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EDITORIAL

The Failure of Woman Suffrage in Colorado.

Woman suffrage, at any rate woman office-holding, must be regarded as a failure in Colorado; for the machine politicians who don't believe in it are so frank in admitting its failure. Its principal fault, according to these infallible publicists, is the unhappy fact that it is degrad-

ing to the men folks of Denver to have their brethren identified as "the husband of the Hon. Mrs. Jenks," or the like. This is an objection to the woman in politics which The Outlook has overlooked.

* *

Votes and Wages.

The big corporations that are increasing the wages of their employes, are evidently as much scared over the recent elections as the Republican politicians are.

* *

Winnetka and Its Referendum.

In Winnetka, Illinois, the home of the voluntary or Winnetka referendum, now in full use in Detroit and Grand Rapids, Michigan, this democratic method of doing things was used on the 9th to determine the question of installing a municipal gas plant. The installation was ordered by town meeting vote and formal steps taken to finance the enterprise. Winnetka is one of those delightful New England towns that have dropped down into Northern Illinois, and, New England fashion, insist upon thinking for themselves.

* *

The New President of the New York Tax Board.

Mayor McClellan is receiving from all quarters unstinted and well-deserved praise for his appointment as president of the New York Department of Taxes and Assessments, of Lawson Purdy. Mr. Purdy is the author of "The Burdens of Local Taxation and Who Bears Them," to be found in The Public's collection of "the best books on taxation," of which a catalogue appeared last week, and it was he who recently delivered a profound address at Chicago (p. 705) on the leading principles of taxation. He is described by the New York Mail of the 9th as an advocate of the Henry George doctrines in tax matters; and the New York Times of the 10th editorially endorses him as "an advocate and expositor of sound theories of taxation." The Record and Guide, the leading real estate paper of New York, rightly speaks of him as "one of the best known authorities on taxation in this country," who has for many years given unrewarded service to the public. It might be further said of Mr. Purdy that he is probably the first man of really scientific attainments as an expert in taxation, to be placed at the head of the taxing machinery of a large municipality. His unbiased and incorruptible

judgment, coupled with his ability as an expert, is a guarantee that the advance which New York City has made in separating the valuations of sites, improvements and personalty—for which Mr. Purdy is entitled to the credit—will be supplemented by other equally valuable and acceptable fiscal improvements in the same general direction.

* *

"Bread and Circuses."

One may admire the candor though he repudiate the political ethics of the Republican Congressman-elect from one of the Maryland districts, who defends his bribery of voters by saying: "In Baltimore you have brass bands, parades and things of that sort which cost money, while down my way the man who has a vote would rather get cash for it so that he can provide for himself the kind of amusement he prefers." And yet, even on the ethical side, why may not this political casuist be right? If we have revolved backward to the days of "bread and circuses," why not hand the money directly over to the voter and let him pick for himself his favorite circus and his own brand of bread?

* *

Mr. Bonaparte's "Boss" Idea.

The Secretary of the Navy might be a good biological specimen for the hereditarian society which is studying "eugenics" (p. 746). His suggestion of a legalized "boss" in politics has the true Napoleonic flavor.

* *

Bribing the Electorate.

Once upon a time, not many years ago, the highest court of New York invalidated the election of a public official on the ground that by promising the people to take less than the legal salary if elected, he had disqualified himself through bribery of the electorate. This is what the street railway combine of Detroit tried to do at the election last week. Two weeks before the election it offered tickets at reduced rates with a view to inducing voters to re-elect Mayor Codd and approve franchise extension on referendum. The morning after the election this offer was withdrawn. The people of Detroit didn't "bite." They defeated Mayor Codd, the candidate of the traction interests, and they voted down the franchise proposal by 28,833 to 13,316.

* *

Back to Democracy.

The recent elections surely point toward the return of the people to the ideals and truths enun-

ciated by the founders of the Democratic party. In New York—heretofore a stronghold of corrupt and evil politics—the people have shown plainly that they have tired of the rule of predatory corporations which maintain their hold on the public by special privileges and have practically held both the Democratic and the Republican parties in their grasp. The Republican vote in Indiana shows the greatest falling off in years, the Democrats having more members in the lower house of the legislature than at any time since 1892. In Ohio and elsewhere the vote shows unmistakably that the Democratic party is recovering from the handicap placed upon it by the corporation-controlled St. Louis convention of 1904. For these gratifying results the people have to thank Wm. J. Bryan and his able followers who have steadily pleaded for right as against might. The people are coming to realize the truth of the democratic doctrines expounded by Mr. Bryan in 1896 and 1900. The Republican party has abandoned the defiant cry of the late Senator Hanna, "There are no trusts," and now begs us to "look at what Roosevelt is doing to bust the trusts and control the corporations." Verily a great change.

* *

Wanted—A Dishonest Mayor.

The "Interests" of Chicago of both political machines—the defeated Sullivanic gas ring on the Democratic side and the triumphant Good-God-Good-Devil Combine on the Republican side—are hunting for a "practical" mayor. They don't want an honest one, they want a practical one. But a city that has been brought to the verge of bankruptcy by its "practical" mayors may prefer another term for its honest one.

* *

A Sad Case.

Archbishop Ireland spoke against public ownership of public utilities one night last week at Council Bluffs. The Archbishop Ireland of fifteen years ago would not talk that way now. But the Archbishop Ireland of fifteen years ago is paralyzed. The plutocrats needed an archbishop and they beckoned to them one of the best. It is easy to say he need not have gone, but what man is there that can weigh the temptations of another?

* *

Pass-Bribery by Pullman.

Among the public men who are reported by the newspapers as holding Pullman passes are Judges Grosseup and Kohlsaat, of Chicago, both of whom sit on the Federal bench; the member-

of the board of equalization of taxes which stands as a protector-in-ordinary for all Illinois tax-dodging corporations; at least one member of the board of tax review at Chicago (who, however, is sorry, he says, that he didn't get his pass), and several State judges. Does any one suppose that the Pullman company issues passes to public officials for the pure joy of it?

* *

Whom Would it Help?

In a speech last week at Chicago, James J. Hill predicted for Chicago and its tributary territory a population in less than half a century of over 70,000,000. What if the prediction came true? Great wealth would doubtless follow. But whom would it enrich, the industry of the region or the owners of the region?

* *

Private Initiative in Traction Service.

Chicago is suffering just now from the worst street car service (p. 732) that any city has probably ever experienced, and it isn't "M. O." service either. There is not the slightest excuse for it. The city has given to the companies everything that they have demanded—the right to trolleyize, security against loss in construction and equipment, permission freely to operate on all expired-franchise routes, and so on. Nevertheless, the cars are few, they are unheated, they are dirty, and their operation is exasperatingly irregular. Evidently the companies and their New York backers want something more from the city, which they hope to get by wearing out the people with bad service. Probably what they want to get is a 20-year stock-jobbing franchise in the guise of "fake" municipal ownership. The New York backers of the Chicago companies make no secret of their intention and expectation of getting precisely that thing.

* *

A Negro on the Chicago Bench.

Ferdinand L. Barnett is a Negro lawyer of Chicago. He has served acceptably several years as an assistant State's attorney. At the recent election he stood as a Republican candidate for a municipal court judgeship, and no question of his integrity was raised. But his name was scratched by thousands of Republican voters. He came near failing of election, but he was elected. And then from the newspapers of his own party there arose a demand upon him for his resignation—not for unfitness, but because he is a Negro. He had been nominated in order to hold the Negro vote for the Republican white men; but his party did not

intend that he himself should be elected. They wanted the Negro vote but they did not want a Negro judge. They had calculated that he would run behind his ticket and be defeated; and so he would have been but for the Independence League. This took away from the Democrats so many votes that Mr. Barnett, although far behind in the Republican column in consequence of Republican antipathy to the Negro, was nevertheless ahead of the strongest Democrat. And now the Republican leaders of Chicago are so much embarrassed that they urge Mr. Barnett to resign. Why? There is no reason for it except race prejudice.

* *

The Anti-Negro Conspiracy in Georgia.

Ex-Congressman Fleming of Georgia (p. 699) publicly makes charges of the most serious nature against Gov. Hoke Smith. Not only does he accuse Gov. Smith of having advocated unlawful disfranchisement of Negroes, but he brings the murder of Negroes at Atlanta to the doorstep of the new Governor. On the question of disfranchisement he quotes Gov. Smith as having in campaign speeches said of a Negro applicant for registration: "Ask him what is the meaning of ex-post facto law, or some other question couched in such language as you know he can not answer"; and referring to a white applicant for registration: "Ask him some simple question such as 'Can a man be imprisoned for debt?'" This alone is bad enough, but note Mr. Fleming's accusation regarding the murdering of Negroes: "Relying on the same reputable witnesses, I now further charge, as stated over their signatures, that Mr. Smith said that if it should become necessary 'we can handle them (the Negroes) as they did in Wilmington,' and in that connection referred to the 'woods being black with their hanging carcasses.' Nor is that all. I make the further charge, as stated over the signature of these same reputable citizens, that Mr. Smith in that same speech used substantially the following words: 'I declare to you, gentlemen, if one of the precincts in your county should have seventy-five Negro votes and fifty white, and should it become necessary, I would be favorable to a plan to reduce the population to ninety-nine.'" It was perhaps unnecessary, for the language is plain, for Mr. Fleming to add: "The dullest man in that audience understood what Mr. Smith meant by 'reducing' the population." Sad as are the facts that Mr. Fleming cites, the saddest fact of all is the apparent determination of so many Southern white men to excuse and justify the policy of law distortion and murder which Gov. Smith is here accused of ad-

vocating. There is something wrong with the mind that justifies or excuses the murder of some men because other men of the same race have committed crimes of which the murdered men are innocent.

