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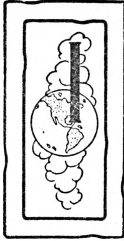
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General Articles

The Belligerents and International Law



IN these days of political convulsions, as the Western world stands aghast at scenes of unparalleled carnage furnished by the battling millions of Europe, the average mind is enshrouded in a thick mist of speculation as to whether International Law has outlived its usefulness, or whether its sacred and time-honored parchments have only been temporarily pigeon-holed so as to permit the grim demon of death and destruction to prosecute his terrible work with more frightfulness and less compunction. However it be, if one thing is certain in this world of uncertainties, it is that International Law is no barrier to keep any of the belligerents from the designs that he entertains.

At the beginning of the war, Dr. Hollweg proclaimed to the world in a very solemn tone, that enemies, jealous of his country's progress and prosperity, had deliberately plotted its destruction as a world-power, and consequently it had unsheathed its sword, in self-defence, to fight for preservation. But, strangely enough, the German legions had time to overrun the whole of Belgium and

reach within hailing distance of Paris, before the same enemies who, they alleged, had plotted the downfall of their Fatherland, had time to get out of bed. The reason that Germany gave to the world for this contravention of the law of nations was that, had she not invaded Belgium first, the French would have done it. The grim fact remains, however, that Germany brushed aside the most elementary principles of International Law as unconcernedly as one does a fly, overran the little kingdom, mulcted the population out of every cent it possessed, and then reduced it to a state of penury and destitution which no language can adequately portray, no imagination conceive.

Great Britain and her allies on the other hand, with marked indignation, issued the proclamation that Germany, by her lawless procedure, had forfeited the esteem and respect of the civilized world; and that the Allies were going to fight for the rights and liberties of the smaller nations of Europe which Pan-Germanism had set out to destroy. But, strange inconsistency of human nature, it seems to the man in the street to-day, that with the belligerent groups, it simply depends on whose ox is gored, or when the shoe pinches; for at this time, when the shoe is on the

other foot, we find the champions of Justice and Liberty very busily engaged in the very commendable(?) task of distorting and emasculating International Law to make the means adopted by them at this juncturè justifiable.

The Allies have now thought it consistent with their professed principles, after having failed by entreaties and coercion, in turn, to swing Greece into the allied line, actually to take possession of the country itself—a country as impotent and innocuous as a snail.

Greece, for many reasons, is afraid to join the allied hosts. It is to be inferred that Constantine does not care to increase the ranks of the "throneless kings." The exploits of Von Eimich, Von Makensen and, lately, Von Falkenhayne have evidently been to the king of the Hellenes like the writing on the wall. To put it bluntly then, the Greek Monarch fears Germany, but, he also fears the Allies. A look at the map of Southern Europe and the visualization of the allied Mediterranean fleet will supply a sufficiently eloquent reason for this feeling. So, this man has tried his best to steer his course safely between Scylla and Chrybdis—he has tried to remain neutral.

But, he is not to be allowed to remain so. The very powers that have posed as the champions of the rights of the smaller nations have stepped in; seized Salonica

and some of the contiguous islands and the Piræus, the historic Athenian port! What has become of Greece's sovereignty?

The action of the Allies looks like a second edition of Germany's invasion of Belgium. Whatever it is, the Allies procedure in Greece is transcendently subversive of the principles for which they are alleged to be contending. And as for "this" International Law—we may well exclaim with the belligerents, in all sincerity, "*Requiescat in pace!*"

—E. T. Fredericks,'17.



Use Your Opportunity

Some men fail in life, because they lack the opportunity to gain a mental training; others fail, because, having the opportunity to secure a mental training, they neglect this opportunity—throw it away.

For the first group of persons there may be some excuse and certainly much sympathy; but for the second group there is no excuse and it should not be wondered at if they are treated with contempt and scant consideration. The tendency to sympathise with the moral, physical, or intellectual defect of some poor unfortunate because he is the victim of circumstances over which he has no control is seldom or never evident where persons with a fair chance to cultivate brain power,

and who have failed to do so, are concerned.

