

of his officers strained their eyes across the Hudson till they thought they saw him land on the Jersey shore.

CLARISSA: May he have the quiet and peace that he so well deserves!

BETSY: They say he cannot for long. His country will need him again.

DORCAS: Then he will come back to us.

(*A voice outside calls "Diantha, I want you a moment".*)

DIANATHA: Yes, Mother. (*She goes out, door L. A moment's silence. She returns*) Michelle, I have news for you.

MICHELLE: O, what? Is it good?

DIANTHA: I am sure you will say so. My mother has a note from your father. He says: (*reads*) "Tell Michelle not to hurry back this afternoon, but to stay to supper if she likes. We need not pack to sail on Monday for France. At the suggestion of General Washington, I have been granted a tract of land in northern New York, and here I stay—a citizen of the United States."

MICHELLE: No more gloomy chateaux! I, too, am an American.

REBECCA: May God Bless the General!

ALL: Amen!

CURTAIN

Notes on Production

The setting can be any school platform which has doors Right and Left of the stage. If you have only one, central door, change the words and stage direction a little to fit conditions. Set the stage as attractively as possible. "Period" furniture of course helps. There are so many imitations of Early American styles that suitable chairs and tables can probably be collected. Use as little furniture as possible to make the room attractive. The stage is really "dressed" by the pretty frocks of the girls.

No curtain is necessary although if you have one it is a little more effective for the final tableau. If you have none—hold the picture a second, then break up informally and join the audience.

The costumes are those made familiar to us by innumerable pictures. There are paper patterns for making them very nicely. Use whatever your means permit—all the way from taffeta, to sateen and paper cambric to flowered Dennison crepe paper. Bonnets may be made of the paper. Wraps can all be circular capes or almost any

loose evening capes of the present fashions. There may be small fur muffs. The time is afternoon, so the dresses while pretty and colorful, need not be elaborate.

The harpsichord off stage is of course a piano. It is possible for the performer to touch the keys so that the sound is the plucked string timbre of the harp, the desired effect. The minuet is appended.

The play should be acted as lightly and naturally as possible, with sincere emotion in the mention of the General. See that the minuet is danced with all the grace and "style" that can be put into it. Good standing positions are essential, both for that and in general to make the costumes look right.

A LESSON IN NINTH GRADE BIOLOGY

Time allowance: One discussion period of forty minutes and one laboratory period of eighty minutes.

Major unit: To determine what force sends the soil, water, and earth constituents into the tree. This question had been raised by the class in their general study of the tree.

Materials: Egg, glass, thistle tube, sugar solution, and hydrochloric acid.

Step I. Performing the experiment

Make a small opening in the egg and take out the white and the yolk; make a medium solution of hydrochloric acid and put the egg shell into it leaving it until the acid has eaten the lime from around the membrane; make a strong sugar solution, pour into the egg membrane, insert a thistle tube, close the cavity around the thistle tube, and set the membrane in a glass of water; watch the thistle tube.

Step II. Discussing the experiment.

Questions

How do you account for the rise of the solution in the thistle tube? Which is the thicker solution the water or the sugar solution in the egg membrane? Does the thinner substance flow toward the thicker or vice versa? What force causes this flow? What force sends the food and water supply into the tree?

Subject Matter

1. The egg shell is a base. We place it in acid in order that the lime may be eaten from the membrane.

2. In the process of osmosis the thinner substances go toward the thicker.

3. Osmotic pressure is the force that sends the food and water into the tree.

Step III. Applying the principle

1. Place a stem with a white blossom in red ink and bring it to class.

2. Summarize in a short paragraph the principles of osmosis and osmotic pressure.

MARY WILL PORTER
RUTH F. LEWIS

 THE POWER OF TRUTH

No one who really believes in the power of truth fears liberty. However man may stumble, however wrongheaded or however blinded he may be by passion or by interest, we are forced to believe either that truth is real and can be found, or that there is no such thing as truth and therefore that interest or passion may properly enough be enthroned in the place that has been reserved for truth to occupy.—*President Nicholas Murray Butler.*

 SCHOOL INTELLIGENCE TEST FOR
NEW STUDENTS

A new two-sided intelligence test—abstract and social—used this fall for the first time, was administered to nearly 1,200 incoming students at George Washington University, Washington, D. C. An abstract test, devised by the director of research of the United States Civil Service Commission, covered information, relation, meaning, synonyms, and reasoning. The purpose of the social phase of the test, devised by the associate professor of psychology at the university, is to determine natural social abilities of students. Tests were made in remembrance of names and faces, in compre-

hension and exercise of judgment in social positions, and in correct interpretation of emotions and attitudes as shown in characteristic roles of moving picture actors.—*School Life.*

 LIBERTY'S SOLE HOPE

The American university has increasingly tended to become a genuine university, a home of intellectual liberty and freedom of the spirit, and of course it gives hearing to doctrines and opinions held by sincere and scholarly seekers after truth which are by no means universally accepted and which may indeed excite more or less violent opposition. In the church such exhibitions of freedom of thought would lead to expulsion; in the state they invite political attack, and if possible personal humiliation and suffering and loss. The university remains the only present home of liberty and apparently its only hope. If the voice of liberty be silenced there and the intolerance that now prevails in church and in state be permitted to invade the precincts of the universities of the world, then indeed must we be prepared to enter upon a new and dismal Dark Age that will cast the thoughts and the activities of man in common and uniform molds, there to remain until such time as the unquenchable thirst for liberty shall again effectively manifest itself among men.—*President Butler, of Columbia University.*

Student government by men students of the University of Wisconsin has been abandoned after 20 years' effort of the men to administer disciplinary powers granted by university officials. The student court in a body submitted its resignation this fall to the board of regents, and discipline of men students revert to the faculty. Women students, however, have built up a strong organization, and activities of the women's self-government association are steadily increasing in effectiveness and importance.