* * *

THE PUBLIC SCHOOL CONTRO- VERSY IN CHICAGO.

There is much in the public school controversy now raging in Chicago (pp. 667, 697) which is so common in its characteristics as to be of importance for consideration wherever school officials and school teachers are inharmonious in their relations.

I.

The fundamental defects in the present administration of the Chicago public school system are fairly summed up in briefest form if we say that the system is despotic. We do not mean that the Superintendent or any other official is a despot, but that this is the character of the system irrespective of all questions of personality. If "one man power" or "business administration" be preferred to the term we use, then let it stand at that. The thing itself is the thing, not its name; and the essence of it all is this, that some one at the top makes arbitrary decrees which the others must obey without consultation or criticism.

*

This is justified in the name of "business administration." The ethics of the counting room have crowded out democratic tendencies and educational ideals. High salaries for administration with low salaries for teaching, a small expense account and much display—such is the commercialistic ideal of the system. Its conception of authoritative sequence is a docile board of directors, a dictatorial superintendent, department managers, bureau chiefs, and a body of teachers responsive as a vast mechanism, like factory workmen, to orders transmitted from above.

Is the picture overdrawn? Read the editorials of the local papers that defend the present system and denounce "Mayor Dunne's school trustees" for trying to abolish it. Factory and military analogies flow into those editorials spontaneously. And if you go back of irresponsible editorials to the system itself, you find its despotic character in full process of development.

The teachers are in fact treated and regarded as "hands" in a factory or private soldiers in an army. When they are consulted, it is usually not as a body but in selected groups. An instance was the jury of teachers for recommending reading

text-books last summer. The Superintendent selected the jury. It sat in secret and its personality was a secret kept even from the Board. On special invitation other teachers had given written advisory opinions to this jury, but these opinions were suppressed; only the bare verdict of the jury ever came to the Board, on whom the final responsibility rested.

When the teaching body is consulted otherwise than in this selective and secret way, it is done under the influence in one manner or another of superiors in authority—the principals in some cases and the Superintendent in others. So far is this feature of the "business" or military system carried out, that the Superintendent appears as president of the principals' association and leader at teachers' conferences. Inasmuch as the career and the official life of the teachers and principals are practically at the Superintendent's mercy, it is absurd to regard their deliberations and conclusions, under such circumstances, as having much more than an echo value. In consequence of it all (and we are holding the system and not Superintendent Cooley responsible; in many things we are in hearty accord with his views), the teaching body is inarticulate. The Board has no means of learning its opinions except as the Superintendent interprets them. Power comes down from the Superintendent through the teaching body, and the teachers must not only obey but must obey in silence, on pain of being regarded as disloyal. Even advice and consultation take on an air of command.

It is proposed now to extend this despotic power upward as well as downward. Already it is claimed for the Superintendent that district superintendents ought to be no longer superintendents of districts, but the personal and confidential cabinet or staff of the Superintendent, and that in choosing them the Board should have no other function than perfunctory endorsement of the Superintendent's selections.

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Nor does this reach the climax of the "one man power" idea. Not only would the district superintendents be the Superintendent's staff, but the Board itself would be put into a similar category. The "business" interests of Chicago, which have squandered the magnificent inheritance of the public schools; which have starved the school funds by shielding big franchise grabbers and tax dodgers; which have slandered the Teachers' Federation and its indefatigable and patriotic leaders, because they uncovered some of these tax

dodgers and added a quarter of a million a year to the income of the Board; which have exhibited great sagacity in paring down educational expenditures, and a negligible degree of energy in augmenting income; and which for selfish purposes are committed to the one man power in educational affairs—these “business” interests are making marked progress in thrusting into the Charter Convention a proposal for fastening the one man power upon the schools of Chicago by partisan legislation at Springfield. And this they are doing, God save the mark, by way of establishing home rule!

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The pretense of it all is a demand plausibly urged, for “business methods” by “business men.” In view of the recent exposures of some business men and business methods throughout the country—men and methods theretofore exploited as of the highest type—and of the woful financial condition to which the Chicago schools have been brought by “business men” and methods, one might expect a little more modesty on the part of this self-assertive class. But that consideration may be passed for a more important one. However imperative despotic ideals may be in the military or the commercial sphere, they have no place in the pedagogical. School children are not pots and pans to be manufactured mechanically. Neither is there a military enemy to be fought with military precision. While it may be true enough that in warfare and in commerce there must be an able head to command and a mechanically responsive mass to obey, this is not and can not be true of the school.

In teaching, it is not the mass of teachers merely as a mass that counts; it is the individual teachers. And at the head, what is required is not mastery but leadership. Although there be some phases of a great school system to which the military or the commercial analogy may apply, neither applies to the regulation and exercise of the teaching function. The most important factors here, useful though all may be, are not the school board, nor the superintendent, nor subordinate superintendents, nor even the principal, but the individual teachers. Their individuality is of the utmost value.

This is a mere truism, too generally acknowledged in thoughtful educational circles to deserve mention except for the intrusion of despotic methods. A public school system which makes the teacher an automaton in a collection of automatons, all marking time in response to electric buttons at a central office, is a false system and must

inevitably be demoralizing. Yet this is the ideal of public school education which has prevailed in Chicago and which the so-called “Mayor Dunne members” of the Board of Education are trying to abolish. Its despotic character is disclosed by the absurdly autocratic marking methods, by the arbitrary salary-promotional device, by the silencing of the teaching body so that the Board is kept in ignorance of its views except as official superiors interpret them; by the irresponsible control which the Superintendent has over examinations for entrance, salary promotion and functional promotion; by the atmosphere of secrecy in which the system is immersed; and by the demand that the Superintendent be allowed complete control, either without supervision or under a Board with little other power than to register his decrees.

II.

Asked what we would substitute, we answer that for the despotic spirit and method we would substitute the democratic.

As the most important persons in the school system are the teachers, the teachers should hold a position of dignity with reference to the Board and its officers. They should be treated as men and women and not as children. Their opinions should be freely sought by their official superiors, and when obtained should be considered with sympathy and respect, as a consensus of the opinions of experts, and also as a storing up in the most economical and useful way of pedagogical experience and opinion. And this in the interest, not merely of the teachers themselves, but of the pupils; for you can not expect good results in teaching if you degrade your teachers to the level of mere teaching machines.

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The teaching body should be organized independently of supervisory employes, and in such manner as to facilitate direct official communication with the Board. We have been told that this would amount to surrendering the powers and duties of the Board to the dictation of the teachers, and that the Board has no right to delegate its authority. That criticism is not very intelligent. Neither is it true. Nobody has proposed to surrender the authority of the Board to the teachers. The only demand for any surrender of the power of the Board of which we are aware, is the demand of the “business” interests that it be surrendered to the Superintendent. What is proposed with reference to the direct relation of the teachers to the Board is that their advisory functions

should be analogous to those of the Superintendent.

There are three general departments on the educational side. These are the Board's, the Superintendent's, and that of the teaching force. The essential function of the Board is to legislate for the system; and in its legislative work it needs and ought to receive advice from the Superintendent and from the teaching force. The essential function of the Superintendent is to administer the system in accordance with the legislative policy of the Board; and in this work he ought to receive the advice of the teaching force and give advice to the teaching force and to the Board. The essential function of the teaching force is to carry on the work of teaching the pupils; and as a necessary incident of this function, and in order that the whole system may be harmonious and effective in its operation, the teaching force should be so organized and officially recognized as to enable it to express itself with official dignity. Its opinions might not and often perhaps ought not to be adopted by the Superintendent or the Board; but in such cases neither the Superintendent nor the Board could escape responsibility for mistakes made against the deliberate advice of the teachers. Neither could the teaching body escape responsibility for bad advice.

If such an organization of the teaching force were made and fostered in good faith, a different and better spirit would vitalize the school system from that which has been generated by the despotic "business" policy that has prevailed. It is not the only thing to do but it is the fundamental one.

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In addition, the power of appointment should be separated from the power of removal. No man is good enough to be trusted with the appointment and promotion of teachers, who also has practically the power of discipline and dismissal.

