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The Man Forsworn

William Watson, one of the leading poets of England, contributed this poem expressing English feeling toward the kaiser, in the London "Daily Chronicle":

Who draws today the unrighteous sword?
 Behold him stand, the man for-
 sworn,
 The warrior of the faithless word,
 The pledge disowned, the covenant
 torn,
 Who prates of honor, truth and trust,
 Ere he profanes them in the dust.

When to yon fabric gray in fame,
 That Windsor lifts against the sky,
 In martial cloak the kaiser came,
 We did not dream it cloaked a spy.
 Yet there he sat, as now we know,
 A guest, a kinsman and a foe.

France was a gallant foe and fair,
 That looked us proudly in the face,
 With her frank eyes and free-born
 air,
 And valor half concealed in grace,
 Nobler of all with whom we strove,
 At last she gives us noble love.

But he that took our proffered hand,
 Thinking to take our birthright,
 too,
 He, in this hospitable land,
 Bore him as only dastards do,
 Here, where the earth still nurtures
 men,
 His hand shall soil not ours again.

We know his people great and strong,
 On such as these we cast no slur;
 Our wonder is that they so long
 Suffer ungalled his bit and spur.
 'Tis with no heart of joy that we
 Arise to smite them on the sea.

Glory we count of lesser worth
 Than wife and babe and hearth
 and home;
 Theirs is the mandate speeding forth
 Our steps of thunder on the foam;
 For them we fight; for them we
 stand,
 Yes, and for faith 'twixt land and
 land.

You that have linked your might with
 ours
 To break his pride who breaks the laws;
 You wear today, 'mid perjured pow-
 ers,
 The armor of a spotless cause;
 Your legions march in truth arrayed,
 And knightly honor whets your blade.

From Baltic or Biscayan shores;
 Where Loire to the Atlantic runs;
 Where Volga to the Caspian pours,
 You have not poured in vain your
 sons.

From laughing lands of Rhone and
 Seine
 You have not poured your sons in
 vain.

Let us a league of man proclaim,
 Against such knavery 'neath a
 crown
 As would be rightly held to shame
 A swineherd and his fellow-crown.
 Shall all the false and creeping things
 Find a last refuge among kings?

At least on this unaging throne
 That baffles the long siege of time,
 We have a monarch of our own
 To whom a crime is still a crime
 And pure in aim there sits afar
 The patient, silent, stormworn czar.

To one sole mortal it remained,
 One rash insulter of the earth
 To teach the world wherein he
 reigned,
 How much a kaiser's word is
 worth.

A kaiser's word, a catiff's vow,
 Well have we learned their value now.

Over the bland and kindly day,
 Unseasonable might he flings;
 sinister darkness, black and gray,
 A horror of malignant wings.
 Pain and red havoc he bestows
 On them that only asked repose.

He is not hungrier for your lands
 Than he is thirsty for your sons.
 Smite him with all your thunderous
 hands,
 Fight him and smite him to his
 knees—
 You that on him and falsehood
 luried
 shall guard the fortress of the world.

RUSSIAN VERACITY

Of all the belligerents engaged in the tremendous European strife, Russia is unquestionably the most hated and feared of all. Even here in America, where a great debt of gratitude is due to Russia for her moral support to the United States during times of great national stress, there is a deep prejudice and little sympathy for the Russian arms. Yet Russia has set an example in the most recent bulletins from St. Petersburg for candor and veracity that might well be emulated by the other belligerents.

From Russia comes the candid announcement that Russian arms in East Prussia has received a most serious repulse and the destruction of two army corps and the loss of three brilliant generals.

Most refreshing candor and honesty this, in view of the garbled and evasive reports of the war emanating from the capitals of the other belligerents, who grossly exaggerate their successes and remain most sullenly silent in disaster.

Whatever the outcome of the war, let it be said for the Slav that at the outset he has set a new mark for candor and truth in Europe under the most painful circumstances.

The Teaching of Literature

(By J. Lawrence Hill)

Literature is the essence of humanity. It is the highest and most permanent expression of man's intellectual and moral life. Books are humanity boiled down. The study of the embodiment of all that is best and most enduring in the history of the human race—its form as well as its substance—ought to be, one would think, accorded the highest place in any liberal curriculum. Literature, the medium of all knowledge, the medium of all thought, the world's greatest storehouse of fact and inspiration—shall not literature overtop all the sciences and arts, in the system of education? Shall we not demand, as the first requisite of culture, a knowledge of the great epoch-making books in all languages, of literary form, of idiom, of style?

