

The news in this publication is released for the press on receipt.

DECEMBER 19, 1917

Entered as second-class matter November 14, 1914, at the Postoffice at Chapel Hill, N. C., under the act of August 24, 1912.

Editorial Board: E. C. Branson, J. G. deR. Hamilton, L. R. Wilson, R. H. Thornton, G. M. McKie.

**LECTURES ON THE WAR**

in France, (2) in England, (3) in America.

31. The Situation in Russia today.
32. The Italian War Front at Present.
33. The French War Front at Present.
34. The Eastern Situation.
35. The Problem of Ships.
36. The Organization of Industries.
37. War-Profits and Profiteers.
38. What the Farmers Can Do to Win the War.
39. What Women are Doing to Win the War: (1) in England, (2) in France, (3) in the United States, (4) in my neighborhood.
40. What I can do to Win the War.

Every teacher ought to have the Literary Digest, Current Opinion, Current History, and the Saturday Evening Post—these at the very least. With these and the current newspapers of the state and county they could be ready (1) for ten minute talks to the school daily, (2) for Friday afternoon programs by the pupils—brief essays on the war, declamations from speeches by great men, recitations from patriotic poems and so on and so on; (3) for topics and discussions in the monthly teachers' meetings, and (4) what is most important of all—for effective enlightenment of the people in general in occasional public gatherings. They know too little at present about the war, the greatest war of all time, and they must know more if America is to play her part worthily in winning the war, and in the days of peace that follow.

Every issue of the University News Letter is full of the war, and it goes free to anybody that writes for it. The University Extension Bureau has established a new War Information department. Write for what you need in such a program as we have suggested.

War Conditions at the Front, Some Aspects of German Psychology, Applied Science and the War, The Love of Country, The Responsibilities and Duties of Women in War-Time, The Manufacture of War Munitions, Russia, the Unknown Factor, Some Economic Results of the Great War, What Chemistry Must do After the War,—these are some of the lecture topics which will be discussed by members of the university faculty throughout the state. These war lectures are in addition to the usual lectures offered by the State university faculty, and represent a part of the war time extension work. These single lectures are designed chiefly for places that cannot have the extension centers, which have recently been described in the press of the state.

Any community can have these addresses by arranging in good time for them and by paying the traveling expenses of the chosen speaker.

Members of the university faculty have chosen special topics upon which they are thoroughly informed to present to the people outside college walls who may desire lectures on problems of the war. Captain Allen is giving four lectures: War Conditions at the Front, The Mode of Fighting in the Trenches and Effects of the Attacks, The Present Crisis Due to the Present German Power, and Personal Experiences at the Front. Prof. J. M. Booker will discuss Imperial Ideals—English and German; Prof. E. C. Branson, Some A. B. C.'s of Democracy; Prof. H. W. Chase will treat certain psychological aspects of the war; Prof. Collier Cobb will give illustrated lectures on England, France, and Italy. Prof. P. H. Daggett will consider certain scientific aspects of the war on literature.

President Graham has chosen as his lecture topic: The Heart of the Great Struggle. Prof. J. G. deR. Hamilton has one lecture on Lafayette and another on Democracy in the United States. Prof. C. L. Raper will interpret certain economic problems of the war.

Other members of the faculty who will deliver war time lectures are as follows:

Prof. Edwin Greenlaw—A Nation's Life in its Literature; (2) Literature and the World Crisis.

Prof. J. H. Hanford—The Love of Country; a lecture with readings on the spirit of patriotism as shown in literature.

Prof. Archibald Henderson—The Responsibilities and Duties of Women in War-Time.

Prof. G. M. McKie—The War For You and Me.

Prof. A. H. Patterson—The Manufacture of War Munitions; (2) America and War Organization.

Prof. W. W. Pierson, Jr.—South American Relations Now and After the War; (2) Russia, the Unknown Factor.

Prof. H. M. Wagstaff—What the United States Owe to England; (2) Some Underlying Causes of the European War.

Prof. A. H. Wheeler—What Chemistry Must Do After the War.