The percentage marking of teachers should be abolished. Records of marks without records of reasons for them, are useless for any legitimate purpose; and they tempt principals on the one hand to be domineering, and teachers on the other to be servile. When secrecy is added they generate distrust and discontent.

The so-called "promotionals" also ought to go. The idea has been sedulously cultivated that these are really promotions. They are nothing of the kind. The "promoted" teacher gets higher pay, but her teaching function remains the same. The "promotionals" therefore are only contests for money prizes. Even if they were not open to this

objection, they are now discovered to prove nothing as to the teacher's value as a teacher. Experience proves that many of the "promotional" and higher paid teachers are inferior to the non-promotional and lower paid—if the efficiency markings mean anything.

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But all these things are only details.

The essential principle involved is the democratic as opposed to the despotic spirit and policy in education.

Settle that issue against the despotic idea, and all details would soon settle themselves.

Make the teaching force officially articulate as a responsible advisory body, and the three departments of the system would fall into harmonious relations. Publicly advised by both teachers and Superintendent independently, the Board would be better qualified to co-operate sympathetically and to legislate wisely; advised by the teachers and supervised by the Board, the Superintendent would be better placed for administering judiciously; recognized as a responsible advisory department of the school system, the teaching force would be in better condition for teaching with good effect.

It may be conceded that this view of the matter is only prophetic. But it is rational, and a system which rests upon rationally optimistic prophecy is surely more worthy of approval than one which, like the present "business" system, rests upon irrational prophecy and demonstrated failure.

EDITORIAL CORRESPONDENCE

THE DETROIT SITUATION.

Detroit, Mich., Nov. 8.—The proposition of the Detroit United Railway for a new franchise has been turned down by a vote of two to one (p. 751), the electors declining to tie up their streets with the eighteen year proposition. It is possible that if the D. U. R. should offer a three cent rate, it could get a franchise, but the longer the offer is delayed the poorer chance will even this proposition have.

A. B. du Pont and Tom L. Johnson have promised to make application for a revokable franchise, on the basis of three cent fares and universal transfers, the new corporation to take over the tracks of the present street car company as fast as its present franchises expire. In addition to this they will lay tracks in a number of streets where transportation is very much needed. This offer may not be accepted, but at least it will have the effect of preventing the aldermen giving a franchise to any other corporation on less desirable terms.

Mayor Codd, who championed the franchise, is defeated, and Wm. B. Thompson, who, while not a

municipal ownership man, is an opponent of the D. U. R. proposition, and who will not sign an ordinance that does not provide for at least three cent fares with universal transfers, and which in addition has been approved by the people, is elected by a close vote. His majority would have been considerable had not religious prejudices been aroused in some quarters because he is a Roman Catholic, and, it is said, will be the first mayor of Detroit holding that religious faith.

Frederick F. Ingram was defeated for Congress. He had an adverse majority of over 8,000 to overcome, and this he more than cut in two. Two years hence he will be a strong man for the nomination, and can then be easily elected. This is Mr. Ingram's first experience in politics, and hereafter he will be able to handle a campaign in a businesslike way, with a minimum of expense and a maximum of results.

JUDSON GRENELL.

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THE REFERENDUM IN MICHIGAN.

Grand Rapids, Mich., Nov. 7.—The total vote in the city of Grand Rapids (p. 751) on Governor was 12,944. This was the largest vote cast on any office.

Last April the Council passed an ordinance closing theaters on Sunday, and by the use of the optional referendum this was brought up for a vote of the people yesterday. There was a total of 13,176 votes on this proposition; 6,281 for sustaining the ordinance closing theaters, and 6,895 against the ordinance.

The proposed charter amendment, submitted under the advisory initiative, to secure non-partisan municipal elections (p. 751), was carried by the following vote: total 12,215; for the amendment, 8,865; against the amendment, 3,350.

The total vote on the theater ordinance was more than the total vote on Governor, and the vote on the charter amendment was nearly equal to that on Governor. The theater ordinance was very hotly contested on both sides, and helped greatly in bringing out a large vote. The highest vote yet polled in the City of Grand Rapids is about 22,000, at the Presidential election of 1896. At the city election last spring there was a vote of something over 17,000. This fall there was practically no contest on offices either in the State or local election, everything being conceded to the Republicans. In fact there were no Democratic nominees for county offices, with one exception, and no Democratic nomination for Congress. So there was little to attract the attention of voters except these propositions.

The non-partisan amendment received a majority in every precinct of the city. Before it becomes effective, it must be passed by the legislature. It will be sent to the legislature with the official request of the city of Grand Rapids that it be made part of the charter. The two State senators from Grand Rapids are pledged in writing to do all in their power to put this amendment through early in the session so that the non-partisan method can be used at the city election next April. Of the three representatives from Grand Rapids, one is pledged in writing to do as the majority of the people desire; another is pledged orally to vote for the amendment if carried; and the third dodged the issue and merely said he would represent

all the people. I think, however, with the overwhelming vote in favor of the amendment, it will certainly be enacted in the legislature.

Although there was no organized opposition to the amendment, it was quietly opposed by the politicians and their friends, and probably also by most of the Socialists, who polled nearly 1,000 votes in the city, and seem to have the mistaken notion that the amendment would injure their party. The committee in charge of the amendment did little except to thoroughly distribute copies and also a brief circular setting forth the merits of the proposition. It had the support of one of the three daily papers, and rather passive opposition from the others.

JESSE F. ORTON.

NEWS NARRATIVE

To use the reference figures of this Department for obtaining continuous news narratives:

Observe the reference figures in any article; turn back to the page they indicate and find there the next preceding article on the same subject; observe the reference figures in that article, and turn back as before; continue until you come to the earliest article on the subject; then retrace your course through the indicated pages, reading each article in chronological order, and you will have a continuous news narrative of the subject from its historical beginnings to date.

Week ending Wednesday, November 14.

The Recent Elections.

The New York election, while it resulted as heretofore reported (p. 750), in the choice of Mr. Hughes, the Republican candidate for Governor, resulted also in the defeat of all the rest of the Republican ticket. The plurality of Mr. Hughes over Mr. Hearst is about 55,000; the plurality for Mr. Hearst's associates on the Democratic and the Independence League tickets ranges from about 3,500 for Mr. Chanler for Lieutenant-Governor to about 8,000 for Mr. Skene for State Engineer. Steps are being taken by the Republican organization to have the ballot boxes opened and a recount made in the interest of the defeated Republican candidates, the same proceedings that were attempted by Mr. Hearst with reference to the mayoralty election of last year. The Democratic State committee, by a vote of 30 to 13 on the 9th, adopted a resolution for the investigation of alleged treachery to the party ticket by Patrick H. McCarren, the party leader in Brooklyn. On the 13th the executive committee of the Independence League ordered a reorganization of the league throughout the State "so that there may be a permanent body for the dissemination of the doctrines of Mr. Hearst and so that at the next election the plain people may have further opportunity to voice their independent sentiment and elect to office competent men of integrity."

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The reports of last week on the election in North Dakota (p. 750) were erroneous. From private trustworthy advices we learn that the Republican ticket, instead of carrying the State, was defeated. The Democratic candidate for Governor, John Burke, was elected by about 8,000 majority, as was the Democratic candidate for Supreme Court judge. This re-

sult is described as a rebuke to machine politics. The railroad interests of James J. Hill have for years dictated Republican politics in North Dakota, and this year these interests went so far as to try to capture the Supreme Court by its Republican nominations. In consequence the Democratic candidates made a speaking campaign on "gangism," freight rates, tax valuations and primaries, and, as stated above, the Democratic candidates for Governor and Supreme Court were elected.

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In Kansas the doubt of last week (p. 750) has by the official canvass been resolved in favor of Gov. Hoch, the Republican candidate for Governor, who is re-elected by 1,986; and in Iowa (p. 750) Gov. Cummins is re-elected.

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Referendum on a Public Land Sale.

On a "little ballot"—the local name for referendum—the people of Illinois voted on the 7th on the question of selling the lands of the Illinois and Michigan Canal (from Chicago to Joliet) to the highest bidder. The proposition was defeated in Cook County (the Chicago county) by a majority of 37,575; but the vote in the rest of the State was large enough to overcome this adverse majority.

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The resolution providing for this referendum was introduced in the Illinois Legislature, May 6, 1905, by Representative Arnold of Galesburg, and did not receive much consideration from the House. The land to be disposed of if the vote of the State is made into a law comprises the channel of the canal from Thirty-ninth street and the river, Chicago, to the north end of the sanitary district in Joliet, and ninety feet on each side of this forty foot bed. A great deal of land along the sides of the canal has been disposed of, so that practically all that remains is the channel of the canal. This channel has a value in direct proportion to what some railroad or electric company wishes to give for it. For this purpose alone it is immensely valuable, as it is parallel to the Chicago and Alton and the Santa Fe railroads. The canal has had a history dotted with attempts to get appropriations to keep it alive. The money which it has brought in never has been enough to maintain it. Its original cost was nearly \$14,000,000, and every year since 1873, until four years ago, has been from \$25,000 to \$200,000. Four years ago the appropriation asked for was carried into the courts and defeated. Last year the canal commissioners asked for \$3,000 to make the Illinois river navigable, and Gov. Deneen then gave them to understand that no more money would be forthcoming unless the Illinois and Michigan canal was made navigable.

