

STATE NORMAL SCHOOL JOURNAL
Cheney, Washington.

Published every Tuesday at the State Normal School by students and faculty.

EDITOR

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Subscription Price, \$1.00 Per Year.

(The names of all reporters will be published in this column as soon as the staff is permanently organized.)

Address communications to editor

THANK YOU.

The cordial reception given to the first issue of the Journal by the student body of the Normal school has led to a slight change of policy on the part of the newspaper. The Journal was designed primarily as a medium through which the editors of the state might become better acquainted with the activities of the institution. Now the purpose of the Journal will be two-fold: To advertise the Normal school and to furnish the students with campus news. The emphasis will be placed upon the latter. The editor appreciates the splendid spirit of cooperation which has been given already by students and faculty, and asks that each and every one exert himself or herself to make the Journal representative of the life of the institution. News from all departments of the institution will be gladly received. No one activity will be given a monopoly of space. Make the Journal your newspaper. You can do this by reporting correctly all of the news relating to the institution.

FACULTY CHATS.

President Showalter's signed editorial in this issue of the Journal is the first of a series of such articles to be prepared by members of the faculty for exclusive publication in the Journal. Each faculty member will be permitted to select his or her own subject, and, therefore, will be free to discuss those problems in which he or she is most vitally interested. The Journal considers this department its most valuable feature.

CHRISTOPHER COLUMBUS

Day after tomorrow we shall celebrate the dawn of modern history; for on that day, 424 years ago, Christopher Columbus, an obscure Genoese sea captain, sailing under the flag of Spain, first sighted the shores of the western world. This exploit of Columbus, who was denounced by the nobility of three nations as a fanatic as well as a heretic, was all the more remarkable in view of the fact that it was made at a time when Europe was emerging from the darkest period of her history. The previous 10 centuries had witnessed no great barbarian invasions of Europe; had witnessed the pouring into the Roman empire of vast hordes of Teutons, Slavs, Hungarians, Vandals, Huns and Mohammedans; had seen a helpless spectator during the dark ages and the feudal period, while

the process of fusion of Teutons, barbarism and Roman civilization was taking place, and the Teutons were learning in the costly school of trial and error to understand and manipulate the complex civilization of Rome. Living as we do in an age of enlightenment, it is difficult for us to understand the enormous handicap under which Columbus worked in his effort to overcome rigid adherence to tradition and superstition.

After having convinced himself of the feasibility of reaching the riches of India by sailing west, Columbus set out to secure government aid in carrying out his project. Finding that "a prophet hath no honor in his own country," he appealed to the Portuguese government. His confidence was shamefully betrayed by officials of that government, and he then set out for Spain to enlist the aid of Ferdinand and Isabella.

He waited patiently for many years in Spain in the hope that he might secure aid. At last he set out for France, convinced that he could never secure help from Spain, but a messenger overtook him and persuaded him to return to the Spanish court.

Ferdinand and Isabella, in an outburst of gratitude over the final expulsion of the Moors from Granada, consented to fit out a small fleet at the port of Palos.

Early in August the expedition, consisting of three small vessels, set sail across the unknown western sea. After weeks of sailing, made doubly difficult by a superstitious and rebellious crew, the island of San Salvador was sighted on October 12, 1492. The history of America had begun.

Columbus made four voyages to the new world, but died without realizing that he had discovered a new continent. Because he did not return with the hoped for wealth, he was shamefully neglected, and his last years were embittered by sorrow and want. Friendless and penniless, he died on May 20, 1506.

To the eternal disgrace of both Europe and America, the land which he discovered now bears the name of the less worthy than Columbus. Our annual observance of the discovery is but meager recognition of the great service performed.

AMERICAN LEGISLATION.

During the past decade lawmakers of the nation and the states in this country have written 62,550 laws into the statute books. But in the same 10 years the parliament of England, the legislating in part for the British Empire as well as for Great Britain and Ireland and their subdivisions, enacted only 1600 laws.

Are Americans law-mad? It certainly would seem so as we contemplate the staggering record. It is appalling, not merely in its volume but in the superfluity, not to say the uselessness, of altogether too large a part of these statutes. It may fairly be maintained that to some extent the American lack of respect for law is owing to the superabundance of laws. —Spokesman-Review.

