time between each act. Discuss the technique of the last scene of the play.
4. Read Act II, Scene 1, from the entrance of Robert.

REFERENCES—THE LITTLE THEATRE MOVEMENT:

- Cheney, *The New Movement in the Theatre*.
The Art Theatre.
- Dickinson, *The Insurgent Theatre*.
- Phelps, *The Twentieth Century Theatre*, Chapter III.
- Mackay, *The Little Theatre in the United States*.
- Burleigh, *The Community Theatre*, Chapter IV.
- Andrews, *The Drama of Today*, Chapter VI.
- Moderwell, *The Theatre of Today*.
- Little Theatres*. Nation 108, 1919: 702-703.
- Our Little Theatre Movement Has a Meaning All Its Own*. Current Opinion 66, 1919: 372.
- Walker, Stuart, *The Successful Experimental Theatre*. Drama League Monthly II, 8, 1918.

REFERENCES—EUGENE O'NEILL:

- Eaton, Walter Prichard, *Eugene O'Neill*. Theatre Arts Magazine 4, 1920: 286-289.
- "*Beyond the Horizon*."
Literary Digest 64, 1920: 33.
Nation 110, 1920: 241-242.
Current Opinion 68, 1920: 339-344.
Everybody's 43, 1920: 49.
- Woolcott, Alexander, *The Coming of Eugene O'Neill*. New York Times, February 8, 1920, VIII, 2.
Eugene O'Neill's Tragedy. New York Times, February 4, 1920, 12.
Beyond the Horizon Established. New York Times, March 10, 1920, 9.
The Special Matinee. New York Times, March 14, 1920, V, 5.
- O'Neill, Eugene, Letter on *The Writing of "Beyond the Horizon"*. New York Times, April 11, 1920, VI, 2.
The Emperor Jones, printed in Theatre Arts Magazine 5, 1921: 29-59.
- Review of *The Emperor Jones*. Outlook 126, 1920: 710-711. Current Opinion 70, 1921: 55-64.
- Beyond the Horizon* should be studied.
- The one-act plays in *The Moon of the Caribbees* should be read, with some recent one-act pieces of other authors.

BIBLIOGRAPHY

I

A LIST OF PLAYS FOR STUDY

Most of the following plays are not contained in the collection, *Chief Contemporary Dramatists*. Some are recommended for the valuable introductory matter. Cheap acting editions of the plays starred may be obtained from Walter H. Baker and Company.

- Ibsen, **A Doll's House*, **Ghosts*. Volume VII of edition edited with introductions by William Archer. Scribner. \$2.00.
- Björnson, *Plays, (First Series)*. *The Gauntlet, Beyond Our Power, The New System*. Translated with an introduction by Edwin Björkman. Scribner. \$2.50.
- Brieux, *Three Plays by Brieux, Maternity, The Three Daughters of M. Dupont, Damaged Goods*. Preface by George Bernard Shaw. Brentano's. \$2.25.
- Strindberg, *Plays, (First Series)*. Translated with an introduction by Edwin Björkman. Scribner. \$2.50.
- Sudermann, *Morituri*, containing *Teja, Fritzchen, The Eternal Masculine*. Translated by Archibald Alexander. Scribner. \$2.00.
- Roses, containing *Streaks of Lights, The Last Visit, Margot, *The Far-Away Princess*. Translated by Grace Frank. Scribner. \$2.00.
- Pinero, *The Social Plays of Arthur Wing Pinero*. Edited with prefaces by Clayton Hamilton. Volume II contains **Iris* and **The Gay Lord Quex*. Dutton. \$3.50.
- Jones, *The Theatre of Ideas*, containing *The Goal, Her Tongue, Grace Mary*. Doran. \$1.25.
- Wilde, **The Importance of Being Earnest*. Baker. \$.60.
- Shaw, *Plays Pleasant and Unpleasant*, with prefaces. Volume I, **Widower's Houses*, **The Philanderer*, **Mrs. Warren's Profession*, Volume II, **Arms and the Man*, **You Never Can Tell*, **The Man of Destiny*, **Candida*. Brentano's. \$2.50 each volume.
- Press Cuttings*. Brentano's. \$.75.
- How He Lied to Her Husband* with *The Man of Destiny*. Brentano's. \$.75.
- Barrie, *What Every Woman Knows*. Scribner. \$1.50.
- Half Hours*. Scribner. \$1.75.
- Echoes of the War*. Scribner. \$1.75.
- Rostand, *Chantacler*. Translated by Gertrude Hall. Duffield. \$1.50.
- **Cyrano de Bergerac*. Translated by Gertrude Hall. Doubleday. \$1.00.
- Maeterlinck, *The Bluebird*. Dodd, Mead. \$2.00.
- The Betrothal*. Dodd, Meade. \$2.00.

- Synge, *In the Shadow of the Glen*. Luce. \$.75.
The Tinker's Wedding. Luce. \$.75.
The Playboy of the Western World. Luce. \$.75.
- Yeats, *The Hour Glass, Cathleen ni Houlihan, A Pot of Broth*. Macmillan. \$2.00.
**The Land of Heart's Desire*. Baker. \$.35.
- Lady Gregory, *New Comedies*. Putnam. \$2.00.
Seven Short Plays. Putnam. \$2.00.
- MacKaye, *The Scarecrow*. Macmillan. \$1.50.
- Moody, *Poems and Plays*. With an introduction by John Manly. 2 volumes. Houghton. \$2.50 each volume.
- O'Neill, *The Moon of the Caribbees*. Boni and Liveright. \$1.75.
Beyond the Horizon. Boni and Liveright. \$1.75.
- Representative One-Act Plays by American Authors*. Edited by Margaret Mayorga. Little, Brown. \$3.25.
- Chief Contemporary Dramatists*, by Thomas H. Dickinson, contains the following plays: **Lady Windermere's Fan*, by Wilde; **The Second Mrs. Tanqueray*, by Pinero; *Michael and His Lost Angel*, by Jones; *Strife*, by Galsworthy; *The Madras House*, by Barker; *The Hour-Glass*, by Yeats; **Riders to the Sea*, by Synge; *The Rising of the Moon*, by Lady Gregory; **The Truth*, by Fitch; *The Great Divide*, by Moody; **The Witching Hour*, by Thomas; *The Scarecrow*, by MacKaye; *The Weavers*, by Hauptmann; *The Vale of Content*, by Sudermann; *The Red Robe*, by Brieux; *Know Thyself*, by Hervieu; *Pélléas and Mélisande*, by Maeterlinck; *Beyond Human Power*, by Björnson; *The Father*, by Strindberg; *The Cherry Orchard*, by Tchekoff.

II

REFERENCE BOOKS—CRITICISM

- Andrews, Charlton, *The Drama Today*. Lippincott. \$2.50.
- Archer, William, *Play-Making*. Small, Maynard. \$2.00.
- Bickley, Francis, *J. M. Synge and the Irish Dramatic Movement*. Houghton Mifflin. \$.75.
- Borsa, Mario, *The English Stage of Today*. Lane, London. \$2.50.
- Bourgeois, Maurice, *John Millington Synge and the Irish Theatre*. Macmillan. \$3.00.
- Boyd, Ernest A., *The Contemporary Drama of Ireland*. Little, Brown. \$1.75.
- Burleigh, Louise, *The Community Theatre in Theory and Practice*. Little, Brown. \$1.75.
- Burton, Richard, *Bernard Shaw, The Man and the Mask*. Holt. \$1.75.
The New American Drama. Crowell. \$1.25.
- Brandes, Georg, *Henrik Ibsen, Björnsterne Björnson, Critical Studies*. Heinemann, London.

- Carter, Huntly, *The Theatre of Max Reinhardt*. Kennerley. \$2.50.
- Chandler, F. W., *Aspects of Modern Drama*. Macmillan. \$2.50.
- Cheney, Sheldon, *The Art Theatre*. Knopf. \$2.00.
The New Movement in the Theatre. Kennerley. \$2.00.
- Chesterton, Gilbert K., *George Bernard Shaw*. Lane. \$1.50.
- Clark, Barrett H., *The British and American Drama of Today*. Holt.
 \$2.00.
The Continental Drama of Today. Holt, \$2.00.
- Coar, J. F., *Studies in German Literature in the Nineteenth Century*.
 Macmillan. \$3.00.
- Dickinson, Thomas H., *The Case of American Drama*. Houghton Mifflin.
 \$2.50.
The Contemporary Drama of England. Little, Brown. \$1.75.
The Insurgent Theatre. Huebsch. \$1.25.
- Elton, Oliver, *Modern Studies*. Longmans. \$2.75.
- Gosse, Edmund, *Henrik Ibsen*. Scribner. \$1.50.
- Hale, E. E., Jr., *Dramatists of Today*. Holt. \$1.75.
- Heller, Otto, *Studies in Modern German Literature*. Ginn. \$1.50.
- Henderson, Archibald, *European Dramatists*. Stewart and Kidd. \$3.00.
George Bernard Shaw—His Life and Works. Boni and Liveright.
 \$2.50.
- Letters of Henrik Ibsen* (translated by Laurvik and Morison). Fox,
 Duffield. \$2.50.
- Lewisohn, Ludwig, *The Modern Drama*. Huebsch. \$1.50.
- MacKaye, P., *The Civic Theatre*. Kennerley. \$1.50.
- Mackay, Constance D'Arcy, *The Little Theatre in the United States*.
 Holt. \$2.00.
- Moses, Montrose, J., *The American Dramatist*. Little, Brown. \$2.50.
- Phelps, William Lyon, *The Twentieth Century Theatre*. Macmillan. \$1.50.
- Shaw, George Bernard, *Dramatic Opinions and Essays*, (2 volumes).
 Brentano's. \$4.50 net.
The Quintessence of Ibsenism. Brentano's. \$1.75.
- Weygandt, Cornelius, *Irish Plays and Playwrights*. Houghton Mifflin.
 \$3.00.
- Yeats, William Butler, *The Cutting of an Agate*. Macmillan. \$2.00.

III

GENERAL REFERENCE BOOKS

The books mentioned below are valuable as general works on the Drama. They are not referred to in the Study Course but are recommended for use in a thorough study of Modern Drama.

- Baker, George P., *Dramatic Technique*. Houghton. \$3.50.

- Clark, Barrett, *European Theories of the Drama*. Stewart and Kidd. \$5.00.
- Hamilton, Clayton, *Problems of the Playwright*. Holt. \$1.75.
Studies in Stage Craft. Holt. \$1.75.
The Theory of the Theatre. Holt. \$1.75.
- Henderson, Archibald, *The Changing Drama*. Holt. \$1.50.
Interpreters of Life and the Modern Spirit. Kennerley. \$1.50.
- Andrews, Charlton, *The Technique of Play Writing*. Home Correspondence School. \$1.50.
- Rolland, Romain, *The People's Theatre*. Holt. \$1.35.
- Meredith, George, *Essay on Comedy and the Uses of the Comic Spirit*.
Modern Drama and Opera, Reading Lists on the Works of Various Authors.
The Boston Book Company.
- Matthews, Brander, *A Study of the Drama*. Houghton. \$2.00.
- Crawford, M. C., *The Romance of the American Theatre*. Little, Brown. \$3.00.
- Moderwell, H. K., *The Theatre of Today*. John Lane. \$1.50.

PERIODICALS

The following periodicals will be found useful:

- The Drama*, published by the Drama League of America.
- The Theatre Arts Magazine*, especially concerned with the arts of the drama.
- The Theatre Magazine*, treating the doings of the commercial theatre, amateur groups and moving picture production.

IV

A SELECTED READING LIST OF PLAYS

The plays starred are one-act pieces. A program of short plays may be selected for performance from this list.

HENRIK IBSEN (1828-1906).

- 1854 *Lady Inger of Ostraat*.
- 1855 *The Feast at Solhoug*.
- 1857 *The Vikings of Helgeland*.
- 1862 *The Comedy of Love*.
- 1863 *The Pretenders*.
- 1865 *Brand*.
- 1867 *Peer Gynt*.
- 1868 *The League of Youth*.
- 1873 *Emperor and Galilean*.
- 1877 *The Pillars of Society*.
- 1879 *A Doll's House*.
- 1881 *Ghosts*.
- 1882 *An Enemy of the People*.
- 1884 *The Wild Duck*.
- 1886 *Rosmerholm*.

- 1888 *The Lady from the Sea.*
- 1890 *Hedda Gabler.*
- 1892 *The Master Builder.*
- 1894 *Little Eyolf.*
- 1896 *John Gabriel Borkman.*
- 1899 *When We Dead Awaken.*

BJÖRNSTJERNE BJÖRNSSON (1832-1910).

- 1874 *The Editor.*
- 1875 *The Bankrupt.*
- 1877 *The King.*
- 1879 *The New System.*
- 1883 *The Gauntlet.*
- 1883 *Beyond Human Power.*

PAUL HERVIEU (1857-1915).

- 1901 *The Trail of the Torch.*
- 1905 *Modesty.*
- 1909 *Know Thyself.*

EUGENE BRIEUX (1858-).

- 1890 *Artists' Families.*
- 1897 *The Three Daughters of Monsieur Dupont.*
- 1900 *The Red Robe.*
- 1901 *Damaged Goods.*
- 1903 *Maternity.*

AUGUST STRINDBERG (1849-1912).

- 1883 *Lucky Pehr.*
- 1887 *The Father.*
- 1888 *Countess Julie.*
- 1890 **The Outlaw.*
- 1890 **The Stronger.*
- 1897 **The Link.*
- 1901 *The Dance of Death.*
- 1902 *The Dream Play.*

GERHART HAUPTMANN (1862-).