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The National Congress on Uniform Divorce Laws.

At the first session of the National Congress on Divorce Laws, held in February and March of this year in Washington (vol. viii, pp. 768, 782, 803, 821), it was concluded that Federal control of this matter was impracticable, and a committee was appointed to draft a bill which should be considered at a second session to be called by the president of the congress. Governor Pennypacker of Pennsylvania, such bill,

if approved by the congress, then to be presented to the several States with requests for adoption.

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This deferred session opened in Philadelphia on the 13th Governor Pennypacker presiding. Delegates from 27 states and the District of Columbia, and representatives from the Protestant denominations represented in the first session, as well as the Catholic bishop of South Dakota, were in attendance. The Chicago Inter Ocean thus summarized the grounds for divorce recommended in the bill presented:

These causes are infidelity, felony, bigamy, desertion, habitual drunkenness, and intolerable cruelty. Marriages of persons, one of whom, unknown to the other, was insane at the time of marriage, are to be annulled. The marriage of a girl under 16 years of age and a boy under 18 is also to be annulled.

The dispatch continues: "There was little opposition to any of these provisions. In the list of causes for annulment of marriage opposition was presented against several." The most prolonged discussions related to insanity as a cause of divorce.

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Porto Rico Elections.

In Porto Rico on the 7th a contest between Republicans and Unionists for seats in the Colonial legislature, was won by the Unionists. They carried all the seven districts by overwhelming majorities.

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British Politics.

The British cabinet is reported as having under consideration a plan for reorganizing the government of Ireland. The plan provides for the establishment of a central or castle board, for an educational department, a department of agriculture and for the transfer of land. It also creates an Irish council, to which from two-thirds to three-fourths of the members would be elected on the existing parliamentary franchise, and the rest on a restricted franchise. Clergymen of all denominations would be eligible to membership in the council. Ireland would retain her present representation in the Imperial Parliament, and the police would remain under imperial control, but be reduced in number. Among the drafters of the plan are: James Bryce, chief secretary for Ireland; John Redmond, leader of the Irish party in the House of Commons; John Dillon, member of Parliament for East Mayo, and Sir Antony MacDonnell, undersecretary to the Earl of Aberdeen, Lord Lieutenant of Ireland.

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The education bill as amended by the House of Lords (pp. 731, 752) is regarded by the government as an impossibility. Mr. Augustine Birrell, President of the Board of Education, says that as the measure came from the House of Commons it was undenominational, but the Lords had fostered and bolstered up denominationalism. The Tribune declares that if the present bill is destroyed the alternative will be to substitute a secular system of religious education.

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The obstructionist character of the House of Lords

In this matter, as already reported in these columns (p. 731), is creating a crisis in which coercion is freely threatened, and the very existence of the House seems to be imperiled. A measure proposed, and already roughly drafted, for meeting such situations is the introduction of the referendum. This would be less revolutionary and more constructive than any "superannuation" of the Lords. A special dispatch to the New York Herald states that the referendum bill would lay down that if and when the two houses could not agree as to the provisions of any bill, either house might in passing the bill in the form desired by the other house, insert without further debate or conference a proviso that before being submitted for royal assent the bill should be referred to the electors of the United Kingdom, a poll of the people being taken in the manner prescribed by the act.

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Russian Disfranchisement Continues.

Further interpretations of the election laws relative to the elections for the second Douma continue to disfranchise thousands of the poorer classes (p. 703). City employes, the operating personnel of the railroads and even the locomotive engineers, the most skilled and highest paid labor in Russia, are affected by an interpretation of the 7th. On the 10th the senate, which is dictating the interpretations, ruled that government railroad employes who inhabit buildings owned by the railroad cannot vote. This will exclude 60 per cent. of this class, or 102,000 men out of 170,000 men, from voting. Another declaration removes from the voting list 8,000 employes of factories owned by the ministries of war and marine at St. Petersburg who were allowed to vote at the last election. The senate also has made a sweeping reduction in the peasant vote by excluding those who have bought land from the peasants' bank. Dispatches from Odessa under date of the 11th, state that all the electoral committees in his city and in the provinces have been suppressed and their functions have been transferred to the own councils. The arrangements made by these committees have been canceled and their official posters have been removed from the walls of Odessa by the police. These measures, which are intended to prevent the mass of the people from taking part in the campaign for the election of members to the lower house of the Douma, are said to have produced a painful impression.

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The Constitutional Democrats, at a closed conference in Moscow on the 12th, decided to drop entirely as candidates for re-election to the second Douma all members of the first Douma against whom the government had instituted proceedings for the signing of the Viborg manifesto (pp. 418, 610).

NEWS NOTES

—Mayor Dunne of Chicago and Mayor Johnson of Cleveland were in consultation at Chicago on the 12th over the Chicago traction question (p. 732).

—Earth tremblings and a fall of ashes were reported from the neighborhood of Mt. Vesuvius on

the 10th. The disturbances are not believed to presage another eruption (p. 29).

—The American Federation of Labor met in its 26th annual convention on the 12th at Minneapolis. A strong tendency toward political action was exhibited among the delegates and in some of the official reports.

—Major General William Rufus Shafter, commander of the land forces of the Americans at the capture of Santiago de Cuba during the Spanish war, died near Bakersfield, Cal., of pneumonia on the 12th, at the age of 71 years.

—New York City, through its corporation counsel, is removing architectural encroachments upon the sidewalk space of Fifth avenue, preliminary to having the carriageway of the street widened to accommodate the constantly increasing vehicle traffic.

—The first Negro State fair ever held was opened at Macon, Ga., on the 12th. An opening address was made by Booker T. Washington. A good display of agricultural products, Negro inventions, women's work, fine arts, slavery relics and handiwork of the crafts is reported.

—Professor Frederick Starr of the University of Chicago, who has been in darkest Africa for a year, is to conduct a class in the University next winter on "The People of the Congo Free State." He has lived with and studied especially the pygmy race of the Upper Congo (p. 611).

—Culebra Peak, an apparently extinct volcano of great altitude in the Sangre de Christo range in southern Colorado, was reported on the 9th as being in a state of eruption. Vapor and huge tongues of flame shooting up hundreds of feet were seen at night from Stonewall, 12 miles away.

—Mrs. Esther Sumner Damon, reported as the last surviving widow of a soldier of the Revolution, has died at her home in Plymouth Union, Vt., at the age of 93 years. She was married in 1835 when she was 21 years old to Noah Damon, who was then 75 years of age. Damon served through the Revolutionary war, having enlisted in 1775.

—President Roosevelt left Washington on the 8th for a visit to Panama, where he is due on the 15th. He makes the voyage in the battleship Louisiana, and will keep in constant communication with Washington by means of radio-telegraphy. This is the first time a President of the United States has visited foreign territory during his tenure of office.

—China is preparing herself for a constitution. An imperial edict published in the Official Gazette of Peking, on the 7th, outlines many changes in the administration system, such as the consolidation of various boards, the creation and abolition of others, and the establishment of a political council, whose duty shall be to gather public opinion. The edict says these changes are made solely as the foundation for a constitution.

—A head-on collision on the Baltimore & Ohio, forty-six miles east of Chicago, in the early morning of the 12th, between a train consisting of five carloads of passengers and a freight train, resulted in the death of about sixty persons, most of them being burned to ashes, and the serious injury of fifty-two other persons. The passengers were chiefly

immigrants from Poland, Russia, Croatia, Lithuania, Servia, Bohemia and Hungary. The train crews are blamed for the disaster. The Chicago Tribune comments on the fact that so great a road, doing so much business, has a section with but one track.

—The statistics of imports and exports of the United States (see p. 586) for the month ending September 30, 1906, as given by the statistical sheet of the Department of Commerce and Labor for September, were as follows (M. standing for merchandise, G. for gold and S. for silver):

	Exports.	Imports.	Balance.
M.....	\$379,956,130	\$315,496,487	\$64,459,643 exp.
G.....	4,180,248	49,194,156	45,013,908 imp.
S.....	12,004,112	9,263,464	2,740,648 exp.
	\$396,140,490	\$373,954,107	\$22,186,383 exp.

