Citizenship Schools

By Marjorie Shuler

TREMBLING at their tenacity and wondering if any would respond, a little group of New Hampshire women sent out a call in July asking the women of the state to leave their homes and go for four whole days to the little town of Durham, there to consider how to make themselves into the best kind of citizens. There were women on the list of patronesses and the committee of management headed by Miss Martha S. Kimball, president of the State Suffrage Association, who stand for leadership among the women of New Hampshire, whether in suffrage or child welfare, civics or women’s clubs. And joining with the women in the invitation was the New Hampshire State College, the first time in the history of the world that a state college has co-operated with the women of a state in such an undertaking.

And the response! From all over the state they came. Women from farms, women from tiny towns, women from cities, eager and earnest at the rallying cry of citizenship. With very short notice and with very little newspaper publicity, 200 women were registered at the school from July 8th to 12th, the college dormitories housing the visitors and the classrooms open for their use.

There was a spiritual quality in that gathering recognized not alone by the women students and faculty. A big Boston daily sent one of its humorous-minded correspondents with a cartoonist to write a Sunday story which should make New Hampshire rock with glee at the absurdities of that little group of women. The two men spent a morning at the school, and at noon they telephoned the city editor there would be no funny story, the quality of thought was something they could not joke about. And a professor from a big college who went in smiling mood to speak remained in attendance at the very last session and pledged the support of his institution to future efforts of the kind.

Probably no better reflections on the school could be gained than through the columns of the Boston and New Hampshire papers. Here are some of the comments:

Manchester New Hampshire Union: “The opening at the State College at Durham of the first school of citizenship for women ever held in New England marks a new era, politically, of transcendent importance. The school which will teach women the duties and responsibilities of their new estate as voting citizens of the republic discloses on the part of the women who are responsible for the adoption of the plan a recognition that these duties and responsibilities cannot be properly discharged without adequate and intelligent preparation.

Boston Massachusetts American: “In mood of deepest religion, hundreds of women who take their vote like their marriage vows, have spent four days at this little college among the hills, planning what they should do with their vote. Here has not been the conclave of the ward politician, where tobacco reeked and the near-beer was sighed against and decried. Here has been the motherly procession of white skirts and summer hats up the hill to the lecture room three times a day.”

Boston Massachusetts Post: “Anti-suffragists are sitting side by side with suffragists at this first school for women student voters. Women of fashion and club women listened with no less interest than the farmers’ wives, who are coming in great numbers from the surrounding country. The lecture hall is crowded; there is no eight-hour day for the women; through three solid sessions of at least three hours each morning, afternoon and evening they are in the classroom; they are devoting all their waking hours to mastering every bit of available knowledge useful for prospective voters. At meal time they discuss citizenship. Until far into the night they sit debating upon every phase of citizenship, and some of them admit they dream citizenship.”

Boston Massachusetts Herald: “Non-Partisanship prized forth as a guiding star of the new firmament of women voters at the first session here today of the school of citizenship.”

Concord New Hampshire Patriot: “Whoever conceived the idea of the school had a happy thought and excellent judgment was shown in the selection of speaker to interpret the party beliefs.”

Mrs. Mary I. Wood of Portsmouth, one of the most loved and respected women of New Hampshire presided over the sessions three a day, and the intervening conferences. On the first morning Mrs. Wood set forth the purpose of the school in these words, “If women voting means doubling the votes of men, our object is defeated. We must contribute strength and intelligence of our own. There can be no division upon strictly party lines. There must be the aim of good principles, good men, good government.”

There were two series of talks, one on parliamentary law by Mrs. Wood, which she called “standardized common sense,” and one on Citizenship by Mrs. Nancy M. Schoonmaker, in which she took (Continued on page 314)
The Diatonic Scale and the Chinese

By Esther Brockett White

Of late a position was available, for the right person, to teach music in a school in China—and the situation presented many avenues of thought to the musician.