Prof. L. A. Williams—Public Education and Democracy; (2) The Teacher's Part in this War; Some Effects of War on Education.

## THE TEACHER'S CHANCE TO SERVE

### GREEN-CHEESE DWELLERS

Washington Irving tells us in his history of Manhattan that the inhabitants of the Green-Cheese planet once upon a time essayed a journey to the earth on hippogriffs. Which is greatly to the credit of the green-cheese dwellers in twilight times. The mud-planet was doubtless in need of them.

But isn't it time that teachers were setting out on a similar journey? Isn't it time we were setting our feet firmly on what Dame Partington called terra cotta? In all its eons of history this old earth was never before so near going up in flames; never so greatly in need of fire brigades.

Isn't it time that teachers ceased to be what the average man properly calls mere teachers, innocently or ignorantly aloof from the world of men and events and affairs—aside and apart from the tremendous issues of a time like this?

The day is at hand when we need to be the best possible teachers, but also to be teacher-citizen-patriots, full-blooded, full-statured citizens and patriots as well as teachers. Mere teachers are now neither flesh nor fowl nor good red herring. They are neither masculine nor feminine. They belong to the common gender—or the neuter gender, say. They are a sort of tertium quid; what George Cram calls the great American third sex.

Shall we always be deficient in the instincts, interests and activities of vital citizenship? Must we forever be dwellers on a remote green-cheese planet? Cannot we somehow essay a journey to the earth—now—while Russia collapses, and Italy struggles for existence, and Byng battles like a Titan on the western front, and Belgium, Serbia, Poland and Armenia starve and rot? If not, we shall deserve the full measure of scorn that Shaw hurls at us. Those that can, do—and those that can't, teach, said he.

### GREEN-CHEESE PROGRAMS

We have been betrayed into this screed by the programs of the teachers in their monthly meetings now-a-days—as they appear in the country press.

Here are two of them—fair samples of the rest, for the most part: "The Teacher's Mastery of the Day's Work; The Elimination of Unnecessary Talking in Imparting Instruction; Saving the Voice of the Teacher and the Ear of the Child; Creating and Perpetuating an Interest in Book Study." Another program reads: "How to Teach Spelling, How to Teach Penmanship, How to Teach Language." And so on and so on.

Every item of which is important at ordinary times; but all of which looks piffing at a time like this. Not a hint in these programs of anxiety about the world they live in, no sign of interest in it, or even of awareness. It hardly seems possible, at a time like this—such a time as the world never saw before and which we pray it may never see again! The most tremendous issue that humanity has ever faced finds no place in these programs! Think of that! It is almost unbelievable, but so it is—in the world of dominant teacher concerns! Or so it seems!

Half a hundred years hence, some dry-as-dust antiquarian will unearth one of these programs, and wonder what kind of creatures teachers were in the year 1917. Did they live in a world at war—the greatest war in all history? Were they aware of it, or interested in it, or busy doing their part in it? No hint of it here, he'll say. Setting his spectacles for a closer look, he'll say, Yes, it must be a green cheese program; how could it be otherwise?

### GREEN-CHEESE TEACHERS

The other day we hurried across the country in an automobile in answer to the call of a County Council of Defense to meet the county corps of teachers, to counsel with them about the Hoover food-pledge campaign, the registration of women for volunteer war service, and the sale of liberty bonds; to arrange definitely for gathering the people of every community at the schoolhouses for instruction about the world war that is now waging, what it means, and the part they must play in it. Barely half the teachers were

### AN INVOCATION

**Beatrice Barry**

That little children may in safety ride  
The strong, clean waters of Thy  
splendid seas;  
That Anti-Christ be no more glorified,  
Nor mock Thy justice with his  
blasphemies,  
We come—but not with threats or  
braggart boasts.  
Hear us, Lord God of Hosts!

That Liberty be not betrayed and sold,  
And that her sons prove worthy of  
the breed;  
That Freedom's flag may shelter as of  
old,  
Nor decorate the shrines of Gold  
and Greed,  
We come; and on our consecrated  
sword  
We ask Thy blessing, Lord.