—The monthly statement of the United States treasury department (see p. 679) for October, 1906, shows the following for the month ending October 31, 1906:

Gold reserve fund	\$150,000,000.00
Available cash	223,300,810.25
Total	\$373,300,810.25
On hand at close of last fiscal year, June 30, 1906	328,087,283.25

Increase

—The ancient city of Herculaneum at the foot of Mt. Vesuvius, which was buried under an eruption of lava in the year 79 at the time Pompeii was buried under a shower of ashes, is to be excavated, with the permission of the Italian government, by Charles Waldstein, professor of fine arts in King's College, Cambridge, England, the expense to be covered by private contribution. The task has been several times before attempted, but the difficulties are great, since the lava is vastly more difficult of removal than ashes; and since, moreover, the little city of Resina, now with 20,000 inhabitants, grew up over the buried city during the centuries when its existence was wholly unknown, and now possesses rights to stability of foundation.

—The monthly Treasury report of receipts and expenditures of the Federal government (see p. 680) for October, 1906, shows the following for the month ending October 31, 1906:

Receipts:	
Tariff	\$110,244,705.78
Internal revenue	90,177,021.26
Miscellaneous	16,623,912.85
	\$217,045,639.89
Expenses:	
Civil and Misc.....	\$46,011,287.83
War	42,481,688.20
Navy	33,004,307.23
Indians	6,155,653.64
Pensions	46,091,170.21
Public works	24,999,297.88
Interest	9,806,710.40
	\$208,550,115.39
Increase	\$ 8,495,524.50

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A first-class battleship costs as much as all the ninety-four buildings of Harvard University.—Lucia Ames Mead.

PRESS OPINIONS

THE LEADING SOCIAL EXPERIMENT STATION OF THE WORLD.

The Columbus (O.) Press-Post (Dem.), November 11.—The State of Oregon has become the leading social experiment station of the world, for it is the only place in the world where the free spirit of a new country, untrammelled by monarchical and other fixed ideas and special privilege customs, is operating through a system of government in which the people have become the ruling power. In other words, Oregon furnishes the first example of real majority rule among the more progressive people of the world under modern industrial conditions. The people of New Zealand, although so far advanced that poverty is unknown, have not yet secured the initiative and referendum, and the Swiss civilization is hampered by old-country customs and traditions. Naturally all students of social evolution are scanning the results in Oregon.

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A FRIENDLY WARNING.

The Milwaukee Daily News (Dem.), Nov. 12.—Mr. Hearst should realize by this time that there is a limit beyond which his methods are a handicap rather than an aid. Mr. Hearst has been spilling his broth with too much Hearst.

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THE THREE-CENT ACHIEVEMENT.

Svenska Amerikanska Posten (The Swedish American Post) (Minneapolis), Nov. 6. (Translated for The Public).—In Cleveland, Ohio, the attempt has been made again and again to get three cent fares on the street railways. Several times the goal was apparently almost reached, but obstacle after obstacle was put in the way by the old companies. Last Thursday, however, the first three cent fare line was opened in Cleveland, if we are to believe the telegrams to our daily papers. If this new order of things shall prove to be permanent, the people of Cleveland ought in some public manner to show their gratitude to their Mayor, Tom L. Johnson, who has so energetically and effectually worked for its attainment.

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THE DISHONORABLY DISCHARGED COLORED TROOPS.

The New York Age (Negro), November 8.—Any black man in any part of the United States who offers to enlist in the United States army to fill the places of these innocent but dishonorably discharged men should be hated and spurned by all the members of the army in the 25th Infantry and by the Afro-American people at large; and any member of the 25th Infantry whose term expires should not re-enlist in the service, which has so little regard for him that it gives him no promotion in the army, however meritorious his service, and no protection in his civilian rights when a mob of hoodlums in a Southern town seeks to do him bodily injury and he retaliates, as he should, and as all Afro-Americans should, under like circumstances. If we cannot have a change of policy in the War Department toward Afro-American troops in all directions, the Age earnestly advises the members of the three remaining black regiments not to re-enlist when their term expires and that Afro-Americans everywhere refuse to enter the army unless conscripted to do so. If we cannot get justice in the army, we are not compelled to enter it.

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FALLACIOUS FRANCHISE VALUES.

The (Windsor) Evening Record, (Ontario), November 9.—It is a curious fact in the history of public franchises

and the feature is common, that the terms of a franchise are never taken literally—that is, a franchise granted, say, for 25 years, is accepted on the curious assumption that it will be for a longer time. Usually the whole business course of the enfranchised corporation is regulated on this mischievous fallacy. In fact the value of a "going concern" like a street railway is based partly on the belief that a franchise is something with miraculous possibilities of everlasting life.

The consequence is that a franchise-owning corporation, once it gets a footing in a municipality, is harder to shake than the Old Man of the Sea. It refuses to abide by the terms of its own written engagements and moves heaven and earth, and sometimes the other place, to maintain its hold, until, as in Chicago last spring, a decision of the courts was necessary to restore to the municipality the ownership of its own streets.

These recurring troubles between franchise owners and municipalities, as in Toronto, Hamilton and Detroit, for example, is a potent means of directing the public mind to public ownership as a solution.

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SITTING UP AND TAKING NOTICE.

The Nation (ind.), Nov. 8.—The warning is unmistakable. If Mr. Hughes fails to do his utmost to check abuses and redress grievances, if in this effort he is thwarted by the hirelings of the machine, Hearst or one of his kind will surely have his innings. The corporations have rights which must be respected as scrupulously as those of the individual; but our common carriers cannot be allowed to use their immensely valuable franchises from the public as instruments of discrimination; our traction and lighting companies are not licensed to loot our cities; our anti-monopoly laws must not be violated with impunity. Such men as John D. Rockefeller and Henry H. Rogers of the Standard Oil; Thomas F. Ryan and Anthony N. Brady, the manipulators of traction stocks; President Charles A. Peabody of the Mutual Life and other life insurance officials who are trying to prevent a free vote by policyholders; such buccaneers in high finance as E. H. Harriman, have heretofore shown little appreciation of popular sentiment. They have acted as if no power on earth had right or might to check the greed of their corporations. To them also the vote of Tuesday should carry its lesson. The faith of thousands in Hearst as a saviour has its pathetic side. In casting their ballots for him they have blindly cried for justice. They will not be denied.

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AN ARISTOCRATIC VIEW OF THE ELECTION.

New York Evening Post (ind.), Nov. 8.—There is a sobering aspect of the election. It undoubtedly spoke of a great protest and popular revolt. If the unformulated discontent of the people could have been voiced by a leader who was not at once a demagogue and a hateful personality, it would have taken an impressive and ominous shape. Even with Hearst as its selfish exploiter, had the times been bad, nothing could have saved the Republicans from being submerged. As it was, thousands of angry citizens who detested and distrusted Hearst, yet voted for him in order to record their resentment at what they thought betrayal by Republican leaders. The way in which multitudes of the poor and ignorant stood by their ideal of Hearst as the righter of their wrongs was deeply pathetic. It is a dumb, unreasoning loyalty with which Mr. Hughes must reckon. It is plain, from his brief statement last night, that he is thinking of it, and of the great duty that is laid upon him, rather than the great honor. There must be, at Albany and in all our executive offices, a sterner sense of justice; a firmer resolution to enforce the law impartially, as between rich and poor; a stouter determination to employ all the power of

the commonwealth to prevent corporations from getting unfair advantage over the individual or from sitting entrenched in purchased privilege and defying the mass of citizens whom they hope to oppress and exploit. In a word, the clear mandate has been given to Mr. Hughes to set about a thorough housecleaning, to bring new men to the front, and to put a new spirit into the conduct of the government of New York.

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INTERNATIONAL DISCOURTESY.

The (Boston) Congregationalist (rel.), November 3.—San Francisco is under great obligation to a Japanese scholar, Professor Omuri of the Imperial University of Tokyo. An expert student of earthquake phenomena, he came to the city as soon as possible after the disaster, and after making careful observations, assured the citizens that a repetition of the disaster is in the highest degree improbable, at least within the next fifty years. His words have inspired confidence and have done much to give courage to invest money for permanent rebuilding. While Professor Omuri was taking photographs of the ruins in front of the post office he was stoned by hoodlums because he was an Asiatic foreigner. No one offered to protect him and no steps were taken to punish his assailants. He went later to Eureka on the same errand, to study the earthquake conditions. There he was assaulted on the street, knocked down and left unconscious by strikers who thought he was there to take one of their places. President David Starr Jordan of Leland Stanford University has said that he traveled through a considerable part of Japan, visiting not only the large cities but many places where foreigners are seldom seen; yet never did he experience any discourtesy. Professor Omuri has made no public complaint of the ill-treatment he received while doing a great public service to Americans of the Pacific coast. Yet would it be strange if the Japanese should think it necessary to send missionaries to teach the Christian spirit to the people of this country? Need we wonder that the press of Japan is severe in denouncing discourtesies heaped on Japanese by Americans?

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THE REFERENDUM IN MICHIGAN.

