

on Land?" Miss Grace Isabel Colbron; "Unearned Increment Tax or Singletax," Bolton Hall; "Factors in Production," Mrs. Mary Ware Dennett. Mrs. Mary Fels will be the league's guest. The dinner committee is Mrs. Tillie Lustgarten, Mrs. Louise L. Stretton and Miss Amy Mall Hicks.

—A message from Sir Ernest Shackleton, who seeks to cross the Antarctic continent, dated South Georgia, November 30, says the ice conditions will probably prevent him from getting through this season. He expects to be ready to start November 1st; and to come out on the other side in March, 1916. South Georgia Island is in the South Atlantic, about 34° due east of Cape Horn. The island has a population of 2000.

—The Federal Children's Bureau, of which Mrs. Julia C. Lathrop is the head, published its first report on infant mortality on February 2. The report is based on a study of conditions at Johnstown, Pa. It shows a death rate of 271 per thousand in the poorest districts or more than five times as much as in the wealthy sections. Where the fathers earn \$10 a week or less the death rate was 256 per thousand. Where fathers earned \$25 a week or more the death rate was 84 per thousand. When mothers were employed a large part of the time in heavy work the babies died at a rapid rate. Insanitary housing and neglected streets were found in coincidence with a high rate of infant deaths. In houses where water had to be obtained from the outside the death rate was 198 per thousand as against 118 per thousand in houses where water was supplied by pipes. The report can be obtained free of charge from the Children's Bureau, Department of Labor, Washington, D. C.

PRESS OPINIONS

Battlefield Hyenas Appear.

Bodenreform (Berlin), January 5.—That after a victorious war prices of land in Germany will increase considerably is the universal belief of all land speculators and is based on experience with former wars. Especially in our harbor stations is this increase in value looked for, to create which our soldiers are now shedding their blood. We find, for example, in No. 257 of the *Neueste Nachrichten* of Kiel the following advertisement:

Land Speculation.—I want to invest a small sum in land, to be sold after the war at an advance. Only low-priced offers will be considered. Address . . .

The future of our national life depends largely on whether timely and farsighted measures are taken to assure to all that for which all have fought.



Another "Scrap of Paper."

The Herald (London), December 12.—We do not apologize to our readers for again mentioning a "scrap of paper," the solemn obligations of which have been ignored by successive British governments. We refer to the agreement, signed in the late Lord Salisbury's time, by the British and German governments to raise the school age. . . . We agree that we must maintain our solemn national

word of honor to small nations, but it is equally imperative upon us to hold it sacred when pledged on behalf of small and defenseless children. Germany, if we are allowed to write treason in crediting her with any good deed, honored her obligations and raised the school age. That she has not suffered in consequence is proved on the battlefields of Europe. Safeguarding the physique of her children, she is reaping the reward in a contest wherein the physical counts. Our government has a favorable opportunity at its command. . . . Let it be a part of our national policy that above everything we will protect and safeguard childhood. Of course this is not to be done in the manner much favored of autocrats by simply declaring the employment to be forbidden. Children are driven out to work because the family wage has to be supplemented to maintain existence. Can anyone justify the effects? Undersized, mutilated, ignorant little humans are produced. Truly we are a great nation. We must face the problem in a statesmanlike manner and recognize clearly that we must as a nation pay for the education of our children, so as to build up a great and noble community for the future. . . . Let us help in the sane manner, not by charitable doles, but by taking care of our children.

RELATED THINGS

CONTRIBUTIONS AND REPRINT

THE ANCIENT CODE.

For The Public.

Before him lay the man he slew—
They'd fought until the sun went down
For title to a field, these two—
A field which none should own.

At least the victor won the field,
And when the sword was sheathed, he saw
That land his own, with all its yield—
So ran the Ancient Law.

Today we kill that lands may pass
To kings—and scarce a man of all
Can own a rood of native grass,
Whether he stand or fall.

If peace availeth not, and war
Be but the sad world's only mode,
Alas, though brothers that we are,
Give us the Ancient Code!

—Joseph Dana Miller.



WAR AND CHILDREN.