That honor be among those priceless  
things  
Without which life shall seem of  
little worth;  
That covenants be not the sport of  
kings;  
That freedom shall not perish  
from the earth,  
We come; across a scarred and blood-  
stained sod,  
Lead us, Almighty God!

through a text-book review of The War of 1812. Nobody knew much about that war, but—as it presently appeared—they knew even less about The War of 1914-17. A musty, fusty, green-cheese bit of teaching! We wondered if there really could be much of it in our schoolrooms these days.

If our half million public school teachers are to inform the minds and inflame the souls of their constituencies—if they are to function with the highest possible value to the nation today they must get busy with timely topics. To the makers of programs for teachers' meetings we suggest:

### Forty Timely Topics

1. What we Fight and Why.
2. German Kultur and American Democracy.
3. If Germany Wins—What?
4. What our Democracy Is and What it Might be.
5. The Needs of Our Allies.
6. What America is doing to Win the War.
7. What our State is Doing to Win the War.
8. Liberty Bonds: What and Why.
9. Thrift-Stamps and Savings-Certificates: What they are and Their Significance.
10. More Home-Produced Food, and Why.
11. The Hoover Food Pledge Campaign: 1. Its Purposes, 2. Its Success or Failure in my Neighborhood, and Why.
12. Economy in Wheat, Pork, and Sugar, and Why.
13. America—a land of Scandalous Waste: Is it so?
14. The State Council of Defense: What it is and its Activities.
15. Our County Council of Defense: What it is and its Activities.
16. The Fuel Administrator: What and Why.
17. The Food Administrator: What and Why.
18. The Red Cross: (1) Brief History, (2) What it is doing today, (3) What it is doing in my neighborhood, (4) If nothing, why so?
19. The Army Y. M. C. A.: (1) The Work it is doing and the Need for it, (2) What it costs and the value of its work, (3) What the State has contributed, (4) What my county and neighborhood have given to it, (5) If nothing, why so?
20. How the United States is paying for the War, and Where the Burden lies.
21. The Home Guard: What and Why.
22. German Frightfulness in Belgium.
23. The Story of Armenia.
24. The Story of Poland.
25. The Submarine Menace.
26. The Air-Plane: Achievements and Significance.
27. The German Spy System.
28. Pro-German Treachery in America.
29. Pacifism in America, and its significance.
30. Labor Trouble in War Times: (1)

### Teachers Alone Can Do It

And the teachers of America can alone render this patriotic service of war-time education; nobody else can open the eyes and fire the souls of the folks down to the last member of every household. The public school is the only civic machinery that reaches every home in the land. No other social servant is as close as the teacher to the units of population.

If our teachers of every sort, grade, and rank were awake and alert, alive and active, we would speedily cure the chronic infirmity of democracies—the indifference and the inability to organize.

This nation will never be organized from top to bottom, as Germany is organized, until the people know far more about this war than they know at present. And how can they know unless the teachers teach? Not just a few of them, but all of them! And teach not the pupils alone but the people as well in every community of every county in the whole country.

Here is the teacher's war-time duty. Here is his chance to serve the flag. Here is his part in the supreme patriotic effort of America in the most critical moment in the history of mankind. If we fail as great minded, great hearted citizens and patriots in this hour of national peril, we are shirkers and slackers unspeakable. We will be green-cheese teachers who ought to be banished to the green-cheese planet.

Lessons in patriotism! Not once a year, but once a day till this war ends—and daily thereafter until we establish at home the loftiest type of democracy our people are capable of. Not lessons for pupils alone but for the folks in every community on every public occasion! Lessons of blazing patriotism, with the fervor if not with the eloquence of Bickett, Graham, Pou, Prichard, Bond, Bryant, and all the rest.

### WAR-TIME PROGRAMS

Instead of or along with the usual purposes of teacher's meetings month by month, we might be concentrating upon War-Time Topics, studies, and discussions. Teachers must not know less but more—much more—than most people about the causes that produced this war and the course of war events day by day; and they must think sanely and constructively about the world we are to live in when this war is over, if they are to be high priests of right reason in their little schoolroom and community realms.