(Detroit) Civic News (good gov't), Nov. 10.—Detroit and Grand Rapids have no reason to be ashamed of the record they made on Nov. 6, 1906. It was certainly worth while to see a great body of electors on the broadest democratic basis reject with absolute decisiveness such a franchise as the one for which Mayor Codd and the D. U. R. joined hands. The temptation to accept the franchise with its many promised advantages, strengthened by the actual trial of the reduced rates, could not have been resisted by a town asleep. In the face of a powerful combination of forces, business and political, backed by an apparently unlimited supply of money, the people voted "no," and refused the mess of pottage. It was the first time that the people of Detroit had a chance to vote on a franchise. They did it well.

In Grand Rapids there was an even more significant expression of the people's will. Under the advisory initiative provision of the new charter the people voted upon and approved a measure which, if enacted by the legislature, will put Grand Rapids in the forefront of American cities as regards one of the most fundamental of all municipal reforms. Men who, for the most part, belong to a hopeless minority so far as party is concerned, drafted the non-partisan charter amendment and secured the co-operation of active men of all parties in its support. It is a clean-cut proposition. A stride in the direction of real politics, which involves the settlement of public questions on their merits. . . . The strong vote in Grand Rapids in favor of non-partisan elections and the complete elimin-

ation of party-nominating machinery and party names and emblems on the ballot goes far to show that the people do not care for party in city affairs, except from habit.

RELATED THINGS CONTRIBUTIONS AND REPRINT

THE FOOL.

There were two men who trod the way—
The weary way of Life;
The path that is hemmed in by woe,
And clamorings, and strife.
The way was rough; the way was long;
And many fell beside,
But one went straightly on his course,
And held his head in pride.

"They fall?" he asked. "Why should I stop
To raise them to their feet?
Is not the battle to the strong,
The race unto the fleet?
Each goes according to his strength:
Some lead, and some are led—
The goal is yet afar, far off,
And I must press ahead."

The other paused to comfort them
That feared the storm and stress;
Where sorrow was, he left the glow
Of sturdy cheerfulness.
And, lo! he came unto the goal
With him that forged ahead;
And there an angel with a book
Alternate wrote and read.

"We wait for you," the angel said,
"In this our paradise.
You twain are entered in the book—
One as a fool; one wise."
The first man said: "To win the goal
Alone has been my rule."
The second sighed: "I never thought
Of that; I am the fool."

Yet, as they stood, there came a press
Of those they left behind—
They gave the second all their praise
As gentle, brave, and kind.
They bore him in with song and shout—
The wise man, standing by,
Turned to the angel: "Write again,"
He said, "The fool was I."

—The Chicago Tribune.

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A SULLEN CHILD.

The little girl screamed with excitement: "Now it's my turn; now it's my turn!"

Just then Papa came in and kissed both children. "How's my little Dotty?" he said, as he lifted her out of the game and set her on his knee. Dotty only looked longingly at Brother, who after a pause toddled silently away.

Then Papa began to tell me about his book, while two big tears trailed down the little prisoner's cheek. In a minute a stifled sob. Papa noticed this. He leaned over and kissed her. "Be good, Dotty," he said. Dotty whimpered. "Dotty, if you don't stop crying—Here, Mary, take this child upstairs. You can't come down again, Dotty, until you're good."

"Well, as I was saying," Papa went on, "my thesis is that the Consent of the Governed is the foundation—"

But I heard only the Baby's wailing, through the open door.—Bolton Hall, in "The Game of Life."

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FREDERIC HARRISON ON MODERN EDUCATION.

From "Memories and Thoughts," the Macmillan Company, London and New York, 1906.

I have now an experience of some forty years as student, teacher and examiner; and it forces on me a profound conviction that our modern education is hardening into a narrow and debasing mill. Education is over-driven, over-systematized, monotonous, mechanical. At school and at college, lads and girls are being drilled like German recruits—forced into a regular style of learning, of thinking, and even of writing. They all think the same thing, and it is artificial in all. The round of endless examination reduces education to a professional "cram," where the repetition of given formulas passes for knowledge, and where the accurate memory of some teacher's "tips" takes the place of thought. Education ought to be the art of using the mind and of arranging knowledge; it is becoming the art of swallowing pellets of special information. The professor mashes up a kind of mental "pemican," which he rams into the learner's gullet. When the pupil vomits up these pellets, it is called "passing his examination with honors." Teachers and pupils cease to think, to learn, to enjoy, to feel. They become cogs in a huge revolving mill-wheel, which never ceases to grind, and yet never grinds out anything but the dust of chaff. The academic mill, which runs now at high pressure, like a Cunard liner racing home, seldom forms a fresh mind.

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WHAT THE SMALL BOY THOUGHT ABOUT STEAM.

A Genuine Composition on the Subject of "Steam."

Steam is in my opinion the most useful invention of the age.

As the steam floats out of the kettle on the stove it does not seem any good to man; but set him to work the right way, and the distance that took the old coach a day can be done in a few hours, but—if he is not handled right he sends persons up to heaven to study astronomy.

But if he is handled right there can be no more willing or useful servant. He sends large ocean steamers over the ocean in a week.

Elephants are said to be docile when handled properly by their mahout, but no elephant can be more faithful than steam.

He makes popcorn balls, hatches chickens, makes coal off of barges, drills holes in rock, heats houses.

But if a hundred years ago you should have had a man that it was possible to go sixty miles a minute you would have been a lunatic and avoided. What would they think if they were to see airplanes whizzing along 60 miles an hour?

And all this is done by steam, a small word with a big meaning.
C. J. P.

* * *

THE "CHRISTIAN" SOLDIER.

For The Public.

The recent convention of "Boys' Brigades" in Philadelphia makes pertinent some thoughts regarding their propriety. The brigades are military companies of boys, organized by churches of Jesus Christ. The commendable intent of the churches is that the boys shall be trained in manliness, self-reliance, brotherliness and other virtues. But we find that to secure these objects the church of the Prince of Peace instructs these children in that which was abhorred by Jesus himself, namely the "Art of War." This "art" consists in the skillful maiming and killing of one nationality by men of another nationality; of skillful devastation of smiling fields; of skillful bereavement of wailing women and helpless children,— "with loud lament and dismal misereere."

At best the business is horrible; so horrible that one of its greatest generals declared that "War is hell!" It might be thought, therefore, that churches could find better business in teaching and practising the precepts of their Master. Surely the world has sore need of these, and in such instruction "the laborers are few." But, in strife, its ways and means, there is not any dearth of teachers, from our pugnacious President with his "big stick" down to the corner bully with his blackjack.

Nevertheless the church is found teaching its children militarism. An amazing spectacle! Amazing because the founder of Christianity clearly and persistently forbade his disciples to injure their fellow men. He told them that if they wished to be his friends they must abandon the prevalent idea of "eye for eye and tooth for tooth," but instead they must overcome evil by good. If they were smitten, they should not retaliate, but should love their enemies; even if sued at the law they were advised not to make defense, but to yield rather than to contest.

The Boys' Brigades are armed with rifles, yet one of the ten commandments is, "Thou shalt not kill." Jesus told his disciples that the old commandment was still in force. He went further, and warned them against even being angry with their brethren without cause.

He reproved those disciples who wished to destroy the inhospitable Samaritan village, telling them that "The Son of Man is come not to destroy men's lives, but to save them." Peter is reproved for drawing a sword in defense of his Master. He tells Pilate, "My kingdom is not of this world, else would my servants fight." He prays for those who put him to death.

The Christ idea was that the world should be conquered by love. "Resist not evil"—that is a hard saying, for a man has a natural right to resist evil, but the founder of Christianity advises his followers to suffer rather than to do violence. Almost all men consider Christ's doctrine of "non-resistance" to be foolish. But whether wise or foolish it is unmistakably taught in the "New Testament." Suppose now that Jesus should witness a parade of the Boys' Brigade. Doubtless he would say: "Why call ye me, Lord, Lord, and do not the things which I say?"

The implication is obvious; anyone who takes up arms cannot claim allegiance to the Nazarene. He deceives himself.

Yet we see militarism in churches; we see clergymen acting as army chaplains, thus making war respectable; we hear of "fighting parsons" and "Christian soldiers." And, too, regiments of soldiers, when going to war, are carefully supplied with copies of the New Testament.

Let us speak plain. To be a Christian one must make a reasonable attempt to follow the teachings of Jesus. He cannot therefore be a soldier; not "may not" but "can not."

Christianity and militarism are incompatible. When the early Christians were drafted for military service, they took logical ground—"I am a Christian, therefore I cannot fight." Jesus hated soldiering, and those who would be his disciples must hate it also. A heavy responsibility rests on churches which teach children to be "killers of men."

In the very nature of things there never was a "Christian soldier"; there is not one to-day; there never will be one.

SAMUEL MILLIKEN.

* * *

DEMOCRATIC EDUCATION.

From "The Rebuilding of Old Commonwealths," by Walter H. Page, Doubleday, Page & Company, New York.

No wise man has anything to say against church schools or private schools in their right places; for both have their uses. But the history of civilization has proved over and over again that no church and no private means can ever overcome the social and financial and political and religious differences of people and build a training place for all. Nothing has ever done this and nothing ever can do it but a public institution that is maintained by taxation and that belongs to all the people alike.