It may be said with absolute certainty that every student in the Academy entered it with some definite aim in view—some height to which he aspired to climb. But little thought has been given to the method by which that height is to be reached. By not a few, no attention is given to the beginning, the bottom or base of this height. Instead, all attention seems to be centered on the end, the height itself. The inevitable outcome of such a start is defeat in the stern, hard battle of life.

Now, let the process of intellectual growth be compared to that of hill-climbing: It will be found that as the climber must make his footing secure and choose well the spot where he must next place his foot to the end that he may avoid slipping backward, so also must he who would scale the heights of knowledge make secure his footing by mastering the elementary principles as they come up from day to day, from month to month, or from year to year.

To-day, that opportunity to excel, to win, to reach the top is here. Shall this opportunity be allowed to go or shall it be embraced? He who seizes his opportunity and makes the most of it will suffer no regrets and no defeats in the struggle for the survival of the fittest.

—*A. Augustus Brown, '18.*

Thanksgiving Joys, Yesterday and To-day



EAR old Thanksgiving will soon be here, that happy day which all love to greet. In our early years, our greatest happiness was in feasting upon this day. We did not think of the significance of Thanksgiving, but anxiously awaited the jolly feast. We longed for the time when we should be seated at the heavily laden table, and partecipe in the task of devouring the proud "gobbler" who used to strut with so much dignity about the barnyard. We enjoyed the delicious cranberry sauce; we ate pumpkin and mince pies and plum pudding; we stuffed ourselves with candies and fruit, in fact, all that our little animal hearts could wish for was within our reach on Thanksgiving Day. Happy were we in those days!

But since we have grown older, we expect on Thanksgiving day different joys and pleasures from those which we expected when we were children. Feasting is not now the main source of enjoyment upon Thanksgiving Day. We now understand the meaning and origin of the day. We realize that it is the day of giving thanks to our Creator for the many blessings which we enjoy. We are thankful for this beautiful world in which we move and have our

being. We are thankful for the fragrant air which we breathe; for the clear cooling water with which we quench our thirst; for the food by means of which we subsist; for raiment which we wear. We are thankful that there has been prepared for us a table of knowledge at which we may dine until our minds are satisfied. Lastly, we are thankful that we are able to make others happy.

And so, we must conclude that joy on Thanksgiving Day is not in feasting but in offering up for all our blessings sincere thanks to Him to Whom we owe our very lives; and also in striving to show our gratitude by making those around us happy.

Willa Mae Brown, '17.



How to Study Successfully

From observing many of my fellow students both in and out of the classroom, I have come to the conclusion that the reason there are many poor students among us is because of the failure to study successfully.

We find many of these students trying simply to make the passing grade while taking their high school course; consequently, when these pupils attempt college subjects, their work is a complete failure. They have no foundation upon which to build.

In order to study successfully, a student should first have a real interest in the subject which he

is studying. The best way to develop this interest is by means of collateral reading. Second, there are two ways of learning—the conscious and the sub-conscious. The first way—generally called “grinding”—is usually a difficult process. In it the student must disregard fatigue, the impulse to distractions, the longing for change. He must everlastingly keep at it. The conscious student must also avoid “false study,” in which the eyes are open and the brain is shut. In study, as in many other things, quality, not quantity, is what counts; therefore, the student should make a serious business of it. When he studies, he should remember that real learning comes only through thought.

The sub-conscious method of learning is entirely different from the conscious method—a good example of this kind of learning is that of a child learning to speak. The child does not at first consciously strive to learn the art of speaking, but acquires it quickly, in part, by imitation.

The student cannot understand anything worth learning without the exercise of the sub-conscious mind. The endless details of knowledge are supplied very largely by this unconscious mental process, this continual sub-conscious perception and observation by all the senses at once.

When a student uses these two methods normally and seriously, examinations cease to be a bugbear. *Nathan R. Gordon, '18.*