FACULTY CHATS

PRESIDENT N. D. SHOWALTER

During the last few years much has been said about our public school educational system. The general statements that have been made and the unusual criticisms offered indicate that the general public has not considered fully and completely the extent and the influence of public education. That there is room for criticism no one would presume to question; that there are changes that ought to be made to make the work conform to our newer demands there can be no doubt; such self-evident truths make clear to us that growth in education as well as in all else requires an ever changing condition which serves as an adjustment in the onward movement of progress.

There is, however, another side to our public education that should not be overlooked. And in this connection I venture the statement that the ideals of public education have made greater strides in practice. In support, in the public mind than has science, or invention, or commerce, or industry. I make the comparison with science, invention and industry in order to make the contrast as striking as possible, for I know that the public in general recognizes the great changes in these respects which have come about during recent years and which they themselves have experienced. Now, for the proof of my statement, let me call attention to the fact that in the early history of our own country little was known about public education. For evidence of this we find no mention made of it in our national constitution, showing conclusively that our forefathers did not consider it a national requirement or principle for our government even to consider.

This may even be carried to the constitution of the early states wherein it will be found that education is mentioned in a very general way in but a few instances. This further proves that public education was not considered a function of the state, nor was there any provision whereby the public in general was held responsible for its inauguration or promotion. From this it may be seen that the public school is really a new institution; that it has been an outgrowth of our social ideals and necessities; that it must ever change to meet the demands of a progressive people. It has, therefore, never had a fixed basis so far as its ideals have been concerned. Its function only can be considered permanent, tho its basis may be definitely fixed; but the elements entering into the academic material which involves both theory and practice must ever change to meet new conditions.

No attempt can be made here to point out the reasons for the many great changes that have taken place since the time of our early history nor to enumerate events and practices that have led to our new ideals in education. But your attention is directed to the fact that our national government now contributes many millions to public education; that it has been

made incumbent upon the states to provide free public education to "all the children of all the people." Every state in the union now provides for public schools from the common treasury, the money being secured thru direct taxation. It is declared to be the first necessity of our government, and the greatest need in the preparation of citizenship.

The state not only provides the means for public education, but it has provided a compulsory education law which demands the parent to provide the necessities and send the child to school regularly. More than half a million men and women are engaged exclusively in the work of teaching in the public schools of our country. Elaborate and expensive buildings have been provided for public educational centers. Books and equipment have been provided at public expense. Public officers are charged by the laws of the state to enforce all rules and regulations which guarantee the best possible conditions within our public institutions of learning.

The public as a whole supports this great American institution, not only willingly, but enthusiastically, and it has now come to be the greatest enterprise of our people. It is strikingly a public institution, and is demanded not only as a public necessity, but as an opportunity for the youth of the country to secure the training which is so necessary to the proper kind of living.

Capital and Labor.

There is only one way in which the relation of capital and labor can be rendered satisfactory. That is by, in the first place, regarding labor as a human relationship of men with men; and, in the second place, to regard labor as part of the general partnership of energy which is going to make for the success of business and business enterprise in this country. So long as labor and capital stand antagonistic the interests of both are injured and the prosperity of America is held back from the triumphs which are legitimately its own.

Labor is not a commodity. It is a form of cooperation, and if I make a man believe in me, know that I am just, that I want to share the profits of success with him, I can get 10 times as much out of him as if he thought I were his antagonist. And his labor is cheap at any price. That is the human side of it, and the human side extends to this conception, that that laboring man is a partner of his employer.—Woodrow Wilson.

Life.

To what, O Love, can I compare This passing life of ours? 'Tis like a boat, full seeming fair, Which floats a few short hours.

At daybreak soft it glides away, Seduced by gallant wind, To disappear at close of day— And leave no trace behind. —Henry B. Tierney.

GIVES PLAN FOR STUDY OF BIBLE

President Showalter Advocates School Credit for Outside Work.