- 1891 *Lonely Lives.*
- 1893 *The Weavers.*
- 1893 *The Assumption of Hannele.*
- 1896 *The Sunken Bell.*
- 1898 *Drayman Henschel.*

HERMANN SUDERMANN (1857-).

- 1893 *Magda.*
- 1895 *The Vale of Content.*
- 1896 **Teja.*
- *Fritchen.*
- *The Eternal Masculine.*

- 1900 *The Fires of Saint John.*
 1902 *The Joy of Living.*
 1907 **The Last Visit.*
 **Streaks of Light.*
 **Margot.*
 **The Far-Away Princess.*

HENRY ARTHUR JONES (1851-).

- 1884 *Saints and Sinners.*
 1889 *The Middleman.*
 1896 *The Rogue's Comedy.*
 1896 *Michael and His Lost Angel.*
 1897 *The Liars.*
 1898 *The Manœuvres of Jane.*
 1900 *Mrs. Dane's Defence.*
 1913 *The Divine Gift.*
 1913 *Mary Goes First.*
 1915 **The Goal.*
 **Her Tongue.*
 **Grace Mary.*

ARTHUR WING PINERO (1855-).

- 1885 *The Magistrate.*
 1886 *The Schoolmistress.*
 1887 *Dandy Dick.*
 1888 *Sweet Lavendar.*
 1891 *The Times.*
 1893 *The Amazons.*
 1893 *The Second Mrs. Tanqueray.*
 1895 *The Notorious Mrs. Ebbsmith.*
 1898 *Trelawny of the "Wells".*
 1899 *The Gay Lord Quex.*
 1901 *Iris.*
 1903 *Letty.*
 1906 *His House in Order.*
 1908 *The Thunderbolt.*
 1909 *Midchannel.*
 1913 **Playgoers.*

OSCAR WILDE (1856-1900).

- 1883 *Vera.*
 1883 *The Duchess of Padua.*
 1892 *Lady Windermere's Fan.*
 1893 *A Woman of No Importance.*
 1895 *An Ideal Husband.*
 1895 *Salome.*
 1895 *The Importance of Being Earnest.*

GEORGE BERNARD SHAW (1856-).

- 1892 *Widowers' Houses.*
 1892 *The Philanderer.*

- 1894 *Arms and the Man.*
 1897 *Candida.*
 1897 *The Devil's Disciple.*
 1897 **The Man of Destiny.*
 1900 *You Never Can Tell.*
 1900 *Captain Brassbound's Conversion.*
 1902 *Mrs. Warren's Profession.*
 1903 *John Bull's Other Island.*
 1904 **How He Lied to Her Husband.*
 1905 *Man and Superman.*
 1905 *Major Barbara.*
 1906 *The Doctor's Dilemma.*
 1906 *Caesar and Cleopatra.*
 1908 *Getting Married.*
 1909 **Press Cuttings.*
 1909 *The Shewing-Up of Blanco Posnet.*
 1910 *Misalliance.*
 1911 *Fanny's First Play.*
 1911 **The Dark Lady of the Sonnets.*
 1912 *Androcles and the Lion.*
 1913 **Overruled.*
 1913 *Pygmalion.*
 1916 *The Great Catherine.*
 1918 *Heartbreak House.*
 **O'Flaherty.*
 **The Inca of Perusalem.*
 **Augustus Does His Bit.*
 **Annajanska, the Bolshevik Empress.*

HARLEY GRANVILLE BARKER (1877-).

- 1902 *The Marrying of Ann Leete.*
 1905 *The Voysey Inheritance.*
 1906 *Prunella* (with Laurence Housman).
 1907 *Waste.*
 1910 *The Madras House.*
 1913 *The Harlequinade* (with Dion Calthrop).

JOHN GALSWORTHY (1867-).

- 1906 *The Silver Box.*
 1907 *Joy.*
 1909 *Strife.*
 1909 *The Eldest Son.*
 1910 *Justice.*
 1911 **The Little Dream.*
 1912 *The Pigeon.*
 1913 *The Fugitive.*
 1914 *The Mob.*
 1920 *A Bit o' Love.*
 The Foundations.
 The Skin Game.

JAMES MATTHEW BARRIE (1860-).

- 1903 *Quality Street.*
- 1903 *The Admirable Crichton.*
- 1905 *Alice-Sit-By-the-Fire.*
- 1905 **Pantaloon.*
- 1908 *What Every Woman Knows.*
- 1910 **The Twelve Pound Look.*
- 1912 **Rosalind.*
- 1914 **The Will.*
- 1916 *A Kiss for Cinderella.*
- 1919 **The Old Lady Shows Her Medals.*
- **The New Word.*
- **Barbara's Wedding.*
- **A Well-Remembered Voice.*

MAURICE MAETERLINK (1862).

- 1890 *Princess Maleine.*
- 1891 **The Intruder.*
- 1891 **The Blind.*
- 1893 **The Seven Princesses.*
- 1893 *Pélléas and Mélisande.*
- 1895 **The Interior.*
- 1896 *Alladine and Palomides.*
- 1899 *The Death of Tintagiles.*
- 1902 *Monna Vanna.*
- 1908 *The Blue Bird.*
- 1910 *Mary Magdelene.*
- 1917 **A Miracle of Saint Antony.*
- 1918 *The Burgomaster of Stilemonde.*
- 1918 *The Betrothal.*

EDMOND ROSTAND (1868-).

- 1894 *The Romancers.*
- 1897 *Cyrano de Bergerac.*
- 1900 *L'Aiglon.*
- 1910 *Chantacler.*

WILLIAM BUTLER YEATS (1865-).

- 1894 **The Land of Heart's Desire.*
- 1899 *The Countess Cathleen.*
- 1902 **Cathleen ni Houlihan.*
- 1902 **A Pot of Broth.*
- 1903 **The Hour Glass.*
- 1903 **The King's Threshold.*
- 1904 **The Shadowy Waters.*
- 1904 **On Baile's Strand.*
- 1906 **Deirdre.*
- 1910 **The Green Helmet.*

JOHN MILLINGTON SYNGE (1871-1909).

- 1903 **In the Shadow of the Glen.*
- 1904 **Riders to the Sea.*
- 1905 *The Well of the Saints.*
- 1907 *The Playboy of the Western World.*
- 1909 *The Tinker's Wedding.*
- 1909 *Deirdre of the Sorrows.*

ISABEL AUGUSTA GREGORY (1859-).

- 1904 **Spreading the News.*
- 1905 *The White Cockade.*
- 1905 *Kincora.*
- 1906 **Hyacinth Halvey.*
- 1906 **The Gaol Gate.*
- 1906 *The Canavans.*
- 1906 *Grania.*
- 1907 **The Jackdaw.*
- 1907 **The Rising of the Moon.*
- 1907 **Devorgilla.*
- 1908 **The Workhouse Ward.*
- 1910 **The Travelling Man.*
- 1910 **The Full Moon.*
- 1910 **Coats.*
- 1911 **The Deliverer.*
- 1912 *Damer's Gold.*
- 1912 **McDonough's Wife.*
- 1912 **The Bogie Men.*

WILLIAM VAUGHN MOODY (1869-1910).

- 1906 *The Great Divide.*
- 1909 *The Faith Healer.*

PERCY MACKAYE (1875-).

- 1903 *The Canterbury Pilgrims.*
- 1908 *The Scarecrow.*
- 1911 **Chuck.*
 - **Gettysburg.*
 - **The Antick.*
 - **The Cat-Boat.*
 - **Sam Average.*
- 1913 *Tomorrow.*
- 1914 *A Thousand Years Ago.*
- 1914 *Saint Louis.*
- 1914 *Sanctuary.*
- 1917 *The Evergreen Tree.*
- 1918 *Jeanne D'Arc.*
- 1919 *Washington, The Man Who Made Us.*
- 1919 *The Will of Song.*
- 1920 *The Pilgrim and the Book.*

EUGENE O'NEILL (1888-).

- 1914 **Thirst*.
**The Web*.
**Warnings*.
**Fog*.
**Recklessness*.
- 1918 **The Moon of the Caribbees*.
**Bound East for Cardiff*.
**The Long Voyage Home*.
**In the Zone*.
**Ile*.
**Where the Cross is Made*.
**The Rope*.
- 1920 *Beyond the Horizon*.

A STUDY COURSE IN THE MODERN DRAMA

TERMS FOR THE COURSE

The course is based on plays contained in Dickinson's *Chief Contemporary Dramatists* with several separate plays which are not included in this collection. For reference books throughout the course, Chandler's *Aspects of Modern Drama* and Lewisohn's *The Modern Drama* are to be used. For a fee of \$10.00 ten copies of the Study Course and the three books mentioned above will be furnished. The other books may be borrowed from the University Library.

Additional copies of the Study Course may be purchased for \$0.50. The price of *Chief Contemporary Dramatists* is \$3.75, *The Modern Drama*, \$1.50, and *Aspects of Modern Drama*, \$2.50.

THE LOAN OF BOOKS

Books and other material for this course will be loaned by the Bureau of Extension upon the following terms: The club must first register and pay the required fee. Requisition blanks for reference books will be sent to the secretary of each club. These must be filled out and returned when material is needed.

The secretary should order the books at least two weeks before they are to be used. Requests for books by return mail will be attended to, but no guarantee is made that they will reach their destination in time to be of use.

Books and other material must be returned in two weeks from the date they are issued, which is stamped on the book pocket on the first page of the book. The club is subject to a fine of five cents a day on each package of books kept over two weeks. Upon request, the time on books will be extended one week.

Transportation charges both ways are borne by the club. This may be reduced if material for each meeting is sent to one person rather than to each person on the program.

Address all correspondence concerning this program to:

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Vol. IV, No. 8

APRIL, 1921

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Vol. III, No. 7. *Our Heritage. A Study through Literature of the American Tradition.* For Women's Clubs. Price .35.
Vol. III, No. 8. *The Consolidation of Rural Schools.* Second Edition. Price .25.
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Vol. IV, No. 1. *Constructive Ventures in Government: A Manual of Discussion and Study of Woman's New Part in the Newer Ideals of Citizenship.* For Women's Clubs. Price .50.
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Vol. IV, No. 6. *Music in the Public Schools.* Free.
Vol. IV, No. 7. *A Study Course in Modern Drama.* For Women's Clubs. Price .50.
Vol. IV, No. 8. *Community Music Methods and Materials.* Free.
Vol. IV, No. 9. *High School Athletic Contests.* Free.
Vol. IV, No. 10. *A Study Course in American Literature.* For Women's Clubs. Price .50.

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COMMUNITY MUSIC METHODS AND MATERIALS

Purposes

It is the purpose of this bulletin to offer suggestions for the organization and initial development of music along community lines in localities where this phase of musical life has not previously been developed. In its broad sense the term "Community Music" includes practically all phases of musical life and expression—the sing; choral organizations (including choruses, choirs, glee clubs, quartets, etc.); orchestras, bands and instrumental clubs of all sorts; concerts and recitals by local and visiting talent; appreciation of music, including the use of phonograph and player-piano; etc. Most of these phases of musical expression exist in every community in varying degrees of development. We are concerned, in the community music movement, with the organization and correlating of the existing music life of a given locality and with the further development of a complete music life for that locality, both through the improvement of existing forms of expression and through the introduction of those forms which may be lacking. And our organization, correlation and development of this complete music life of the community is carried on from the standpoint of civic welfare—the enlargement and fuller realization of the music life of the community as a whole.

Communities differ in their adaptability and their native ability along any given line almost as much as various individuals differ from each other. A method of procedure which would fit the needs of one community may be useless in the next; just as a method of teaching an eight-year old boy is not likely to be useful in teaching a grown man. So no set formula can be prescribed as the sure-cure for the ills of the community or as the safe means for developing any given line of community activity in every place. It is possible, however, to outline the general lines along which this development can probably be most effectively made, and to indicate some of the means and materials which will be needed in the development process.

The Music Survey

Just as the doctor must diagnose his case before he can prescribe, so must the organizer of any community thoroughly examine his material in hand before he proceeds to act. And it seldom is possible for one individual to correctly evaluate the musical resources and liabilities of a community. The demand for a development of community music may come from one or two progressive individuals; or it may come from some progressive club or society. In either case it will be wise for the leaders of the movement to gather about themselves a body of civic-minded men and women who will represent every possible phase of the life of the community. This group should be chosen on broad lines, and should include a member of each religious sect; clubs such as the Woman's, Kiwanis and Rotary; the school board; the teaching and legal professions; the chamber of commerce or other merchants' associations; the labor organizations, the manufacturers' organization; Y.M. and Y.W.C.A.; any other organization which is a working force in the community. The very membership of this group should emphasize the fact that this movement is meant for the entire community, not for any section or faction of it.

It is the business of this "organization committee" to survey the field in detail and to map out a course of procedure. In a bulletin on "Community Music" issued by Community Service, Incorporated, of New York, some one hundred sixty survey questions are suggested under the following headings: the municipality's relation to music; musical organizations; concert development; musical instruction; public school music; citizenship work; churches; among business men; welfare work; industrial music; choral work; community orchestras and bands; community opera; general community singing; music library facilities; Christmas music; music in the theaters; publicity and information. The committee should gather exact and detailed information along the lines suggested by these headings. At the end of their investigation they should have a complete catalog of the musical talent of the community, a definite statement of the possibilities for co-operating with allied interests (such as dramatic organizations, "key" men in the community, business men's organizations, etc.), a list of the musical events of the past year,

including those events in which music was used only incidentally. On the basis of these facts the committee can lay its plans for the development and expansion of the work.

The Community Sing

In places where there has been no development of community music, the sing serves as an entering wedge, a means of arousing interest and enthusiasm in the movement. After the movement has been developed, the sing remains a vital part of the program; its informality and non-technical nature make it most effective as a means of interesting new people, as a socializing and Americanizing agency, as a medium for good-fellowship and as an emotional outlet for the musically untrained.