And now we come to the very heart of the matter. To talk about education in a democratic country as meaning anything else than free public education for every child, is a mockery. To call anything else education at all is to go back towards the Middle Ages, when it was regarded as a privilege of gentlemen or as a duty of the church and not as a necessity for the people.

If a few men only are to be educated, the accidents of fortune determine which they shall be. These will regard themselves as a special class, set off by themselves; and a false standard of education is set up both in the minds of the educated and in the minds of the uneducated. The uneducated regard themselves as neglected. You have the seeds of snobbery and of discontent sowed over all the wide wastes of social life, and the uneducated part of the state simply adds to its inertia rather than to its wealth and health.

But even this false conception of education is not the worst result of a system that benefits only a few. If only a part of any community be trained, the very part that needs training least is the part that gets it. It is the ignorant that are neglected, and the state thus goes steadily down. For those that are predisposed to ignorance and idleness and a lack of occupation are the very members of the community that ought not under any circumstances to

be neglected. There is, therefore, no way under Heaven to train those who need training most but by training everybody at the public expense.

More than this (for democracy has the quality of giving constant surprises) it is always more than likely that among the neglected are those that would become the most capable if they were trained. Society forever needs reinforcements from the rear. It is a shining day in any educated man's growth when he comes to see and to know and to feel and freely to admit that it is just as important to the world that the ragamuffin child of his worthless neighbor should be trained as it is that his own child should be. Until a man sees this he cannot become a worthy democrat nor get a patriotic conception of education; for no man has known the deep meaning of democracy or felt either its obligation or its lift till he has seen this truth clearly.

* * *

HOW TO BE HAPPY.

Alice Freeman Palmer, during a hot summer, used to come up to Boston from the seashore once a week, to talk to the slum children at the Vacation School. She told this story of her experience on one of these occasions:

I found a great many girls in the room, but more babies than girls, it seemed. Each girl was holding one, and there were a few to spare.

"Now," I said, "what shall I talk to you about this morning, girls?" This was not a well-dressed assembly of young ladies, who, no doubt, would have sat with stolid countenances and set jaws or conscious giggles. Not so with these children of the slums. What they were offered in good faith they received in good faith.

"Talk about life," said one girl. Imagine! Life! That tremendous subject!

"I am afraid that is too big a subject for so short a time," I said. Then up spoke a small, pale-faced, heavy-eyed child, with a great fat baby on her knee: "Tell us how to be happy?"

The tears rushed to my eyes and a lump came in my throat. Happy in such surroundings as no doubt she lived in! Perhaps dirty and foul-smelling. Happy, with burdens too heavy to be borne, seemingly! All this flashed through my mind while the rest took up the word, and echoed, "Yes, tell us how to be happy!"

"Well," I said, "I will give you my three rules for being happy; but, mind you, you must all promise to follow them for one week and not skip a single day, for they won't work if you skip one single day." So they all promised, faithfully that they wouldn't skip one single day.

"The first rule is, that you will commit something to memory every day, something good. It needn't be much, three or four words will do, just a pretty bit of a poem, or a Bible verse. Do you understand?" I was so afraid they wouldn't, but one little girl with flashing black eyes jumped up from the corner of the room and cried:

"I know; you want us to learn something we'd be glad enough to remember if we went blind!"

"That is it exactly!" I said. "Something you would like to remember if you 'went blind';" and they all promised they would not skip a single day.

"The second rule is: Look for something pretty every day; and don't skip a day, or it won't work. A leaf, a flower, a cloud—you can all find something. Isn't there a park somewhere near here that you can all walk to? (Yes, there was one.) And stop long enough before the pretty thing that you have spied, to say: 'Isn't it beautiful!' Drink in every detail and see the loveliness of it. Can you do it?" They promised, to a girl.

"My third rule is—now mind, don't skip a day—Do something for somebody every single day."

"Oh, that's easy!" they said. And I thought it would be the hardest rule of all. Just think, that is what those children said—"Oh, that's easy!"

Didn't they have to tend babies and run errands every day, and wasn't that doing something for somebody?

Yes, I assured them it was.

Well, at the end of a week, the day being hotter than the last, if possible, I was wending my way along a very narrow street when suddenly I was literally grabbed by the arm, and a little voice said: "I done it!"

"Did what?" I exclaimed, looking down and seeing at my side a tiny girl with the proverbial baby asleep in her arms.

"What you told us to, and I never skipped a day, neither," replied the child in a rather hurt tone.

"Oh!" I said, "now I know what you mean. Put down the baby, and let's talk about it." So down on the sidewalk she deposited the sleeping infant, and she and I stood over it and talked.

"Well," she said, "I never skipped a day, but it was awful hard. It was all right when I could go to the park, but one day it rained and rained, and the baby had a cold, and I just couldn't go out without leaving baby, so I thought sure I was going to skip, and I was standing at the window, 'most cryin', and I saw"—here her little face brightened up with a radiant smile—"I saw a sparrow taking a bath in the gutter that goes around the top of the house, and he had on a black neck-tie, and he was so handsome!"

It was the first time I had heard an English sparrow called handsome, but I tell you it was not laughable a bit—no, not a bit.

"Then there was another day," she went on, "and I thought I should have to skip it, sure. There wasn't another thing to look at in the house. The baby was sick, and I couldn't go out, and I was feeling terrible, when"—here the most radiant look came to her face—"I saw the baby's hair!"

"Saw the baby's hair?" I echoed.

"Yes, a little bit of sun came in at the window and I saw his hair, and I'll never be lonesome any more." And catching up the baby from the sidewalk she said, "See!" and I saw the baby's hair.

"Isn't it beautiful?" she asked.

"Yes, it is beautiful," I answered. You have heard artists raving over Titian hair. Well, as the sun played on this baby's hair there were the browns, the reds, the golds which make up the Titian hair. Yes, it was truly beautiful.

"Now shall we go on?" I asked, taking the heavy baby from her.

The room was literally packed this time, ten times as many girls, and as many babies as your mind will conceive of. I had not much more than got in at the

door when a pretty little Jewish girl with flashing black eyes leaped to her feet, and, striking an attitude in the middle of the floor, shouted: "Give me liberty or give me death!" This evidently was the thing she would like to remember if she went blind.

I wish you could have listened, with me, to the experiences of those little ones. Laughter and tears were so closely commingled that I don't know which had the mastery.—*Woman's Journal*.

* * *

NO UNBELIEF.

There is no unbelief!

Whoever plants a seed beneath the sod,
And waits to see it push away the clod,
He trusts in God.

Whoever says, when clouds are in the sky,
"Be patient, heart, light breaketh by and by."
Trusts the Most High.

Whoever sees, 'neath winter's field of snow,
The silent harvest of the future grow,
God's power must know.

Whoever lies down on his couch to sleep,
Content to lock each sense in slumber deep,
Knows God will keep.

Whoever says "to-morrow," "the unknown,"
"The future"—trusts unto that Power alone
He dares disown.

The heart that looks on when the eyelids close,
And dares to live when life has only woes,
God's comfort knows.

There is no unbelief:
And still by day and night, unconsciously,
The heart lives by the faith the lips decry,
God knoweth why.

—Charles Kingsley.

* * *

A NEW SOLUTION OF THE "BACKWARD CHILD" PROBLEM.

Extracts from an Address by John Kennedy, Superintendent of the Batavia (N. Y.) Public Schools, Delivered at Westerly (R. I.), April 28, 1905, and Published in the *Batavia Times* of June 9, 1905.

Six years ago it occurred to Batavia to assign teachers to give personal attention to the backward and distressed children; to sit by their side; to wipe away their tears; to dispel their despair; to quiet their apprehensions; to warm them up with assured sympathy; to give them that composure of spirit that would render mental action possible; to train their attention; to train their apprehension; to train their reasoning; to train them to the art of self-appropriation; to awaken their confidence; to fill them with joyful hope; to arouse their ambitions; and to send them back to their classes not only filled with the spirit of confidence but with the very spirit of challenge. That is what our individual teachers were asked to do; and that is what they have done. That is a great reform. That is a great exchange for the doggedness and despair that are so common in schools and that work such distress all around.

In the past six years the schools of Batavia have

sent back only sunshine, safety, and happiness to the homes. Happy schools make happy homes. . . . The Batavia parents said immediately: "You have brought sunshine into our homes." A visiting school officer after passing through a few of our rooms ceased to be a school officer and became only a father. He ejaculated: "One thing is certain; this system must go to Ashtabula or my two little girls must come up here. I have had one daughter wrecked by that old harsh system and I don't propose to take any chances on the other two." So spoke James Read of the Ashtabula board of education. He did not have to send his little girls to Batavia. At his side was Superintendent R. P. Clark, of his city, taking in the situation with all the eagerness of a parent and all the intelligence of an educational expert. The Batavia system was soon running in that city as smoothly and effectively as in Batavia. As Supt. Holmes has been the pioneer in New England, so has Supt. Clark been a pioneer of this system in the Middle West. And the honors that have come to Ashtabula are much the same as those that have come to Westerly. "I look around in vain for the anaemic child; I see only bloom, wonderful beauty, and sparkling happiness. It makes me long to see the people that will be walking the streets twenty-five years hence." . . . So spoke Doctor Albert Leonard, the editor of the *Journal of Pedagogy*, and recently President of the normal school system of Michigan.