First of all, of course, comes national pride in what America is doing with music in the schools. Wonderfully efficient, is the comment of the dazed adult who visits primary grades and sees and hears mere infants read complicated melodies from the blackboard faster than the supervisor of music can perch the little notes on the five-barred fence. “Do—Do-mi-sol-do” go the little throats and the key in which they are to sing is established as neatly as the great scientist reconstructed the pre-historic animal from a shinbone. “Do-mi-sol-do” are the vertebrae of the diatonic these children learn.

Our system of musical education is far more efficient, as far as the musician knows, than that of any other country, even music-loving Germany or melodious Italy. Our boys and girls have their knowledge ready on the tips of their lips. They are facile, they are efficient. But efficient in what? Do-mi-sol-do and the diatonic scale—that tape measure of music. Each tone is just such a distance from each other tone, arbitrarily defined. These in turn can be learned, memorized, classified, recognized. Do-mi-sol-do unlocks all doors like the skeleton key of the buglar. Aren’t all Western countries using this system? They are. Then, should it not be accepted as the best, the most efficient, that giving the best results? If so, why not pass it on to the Chinese?

Victor Hugo says:

“THERE IS ONE THING STRONGER THAN ARMIES, AND THAT IS AN IDEA WHOSE TIME HAS COME.”

The time has come when our present day activities make imperative the elimination of unnecessary expenditure of time, energy and expense on dress.

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The reasoning would be all right, had we not had our revolts. We are not satisfied ourselves. Was there not Wagner, and, before him, others to whom fame has failed to ascribe praise? More recently Debussy consciously rebelled against the logic of do-mi-sol-do, logic as inexorable as the theology of Calvin, and wilfully would he have none of it. He fled from the Plegel cadence like a mad dog from water. His escape, as all the world knows, was by a return to ideas long supposed to be outworn or superseded by our so-much-superior diatonic scale. He went back to the short whole tone scale, and borrowed even from the Orient upon which we are now inviting ourselves to bestow our efficient do-mi-sol-do system. Busoni’s “New Aesthetic in Music” is a still later appeal against the restrictions of our musical system. He struggles, like a musical Houdini, to escape the fetters bound upon him, and for the liberty to hear and speak gradations finer than the intervals of the diatonic scale allow.

All the cob-webbry of delicate forest intonations, the tiny tunes of insect voices, the lisping wavelets, as well as the thunders of industrial organs in great cities, refuse to pay attention to the limits set by the intervals of the scale we use.

A still newer aesthetic is introduced in music through the purely scientific study, for mechanical purposes, of vibration. Wireless telegraphy and telephony, what are they essentially but a part of the same great mystery that, what we know as music is also a portion. Vibration is the basis of all and the clever workers, those who invent and carry out the scheme of tuning the telephonic receivers to differing pitches, thus carrying many messages on one wire, look upon the musician as a hopeless amateur in his own line. The field of music in the air is literally opening to the ears of man. To the harmonies of the spheres, musicians and scientists are turning their ears and their instruments.

Truly it is believable that we will hear Mars before any other mode of communication is established. In view of these thoughts do we do well to impose on the Orientals our system of musical notation, of ear-training? Must the Chinese hear “the stars sing together” by way of do-mi-sol-do?

New Hampshire Citizenship Schools

(Continued from page 310)

Up Americanizing American Women, Town and County Government, City Government, State and National Government, Political Parties and Elections, New Problems. “We want to do for government what we have done for the home,” said Mrs. Schoonmaker in opening the series.

The Responsibility of Citizenship was the topic assigned to Miss Edna Wright of the National American Woman Suffrage Association.

The League of Women Voters, a national citizenship school educating all voters, men and women, to read their own ballots and to cast intelligent votes, was presented by Miss Marjorie Shuter of New York, who also conducted a press conference.

Professor D. C. Babcock of the college outlined Municipal Problems in their intimate relationship to the life of women and children in the home. With Mr. Huntley Spaulding, state food
administrator, who has worked so splendidly and in such close cooperation with the housewives of New Hampshire presiding, one evening session was given over to reconstruction problems as follows: Americanization, Mrs. Helen Rand Thayer of Portsmouth; Child Welfare, Mrs. Frank S. Streeter of Concord; Community Service, Dr. G. L. Hanscom; Thrift, Mrs. Myra B. Lord of Boston, head of the New England Thrift Division.