Community sings should be of several sorts in the well-developed community. There should be neighborhood sings in different parts of the town, industrial sings in the different stores or factories, school sings in the different school buildings, club sings in the different social and educational and business clubs; these "sectional" sings will serve to unify and socialize the various groups concerned in them. These groups should be combined from time to time, in a general sing to which the entire community is invited, at which, in addition to the singing of the whole audience, group may be played off against group in wholesome rivalry. Care should be taken that these general sings be called in places in which all parts of the community will feel at home; a public park or a city auditorium or a high-school building will be found much better than a church or a private home.

The material used in the community sing should be, in the main, familiar songs; new songs should be taught from time to time, but the learning of new material should never be allowed to lessen the general interest in the meeting—the spirit of the occasion is more important than the indiscriminate enlargement of the repertory. The program should be a wise combination of several types of songs—patriotic songs, popular songs, love songs and ballads, rounds, hymns, comedy and action songs, folk-songs and familiar art-songs. There should be constant contrast and diversity in the type of songs used; several songs of any given type, sung one after the other, will always result in a lagging of interest on the part of the audience. An occasional solo, instrumental or other special number will make the program more interesting.

The actual order of songs, and even the choice of songs to be sung, must often be changed in the course of the program to suit the temper and spirit of the particular audience concerned. The leader must watch the mass reaction to each song, and, to be successful, must be keen in judging the sort of song that should be used next to get the best effect. He should never lose close touch with his audience; he should not allow this contact to suffer by awkward pauses between songs; he should keep himself in the background and refrain from all but the most necessary talking to the audience.

It is always best if both words and music can be in the hands of the audience. If this is impossible, words at least should be provided. Song-sheets, containing the words of the songs most often used, can be printed locally, the cost being contributed or paid for by advertising or from the funds of the community music organization; or they may be obtained at a small cost from Community Service, Incorporated, One Madison Avenue, New York City. In printing song-sheets locally, care must be taken not to infringe on copyrights; permission to print the words of copyright songs can often be obtained from the publishers. A number of books have been published for community sing use. The most useful of these is the "Twice 55 Community Songs," prepared by a committee of the Music Supervisors' National Conference and published by C. C. Birchard and Company of Boston at 15 cents the copy or \$12 the hundred. This book contains the words and music of most of the best-known songs, the words of many popular songs and war-songs, and a considerable amount of material suitable for advanced community singing or community chorus use. Other useful books are: "The Ditson Community Chorus Collection," published by the Oliver Ditson Company of Boston at 20 cents the copy; "Americanization Songs," published by the McKinley Music Company of Chicago at 50 cents the copy or \$40 the hundred; "The Home and Community Song Book," published by the Boston Music Company of Boston at \$1 the copy; and "One Hundred and One Best Songs," published by The Cable Company of Chicago at 10 cents the copy.

If a stereoptican equipment is available, song-slides will be found to be of great use. These slides may contain simply the words of the song, or both the words and the music. Slides can be obtained from: The Van Alton Company, Incorporated, 6 E. 39th Street, New York City; Community Service, Incorporated,

Madison Avenue, New York City; The McIntosh Company, Chicago; The Haynes Studio, St. Paul, Minnesota. Communities interested in this material can get valuable advice and assistance from the office of Mr. W. C. Crosby, Director of the Bureau of Community Service of the State Department of Education, Raleigh, N. C.

Song charts have been used successfully in many communities. These are large cards or sheets of heavy paper on which are printed the words and music of the songs to be used. They must be large enough to be plainly visible throughout the audience. In general, the other forms of material suggested are preferable to song charts; but they will be found useful when no other material is available.

The Song-Leaders' Class

Many leaders will be needed for directing the various sings outlined above. Practically every community has many of these potential leaders, who will need very little training to make them capable of doing the work successfully. These people should be organized into a song-leaders' class, which should be trained by the best leader in the community. They should study methods of conducting, the beating of the various rhythms, the starting and stopping of the song, signals for holds and other dynamic effects; they should learn thoroughly a mass of useful song material; they should study the philosophy of mass singing and mass psychology.

An accompanists' class may also be organized among the pianists of the locality; it is of primary importance that the accompanist work in sympathy with the leader, and it is often true that even the best pianists need special training before they can become successful accompanists.

The Community Chorus, Orchestra and Band

From the community sing grow the specialized groups which should be organized: choruses, orchestras, bands, etc. These groups should have regular meetings at scheduled times, should be organized as working units with responsible officers, and should take up the serious study of more difficult music than that useful in the community sing. In larger communities there should be several organizations of each of these types, working simultaneously in different sections of the community. It is often wise

to organize junior and senior orchestras and bands, the former feeding the latter as its members progress in efficiency.

The material for use in these organizations exists in such quantities and in such variety that no attempt will be made here to summarize it. As pointed out above, the books suggested for community singing contain much material suitable for a community chorus. Other material can be obtained in book or sheet music form for chorus, band and orchestra from most of the music publishers of the country, a partial list of whom is given at the end of this bulletin. Material for glee clubs, mandolin and guitar clubs and other organizations can be obtained from these same sources. The University Department of Music will be glad to suggest specific material on request.

Community Music Festivals and Contests

The most effective means of sustaining and increasing interest in community music work are the festival and the contest.

The festival program, which may extend through several days, may contain community singing, numbers by the choruses, orchestras, bands, glee clubs, mandolin clubs and the other community music organizations, solos by local or visiting people, inspirational addresses, talks on public health and similar subjects, games and similar recreational activities, a community picnic, etc. The cost of such a festival will be comparatively small, and may be defrayed by the municipal treasury, by a subscription fund, by gifts from private citizens and business firms, or by the treasury of the community music association; it is best not to charge an admission fee for these festival programs.

The contest may be made a part of the festival, or may be held independently. It may be between different organizations within the community, or between several neighboring communities. Before the contest there should be published a list of the types of material to be used, and a summary of the points in which contestants are to be judged. For instance, if the contest is between several choruses, each chorus may be asked to prepare a standard chorus number, a four-part hymn, an operatic chorus, a number for women's voices alone or men's voices alone, etc. The following scheme for judging is suggestive: out of a possible 100 points (for perfection), balance of parts may be given 10 points, tone quality 10, pitch 10, interpretation 30, enunciation 10, attack and release 10, nuance 10, appearance of

the group 10. Competent and impartial judges should be secured, and after the contest the results should be tabulated and given publicity; prizes may be offered, but they should be incidental in character, the incentive for the contest being the development of ability in the unit concerned.

School Music

The development of public school music is vital to a community music program. This subject is treated in the University Extension Leaflet for February, 1921 (Vol. IV, No. 6). Other material along this line will be published by the University Bureau of Extension during the coming school year.

PARTIAL LIST OF MUSIC PUBLISHERS

Emil Ascher, 1155 Broadway, New York City.
C. C. Bichard and Company, Boston.
The John Church Company, New York City.
The Oliver Ditson Company, Boston.
J. S. Fearis Company, Chicago.
Leo Feist, New York City.
Fillmore Music House, Cincinnati.
Carl Fischer, New York City.
J. Fischer and Brother, New York City.
Gamble Hinged Music Company, Chicago.
H. W. Gray and Company, New York City.
Hinds, Hayden and Eldredge, New York City.
The Jennings Company, Cincinnati.
McKinley Music Company, Chicago.
Novello, Ewer and Company, New York City.
J. A. Parks Company, York, Nebraska.
Theodore Presser Company, Philadelphia.
G. Schirmer, Incorporated, New York City.
Arthur P. Schmidt Company, New York City.
Silver Burdett and Company, New York City.
Clayton F. Summy, Chicago.
White-Smith Music Publishing Company, New York City.
Willis Music Company, Cincinnati.

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21. Measurement of Achievement in the Fundamental Elementary School Subjects. 1917. Price 25c.
22. Public Discussion and Debate. 1917. (Revised.) Price 25c.
23. The North Carolina Club Year Book, 1916-1917. Price 25c.
25. Local Study Clubs. 1917. Price 25c.
27. Standard Educational Tests and Measurements as a Basis for a Co-operative Plan. 1918. Price 25c.
29. Comparative Results of a State-wide Use of Standard Tests and Measurements. 1918. Price 25c.
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31. Compulsory Military Training. 1918. Price 25c.
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33. The State and County Council. Price 25c.
35. State Reconstruction Studies of the North Carolina Club of University of North Carolina. 1919. Price 25c.
36. Plays for Amateurs. 1920. Price 50c.
37. Further Use of Standard Tests and Scales as a Basis for a Co-operative Research Plan. Price 25c.
38. The Construction of Schoolhouses. Price 50c.
39. The Teaching of Geometry. Price 50c.
40. Collective Bargaining. Price 50c.
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UNIVERSITY OF NORTH CAROLINA,
Chapel Hill, N. C.

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MAY, 1921

UNIVERSITY OF NORTH CAROLINA EXTENSION LEAFLETS

HIGH SCHOOL ATHLETIC CONTESTS

By E. R. RANKIN

Assistant Director of the Bureau of Extension



PUBLISHED BY THE UNIVERSITY

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HIGH SCHOOL ATHLETIC CONTESTS

On April 11th, 1913, the first annual inter-scholastic track meet of North Carolina was held at the University of North Carolina. Fifty athletes representing a half dozen high schools participated and the trophy cup went to the High Point high school. This track meet was staged under the direction of the Greater Council, a University student organization, and moving spirits in carrying it through to a successful conclusion were: Earl Patterson, Carolina track captain, and Walter Stokes, Jr., president of the senior class, and head of the Greater Council. From this beginning in 1913 State high school athletic contests, conducted under the auspices of the University, have experienced a great increase in variety, scope and popular interest.

PURPOSE OF CONTESTS

The basic idea behind the first track meet held in 1913 and behind every high school athletic contest conducted since has been that it is the University's function to extend a helpful relationship wherever possible in the State; that the boundaries of service of the University should be co-extensive with the geographical outlines of the State. It has been thought constantly that it is a proper activity for the University to co-operate with the high schools in carrying on State championship contests in the various branches of sport.

ANNUAL CONTESTS SUMMARIZED

1913-14.—From this beginning in the spring of 1913, interest grew in the new line of University endeavor. In the fall of 1913 the High School Athletics Committee, with N. W. Walker as chairman, representing the University of North Carolina, began its work of supervising high school athletic contests, with the finals in the various contests centering at the University, a work which it has continued ever since. This committee supervised the first annual State high school championship contest in football in the fall of 1913. The Raleigh high school won the trophy cup in the first contest. The committee extended its activity to include baseball, and in the spring of 1914 the Sylvan high school won the first annual baseball championship contest. The Friendship high school won the inter-scholastic track meet of 1914.

1914-15—By the fall of 1914 the contests were on the road to permanent establishment and the spring of 1915 witnessed the beginning of the State high school basketball championship contest. The Raleigh high school again won the football championship, in 1914. The Winston-Salem high school won the first annual State championship contest in basketball, in 1915. The Friendship high school won the inter-scholastic track meet for the second time in 1915, and the Sylvan high school won the baseball championship for the second time.

1915-16—These contests moved steadily along in 1915-16 and this year saw the beginning of the inter-scholastic tennis tournament. The Raleigh high school for the third time won the football championship, defeating the Charlotte high school in a close and memorable final game. The Durham high school won the 1916 basketball championship contest. The Friendship high school won the inter-scholastic track meet, and the Wilmington high school won the inter-scholastic tennis tournament. The Clayton high school won the baseball championship.

1916-17—The Charlotte high school in the fall of 1916 won the football championship. Winston-Salem won the State high school basketball championship in 1917. Oak Ridge won the doubles of the tennis tournament and Wilmington high school won the singles. Friendship high school again won the trophy cup in the track meet, and the Cherryville high school won the baseball championship.

1917-18—The Charlotte high school in the fall of 1917 for the second time won the trophy cup in football. The Durham high school, in 1918, evened matters up with Winston-Salem by carrying off the trophy cup in basketball. The Asheville high school won the tennis tournament. Friendship high school repeated her past performance of carrying away the trophy cup in the track meet, and the Winston-Salem high school won the baseball championship.

1918-19—Due to the war conditions and the influenza epidemic, no football contest was conducted in 1918. In the spring of 1919 Winston-Salem carried the rubber away from Durham by winning the basketball championship. The Wilson high school won the tennis tournament. Friendship for the sixth time won the track meet, and Red Oak carried away the baseball trophy cup.

1919-20—The Chapel Hill high school won the football championship in 1919. The Wilmington high school won the basketball championship in 1920. The Wilson high school for the second time carried away the honors in the tennis tournament. Friendship high school continued her success in the track meet, and the Greensboro high school won the baseball trophy cup.

1920-21—The Chapel Hill high school for the second time won the football championship, in 1920, defeating the Monroe high school in a final game marked by the great playing of both teams. Chapel Hill high school won the basketball championship, in 1921, defeating the Charlotte high school in a very close and exciting final game. Oak Ridge won the doubles and Raeford high school won the singles of the tennis tournament. Chapel Hill continued her athletic successes by winning the track meet. At the time this leaflet goes to press the baseball championship contest is in progress.

INTEREST HAS STEADILY GROWN

This year, 1920-21, has set the high water mark for high school athletics. A great interest has been aroused by the contests all over the State from Wilmington in the southeast and Elizabeth City in the northeast to Asheville in the west. Twenty-three high schools took part in the football cham-

pionship series last fall. Forty-four high schools were represented in the championship series in basketball. During this year's High School Week at the University, April 14th and 15th, 125 contestants came from fifteen schools to participate in the inter-scholastic track meet, and eleven schools sent representatives for the inter-scholastic tennis tournament. Thirty-six high schools are participating at the present writing in the baseball championship series.

