

women and children. These happy people live on a small island called Tavolara, near Sardinia.

Their history is interesting. When Vittorio Amedeo II was made King of Sardinia, the little island was overlooked, much to the pleasure of the people, who were thus free from police, galling laws, military service and taxes. In 1836 King Carlo Alberto, in cruising about, saw the island, and no one being able to tell him anything about it, he landed. A young and attractive looking man at once came to meet him, speaking simply, but with courtesy. To various questions, he replied that he was the king of the island, which rather took Carlo Alberto aback, as he certainly did not expect to find a colleague there. He was, however, much amused, and on returning to the mainland confirmed by royal decree the king in his possession, and thus began the dynasty of the Bartolloni, with Paolo I.

When Paolo died, no aspirants to the throne appearing, the population remained for four years without any government at all, until a sudden resolution was taken, and they proclaimed the republic. The president remains in office for six years, the position being absolutely without compensation, as are all the other public offices, so that this free people live in peace and comparative prosperity, with neither taxes nor laws, which might rouse envy in the breasts of those who have these—benefits.

—New York Times.

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MONOPOLY QUESTIONS IN CANADA.

From a Sermon on "The City and Its Problems," Delivered April 29, 1906, in Halifax, Can., by the Rev.

C. L. Ball, as Reported in the Halifax Evening Mail.

What gives right to private property? Labor. Private wealth is the result of labor applied to the land. Production gives right of property. Pro, duco, i. e., to draw forth from the land. If a man produces anything he owns it as against all the world, or if he acquires it from the producer, or if he can trace it through a line of exchanges back to the producer.

But who produced the land; whoever had a just right to give title of ownership to it? All titles to land rest back on force, fraud and pre-emption. No one has a title (except Baer the Pennsylvania coal baron) from the producer, because God created it. The land never belonging by right to any one, it belongs as a gift from God to all.

All the monopolies that seem oppressive are land monopolies. The Standard Oil Company is a land monopoly. It secured control of the markets by railroad rebates (land monopoly) and its pipe lines (land monopoly). The beef trust was built up by the same means. All these immense fortunes are made up of public wealth which a few individuals have been allowed to appropriate to their own uses.

These great fortunes are a menace to free institutions. A few men already control industrial America. They actually govern the country through congressman and senator, who are no more than the hired agents of these corporations. They own the courts, and their friends are officers in the army.

Not in Canada? Yes, in Canada. I am burning

oil rather than pay \$2.50 per thousand for gas, and I pay twice as much for my oil as I did in Springfield, Mass. It cost more to get there? No. The gas monopoly enables the Standard to charge more.

What interests do our members in parliaments represent if they do not represent transportation, coal, banking, landed interests? Have we forgotten the millions given to the Canadian Pacific? Have we forgotten the more millions given the Grand Trunk? These corporations have debauched our public morality. I happen to know of money used in the last Dominion election. Do you believe it was spent without regard for value to be received?

Public wealth in private hands is a menace. The public wealth must be kept for the public. The people must go into politics, especially the laboring people, as they are doing in England.

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DEMOCRACY IN EDUCATION.

II. EFFICIENT TEACHING.

Portions of an Address Delivered Before the Western Section of the Northern Illinois Teachers' Association, at Dixon, Ill., October, 1905, by David Kinley, Professor of Economics, and Dean of College of Literature and Arts, University of Illinois.

If the time ever comes when the public shall lay more emphasis upon the importance of a complete and smooth administrative machinery in our schools than it lays upon the efficiency of the teaching; if public opinion ever comes to the point where it believes that the teachers as a body are incapable of giving sound advice on educational matters, it will mean the degradation of the teaching profession. It will mean that self-respecting men and women, the equals of any officers in any administrative position, will seek other fields for their life activities and will refuse to subject themselves to the whims and dictates of men who might have been good slave drivers in the days of slavery, but are hardly fit members of the educational system of an intelligent community, where men and women believe that individual initiative spontaneity, of sense of responsibility, knowledge, intelligence and sympathy, individuality—are more important factors in education than smooth administration or strong executive action. The question before us, then, is whether the tone and character of our educational systems in this country are to be determined by the great body of the teachers of the country, or are to be imposed upon the teachers by a relatively small number of men of autocratic temperament, who sneer at the teacher and insist that his proper place is a subordinate one of obedience to higher authority.

The demand for so called strong administration is based largely on the alleged necessity for uniformity of method and smoothness in the work of the administrative machinery. The desire for uniformity is a curse in every department of educational matters. The ideal school would be one which had no uniformity of method or administration, because each individual pupil would be treated according to his specific characteristics; the only place where method and system would be needed would be in