A solution for the problem of how to deal with the Bible in the public school will be found, President N. D. Showalter thinks, in the granting of credit for satisfactory work done in Bible study outside the school. In a rather lengthy statement Mr. Showalter explains the influence of the Bible upon our literature and our institutions. The statement closes with these words:

"Now, the question arises why this book should be forbidden in our public schools and why men in our constitutional convention, who represent different church interests, should have opposed its systematic study in our public institutions. The argument used would tend to make us feel that the opposition arose out of the different interpretations which churches have placed upon this as a book of worship. Everything indicates that the opposition came from within the church rather than from without. The principle may be right, and we may yet find that there is a better time and place for the study of this great book. Whatever may be said, however, it can not be ignored even in the public schools, because we find that both history and literature refer to it again and again, and in order to interpret the common textbooks adopted in our schools it is necessary to understand the many applications made by them to different parts of the Bible.

"There is a new opportunity, however, that now seems to come forth in the granting of credit work in the high school for Bible study systematically done in the Sunday school. Several states have already adopted a plan and the different churches have already responded, providing special instruction in connection with the Sunday classes. The plan usually followed is to have a carefully prepared syllabus placed in the hands of a competent teacher who guides the class in interpretations and understandings. Such a study is most helpful to the school work in general, as well as valuable to the individual pupils. It brings to our young people the golden treasury of Bible language, as well as points out the noble instincts of the race. If this joint interest can be directed properly, it may be the means of opening greater avenues of cooperation between these two strong educational agencies. The opportunity is ours. Shall any of us be found wanting?"

Students Must Teach.

Dr. Frederick E. Bolton, dean of the college of education, University of Washington, has announced that all students who begin work this year for the university normal diploma must take practice teaching. The only requirement for the diploma heretofore has been 12 hours of work in the college of education.

MRS. IDE WILL BE DOCTOR
Former Student of Normal Won Honors at Washington.

Mrs. Archie L. Ide (nee Gladys Loucks) who graduated from this institution in 1912, is now working for her doctor's degree at the University of Pennsylvania. Mrs. Ide has written a letter to Mr. Buchanan, describing some of the rare collections at the museum of the University of Pennsylvania. The letter will be published in Kinnikinnick.

Mrs. Ide has been at the University of Washington for the last three years. She took both the A. B. and A. M. degrees at that institution. She was an honor student, completed her courses in record time and was honored in her senior year by election to the Phi Beta Kappa society. Last year she was an assistant in the department of philosophy at the University of Washington.

HOPPE GIVES READINGS.
Miss Hope Mowbray Lectures to the Douglas County Teachers.

J. Werner Hoppe, of the department of oral expression and dramatic art, attended the joint teachers' institute of Franklin and Benton counties, which was held last week at Pasco. Mr. Hoppe lectured on methods of teaching reading in public schools.

Mr. Hoppe also gave the following readings during the week: "The Fortune Hunter," Tuesday at Walnut Grove; "Man From Home," Wednesday at Prosser; "Prince Chap," Thursday at Richland; "Polly of the Circus," Friday at St. John.

Miss Hope Mowbray, supervisor of primary grades in the training school, had charge of the primary section of the Douglas county institute at Waterville last week.

STATE COLLEGE HEAD AT W. E. A.

President Holland Admits that Teachers Make No Fortunes.

Dr. Ernest O. Holland, president of the Washington State college at Pullman, will make several addresses at the W. E. A., which will be held at Spokane the last of this month. President Holland is a new man of education in Washington, having succeeded Enoch A. Bryan as president of the State college less than a year ago. But some of his ideas regarding education have been conveyed to the people of the state thru the press. The following quotations are taken from an address delivered to Spokane teachers last September:

"Some people still entertain the erroneous opinion that school teachers make money. They don't have the opportunity that a minister has, nor a lawyer, nor a business man. And at the same time they have equal opportunity to do harm.

"I believe in the punishment of pupils. I don't believe in severe punishment, but in moderate punishment. Some parents fail to do this. They do

SPOKANE "U" AT NORMAL FRIDAY

Spokane University and Normal Will Meet Next Friday.

The football season for the Normal school will open next Friday afternoon, when the local team will meet Spokane college on the Normal gridiron for the first conference game of the season. The prospects for a team are much better than last year. Coach Fertsch said last week. There are four letter men back in school again. Two of these men will fill responsible positions behind the line.