VALUE OF CONTESTS

What these contests have meant to the students, to the schools, and to the communities for the last nine years can hardly be estimated. The physical development of the athletes has been greatly aided. Alertness of mind and quickness of decision have been called into play on the part of contestants and all the other benefits of organized athletics have accompanied. The attendance and scholastic records of many boys in the high schools have improved by reason of the fact that a student must attend school and pass his work before he can represent his school. High school athletics has been conducted on a high plane, and the contests for the trophy cups have been attended as a rule with a fine spirit of sportsmanship on all sides. High school students in various schools have come to mingle with each other and to know each other. They have visited the University for the finals and have come to know the University. The interest of communities in the schools has been greatly stimulated. School spirit and tradition and loyalty have been built up in a great many Carolina high schools.

REGULATIONS GOVERNING THE CONTESTS

In the conduct of the contests carried on by the Bureau of Extension in football, basketball, tennis, track, and baseball, the following regulations have been used:

FOOTBALL

1. For the year 1920 the contest shall be open only to North Carolina public high schools, city and rural.

2. Any football team, representing a high school, city or rural, that is made up of strictly bona fide students, shall be eligible to enter the championship series, provided the manager shall by November 5th apply to the committee for entrance into the contest, shall send a record of games played, and shall send a certified list of his players.

3. To be eligible for a place on a team a player must be a bona fide student of the school which he represents. To be a bona fide student he must be in regular attendance at the time of any game in which he participates and must have been in regular attendance for at least thirty per cent of the school year up to the time of any game in which he participates, and must have made passing grades on a majority of the studies in some regularly organized course in the school.

4. No post-graduate of a school—that is, no student who has already finished a standard four-year high school course as outlined by the State Department of Education, shall be eligible to play on the teams.

5. No teacher, coach or professional athlete shall be allowed to take part in the games under any circumstances.

6. No high school student shall be considered as eligible for this series who has already been a member of high school football teams, or preparatory school football teams, for four years.

7. If one or more ineligible players are used on a team during a game, then that game shall be forfeited to the opposing team.

8. Immediately after November 6th, the committee will hold a conference with the faculty managers, or student managers, of all teams entering the eastern championship series and a conference with the faculty managers, or student managers, of all teams entering the western championship series. These conferences will arrange the schedule of the championship series, east and west, for the purpose of selecting through a process of elimination two teams which shall come to Chapel Hill for the final State championship game, the date for this to be settled by the committee. Provided, That should any two managers fail to agree among themselves at the conference as to whether their teams shall meet on the home field of one of the teams, and should they fail further to agree upon some nearby neutral meeting-place, then it is understood that their teams shall meet on

Emerson Field at the University under whatsoever financial conditions the committee may be able to propose.

9. The committee will pay one-half of the railway fare both ways and will provide entertainment at Chapel Hill for the two teams which shall be selected to play the State championship game.

10. The committee at the University is composed of N. W. Walker, chairman; E. R. Rankin, secretary; C. T. Woollen, B. C. Harrell, and Donnell Van Noppen.

BASKETBALL

1. For the year 1921 the contest shall be open only to North Carolina public high schools, city and rural.

2. Any basketball team, representing a high school, city or rural, that is made up of strictly bona fide students, shall be eligible to enter the championship series, provided the manager shall by February 12th apply to the committee for entrance into the contest, and shall send a certified list of his players.

3. To be eligible for a place on a team a player must be a bona fide student of the school which he represents. To be a bona fide student he must be in regular attendance at the time of any game in which he participates and must have been in regular attendance for at least thirty per cent of the school year up to the time of any game in which he participates and must have made passing grades on a majority of the studies in some regularly organized course in the school.

4. No post-graduate of a school—that is, no student who has already finished a standard four-year high school course as outlined by the State Department of Education, shall be eligible to play on a team.

5. No teacher, coach or professional athlete shall be allowed to take part in the games under any circumstances.

6. No high school student shall be considered as eligible for this championship series who has already represented a high school during any game or fraction of a game in four championship series in previous years, or who has played four years of prep school basketball.

7. If one or more ineligible players are used on a team during a game, then that game shall be forfeited to the opposing team.

8. Immediately after February 13th, at the call of the committee, a conference will be held of the faculty managers, or student managers, of all teams entering the eastern championship series, and another conference will be held of the faculty managers, or student managers, of all teams entering the western championship series. These conferences of managers will arrange the schedule of the championship series, east and west, for the purpose of selecting through a process of elimination two teams which shall come to Chapel Hill for the final State championship game, the date for this to be settled by the committee. Provided, That should any two managers fail to agree among themselves at the conference as to whether their teams shall meet at the home town of either of the teams, and should

they fail further to agree upon some nearby neutral meeting-place, then it is understood that their teams shall meet at the University Gymnasium under whatsoever financial conditions the committee may be able to propose.

9. The committee will pay one-half of the railway fare both ways and will provide entertainment at Chapel Hill for the two teams which shall be selected to play the State championship game.

10. The games shall be played under the rules as laid down by the international basketball committee.

11. The committee at the University is composed of N. W. Walker, chairman; E. R. Rankin, secretary; C. T. Woollen, W. McK. Fetzer, and Joe A. Person.

TENNIS

1. All secondary schools of North Carolina, however supported, shall be eligible to send representatives to contest in the inter-scholastic tennis tournament.

2. Each contestant must be a bona fide student of the school which he represents. To be a bona fide student, he must be in attendance at the time of the tournament, and must have been in attendance for at least 30 per cent of the school year up to the time of the tournament, and must have made passing grades on a majority of the studies in some regularly organized course of the school.

3. There will be contests in singles and doubles. A school may enter either the singles or doubles, or both. A school may enter only one man for the singles, and only two men for the doubles. The contests will be so arranged that the same man may take part in the singles and doubles if he desires.

4. Two cups will be awarded, one to the school winning the doubles match and the other to the school winning the singles match.

5. All schools desiring to enter the tournament will please communicate with the secretary of the committee as early as possible. The names of all contestants together with information as to whether they wish to take part in the singles, doubles, or both, should be sent in not later than April 5th. There will be preliminaries at Chapel Hill which will probably necessitate the contestants arriving on April 13th.

6. All contestants, teachers, or principals coming to Chapel Hill for the tournament will be entertained free of cost.

TRACK

1. All secondary schools of North Carolina, however supported, shall be eligible to send representatives to contest in the inter-scholastic track meet.

2. Each contestant must be a bona fide student of the school which he represents. To be a bona fide student, he must be in attendance at the time of the meet, and must have been in attendance for at least 30 per cent of the school year up to the date of the meet, and must have made

passing grades on a majority of the studies in some regularly organized course in the school.

3. The following events will be held: (1) 100-yard dash, (2) 440-yard run, (3) 880-yard run, (4) one-mile run, (5) 120-yard low hurdles, (6) high jump, (7) broad jump, (8) pole vault, (9) 12-pound shot put, (10) discus throw, (11) a relay race.

4. The school winning the largest number of points shall be awarded the championship cup. This school shall retain possession of the cup for one year, and the school that shall win it for three years shall have permanent possession of it. The school which wins the relay race shall be awarded a cup, this to remain in permanent possession of the school winning it. To every contestant winning a first place in any event, a silver medal will be awarded; and to every contestant winning a second place a bronze medal will be awarded.

5. The points will be counted thus: 5 for first place, 3 for second place, 2 for third place, and 1 for fourth place. The relay race will not count in the scoring of points.

6. The rules of the Inter-Collegiate Amateur Athletic Association will govern this meet. A copy of these rules may be secured at any sporting goods store with Spaulding & Co.'s agency.

7. All schools desiring to be represented in this meet will please notify E. R. Rankin, secretary, as early as possible. Entry blanks for each contestant must be filled out, and these should be sent to the secretary not later than April 5th.

8. All contestants and principals coming to Chapel Hill for this meet will be met at the station by a committee and will be entertained free of cost while at Chapel Hill.

BASEBALL

1. For this year the contest shall be open only to public high schools, city and rural.

2. Any baseball team, representing a high school, city or rural, that is made up of strictly bona fide students, shall be eligible to enter the championship series, provided the manager shall by April 23rd apply to the committee for entrance into the contest and shall send a certified list of his players.

3. To be eligible for a place on a team a player must be a bona fide student of the school which he represents. To be a bona fide student he must be in regular attendance at the time of any game in which he participates and must have been in regular attendance for at least thirty per cent of the school year up to the time of any game in which he participates, and he must have made passing grades on a majority of the studies in some regularly organized course in the school.

4. No post-graduate of a school—that is, no student who has already finished a standard four-year high school course as outlined by the State Department of Education, shall be eligible to play on the teams.

5. No teacher, professional athlete, or former college player, shall be allowed to take part in the games under any circumstances.

6. No high school student shall be considered as eligible for this championship series who has already represented a high school during any game or fraction of a game in four championship series in baseball in previous years, or who has played four years of prep school baseball.

7. If one or more ineligible players are used by a team during a game then that game shall be forfeited to the opposing team.

8. Immediately after April 24th, at the call of the committee, a conference will be held of the faculty managers, or student managers, of all teams entering the eastern championship series, and another conference will be held of the faculty managers, or student managers, of all teams entering the western championship series. These conferences of managers will arrange the schedule of the championship series, east and west, for the purpose of selecting through a process of elimination two teams which shall come to Chapel Hill for the final State championship game, the date for this to be settled by the committee. Provided, That should any two managers fail to agree among themselves at the conference as to whether their teams shall meet at the home town of either of the teams, and should they fail further to agree upon some nearby neutral meeting-place, then it is understood that their teams shall meet on Emerson Field at the University under whatsoever financial conditions the committee may be able to propose.

9. The committee will pay one-half the railway fare both ways, and will provide entertainment for these two teams while they are at the Hill.

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EXTENSION SERIES BULLETINS are published occasionally by the University of North Carolina. Below is a list of Bulletins which will be sent you upon application for the prices listed:

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UNIVERSITY OF NORTH CAROLINA
EXTENSION LEAFLET

STUDIES IN AMERICAN
LITERATURE

By CLARENCE ADDISON HIBBARD, A. M.
Assistant Professor of English in the University of North Carolina



CHAPEL HILL
PUBLISHED BY THE UNIVERSITY
1921

STUDIES IN AMERICAN LITERATURE
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STUDIES IN AMERICAN LITERATURE

A WORD OF EXPLANATION

The suggestions for study made in this program are in no sense to be construed as a syllabus of American literature. All of the books and selections cited for study are drawn from our literature of the last hundred years and make no pretense at being all-inclusive or even consecutive in their arrangement. It is, however, hoped that the student who consistently follows the reading here outlined will learn something of the life and writing of more than fifty of the outstanding figures in our history of letters. The one purpose that has been kept in mind has been that of affording both a pleasant and an instructive journey through "the realms of gold."

The last half of the program frankly emphasizes modern and contemporary literature. This is done not because of any deep-rooted assurance that our current writing is to prove permanent, but in the belief that literature draws its greatest inspiration from life as it passes and lives only insofar as it fairly represents the ideals, the struggles, and the aspirations of those who are with it in the making. It is at once our pleasure and our serious duty to help in the winnowing.

The outlines which are suggested for each paper are obviously scant. They are made so deliberately. Were the plans worked out in detail they would be either so complete as to do the work for the club woman or serve, in the difficulty of getting books, completely to confuse her. To the writer it has seemed better simply to suggest general schemes of development, leaving the person responsible for the paper to mould the materials she can get to hand in the best way possible.

It may be well, also, to call the attention to the fact that, while the programs are worked out on the "paper" basis, there is no reason why these plans may not be used by the club member working alone. In that case it would seem well, however, to keep some sort of formal notebook for conclusions reached and facts ascertained.

C. A. H.

Chapel Hill,
May 1, 1921.

STUDIES IN AMERICAN LITERATURE

FIRST MEETING

Date..... Place.....

General Topic: Our Nature Writers.

Though it was certainly true that our earliest writers on Nature were influenced by English traditions and certain aspects of English Romanticism, American literature has, in more recent years, taken on a character which is essentially her own. The spirit of this independence is well expressed by William Cullen Bryant in a letter to his brother John who had written some lines to a skylark:

“Did you ever see such a bird? Let me counsel you to draw your images, in describing Nature, from what you observe around you. . . . The skylark is an English bird, and an American who has never visited Europe has no right to be in raptures about it.”

Bryant himself ushered in this new enthusiasm for American nature and left us a heritage which such men as Lowell, Whittier, Timrod, Lanier, Hayne, Sill, Tabb, Miller, and Cawein have been glad to enrich by their poetry as have Audubon, Thoreau, Muir, and Burroughs by their prose.

FIRST PAPER: By.....

Subject: HENRY DAVID THOREAU.

Thoreau, a member of the Concord group and a transcendentalist, carried the individuality taught by that group into such happy extreme as to make him our preëminent nature writer. The most attractive phase of his career is that which found him living his life of semi-isolation in his cabin on Walden Pond, an experiment which he has immortalized in his book *Walden* published in 1854.

- a. Biographical facts in the life of Thoreau.
- b. Thoreau as an interpreter of Nature.
- c. *Walden*, an appreciation.

SOME REFERENCES FOR THIS PAPER:

Salt, *Life of Henry David Thoreau*.
Pattee, *History of American Literature*, pp. 171-88.

Wendell, *Literary History of America*, pp. 332-7.
Cambridge History of American Literature, Vol. II, Book 2, Chap. X.
Thoreau, *Walden*. (A good edition is that in the Riverside Literature Series published by Houghton Mifflin at \$.64.)