The other day we sat through a dreary high school lesson in history. The teacher and pupils were stumbling along

ing all his time and genius to the Red Cross in Washington, for a dollar a year. Otto Kahn gives up his share of profits in a great banking business and surrenders his income freely to patriotic purposes. Vanderlip of the City National Bank of New York gives practically all his time to floating Liberty Loans and War Savings Certificates. Henry Ford turns over his great factory to the government and refuses a cent of profits. Hurley, Willard, Harrison and hundreds of other rich men are in Washington City working day and night at gigantic war problems without a cent of pay.

The time, the genius, the incomes, and the sons of these and many other rich men are being given to the flag in supreme sacrifice. Our University Glee Club ran across young Gould and scores of other rich young men in the camp at Spartanburg the other day. They are privates in the ranks, taking pot-luck with half a million other privates in our American army.

These are some of the things we said to this little group. And they had a very prompt and definite effect.

The drummer apologized to the company, saying, Well, I guess I talked too much

### Mischievous Talk

Here is a fair sample of the talk that is common everywhere today. It is mischievous because it weakens the support of our government in a perilous hour; and it is talk that spreads like a prairie fire. The deadliest lie that is going the rounds today is the saying that this is a rich man's war and a poor man's fight.

When an ignoramus says it, you can forgive him; but when it is said by a man that ought to know better, you feel like denouncing him as an agent of the Kaiser and a traitor to his country.

It is a problem whether or not a democracy can anywhere survive gullible ignorance on the one hand and designing knavery of the other.

For our country's sake, let us have only the truth these days. Here's a fine chance for demagogues to fool the folks; but let us hope that it will not be attempted in North Carolina.

### FOOLING THE FOLKS

There were seven of us in the smoker of a train going into Washington City the other day. One member of the party fustily asserted his patriotism. He was thoroughly anti-German and wanted this fight fought to a finish, he said; but —! And then he jumped on Congress for leaving the rich to get richer out of the war. Poor folks are the folks that will pay these war taxes, the rich are not paying anything to speak of, he said; and so on and on, ad infinitum, ad nauseam. Two-cent postcards, three-cent letters, movie and railroad ticket taxes and the like were cited to show how the plain people were being taxed to death.

The alarming thing was the quick agreement of five of us to all the tommyrot the fool was talking, and the low level of intelligence that a group of well-dressed people represented.

We stood it as long as possible, and finally we asked him if he had read the War Revenue Bill. No, he hadn't, he said; nor had he read Commissioner Roper's detailed account of who would pay the two billion eight hundred and sixty-six million dollars this bill was contrived to raise.

### The Simple Truth

Then we told him that two billion seven hundred and fifty million of the total would be paid by the rich and the well-to-do, the luxury-loving and pleasure-seeking people of the country. And we showed him the figures—the figures of the government experts. Here they are:

War Excess Profits	\$1,200,000,000
Income Taxes, personal and corporate	1,150,000,000
Alcoholic Beverages	206,000,000
Tobacco Taxes	65,000,000
Commodity Revenues—autos, films, jewelry, drugs, and the like	60,000,000
Club dues, show tickets, etc.	50,000,000
Munitions Manufacturers	25,000,000
Miscellaneous	100,000,000
<b>Total</b>	<b>\$2,866,000,000</b>

Our penny increases in postage will amount to about 75 million dollars a year. Which is to say, for every three dollars we pay in increased postage, the rich and well-to-do pay 97 dollars. Ninety-ninths of the personal income taxes in North Carolina will be paid by two of our richest men. Ten of the richest men in America will each pay personal income taxes amounting to \$650,000 or more.

No man with small means and large patriotism will allow himself to be irritated by stamp taxes these days. It is about the only way many of us can help to support our boys over there.

Postage excepted, practically every dollar of our new war taxes will be paid by wealth and luxury. As never before in this country, or any other except England, wealth has been conscripted for government purposes.

### Giving More than Taxes

Davidson of the Morgan Banking Company has closed his New York desk, resigned his \$100,000 salary, and is giv-