For The Public.

You want to abolish war? Then begin with the children.

We seem to be at a loss when attempting to explain the remarkable change in usually sane, level-headed men, when war is threatened or declared. All clear-thinking vanishes; they see red

and are eager for the fray, regardless of consequences, deaf to reason.

But why not, pray? What else is to be expected after the training they have had, and the influences to which they have been systematically subjected? From their very infancy, war and war trappings have been made attractive to them. While mere children the greater part of their amusement was furnished by toy soldiers in gaudy uniforms. They played with miniature armies, conducted make-believe battles, killed imaginary enemies, and were encouraged by their elders to do so. They were taught to admire the soldier, his sword, his gun.

The boy entered the kindergarten, and soldier worship was constantly before him. It was "March like a soldier," "Stand like a soldier," and

"Soldier boy, soldier boy,
Where are you going?"

It was carrying imaginary guns, aiming, firing. It was drilling, marching.

Later, the boy found himself in the lower grades of his school life. He heard and read stories of war heroes, seldom of peace. It was General This and General That, great victories, magnificent campaigns, enemies routed, armies triumphant, spoils of war, etc., etc. To make these ideas more real and vivid, he was given books containing pictures of gallant men on horseback, galloping in brave array; regiments of stalwart warriors, in bright uniforms, bayonets glistening in the sunlight—mighty battleships, masts manned, guns grim and threatening. Sometimes he saw the picture of a wounded soldier, bloody bandage on his brow, but in a graceful attitude, a look of exaltation on his face, and below, his inspiring farewell message.

And when he reached the higher grades of school, the boy was again subjected to stronger impressions of the same kind. Again he heard and read glorifications of military leaders, detailed accounts of campaigns and battles and became imbued more and more with admiration for skill and strategy in man-killing. War was shown to him as a mighty game, from which the brave and strong, the wise and skilful, emerge triumphant, applauded. In many schools, military organization and drill, fostered and carried on by school authorities, served to translate ideas and impressions into actual experiences.

The child is father to the man. What wonder then that these boys grew into manhood with such ideas almost ineradicably impressed on their minds? What wonder that when they are men they are so ready to volunteer, and enthusiastically advocate war on the slightest provocation? It would be extraordinary if they acted otherwise with the training they have received.

And now imagine that another course of pro-

cedure were followed in educating the young, and that we attempted to mould them quite differently. Suppose we accustomed our children to associate guns and swords with the idea of man-killing; not a man in the abstract, but some definite, real man—father, brother, uncle, cousin, playmate. Suppose weapons of war were placed by them in the same category as poison, fire, disease—possible means of causing the death of a loved one. Suppose we referred to armies and navies as dreadful evils, sometimes necessary, it is true, but as horrors of whose existence humanity is ashamed, and for whose final extermination all are hoping and striving.

Suppose wars and battles were studied by our children as events affecting concretely the lives of untold numbers; women made widows, children orphans, families homeless; not men, women and children in the abstract, but possibly themselves, their mothers, their fathers. Suppose we told them of the numberless men lying on the battlefields, crushed, bleeding, under rolling wheels of heavy artillery, under feet of marching soldiers, under hoofs of galloping horses. Suppose they were shown survivors returning to their homes, maimed, disfigured, shattered, wrecks of their former selves; and ruins of cities, shelled and destroyed, the inhabitants left penniless, shelterless, hopeless.

Suppose we showed them pictures of ruins and battlefields strewn with mutilated bodies, agonies indescribable on the faces of the dead and dying. Suppose throughout their school life children were to be shown war in its awful reality, its sordidness and brutality, and not idealized, softened, sentimentalized. Suppose they were told the truth, instead of the monstrous lies to which they are accustomed.

Do you suppose that if taught thus they would become advocates of militarism, lovers of war?

There must be a thorough and complete change in all of our school work that is related to war. We must pursue some such methods as suggested here, if we want to feel in any degree assured that when our boys become men they will not allow themselves to be carried away by jingoistic appeals of self-seeking demagogues, but will ponder long and deeply before assenting to war and all it means.