SECOND PAPER: By.....

Subject: JOHN MUIR.

"Come with me along the glaciers and see God making landscapes!" is the sort of appeal that John Muir makes in his writings. His work most particularly concerns itself with out-of-doors in the West: he has been called "The psalmist of the Sierras." Books representative of this phase of his life are: *Our National Parks* and *My First Summer in the Sierras*.

- a. Biographical facts in the life of Muir.
- b. Muir as a nature writer.

SOME REFERENCES FOR THIS PAPER:

Muir, *The Story of My Boyhood and Youth*.
Muir, *Our National Parks*.
Muir, *My First Summer in the Sierras*.
Muir, *The Mountains of California*.
Pattee, *History of American Literature Since 1870*, pp. 154-9.
The Atlantic Monthly, vol. 110: pp. 813-25. Dec. 1912. *Plunge Into the Wilderness*, a paper by John Muir.
The Century, vol. 80: pp. 521-8. Aug. 1910. *With John o'Birds and John o'Mountains in the Southwest*, by Clara Barrus.

THIRD PAPER: By.....

Subject: JOHN BURROUGHS.

During fifty years of writing Burroughs wrote himself to a position as dean of our school of nature writers. To Theodore Roosevelt he was "Our greatest nature lover and nature writer." It is to his earlier work that the general reader will turn with more interest since here his more spontaneous and typical writing is found.

- a. Biographical facts in the life of Burroughs.
- b. Burroughs as an interpreter of nature.

SOME REFERENCES FOR THIS PAPER:

Burroughs, *Wake-Robin*.
Burroughs, *Locusts and Wild Honey*.
Burroughs, *Birds and Poets*.
Pattee, *History of American Literature Since 1870*, pp. 146-54.
Atlantic Monthly, vol. 106: pp. 631-41. Nov. 1910. *Fifty Years of John Burroughs*, by Dallas Lore Sharp.

Century, vol. 54: pp. 560-8. August 1897. *John Burroughs*, by Hamilton Wright Mabie.

Outlook, vol. 109: pp. 224-30. Jan. 27, 1915. *John Burroughs and his Haunts*, by Albert H. Pratt.

SELECTIONS FROM *Century Readings* FOR GROUP STUDY:

Thoreau: *Walden*, "Higher Laws" p. 368; "Brute Neighbors" p. 373; and "Conclusions" p. 379.

Muir: *The Water Ouzel*, p. 771; *Wind Storm*, p. 778; *Echo Lake*, p. 782.
Burroughs: *Fuss and Feathers*, p. 633; *Nature Lore*, p. 637.

SECOND MEETING

Date..... Place.....

General Topic: Nathaniel Hawthorne.

That such a critic as Lowell should have seen fit to call Hawthorne "The greatest imaginative genius since Shakespeare" is reason enough for his inclusion in a consideration of this kind. From at least three angles,—Puritanism, the short story, and the novel—Hawthorne is of vital significance to American literature.

FIRST PAPER: By.....

Subject: HAWTHORNE THE MAN.

- a. Biographical facts in the life of Hawthorne.
 1. Early environment and its relation to his writing.
 2. His brief career as a government official.
 3. His isolation.
- b. Character and personality.

SOME REFERENCES FOR THIS PAPER:

Woodberry, *Nathaniel Hawthorne* (American Men of Letters Series).
Stearn, F. P., *The Life and Genius of Hawthorne*.
Brownell, *American Prose Masters*, pp. 63-130.
Burton, *Literary Leaders of America*, pp. 99-134.
Macy, *Spirit of American Literature*, pp. 77-96.
Pattee, *History of American Literature*, pp. 240-56.
Hawthorne, Julian, *Hawthorne and His Circle*.
More, Paul Elmer, Shelburn Essays, *The Solitude of Hawthorne*.
Swift, *Brook Farm*.

SECOND PAPER: By.....

Subject: HAWTHORNE THE WRITER OF SHORT STORIES.

- a. Atmosphere in Hawthorne's stories.
- b. Hawthorne's short story technique.
- c. Hawthorne's relationship to the American short story.

SOME REFERENCES FOR THIS PAPER:

For "a" and "b" of this outline the best preparation will come from a careful consideration of such stories as *The Birthmark*, *The Artist of the Beautiful*, *Rappaccini's Daughter* (these three in *Mosses from an Old Manse*) and *The Ambitious Guest*, *The White Old Maid*, *Wakefield*, *Ethan Brand* (these four to be found in *Twice-Told Tales*).

For "c" see the first six references cited for the first paper and Canby, *Short Story in English*.

Poe, *Review of Hawthorne's Twice-Told Tales* in any edition of Poe's complete works.

Pattee, *History of American Literature*, pp. 251-3.

Richardson, *American Literature*, vol. 2, pp. 346-58.

THIRD PAPER: By.....

Subject: HAWTHORNE THE NOVELIST.

a. Qualities of thought common to the novels.

1. Puritanism.
2. Moral element.
3. Criminology studies.
4. New England life.

b. Reviews of *The Scarlet Letter*, *The House of Seven Gables*, and *The Marble Faun*.

NOTE: For the second part of this paper the three novels might well be assigned to three different people for review if the work appears too onerous for one to present.

SOME REFERENCES FOR THIS PAPER:

Woodberry, Stearn, Burton, Macy, Pattee as cited for first paper. In addition:

Erskine, *Leading American Novelists*, pp. 224-52.

Atlantic, vol. 57, pp. 471-85, April 1886. *Problems of "The Scarlet Letter."* by Julian Hawthorne.

Atlantic, vol. 93, pp. 521-35. April 1904. Notes on "*The Scarlet Letter*," by T. T. Monger.

Pattee, *Century Readings in American Literature*, p. 211. Hawthorne's Preface to *The House of Seven Gables*.

SELECTIONS FROM *Century Readings* FOR GROUP STUDY:

David Swan, p. 200, *The Birthmark*, p. 203, *The Great Stone Face*, p. 211.

THIRD MEETING

Date..... Place.....

General Topic: Ralph Waldo Emerson.

Preacher, lecturer, poet, philosopher, and writer on nature, Emerson presents, in a sense, the greatest that America has given the world in the way of literature. Though not intimately associated with the more fantastic manifestations of the transcendentalists, Emerson was the chief spokesman for the group and gave a serious and philosophical tone to the movement which has made its influences carry over to the present.

FIRST PAPER: By.....

Subject: EMERSON AND TRANSCENDENTALISM.

a. Biographical facts in the life of Emerson.

(His resignation from the ministry deserves rather careful consideration).

b. The teachings of transcendentalism:

A concise account of transcendentalism and its doctrines is to be found in Barrett Wendell's *A Literary History of America*, pp. 290-310. After the broader aspects of the subject have been mastered, one should turn to O. B. Frothingham's *Transcendentalism in New England* or H. C. Goddard's *Studies in New England Transcendentalism* for details. In order that the question may be concretely presented, it would be well to work out a list of characteristics of the movement and its doctrines; such a list will serve to show definitely what the spirit of the group was.

1. Brook Farm:

Any account in a good encyclopedia will give one the general facts as to Brook Farm, its people, its life, and its failure, but the paper would be the more pleasing from the "human interest" point of view were one to make use of incidents introduced by Lindsay Swift in his *Brook Farm*. Frothingham, cited above, on pp. 171-174 reproduces Hawthorne's own account of his experiences at the New England Utopia.

2. The Dial:

The brief career of this organ of the transcendentalists is sketched in all of the three books from mentioned above.

(NOTE: In addition to the references cited, one would do well to read the biography of Emerson by Oliver Wendell Holmes.)

SECOND PAPER: By.....

Subject: EMERSON AS POET.

A necessary precaution in this paper is that one should not attempt to consider too much of Emerson's poetry. A judicious selection will serve to show most of the qualities of the man as a poet as well as the particular trend of his thought. *Each and All, The Sphinx, The World-Soul, The Rhodora, The Problem, Brahma, Woodnotes I and II, and Days* are fairly representative, but others may be added by choice.

- a. Emerson's qualities as a poet.
- b. Nature in Emerson's poetry.
- c. The philosophy of Emerson's poetry.

SOME REFERENCES FOR THIS PAPER:

- Stedman, *Poets of America*, pp. 133-79.
- Pattee, *History of American Literature*, pp. 208-20.
- Trent, *History of American Literature*, pp. 323-36.
- Burton, *Literary Leaders of America*, pp. 135-63.
- Long, *American Literature*, pp. 318-37.

THIRD PAPER: By.....

Subject: EMERSON, AS ESSAYIST.

As for the second paper of this meeting, one ought to direct attention to certain representative selections. The gist of Emerson's prose writings will be found in a list of essays which includes *Self-Reliance, The Over-Soul, Nature, Circles, and The American Scholar*.

- a. Emerson's qualities as an essayist.
- b. The philosophy of Emerson's essays.

SOME REFERENCES FOR THIS PAPER:

- See citations above and
- Brownell, *American Prose Masters*, pp. 133-204.
- Wendell, *Literary History of America*, pp. 311-27.
- Atlantic Monthly, vol. 91: pp. 884-55, June 1903.
- Eliot, *Emerson as Seer*.
- Scribner's Magazine, vol. 46: pp. 608-24. Nov. 1909.
- Brownell, *Emerson*.

SELECTIONS FROM *Century Readings* FOR GROUP STUDY:

Each and all, The Rhodora, The Humble-Bee, The Snow-Storm, Forbearance, Brahma, The American Scholar, Self-Reliance.

FOURTH MEETING

Date..... Place.....

General Topic: Four New England Poets.

Longfellow, Whittier, Holmes, Lowell: thirty years ago these four names to the average American meant almost the whole of American poetry. Not only were they leading figures themselves, but they set the standard for lesser men for fifty years.

FIRST PAPER: By.....

Subject: LONGFELLOW AND WHITTIER.

- a. Brief biographical sketches of the two men.
- b. The chief contributions of each to our literature.
 1. Thought.
 2. Longfellow as poet of childhood and of American history.
 3. Whittier as poet of nature, religion, anti-slavery, and writer of ballads and legends.
 4. The New England element in these men.
- c. Appreciation and estimate of one or two important poems of each.

SOME REFERENCES FOR THIS PAPER:

Longfellow:

- Higginson, T. W., *Henry Wadsworth Longfellow* (American Men of Letters Series).
More, P. E., *Shelburne Essays*, vol. 5. pp. 132-157.
Burton, *Literary Leaders of America*, pp. 183-203.
Macy, *Spirit of American Literature*, pp. 97-110.
Pattee, *History of American Literature*, pp. 259-73.
Stedman, *Poets of America*, pp. 180-224.
Trent, *History of American Literature*, pp. 395-408.
Wendell, *Literary History of America*, pp. 378-92.
Cambridge History of American Literature, vol. 2. book II, chap. xii, pp. 32-42.

Whittier:

- Carpenter, G. R., *John Greenleaf Whittier* (American Men of Letters Series).
Higginson, T. W., *John Greenleaf Whittier* (English Men of Letters Series).
Pickard, S. T., *Life and Letters of J. G. Whittier*.
Burton, *Literary Leaders of America*, pp. 221-40.
Pattee, *History of American Literature*, pp. 333-44.
Stedman, *Poets of America*, pp. 95-132.
Trent, *History of American Literature*, pp. 408-19.

- Wendell, *Literary History of America*, pp. 358-69.
 Atlantic Monthly, vol. 70: pp. 642-8, Nov. 1892, *John Greenleaf Whittier*, by George E. Woodberry.
 Atlantic Monthly, vol. 100: pp. 851-9, Dec. 1907. *Whittier for Today*, by Bliss Perry.

SECOND PAPER: By.....

Subject: OLIVER WENDELL HOLMES.

- a. Biographical facts in the life of Holmes.
- b. Holmes as a humorist.
- c. Holmes as a writer of "society verse."

SOME REFERENCES FOR THIS PAPER:

- Morse, *Oliver Wendell Holmes*.
 Burton, *Literary Leaders of America*, pp. 204-20.
 Pattee, *History of American Literature*, pp. 419-28.
 Stedman, *Poets of American Literature*, pp. 274-87.
 Trent, *History of American Literature*, pp. 419-28.
 Wendell, *Literary History of America*, pp. 407-24.
Cambridge History of American Literature, pp. 224-242. vol. 2.

THIRD PAPER: By.....

Subject: JAMES RUSSELL LOWELL.

- a. Biographical facts in the life of Lowell.
- b. Lowell's versatility.
- c. Lowell's poetry.
 1. Humorous.
 2. Critical.
 3. Satirical.
 4. Nature in Lowell's poetry.
 5. An appreciation of representative poems such as: *A Vision of Sir Launfal*, *The Harvard Commemoration Ode*, and *The First Snowfall*.

SOME REFERENCES FOR THIS PAPER:

- Greenslet, Ferris, *James Russell Lowell: His Life and Work*.
 Burton, *Literary Leaders of America*, pp. 241-63.
 Macy, *Spirit of American Literature*, pp. 189-209.
 Pattee, *History of American Literature*, pp. 288-301.
 Stedman, *Poets of America*, pp. 304-48.
 Trent, *History of American Literature*, pp. 429-52.
 Wendell, *Literary History of America*, pp. 393-406.
 Scribner's Magazine, vol. 41: pp. 220-35, Feb. 1907, *Lowell*, by W. C. Brownell.