But how is it, in fact, with our educators? Have they made literature a subject of paramount importance? On the contrary, it is the most neglected and abused branch of study, at least in American schools and colleges. Where it is taught at all it is only taught partially and inadequately. What a farce is the teaching of English literature in most of our higher institutions of learning. How limited are the periods, and how few the books, laid under tribute. The student is like a swallow skimming over the surface of a deep river. A dip here and there, a mere ruffling of the surface, and then away, without so much as a moment's pause to look down into the fathoms of clear water beneath. What can a student learn of literature in the brief time and by the summary methods devoted to the subject now in vogue in the majority of our schools and colleges? And English literature is only one section of the broad subject of literature. Why English literature? Why not universal literature? Are all the world's great thinkers and poets, and the world's great books to be found nowhere outside of the English-speaking nations? By no means. Even among modern nations we Anglo-Saxons cannot boast the only literature. Wherever there is a language with a structure there are books with which the highly developed, intellectual man should be acquainted. There is neither sense nor reason in drawing the line at Shakespeare and shutting out Dante and Goethe simply because they are not English. What the thorough and sincere student of literature desires to become familiar with are the world's great books and thinkers, irrespective of language or race.

Every year the number increases of young men who apply for some sort of special and thorough training in literature and culture at the doors of our leading educational institutions. They are offered the choice between an exhaustive philological course in Anglo-Saxon, Old Norse, Gothic—gnarled and venerable roots of the English language—or a more elegant course of the English masters in prose and verse from Chaucer down to the present time. Both courses are good so far as they go; but both are partial and inadequate for a person who desires to make literature the study and business of life.

What seems to be demanded is a department of literature wide enough to take in Homer and Browning and deep enough to include something of the philosophy of literature in the broadest meaning of that term. Such a course would appeal to men whose philosophical training has been completed—advanced students who have read some of the best Greek and Latin poets in the original, and who have a sufficient acquaintance with Anglo-Saxon and Gothic to understand and appreciate most of the archaic words and speech forms to be met with in English literature from Chaucer to Shakespeare. With a good philological basis to build upon (and the student's philological training in early English should be contemporaneous with his Latin and Greek) the instructor would have no difficulty in acquainting his pupils with the transcendent beauties of the world's masterpieces in literature.

The first step, of course, would be a thorough acquaintance with the great works of genius in universal literature—a task which of itself should consume far more time than is now given to rhetoric and English composition combined. Then should follow a course of lectures on the philosophy of literature, including such particulars as literary ethics, style, laws of poetry, etc.

Finally the course should culminate in criticism and production, the chief study throughout being the preparation of the student to do literary work artistically, conscientiously and effectively. There is far too much slipshod, careless writing in this country today, both on the part of teachers and students, in ordinary composition and in correspondence—writing that depraves literary taste and work. If we are to have an American literature in the immediate future there must be some influence set at work which shall counteract the effect upon our coming writers of the present vitiated style of fiction and poetry, and the absence of precision and grace in didactic prose. This influence evidently can proceed only from the schools. It should obtain in the form of a literary training so broad, so thorough, so inspiring as to produce a school of modern American writers whose works shall rank with the classics. This may not be accomplished at once, but the result would be accumulative. We might not have a Shakespeare or a Milton in a hundred years, but we shall very soon have something better and more enduring than sensational novelists and decollete-sentimental poets that now burden us.

Why shall not literature be taught? There is the demand for it on the part of an ever-increasing army of young men and women who are interested in literature as the sublimes of studies, the most beautiful of arts. Here is the supply—grand libraries, grand thinkers, scholars, authors, critics—fully qualified for guiding investigations and developing the talents of their pupils. Here are the great institutions of learning, and the money to establish the needed professorships.

May we not hope that in the near future it will be taught more seriously and earnestly than ever before in all our schools and colleges. There are already silent and outspoken advocates of this new movement in all our educational centers. The need of a better literary training, not only for literature, but for lawyers, public speakers, ministers, teachers, is getting recognized. What institution will take the initiative in this direction?

BRITISH CHARGE TO TAKE BATTERY LIKE 'NOBLE 600'

LONDON, Sept. 3.—The Daily Mail correspondent behind the British lines describes the charge of the Ninth Lancers, which occurred at an unnamed spot during the recent series of tactical retreats, as a second Balaklava. He says:

"Terrible havoc had been caused in our ranks by shells from a battery of eleven German guns posted in a forest near the Belgian frontier.

"It seemed impossible to silence their fire until the Ninth Lancers made their attempt, riding straight at the guns after debouching into the open and charging under a hail of melinite and lyddite.

"They reached their goal, killed the gunners and put the guns out of action. Then like their prototypes of Balaklava they rode back.

"On the return they fell in greater numbers from the attack of the other German batteries, posted as vantage points around the valley.

"Notable bayonet charges were made at (name deleted) Wednesday last. Several British Infantry regiments occupied an exposed position around which the Germans gradually circled, drawing the noose closer and closer.

"The British decided to cut their way through the cordon. So the men went at it, yelling and shooting and got through, although the German artillery moved them down frightfully.

"The German machine guns have been tremendously effective in all engagements. Men who saw the South African war say the hottest firing there was childish compared with what the British troops have undergone since arrival in France."

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Autocar Announces Medford Waiting Room
 The Interurban Autocar Co. wishes to announce that arrangements have been made for a waiting room at the

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The New Schedule is now in effect and time cards may be seen at the waiting room, at hotels, and business houses or obtained from the drivers on car.

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