Too horrible for the little ones? They must be spared such awful things? Yes, but how about the actual horrors of war? Is not the end to be accomplished well worth the price? And then we are constantly employing similar methods in attempting to prepare our children for life. We are continually warning them of dangers that result from improper use of fire, poison, narcotics, alcohol; we paint as vividly as we can the consequences of lying, stealing, and other vices; similarly do we attempt to prevent disease and disease

spreading. Do not the results justify the means? No, the truth must be told, to children, if necessary, if the world is to be made better and happier.

You want to abolish war? Then begin with the children.

ALEXANDER FICHANDLER,
Principal Public School 165, Brooklyn.



A SONG FOR WOMEN.

Annie Matheson.

Within a dreary narrow room
That looks upon a noisome street,
Half fainting with the stifling heat,
A starving girl works out her doom.
Yet not the less in God's sweet air
The little birds sing, free of care,
And hawthorns blossom everywhere.

Swift, ceaseless toil scarce wins her bread:
From early dawn till twilight falls,
Shut in by four, dull, ugly walls,
The hours crawl round with murderous tread.
And all the while, in some still place
Where inter-twining boughs embrace,
The blackbirds build, time flies apace.

With envy the folk who die,
Who may at last their leisure take,
Whose longed-for sleep none roughly wake,
Tired hands the restless needle ply.
But far and wide in meadows green
The golden butterflies are seen,
And reddening sorrel nods between.

Too poor and proud to soil her soul,
Or stoop to basely-gotten gain,
By days of changeless want and pain
The seamstress earns a prisoner's dole.
While in the peaceful fields the sheep
Feed, quiet; and through heaven's blue deep
The silent cloud-wings stainless sweep.

And if she be alive or dead,
That weary woman scarcely knows;
But back and forth her needle goes
In time with throbbing heart and head.
Lo, where the leaning alders part,
White-bosomed swallows, blithe of heart,
Above still waters skim and dart.

Oh, God in heaven! Shall I, who share
That dying woman's womanhood,
Taste all the summers' bounteous good
Unburdened by her weight of care?
The white-moon daisies star the grass,
The lengthening shadows o'er them pass,
The meadow pool is smooth as glass.



The world is so full
Of a number of Kings!—
That's probably what is the
Matter with things.

—Winifred Arnold.

BOOKS

A RECORD OF PROGRESS.

Progressive Men, Women and Movements of the Past Twenty-Five Years. By B. O. Flower. Published by The New Arena, Boston, Mass. Price, \$2.00 net.

While political progress of the past twenty-five years in the United States, has not been as great as it should have been, it has nevertheless been considerable and gives good ground for confidence in further advance in the near future. It is clear that history is being made, the importance of which will probably be more generally realized after the generation engaged in it shall have passed away. Should any historian in that time to come, be in search of facts relating to the changes now being made, he will find much material conveniently prepared for his use by Mr. Flower.

In his book Mr. Flower describes the progress of various movements and tells of the persons connected with them. Many of these individuals were contributors to The Arena during Mr. Flower's editorship, when it was the only magazine of any prominence which kept its columns open to new ideas that promised to lead to some possible consequences. He tells of the fight for Direct Legislation, records the progress of the Singletax movement, gives the history of the Socialist movement, and mentions with appreciation of their services the names of many leaders in all these fields. He speaks also at some length of the farmers' organizations, of the movement for public ownership, for woman suffrage, for progressive control of great political parties, and of other reforms. He tells of the writers who have done much to arouse discontent with existing evils, and of the fight to preserve freedom of speech and press. Included in the progressive list are the unconventional religious movements and workers. The fight for medical freedom is described and the workers therein named.

The book can not fail to be interesting to the men and women who have participated in the struggle for political and economic progress, and, moreover, may reasonably be expected to do much to encourage and stimulate effort in the future.

DANIEL KIEFER.

PERIODICALS

About Vocational Education.

Two conservative articles on Education appear in the January-March number of the Unpopular Review (Quarterly, 35 W. 32nd St., New York). The first, on "The Passing of the Educated Man," is a stock criticism of the present-day American undergradu-