SELECTIONS FROM *Century Readings* FOR GROUP STUDY:

- Longfellow: *A Psalm of Life*, p. 242; *The Wreck of the Hesperus*, p. 243; *Serenade*, p. 245; *Hiawatha*, p. 250-261.
- Whittier: *Maud Muller*, p. 271; *Skipper Ireson's Ride*, p. 273; *Snow-Bound*, p. 278.
- Holmes: *The Last Leaf*, p. 283; *Deacon's Masterpiece*, p. 302; *The Voiceless*, p. 303; *The Boys*, p. 303.
- Lowell: *To the Dandelion*, p. 386; *Biglow Papers*, pp. 387-390 and pp. 397-402; *Harvard Commemoration Ode*, pp. 404-406.

FIFTH MEETING

Date..... Place.....

General Topic: Some American Humorists.

American humor in the last sixty years manifests, perhaps, more native zest and greater originality than any other of the classifications into which the literature of a nation is usually divided. There had been humor before this, but it had usually been sectional or servile in its limitations of European models. With the Civil War a national form of humor developed which was largely the work of young easterners who had gone to the new life of the West and there uncovered veins as rich in wit as those of California were in gold.

FIRST PAPER: By.....

Subject: "ARTEMUS WARD" AND "BILL ARP."

- a. Biographical facts in the life of "Artemus Ward" (Charles Farrar Browne) and "Bill Arp" (Charles Henry Smith).
- b. The humorous element in their work.
 1. Characteristic qualities,—exaggeration, spelling, etc.
 2. Local color.
 3. Contemporary interests presented.

SOME REFERENCES FOR THIS PAPER:

The most valuable source for preparing this paper will be the books of these two men, but the following references may prove suggestive: Pattee, *History of American Literature Since 1870*, pp. 25-43. Trent, *History of American Literature*, pp. 515-36. *Cambridge History of American Literature*, vol. II, book II, chap. XIX, pp. 148-160. Bookman, vol. 21: pp. 584-9, August 1905, *Some American Humorists*, by Joel Benton. Century, vol. 63, pp. 45-64, November 1901, *Retrospect of American Humor*, by W. P. Trent.

SECOND PAPER: By.....

Subject: "JOSH BILLINGS" AND "PETROLEUM V. NASBY."

- a. Biographical facts in the life of "Josh Billings" (Henry Wheeler Shaw) and "Petroleum V. Nasby" (David Ross Locke).
- b. The humorous element in their work.

1. Characteristic qualities,—exaggeration, spelling, aphorism, etc.
2. Local color.
3. Contemporary interests presented.

REFERENCES FOR THIS PAPER AS CITED FOR FIRST PAPER.

THIRD PAPER: By.....

Subject: "MARK TWAIN."

- a. Biographical facts in the life of "Mark Twain" (Samuel Langhorne Clemens).
 1. Boyhood and life on the Mississippi.
 2. Travels.
- b. His vein of humor.
- c. His significance to American literature.

SOME REFERENCES FOR THIS PAPER:

- "Mark Twain," *Innocents Abroad, Life on the Mississippi, Tom Sawyer, Huckleberry Finn.*
- Paine, *Mark Twain, a Biography.*
- Macy, *Spirit of American Literature*, pp. 248-77.
- Pattee, *History of American Literature Since 1870*, pp. 45-62.
- Harper's Magazine, vol. 118: pp. 948-55, May 1909, *Mark Twain*, by Archibald Henderson.
- Harper's Magazine, vol. 121: pp. 165-78, 340-8, 512-29, July-Sept. 1910.
- "My Memories of Mark Twain," by W. D. Howells.
- Outlook, vol. 87: pp. 648-53, Nov. 23, 1907. *Mark Twain the Humorist*, by W. W. Mabie.

SELECTIONS FROM *Century Readings* FOR GROUP STUDY:

The work of these men as presented pp. 579-611.

SIXTH MEETING

Date..... Place.....

General Topic: Two Poets of the South.

In Poe and Lanier the South presented to American literature two poets whose contributions have been unique: Poe is, in the strict sense of the term, our greatest poetic genius, while Lanier in his musical melodies advanced a new theory of the essential unity of *sound* and *sense* in verse.

FIRST PAPER: By.....

Subject: POE THE MAN.

More difficulties beset the student who would arrive at a just understanding of Poe's life and character than is the case with any other American writer. The facts of the case have been clouded by much partisan writing on both sides. To treat this question fairly, the student should weigh several estimates for himself.

a. Biographical facts in the life of Poe.

1. Birth, boyhood, and youth.
2. His work in various places.

b. The personality of Poe.

SOME REFERENCES FOR THIS PAPER:

Woodberry, George E., *Edgar Allan Poe*, American Men of Letters Series. *Cambridge History of American Literature*, vol. II, book II, Chap. XIV, pp. 55-69, article by Killis Campbell.

Encyclopedia Britannica, 11th ed., article on Poe, by D. Hannay.

Ingram, J. H., *Edgar Allan Poe: His Life, Letters, and Opinions*.

There is a great wealth of magazine literature on Poe; for an extensive bibliography see the last pages of the *Cambridge History of American Literature*, vol. II.

SECOND PAPER: By.....

Subject: POE THE POET.

The best approach to a brief study of Poe's poetry is through his own statement of his beliefs and his efforts. The two essays in which he most definitely stated these principles should be studied to afford an introduction to this paper. The essays are: *The Philosophy of Composition and the Poetic Principle*. They will be found in any complete edition of Poe.

a. Poe's theories of composition.

(Based on essays cited above.)

b. Application of these principles to characteristic poems: (It would be well to consider in this connection: *The Raven, Annabel Lee, The Bells, Eulalie, Ulalume.*)

SOME REFERENCES FOR THIS PAPER:

Stedman, *Poets of America*, pp. 225-72.

Mims, *Sidney Lanier*.

Pattee, *History of American Literature*, pp. 172-82.

Trent, *History of American Literature*, pp. 366-83.

Wendell, *Literary History of America*, pp. 204-18.

Woodberry, *Edgar Allan Poe*.

Macy, *Spirit of American Literature*, pp. 123-54.

Scribner's Magazine, vol. 45: pp. 69-84, Jan. 1909. Article by Brownell.
Cambridge History of American Literature. (See reference for first paper.)

THIRD PAPER: By.....

Subject: SIDNEY LANIER.

a. Biographical facts in the life of Lanier.

b. Lanier's theory of the relation of music to poetry.

In illustration of this doctrine it would be well to read *The Symphony* in which poem Lanier applies his principle in such a way as to let us hear the violin, clarinet, horn, bassoon, etc., through metrical effects. Another good example of this is to be found in the *Song of the Chattahoochee*.

c. Lanier as a poet of the South.

Poems to be studied in this regard are: *The Marshes of Glynn; Tampa Robins; From the Flats; Song of the Chattahoochee, Sunrise.*

SOME REFERENCES FOR THIS PAPER:

Lanier, Sidney, *Poems*.

Baskerville, *Southern Writers*, vol. 1, pp. 137-298.

Pattee, *History of American Literature Since 1870*, pp. 274-88.

Stedman, *Poets of America*, pp. 449-51.

Wendell, *Literary History of America*, pp. 495-9.

Burton, *Literary Leaders of America*, pp. 296-309.

Macy, *Spirit of American Literature*, pp. 309-23.

Cambridge History of American Literature, vol. II, book III, chap. IV, pp. 331-346.

Mims, *Sidney Lanier*.

SELECTIONS FROM *Century Readings* FOR GROUP STUDY:

All of the Lanier poetry, pp. 729-731.

NOTE: Any group which wishes to carry further its consideration of southern poets may be interested in this additional programme:

First paper: Henry Timrod.

Second paper: Paul Hamilton Hayne.

Third paper: John Banister Tabb.

SEVENTH MEETING

Date..... Place.....

General Topic: Walt Whitman.

No single figure in American literature so easily prompts a controversy as to the merit of his work as does Walt Whitman; and, probably, no single author in our literature has brought so much individuality to his writing. Any thorough discussion of Whitman, by more than two people, is likely to resolve itself into a debate. Indeed, any group considering the poet of *Leaves of Grass* ought, it seems, to take full advantage of this personal reaction. What is poetry? What is the province of poetry? Is there a single form or language for the art? Such questions as these are sure to arise and may well be discussed informally.

FIRST PAPER: By.....

Subject: WALT WHITMAN, THE MAN.

- a. Biographical facts in the life of Whitman.
 1. Birth and early environment.
 2. Early life in and around New York.
 3. His activities during the War between the States.
- b. Personality and individuality.

SOME REFERENCES FOR THIS PAPER:

- Perry, *Walt Whitman; His Life and Works*.
Traubel, *With Walt Whitman in Canada*.
Carpenter, *Walt Whitman*.
Pattee, *History of American Literature Since 1870*, pp. 163-85.
Trent, *History of American Literature*, pp. 480-96.
Wendell, *Literary History of America*, pp. 465-79.
Stedman, *Poets of America*, pp. 296-302.
Burton, *Literary Leaders of America*, pp. 264-95.
Cambridge History of American Literature, vol. II, book III, chap. I,
pp. 258-274.

SECOND PAPER: By.....

Subject: WHITMAN, POET OF DEMOCRACY.

- a. The sense of comradeship.
- b. Nobility of manhood presented.

"In *Leaves of Grass*," said Whitman, "my intention has been, among the rest, to put on record a complete individual, make a clean breast of it, give a true picture of the nineteenth century man. . ."

c. Democracy in his poetry.

Comradeship, nobility of man, democracy—all are closely allied in Whitman. Any one presupposes the others. The range of poetry to illustrate this reading of Whitman's is as large as *Leaves of Grass*, but the following poems are perhaps most representative of this subject:

Salut au Monde; For You O Democracy; Recorders Ages Hence; Crossing Brooklyn Ferry; I Saw in Louisiana; The Prairie-Grass Dividing; When I Peruse the Conquer'd Fame; I Dream'd a Dream; The Wound-Dresser; Base of All Metaphysics; Give Me the Splendid Silent Sun; Long, Too Long America; Thou Mother With Thy Equal Brood.

d. Industrialism in Whitman's poetry:

Whitman approximated fairly closely the poet for whom Kipling asked in his "God send a man like Bobbie Burns to sing the song of steam." Factories, smokestacks, ships, bridges, working-girls, masons, carpenters, cotton, wheat, corn, lumber-yards,—all these he sings. The following poems will repay study: *Brooklyn Ferry; O Magnet South; Pioneers, O Pioneers; To a Locomotive in Winter.*

THIRD PAPER: By.....

Subject: THE PHILOSOPHY OF WHITMAN.

a. Whitman's conception of divinity.

Some one has said that Whitman "is the only man who has absolutely known that man is an indivisible fragment of universal divinity." Typical poems for study are: *Passage to India; Miracles; Assurances; My 71st Year; Darest Thou Now O Soul; On the Beach at Night; Full of Life Now; To One Shortly to Die.*

b. Whitman's conception of Nature.

Here Whitman's optimism is perhaps more obvious than elsewhere although it is in this spirit that all of his work is written. His debt to the transcendentalists of New England, particularly Emerson, is largely reponsible for this beneficent concept of Nature. Representative poems for study are: *There Was a Child Went Forth; Song of the Open Road; Myself and Mine.*

c. Whitman's attitude towards Death.

Death was, to Whitman, a welcome admission to companionship with The Great Comrade. Poems illustrative of this phase are: *Assurances; (the song of the bird in) When Lilacs Last in the Dooryard Bloom'd; Whisper of Heavenly Death; Joy, Shipmate, Joy!; Death's Valley; Youth, Day, Old Age and Night.*

SELECTIONS FROM *Century Readings* FOR GROUP STUDY:

All of the Whitman passages pp. 476-503. In order to get at different angles of the poet's thought and manner it would be well to obtain a copy of *Leaves of Grass* to read at leisure.

NOTE: If interest in Whitman warrants it, another meeting might well be given to the poet with papers on such subjects as these:

First paper: The Americanism of Whitman.

Second paper: Whitman's prose.

Third paper: Is Whitman a poet?

EIGHTH MEETING

Date..... Place.....

General Topic: Lafcadio Hearn.

If it is proper to claim for American literature a man who was born in Greece of an Irish soldier father and a Grecian mother, who spent his boyhood in Ireland, France, and England, lived a few years of his young manhood in America, and then became a citizen of Japan, even taking the Japanese name of Koizumi Yakumo and adopting the Buddhist faith, then, if that man belongs to America, it is fitting that American literature should take cognizance of the style and charm of Lafcadio Hearn.

FIRST PAPER: By.....

Subject: THE LIFE OF LAFCADIO HEARN.

- a. Ancestry, boyhood, and education.
- b. His years in America.
 1. Newspaper work.
 2. Travels in American Tropics.
- c. His life in Japan.
 1. Teaching.
 2. Marriage.
 3. Manner of gathering Japanese material.
 4. His death.

SOME REFERENCES FOR THIS PAPER:

- Bisland, Elizabeth: *Life and Letters of Lafcadio Hearn.*
Bisland, Elizabeth: *Japanese Letters of Lafcadio Hearn.*
Bisland, Elizabeth: In Harper's, April, 1921, Some Additional Letters of Lafcadio Hearn.
Atlantic Monthly, vol. 119, pp. 349-51, March 17, *Last Days of Lafcadio Hearn.*

SECOND PAPER: By.....

Subject: HEARN'S AMERICAN WORK.

- a. Romance in Hearn's writing.
- b. Hearn as an impressionist.
 1. Importance of color and sound.

SOME REFERENCES FOR THIS PAPER:

Hearn: *Chita*.

Hearn: *Fantastics*.

Hearn: *Two Years in the French West Indies*.

THIRD PAPER: By.....

Subject: HEARN AS AN INTERPRETER OF JAPAN.

- a. Hearn's sympathy with Japanese mysticism.
- b. His estimate of the Japanese character.
- c. As a writer of narration.
- d. Hearn as a stylist.