The claims of the two major parties were set forth on two evenings by Mrs. Mary Grey Brewer of New York for the Republicans and Mrs. Antoinette Funk of Chicago for the Democrats, together with the New Hampshire state Republican chairman, Mr. Dwight Hall of Dover, and the Democratic chairman, Mr. Alexander Murchie of Concord.

Mrs. Ellis Meredith of Colorado made two speeches, one on the evolution of modern government and one on the responsibility of women toward jury service and the lessening of crime through removal of profits from crime for the court officials. Professor Richard Whoriskey of the college talked on world policies as shown in the causes of the war. Mrs. Trueworthy White of Boston sounded a call for ideals of service in a speech based on “the results of victory, shall they be fruits or spoils?” The problems of the women in industry were presented by Mrs. William Z. Ripley of Boston. Professor James Richardson of Dartmouth spoke on National Problems, including Congress for which he recommended some drastic changes. Mrs. Dwight Hall of Dover, one of four women appointed to state boards this Spring by Governor Bartlett, spoke on the needs which the women have found and the service which they are giving.

Dean Ernest Groves of the college, who made the address of welcome, in the closing address on What Shall We Do With Our Citizenship crystallized the findings of the school.

Before the school had ended a committee had been appointed and was making plans for a similar effort next summer, the dates to follow the political party conventions, so that platforms and claims of candidates may be laid before the women in addition to general citizenship talks.

From Nunnery to University
(Continued from page 308)

The spread of the common school movement aided by Willard, Mann and Barnard, helped the cause of women’s education. Wherever schools were started in sparsely settled places girls were counted in with the boys in order to make up a large enough population to warrant the schools. With the common schools came high schools and from the high schools developed the state colleges or universities, so it is not surprising that beginning with Oberlin in 1833 practically all the western colleges were co-educational. The civil war, which put teaching largely in the hands of women, greatly strengthened their position in public education.

In the East the story is different, for most of the men’s colleges were private corporations not supported by public funds. In the East therefore women’s colleges began to spring up. The earliest was Mount Holyoke, started by Mary Lyon’s efforts in 1834, an institution cooperatively carried on with small tuition.

In 1865 Mathew Vassar endowed the college of that name and this was followed in the next twenty years by Wellesley, Smith, Bryn Mawr and Goucher. To the 90’s belong the affiliated colleges such as Barnard (Columbia) and Radcliffe (Harvard). Cornell in 1872 was the first men’s college in the East to make itself co-educational.

BOOKS
For Reference and Study

Hoxie’s Civics for New York State
(Revised and Enlarged)

In the new chapter there is a discussion of the recent enlargement of the powers of the President, the creation of various Boards and Offices on account of the war, the proposed amendments to the Constitution, the duties of aliens and citizens, etc.

Garner’s Government in the United States

Shows how our government has been affected by the direct primary movement, the initiative and the referendum, the commission form of municipal government, and discusses new legislation regarding publicity of campaign expenditure and corrupt practices at elections.

Considerable attention is devoted to citizenship and to state and local governments. Frequent lists of references to collateral reading are given.

Wolfson’s Outlines in Civics

This little annual presents all the material which is necessary for a rapid review of the subject of civics. Each topic is divided into numbered sections and paragraphs in order to facilitate cross reference.

Richman & Wallach’s Good Citizenship

A book for young people which teaches the responsibilities and privileges and duties they have in regard to the home, the school, the neighborhood, the city and the State.

Sharpe’s Plain Facts for Future Citizens

Written for immigrants with a slight knowledge of English, this book is filled with useful information. It teaches the immigrant to respect individual rights and public law and order; it inculcates civic pride and at the end it gives instruction on naturalization, the qualifications for admission to citizenship, the duties of American citizens, etc.

Austin’s Lessons in English for Foreign Women

Designed especially for use in evening schools and settlement work. Some of the topics deal with various kinds of work that women can do; with the use of American foodstuffs; proper clothes to wear; public school opportunities, working papers and labor laws.

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