The Normal team will play games with Spokane university and Whitworth, also, Mr. Fertsch said. Whitworth, he said, will probably be the most dangerous opponent with which the local team will have to contend this year.

The baseball team of the Normal school was unbeaten last year. Six games were played. All of the games which were played on the home grounds were won in the last inning by one score.

NORMAL TO GIVE PROGRAM.
Normal School Students and Faculty Will Entertain Teachers.

Students and faculty of the State Normal school at Cheney will give a complimentary program for teachers of eastern Washington at the joint institute at Spokane, October 23.

A meeting of the presidents of the three normal schools of the state of Washington, will be held at this place on October 25.

The faculties of the three normal schools of the state will visit this institution during the W. E. A.

no believe that their children should be whipped. The consequence is that this punishment is sometimes given by the teacher—and sometimes by a classmate of the pupil. This, then, is an injustice to the pupil. The punishment should primarily come from the home.

"Formerly boys were dressed as men and girls were dressed as women. Why? Because the people of those times believed that boys were little men and that girls were little women. But times have changed. Now boys are dressed as boys and girls are dressed as girls. Why? Because now we recognize that boys are not men and girls are not women.

"I believe in the cultivation of habits with children. While the child is in the kindergarten and up to the third grades it is not compulsory. Between the fourth and sixth, and seventh grades it is partially compulsory. The critical period of a child's public school career is when he is in the sixth and seventh grades.

"The greatest opportunity a teacher has is to become the pupil's ideal. In order to attain this, a teacher must have an instinct for play and curiosity. Imitation is also a tremendous factor in the lives of children, and teachers should apply it more in their teaching than they do."

MONROE HALL

By GOLDA WHALEY.

A number of Monroe Hall girls enjoyed a picnic and general good time at Fish Lake Saturday. The bravest of the party walked and took part in the swimming and rowing on the lake. The following were present: Lucile Morohn, Winnifred Elyea, Nellie Northrop, Leona Weller, Rachael Weller, Jo Barstad, Jessie Breer, Marion Johnson, Nannie Rogers and Norma Stout.

Mrs. Heyward of Spokane was the guest of Beth Stewart at lunch Wednesday last.

Miss Dorothea Pollock was a guest at Monroe Hall last Tuesday evening. Mrs. G. A. Laird and Mr. and Mrs. C. B. Sanders of Rathdrum, Idaho, visited Marion Laird Sunday.

Ruth Whitfield spent the week-end in Spokane with her parents. M. F. Schultz of Crescent, Wash., was recently the guest of his daughter, Queenie.

E. J. Blount of Spokane and Mrs. Ross were guests of Iva Bixler at lunch last Wednesday.

Edna Layton and Marion Laird spent the week-end in Rathdrum, Idaho.

Inez Smith spent the week-end in Spokane with friends. Jean Findley and Ruth Cushing spent the week-end in Spokane with Miss Bertha Quigley.

BLOUNT SINGS FOR STUDENTS.

By M. H. Cavanaugh.

A delightful entertainment was given in the Normal auditorium last Wednesday morning by E. J. Blount of Spokane. Mr. Blount has a rich bass voice. He sang the following selections with such ease, grace and expression that the audience was very favorably impressed:

1. "Shadows" and a "Perfect Day" by Carrie Jacobs Bond.
 2. "One Fleeting Hour," by D. Lee.
 3. "Invictus," by Bruno Huhn.
 4. "Martha Machree," by Chauncey Oleott.
 5. "The Horn," by Fleiger.
 6. "Till the Sands of the Desert Grow Cold," by Bail.
 7. "Absent," by Metcalf.
 8. "The Armourer's Song," by De Hoven.
 9. "When the Bell in the Light House Rings," by Solman.
- Mr. Blount was accompanied by Mrs. Ross of Spokane.

Chewing Milliums.

The chewing-gum habit has cost the American people for chicle alone nearly \$35,000,000 in the last 10 years, or almost five times as much as we paid for Alaska, according to figures furnished by the Bureau of Foreign and Domestic Commerce of the Department of Commerce.

Showalter Will Address Institute. President Showalter will speak this week at the Okanogan county institute at Conocully, Wash.