SOME REFERENCES FOR THIS PAPER:

Any of Hearn's Japanese work may be drawn on for this paper, but the following volumes will offer plenty of representative material: *Japan: An Attempt at Interpretation* (the most deliberate and serious effort Hearn ever made in this field); *Glimpses of Unfamiliar Japan*; *Out of the East*; *Kwaidan, Exotics and Retrospectives*, *Some Chinese Ghosts* (contains one story,) *The Casting of the Bell*, which is particularly representative of Hearn's style in folk-lore and fiction.

NOTE: The *Life and Letters* by Miss Bisland listed in the references for the first paper will offer valuable material for all of these papers. One would do well, too, to see Hearn's *Interpretations of Literature* a series of lectures delivered by Hearn before his classes in literature at the Imperial University in Tokyo.

SELECTIONS FROM *Century Readings* FOR GROUP STUDY:

Chita, pp. 798-810.

NINTH MEETING

Date..... Place.....

General Topic: The American Novel.

Not even the optimism of Pollyanna would permit one to hope to cover so broad a field as the American novel in one meeting—or a dozen. The following program is little more than suggestive; those who prepare these papers should read rather widely in their particular subjects and then condense in the way best suited to the particular situation to be met. The geographical division is artificial, but so would be any classification which might be attempted. If time affords, each of these papers may be sub-divided and the subject for the paper given the time of a whole meeting. In this case special reviews of the different books may be assigned to individual members.

FIRST PAPER: By.....

Subject: NOVELS OF THE WEST.

Under this head will fall such authors and novels as:

Wister, *The Virginian*; Helen Hunt Jackson, *Romona*; Garland, *Captain of the Gray Horse Troop*, *A Son of the Middle Border*; Norris, *McTeague*, *The Octopus*, *The Pit*; London, *The Call of the Wild*, *Smoke Bellew*; Tarkington, *The Gentleman from Indiana*; Churchill, *The Crossing*.

a. Characteristics of Western life presented.

(A suggestion of the subject matter of these stories would be useful as a guide to reading.)

1. The Western spirit and ideals.
2. Problems which interest the writers.

b. Settings.

(A brief statement of the scene for several of these books.)

c. An appreciation and detailed review of one of the novels.

SECOND PAPER: By.....

Subject: NOVELS OF THE EAST.

This paper should include consideration of as many of these novels as is possible: Cooper, *The Spy*, *The Last of the Mohicans*; Holmes, *Elsie Venner*; Howells, *A Modern Instance*, *Rise of Silas Lapham*, *Indian Summer*; Wharton, *House of Mirth*, *Age of Innocence*;

Margaret Deland, *Awakening of Helena Richie, The Iron Woman*; Peole, *The Harbor, His Second Wife*; Irving Bacheller, *Eben Holden*; Westcott, *David Harum*; Dorothy Canfield, *The Brimming Cup*.

- a. The physical background—settings.
- b. Social, political, and economic problems presented.
(The novels listed are rich in "problems,"—divorce, socialism, commercialism, etc.).
- c. Humor.
(Of the books suggested *David Harum* will offer the most here, but the subject is worthy of consideration, even if found lacking, in the other novels.)

THIRD PAPER: By.....

Subject: NOVELS OF THE SOUTH.

A suggestive list is: Simms, *Guy Rivers, The Yemassee*; Craddock, *In the Clouds, The Despot of Broomsedge Cove, The Mystery of Witchspur Mountain*; Sidney Lanier, *Tiger-Lilies*; Wister, *Lady Baltimore*; Cable, *The Grandissimes*; Allen, *A Kentucky Cardinal, The Choir Invisible, The Reign of Law*; Fox, *Little Shepherd of Kingdom Come*; Dixon, *The Leopard's Spots, The Clansman*.

- a. Setting and local color of these novels.
- b. Southern problems presented.
- c. The South, present and past—a contrast of the work of two such men as Simms and Dixon.

SELECTIONS FROM *Century Readings* FOR GROUP STUDY:

- Jackson, *The Senora Moreno*, p. 559.
Cooper, *The Pioneers*, p. 111. *The Prairies*, p. 116.
Howells, *A Modern Instance*, p. 660.
Lanier, *Cain Smallin*, p. 725.
Cable, "No," p. 761.
Simms, *The Partisan*, p. 229.
Crawford, *The Novel: What It Is*, p. 825.

TENTH MEETING

Date..... Place.....

General Topic: The Short Story.

"There is no other form of literature," says Professor Hugh Walker, a distinguished British critic, "in which America is so eminent as in the writing of short stories." Certain it is that it is the most popular form. For one who would presume to classify the types of writers the pitfalls are innumerable; there are almost as many classifications as there are stories. One of the most thoughtful comments on the short story as a form has been uttered by Robert Louis Stevenson. "There are," he states, "so far as I know, three ways, and three ways, only, of writing a story. You may take a plot and fit characters to it, or you may take a character and choose incidents and situations to develop it, or lastly. . . . you may take a certain atmosphere and get actions and persons to realize and express it."

FIRST PAPER: By.....

Subject: THE SHORT STORY FORM.

- a. Its restrictions and liberties as compared to the novel. For suggestive references on this subject it would be well to read chapter XII of Bliss Perry's "*Study of Prose Fiction*" (the same material appears in the *Atlantic Monthly*, August 1902) and Edgar Allan Poe's essay on *The Philosophy of Prose Composition*. Any of the numerous text-books on short story technique ought to be helpful,—these two perhaps particularly so: Pitkin, *Short Story Writing* and Clayton Hamilton, *A Manual of the Art of Fiction*.
- b. Its threefold responsibilities defined: plot, setting, characterization. For stories illustrative of these essentials study: for plot, Poe's *Murders in the Rue Morgue*; for setting, Craddock's *Over on the T'Other Mounting*; and for characterization, Sarah Orne Jewett's *A Native of Winby* in *Century Readings*.

SECOND PAPER: By.....

Subject: EARLY AMERICAN STORY WRITERS.

- a. Salient facts in the biographies of
Washington Irving.
Nathaniel Hawthorne.

Edgar Allan Poe.
Fitz-James O'Brien.

- b. Brief critical estimate of the work of these men together with a statement as to their significance in the development of the short story form.

THIRD PAPER: By.....

Subject: THE WEST IN SHORT STORIES.

- a. Salient facts in the biographies of
Samuel Langhorne.
Francis Bret Harte.
Jack London.
- b. Brief critical estimate of the work of these men together with a statement as to their significance in the development of the short story form.

SELECTIONS FROM *Century Readings* FOR GROUP STUDY:

- Irving: *The Devil and Tom Walker*, p. 85.
Hawthorne: *The Birthmark*, p. 203.
The Great Stone Face, p. 211.
David Swan, p. 200.
Poe: *Fall of the House of Usher*, p. 309.
Murders in the Rue Morgue, p. 318.
O'Brien: *The Diamond Lens*, p. 537.
Clemens: *The Jumping Frog*, p. 608.
Harte: *The Luck of Roaring Camp*, p. 615.
London: *The Night Born*, p. 882.

ELEVENTH MEETING

Date..... Place.....

General Topic: The Short Story (Cont.)

FIRST PAPER: By.....

Subject: THE MIDDLE WEST IN SHORT STORIES.

- a. Salient facts in the biographies of
Hamlin Garland.
Constance Fenimore Woolson.
Edna Ferber.
Zona Gale.
- b. Brief critical estimate of the work of these writers together with a statement as to their significance in the development of the short story form.

For stories by Edna Ferber and Zona Gale find collections published or consult the *Readers' Guide* for references to popular magazines containing their work.

SECOND PAPER: By.....

Subject: NEW ENGLAND AND THE EAST IN SHORT STORIES.

- a. Salient facts in the biographies of
Edward Everett Hale.
William Dean Howells.
Mary E. Wilkins Freeman.
Sarah Orne Jewett.
- b. Brief critical estimate of the work of these writers together with a statement as to their significance in the development of the short story form.

THIRD PAPER: By.....

Subject: THE SOUTH IN SHORT STORIES.

- a. Salient facts in the biographies of
Mary Noailles Murfree (Charles Egbert Craddock.)
Joel Chandler Harris.
William Sydney Porter (O. Henry.)
George Washington Cable.

- b. Brief critical estimate of the work of these writers together with a statement as to their significance in the development of the short story form.

SELECTIONS FROM *Century Readings* FOR GROUP STUDY :

- Garland: *Under the Lion's Paw*, p. 855.
Woolson: *The Old Agency*, p. 714.
Hale, *My Double and How He Undid Me*, p. 504.
Howells, *The Mouse-Trap*, p. 666.
Freeman, *The Revolt of Mother*, p. 846.
Jewett, *A Native of Winby*, p. 732.

Additional reading in this group might well be done by considering the following: *Too Late* by Rose Terry Cooke and H. C. Bunner's *Father Anastatius* in *Century Readings* as well the stories of such writers as Richard Harding Davis, Thomas Bailey Aldrich (*Margorie Daw* at least), Myra Kelly, Edith Wharton, and Fannie Hurst. Murfree, *Over on the T'Other Mounting*, p. 750. Harris, *Uncle Remus's Wonder Story*, p. 794. *How a Witch Was Caught*, p. 791. Porter, *A Municipal Report*, p. 890.

The best examples of the stories of Cable are to be found in his collection, *Old Creole Days*. Of this collection William Dean Howells selected *Jean-Ah Poquelin* as the story most representative of Cable.

SUGGESTIVE BIBLIOGRAPHY

(NOTE: For a fairly complete bibliography of the American Short story see the *Cambridge History of American Literature* volume 2.)

a. The Short Story, Critical and Historical.

Perry, Bliss, *The Short Story*, Atlantic Monthly, August, 1902. Same material in his volume, "A Study of Prose Fiction" chapter XII. Houghton, Mifflin.

Esenwein, J. B., *Writing the Short Story*, Home Correspondence Schools, Springfield, Mass.

Pitkin, Walter B., *Art and Business of Story Writing*, Macmillan.

Baker, H. T., *The Contemporary Short Story*, D. C. Heath.

Hamilton, Clayton, *A Manual of the Art of Fiction*, Doubleday Page.

b. Good Representative Collections :

Howells, William Dean, "*The Great Modern American Stories*. An anthology containing twenty-four representative stories of recent or contemporary writers, together with brief biographical mention, bibliographies, and an introduction by the compiler.

Prize Stories, chosen by the Society of Arts and Sciences from fiction appearing during 1919 with the purpose of awarding a five hundred dollar prize as a memorial to O. Henry. Contains fifteen good stories of 1919. Doubleday Page.

O'Brien, Edward J. Since 1915 Mr. O'Brien has brought together the best stories appearing each year in one volume—"The Best Stories of 1915" etc.

Heydink, *Americans All*. Harcourt, Brace. A very good selection of stories showing typical phases of American life. The book also contains a very suggestive classification of good short stories representative of different sections of the country.

For details of the life of our short story writers the two books below will be found very useful. Together they cover our most famous writers in this form.

Cooper, *Some American Story Tellers*, Henry Holt and Co.

Williams, *Our Short Story Writers* (Contemporaries), Moffatt Yard and Co.

TWELFTH MEETING

Date..... Place.....

General Topic: The New Poetry.

“‘America’s poetic renaissance’ is no longer a phrase; it is a fact. The last few decades have witnessed a sudden and amazing growth in the volume as well as in the quality of the work of our poets. A new spirit, energetic, alert, penetrative, seems to have stirred these states, and a countryful of writers has responded to it.”—Louis Untermeyer.

FIRST PAPER: By.....

Subject: OUR “SOCIOLOGICAL POETS.”

Under this heading Dr. Royster groups E. A. Robinson, Carl Sandburg, Vachel Lindsay, James Oppenheim, E. L. Masters, J. H. Wheelock, and C. E. S. Wood.

- a. Modern interests reflected in the work of these writers.
- b. Attitude towards society.
- c. Particular qualities of the individual poets.

(This should be illustrated by specific reference to particular poems of some few writers.)

SOME REFERENCES FOR THIS PAPER:

Anthologies of modern verse:

Rittenhouse, Jessie, *Little Book of Modern Verse*.

(This book does not restrict itself to the very modern, but covers the last twenty years or more. Published by Houghton, Mifflin.)

Monroe-Henderson, *The New Poetry*.

(This collection is, perhaps, the best to illustrate the ultra modern in poetry and includes both British and American poets. It is published by Macmillan.)

Untermeyer, *Modern American Poetry*, (a very human collection with an enlightening introduction. Published by Harcourt, Brace.)

Braithwaite, *Anthology of Magazine Verse*, 1920. Published by Small.

Lowell, Amy, *Tendencies in Modern American Poetry*.

(Contains a detailed account of the work of certain leaders of the new movement together with an interesting preface. E. A. Robinson, Edgar Lee Masters, and Carl Sandburg of the “sociological” group are considered here. The book has the value of being the work of one of the most typical figures of the movement.)

SECOND PAPER: By.....

Subject: AMERICAN IMAGISTS.

Important imagists are: Ezra Pound, Amy Lowell, "H. D.," J. G. Fletcher, Adelaide Crapsey, Maxwell Bodenheim, Orrick Johns, and Alfred Kregmborg.

- a. Characteristics of imagist verse.
 1. Form.
 2. Thought.
 3. Diction.
- b. Estimate of the value of this poetry.
- c. Particular qualities of the individual poets illustrated by readings from the poetry.

SOME REFERENCES FOR THIS PAPER:

Anthologies cited above.

Lowell, Amy, *Tendencies in Modern American Poetry*, pp. 235-243, gives a good account of "H. D." and J. G. Fletcher together with an explanation of the imagist doctrines.

THIRD PAPER: By.....

Subject: CONTEMPORARY AMERICAN LYRICISTS.

A representative list here is: Sara Teasdale, Wytter Bynner, Joyce Kilmer, Edna St. V. Milay, and Robert Frost.

- a. Nature of subjects used by these poets: their relation to contemporary life.
- b. The part of these poets in the modern movement.
- c. Readings in illustration of the work of this group.

References for this paper are the anthologies cited above together with a great deal of modern magazine articles which one will find cited in *The Readers' Guide*.

General group reading for this paper:

Probably the most generally useful collection for a group interested in this subject is the Monroe-Henderson anthology, *The New Poetry*, published by Macmillan. Those who wish to go farther with the question will find much work of these poets in current magazine literature. *Poetry, A Magazine of Verse* is particularly hospitable to new verse and a few copies or a year's subscription would make very interesting reading. Current issues of the *Literary Digest* contain a poetry page which will prove useful.

Below is a selected list representative of some of the poets considered in the programs for this meeting:

Frost, *North of Boston*. Henry Holt.
Kilmer, *Trees and Other Poems*. George H. Doran.
Lindsay, *The Congo and Other Poems*. Macmillan.
Lowell, *Sword Blades and Poppy Seed*. Macmillan.
Men, Women and Ghosts. Macmillan.
Oppenheim, *Songs for the New Age*. Century.
Robinson, *The Man Against the Sky*. Macmillan.
Sandburg, *Chicago Poems*. Henry Holt.
Untermeyer, *Chicago . . . and other Poems*. Henry Holt.

THIRTEENTH MEETING

Date..... Place.....

General Topic: "Americans by Adoption"

American literature, in recent years, has been enriched by the publication of various autobiographic writings of immigrants who have found in America something more than material wealth.

The topic for this meeting is the title of an interesting book by Joseph Husband in which the author presents the lives of nine men who have added to the lustre of American life by great achievements—Stephen Girard, John Ericsson, Louis Agassiz, Carl Schurz, Theodore Thomas, Andrew Carnegie, James J. Hill, Augustus Saint-Gaudens, and Jacob A. Riis. A review of this book might well be made an introduction to the papers of this meeting.

"There are many. . . children of other lands who have come to the New World as learners of the modes of life and thought of a superior people; who have succeeded in discovering America on its ideal side, and who know and love this country as that Commonwealth of free, enlightened, and beneficent citizens."—A. M. Rihbany in *A Far Journey*.

FIRST PAPER: By.....

Subject: FROM SYRIA TO AMERICA.

A. M. Rihbany's *A Far Journey* is the book under consideration for this paper.

- a. Native environment.
- b. First experiences in America.
- c. What America means to Rihbany.

SECOND PAPER: By.....

Subject: FROM DENMARK TO AMERICA.

A consideration of *The Making of an American* by Jacob A. Riis is the basis for this paper.

- a. Life in Denmark.
- b. The romance of Riis' life.
- c. Service to American society.

THIRD PAPER: By.....

Subject: FROM RUSSIA TO AMERICA.

Mary Antin's *The Promised Land* offers the background for this paper.

- a. Conditions in Russia at time of Mary Antin's emigration.
- b. Tenement life in an American city.
- c. The New Americanism.

The Americanization of Edward Bok by the former editor of *The Ladies' Home Journal* would afford material for a fourth paper from an additional point of view—that of the Hollander.

Collier's for November, 1915, contains an excellent short story, *The Citizen*, by James Francis Dwyer. This story will serve to make clear a certain phase of Americanization in a way that hours of talk could never do.

FOURTEENTH MEETING

Date..... Place.....

General Topic: Contemporary Books of Travel.

Recent years have brought something new in the way of travel books: unconventional and informal, these new volumes concern themselves particularly with the "human interest" appeal and give us delightful glimpses into out-of-the-way places, glimpses which are as effective as the romance of Dumas in their ability to make us lose ourselves.

FIRST PAPER: By.....

Subject: VAGABONDING WITH HARRY A. FRANCK.

- a. Franck's method of travel.
- b. Countries described in his books.
- c. Some "human interest" situations.
 1. Anecdotes quoted and passages read to show the "atmosphere" of the books.

SOME REFERENCES FOR THIS PAPER:

Such of the Franck books as: *A Vagabond Journey Around the World, Vagabonding Down the Andes, Roaming Through the West Indies, Tramping Through Mexico, Zone Policeman 88, "The Prince of Vagabonds," Harry A. Franck*, pamphlet issued by Century Co.

SECOND PAPER: By.....

Subject: ABROAD WITH A NATURALIST.

- a. A brief sketch of William Charles Beebe, his life and work.
- b. Beebe as a naturalist.
- c. Descriptive passages of power.
- d. An estimate of the charm of his writing.

SOME REFERENCES FOR THIS PAPER:

Beebe's one volume of popular work is *Jungle Peace* but he has been publishing papers of a similar interest in the Atlantic and Harper's for the past few years which ought to be considered in this connection.

THIRD PAPER: By.....

Subject: IN THE SOUTH SEAS.

- a. Geography of the South Seas with particular mention of places referred to in this paper.

- b. Life in the South Seas.
 - 1. Manners and customs.
 - 2. Social institutions.
 - 3. Adventure.
- c. Nature in the South Seas.

SOME REFERENCES FOR THIS PAPER :

O'Brien, Frederick, *White Shadows in the South Seas*.

O'Brien, Frederick, *Mystic Isles of the South Seas*.

1921 issues of Harpers Magazine contain interesting articles on the same general locality by James Norman Hall and Charles Nordhoff.

A Booklet Telling Who He Is, Frederick O'Brien, issued by Century Co. Additional suggestions: It is possible that some group may wish to arrange for a fourth paper on "Seeing America through Travel Books." The following bibliography will prove suggestive:

Johnson, Clifton, Highways and By-ways series, *St. Lawrence to Virginia, of California, of New England, of Great Lakes, of the Mississippi Valley, of the Pacific Coast, of the Rocky Mountains, of the South*.

Hale, Louise Closser, *We Discover New England, We Discover The Old Dominion*.

FIFTEENTH MEETING

Date..... Place.....

General Topic: Contemporary Literary Magazines.

The history of the publication of our literary magazines parallels closely the development of American literature. To know just what these magazines have done, to follow their vicissitudes and victories, to see the reputations they have made, for themselves and their contributors, is the responsibility of these papers.

Some references on magazines in general (with specific mention of the publications here considered) are:

The Bookman, a series on *The Magazine in America*; vol. 40, p. 659; vol. 41, pp. 138-284-369-521-620; vol. 42, pp. 59-135-288-396.

The Bookman, *Notes on Some American Magazine Editors*, December 1900.

The Bookman, *The Magazine from the Inside*, vol. 41, p. 251, May, 1915.

The Outlook, vol. 117, p. 50, Sept. 12, 1917. *Some American Periodicals* by Brander Matthews.

Cambridge History of American Literature, vol. III, book III, Chap. xix, p. 299.

FIRST PAPER: By.....

Subject: THE ATLANTIC MONTHLY.

- a. The roll of Atlantic editors.
- b. Famous contributors and their work for the Atlantic.
- c. An estimate of the magazine:
 1. Tone of the publication as a whole.
 2. Type of fiction used.
 3. Essays.
 4. The Contributors' Club.

SOME REFERENCES FOR THIS PAPER:

By all means use *The Atlantic* itself. A study of the index for various years will be very suggestive. The Atlantic Monthly Press (Boston) published a small book *The Atlantic Monthly and Its Makers* which will be very helpful. One should also see an article by a former editor, Bliss Perry, in the issue of January 1903.

SECOND PAPER: By.....

Subject: SCRIBNER'S MAGAZINE.

- a. The history of Scribner's Magazine.
 1. Editors.

- 2. Contributors.
- 3. Artists.
- b. Exploration and Adventure in Scribner's.
- c. A general estimate of the magazine.
- (A good way to present this would be to examine a current issue for: art, fiction, verse, and informational articles. Try to distinguish Scribner's from the other literary publications).

SOME REFERENCES FOR THIS PAPER :

Scribner's Magazine itself.

Twenty-five Years of Scribner's Magazine,—a pamphlet issued in 1912 by Charles Scribner's Sons. See also Scribner's Monthly, Nov. 1870, vol. xxii, p. 302, which presents a history of the origin of the magazine by J. G. Holland.

THIRD PAPER: By.....

Subject: HARPER'S MONTHLY MAGAZINE.

- a. History of the House of Harper.
- b. The magazine and its editors.
- c. Notable fiction published.
- d. A general estimate of Harper's Magazine.
 - 1. Class of readers attracted.
 - 2. Prominent contributors to the magazine.
 - 3. Essays and articles.

SOME REFERENCES FOR THIS PAPER :

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Harper's Magazine, vol. 100, p. 947. *Fifty Years of Harper's Magazine.*

Harper's Magazine, vol. 121, p. 38. *An Anniversary Retrospect.*

Harper's Magazine, June 1917, *Editor's Easy Chair.*

NOTE: It is possible to lose oneself in a mass of bewildering detail in these papers. By far the most value will be gained if the emphasis is placed on current issues of the publications with reviews and estimates.

SIXTEENTH MEETING

Date..... Place.....

General Topic: Contemporary Literary Magazines (Cont.)

FIRST PAPER: By.....

Subject: THE CENTURY MAGAZINE.

a. History of the Century.

1. Editors.
2. Contributors.

b. Distinctive contributions of the magazine to American literature.

c. Art in the Century.

d. The quality of the Century, an estimate.

SOME REFERENCES FOR THIS PAPER:

Current issues of the magazine.

The Century, vol. 19, p. 87 (1890) *The Printing of the Century.*

vol. 81, pp. 131-50 *Forty Years of this Magazine.*

vol. 81, pp. 151-4 *A Retrospect of "The Century."*

vol. 86, pp. 789-91 *The Spirit of "The Century."*

SECOND PAPER: By.....

Subject: THE REVIEWS.

Publications which might well be considered here are : The Review, The Nation, The New Republic, The Independent, The Outlook, North American Review, Review of Reviews, Unpartizan Review, Yale Review.

a. A brief characterization of some of these publications.

b. The book reviews in these magazines.

1. Function of reviews.
2. Kinds of books considered.
3. A suggestive list of current reading culled from these reviews.

c. The reviews as an index to contemporary life.

(A consideration of current social, literary, economic, and political problems presented in recent issues.)

REFERENCES FOR THIS PAPER:

Current issues of the publications themselves.

(It would be well to have specimen copies of these magazines in hand for display after consideration of the paper.)

THIRD PAPER: By.....

Subject: AMERICAN MAGAZINES OF VERSE.

While the printing of verse in magazines is as old as magazines themselves, the publication of magazines devoted entirely to poetry and related questions is a fairly recent development in our literature.

Magazines to be studied in this connection are:

Poetry: A Magazine of Verse, single copies 25 cents—543 Cass Street, Chicago.

The Measure: A Journal of Poetry, by Frank Shay, 4 Christopher Street, New York.

Poet-Lore: A Magazine of Letters, single copies \$1.50. 194 Boylston Street, Boston, Massachusetts.

- a. What these magazines are doing.
 1. Their relation to "The New Poetry."
 2. Conventional verse.
 3. The poetic drama.
- b. An estimate of this current verse as to
 1. Style.
 2. Subject matter.

NOTE: This paper might well take as a starting point the conclusions reached in the program on "The New Poetry."

BIBLIOGRAPHY

In this list no attempt has been made to include all the books referred to in the course of study but the most important ones cited throughout the work are included. Each group, though not necessarily each individual, ought to have ready access to the few books indicated by a star (*).

The text book for the course is *Century Readings in American Literature*, edited by Fred Lewis Pattee, published by the Century Company, New York. The bulk of the work in this course is grouped around this book as a text and every person following these programs of study should own this volume.

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Collier's Weekly, P. F. Collier & Son, 416 West 13 Street, New York
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Harper's Magazine, Harper & Brothers, New York City. Monthly, \$5.00
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The Literary Digest, Funk & Wagnalls Co., New York City. Weekly,
 \$4.00 per year; 10 cents single copy.
The New Republic, The Republic Publishing Co., Inc., 421 West 21 Street,
 New York City. Weekly, \$5.00 per year; 15 cents single copy.
The North American Review, Rumford Building, Concord, N. H. Monthly,
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The Outlook, The Outlook Publishing Co., 381 Fourth Avenue, New York
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Scribner's Magazine, Charles Scribner's Sons, New York City. Monthly,
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STUDIES IN AMERICAN LITERATURE

TERMS FOR THE COURSE

The program, *Studies in American Literature*, is based on Pattee's *Century Readings for a Course in American Literature*. Other books referred to throughout the course will be loaned by the University Library to registered clubs. The registration for this course is \$5.00, for which ten copies of the program and one copy of Pattee's *Century Readings* are furnished.

Additional copies of the program may be obtained for fifty cents apiece and additional copies of Pattee's *Century Readings* may be obtained for \$3.00.

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Books and other materials for this course will be loaned by the Bureau of Extension upon the following terms: The club must first register and pay the required fee. Requisition blanks for reference books will be sent to the secretary of each club. These must be filled out and returned when material is needed.

The secretary should order the books at least two weeks before they are to be used. Requests for books by return mail will be attended to, but no guarantee is made that they will reach their destination in time to be of use.

Books and other material must be returned in two weeks from the date they are issued, which is stamped on the book pocket on the first page of the book. The club is subject to a fine of five cents a day on each package of books kept over two weeks. Upon request, the time on books will be extended one week.

Transportation charges both ways are borne by the club. This may be reduced if material for each meeting is sent to one person rather than to each person on the program.

Address all correspondence concerning this program to:

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