Happy schools and happy homes meet every desire of childhood; in them and by them the children are safe-guarded from moral danger. In the past six years no child below the high school has been required to take home a single task. There is no longer such a thing as: "The whining school-boy with his satchel." There are now no dismal arrears to be packed into that poor satchel and dumped out upon miserable homes. The school-boy has his "shining morning face," but it is shining with a light glowing forth from the joy of life within. No longer is the laden boy "creeping like a snail unwillingly to school;" he is now bounding there to resume the pleasant work abruptly terminated on the previous day. School hours are sacred to sweet labor; but labor, be it ever so sweet, is not permitted to trench upon other demands of life; it is locked in with the books and empty benches when the key turns at three. Back work of any kind, whether due to slowness of mind or temporary absence, is treated as an arrear that belongs solely to the school, and by no means to the home nor to the parents. And those arrears are reached during school hours in a regular and legitimate way, and not by a special imprisonment after school, in which unhappy children are required to meet in the character of delinquents teachers who are in a state of uncharitable exhaustion. . . . Since six years ago there has been nothing in the Batavia schools for teachers to worry about; the class-teacher does not worry, for she knows that the laggards are in good hands, and will be along in due time. The individual teacher does not worry; the needy are her special care, her regular business; and the very essence of her power is a loving patience. . . .

Is it honest to take money for the education of all the children and then to educate only a few? Is it

honest to take money for the education of all, and then deny to the many not only their birthright, but what has been provided for them under special contract? Is it honest to treat the many as intruders, and to estimate rights only by quickness of apprehension? Is it honest to place teachers where they must be dishonest by compulsion? Intruders may stand a little on the order of their going, but go they must, and go they will, in the long run. Some startling statistics are getting upon record. Statisticians have computed that of the sweet children who enter our schools fully one half disappear before reaching the fifth grade; of the survivors three-fourths or thereabouts disappear before reaching the threshold of the high school, and of those who enter the high school, three-fourths or thereabout, disappear before graduation, and that a serious depletion still goes on among those who survive to enter college. Those statistics of course, are taken from the country at large, and will be modified in individual cases. But they indicate the operation of causes deserving of most serious attention. It must be conceded that many causes outside of schools, and for which the schools are not at all responsible, contribute to the emptying of schools. But when all that may be justly charged up to those outside causes are massed into an aggregate, they will be found to constitute a mere rill compared to the great stream discharged by the school itself. The untaught must go; the untaught do go; therefore the schools are empty. . . .

The Batavia system is not a place for getting rid of children; it is a place for retaining them. No child in the Batavia system is a persona non grata; no child in the Batavia system is crowded to the wall, and through it into the street. As a result the great vacuities in the upper stories have been filling up; the high school has doubled; and grades strong in numbers and strong in confidence and in study power, are surging around its threshold.

Interest in their studies is proving to the Batavia children a great moral safeguard; and an atmosphere of spiritual repose, and teachers who are sane, sympathetic, and just, are promoting a growth in goodness that is very remarkable.

Of the increase in the high school nearly seventy per cent. is boys. If you would get a test of the efficiency of a school system, count the boys in the upper stories. Boys succumb more easily than girls to unjust or flabby work in schools; boys have more inducements to leave school than girls have; boys are more exposed than girls to influences that work against the school; boys are more likely to be withdrawn from school than girls are. We say that they are withdrawn to help keep the wolf from the family door. This is sometimes true. It is oftener true that they are withdrawn to keep them from becoming an actual burden on the family. The teeth of the suppositious wolf grow very dull when the boys are keenly interested in their school work and are making every moment tell for improvement. The string of withdrawal is not on the diligent boy; it is on the boy who is beginning to grow limp. And parental wisdom never did itself more credit than in the withdrawal of such boys. The wolf bogie serves as the excuse, not as the cause. Nothing is more fully established than the fact that parents will make the last sacrifice to keep in school the boys who are

doing well there. The rich can still withdraw their children from schools that are proving unprofitable, and place them where they will receive proper attention and care; the compulsory attendance laws force the children of the poor to remain where they may be getting spoiled. Is this even handed justice?

But will not individual teaching train the children to lean and depend upon others? No, individual teaching will not do that; individual spoiling will do it. Many a man and many a child would like to have his intellectual work done by proxy. There are no such proxies in the Batavia school system; the individual teachers of Batavia train their subjects to self-confidence, self-reliance, and initiative. The trainer in any physical exercise stays near his pupil; that is reassuring; but he throws the pupil to the utmost limit upon his own exertions. The individual teacher is just such a wise and efficient trainer. It would be the extreme of cruelty to ask the untrained in the gymnasium to compete with the expert; it is equally cruel to ask the untrained child to compete at once with those who are expert in the work of schools. The real education of the children consists in their training; and training is largely an individual matter. It does not consist in assigning and hearing lessons. That is a way of evading the labors and duties of teaching; that is a way of calling upon children to educate themselves. The injustice, the dishonesty that are depopulating schools and breaking down education, consist in asking multitudes of unhappy children to educate themselves; of asking them to perform the impossible. There comes a time when the very discipline that the child needs is to be required to address himself to assigned work, and make his own independent preparation. And every trained child welcomes the requirement when it reaches him in due course. When he can face assigned work with confidence and zest, his education and career are assured. Individual teaching has its goal in self-activity; it is not a form of education; it is only an essential factor, which cannot be omitted without wholesale disaster. If we would succeed we must recognize the conditions and laws of success; we will not then be driven to the humiliating expedient of finding plausible excuses for failure.

The Batavia system guards against any unwise or injudicious help by two restricting "don't's:" Don't tell the child anything, but see that he knows that thing; that is, lead on his mind; train his attention and train his mind to perceive and apprehend. Second, don't do anything for the child, but see that his work is done by himself; that is, train him to initiative; train him to find the sequent steps in a process. This is to make strong and stalwart, not weak. There is no coddling in individual teaching; the severest of training is that which is given at close range.

The individual teacher is fighting for a mind, fighting for a career, and winning the battle every time. It is great teaching; and it makes great teachers; and great teachers can do great teaching. It is great teaching because it is real, because it is rooted and grounded in observation of real childish minds. There are many people who dote upon the quick, but who do not know what slow children are for. Those who

bend their attention seriously to the problem of child study, as our individual teachers do, will find many reasons for the existence of slow children. Among other things they are sent to be our teachers; no normal school and no teachers' college can illuminate the understanding and improve the skill of a teacher as can a slow child. "Out of the mouth of babes" cometh our instruction. But these instructors are the slow children almost exclusively. Precocity always attracts attention; but who learns anything from it? Precocity is a delight to those who would make teaching a sinecure; yet who learns anything from it? Had the Batavia individual teaching no other purpose than to put the teachers upon a stimulating course of child study, it would have been a mighty jump in the history of pedagogy; had it no other purpose than to broaden and deepen and strengthen the class-teaching it would mark an epoch in educational progress: . . .

But does not this two-teacher system increase the expense? No, it reduces the expense; a team of horses will draw more than twice as much as either horse could draw alone; a team of teachers will handle more than twice as many children as either teacher, under the old system, could handle alone. There are actually less teachers in Batavia than there would have been if the Batavia system had never been thought of. With a team of teachers you can assemble more than two sets of children, if your room is large enough; and the stimulus of a large assembly will be a benefit to all, both children and teachers. With large classes that are free from drags, the teacher teaches better and with greater ease. The orator needs large houses; it is death to speak to empty benches. And how he does plead with the sparse audience to gather up around him. And so it is in class work; the teacher finds a supporting buoyancy in interested members; and they call out from her a breadth and depth of teaching that would be impossible with a few. And the children in large classes that have no drags, get more, and more varied stimulus than in a small one. There is the very momentum of numbers; there is supplied the spur of emulation; there is the attrition of many minds upon each single mind; there are the side-lights and suggestions that come from many points of view. But especially there is an audience, a public in miniature, in which the child can train himself, or be trained, to public action and ultimate civic usefulness. The child is on his way to community life, and the large class supplies the means for a community training. The conditions of modern life, the economies of the situation, the nature of the child, and the laws of teaching, all require that the children shall be massed. But a mass and a herd are very much alike; and therein lies all the danger in universal education. Indeed a herd is a mass, and there is where the destructive fallacy enters. The children need to be massed, but education must see that they are never herded.

A ranch will do for cattle, but scarcely for children. What we need is to get the ranch idea fully out of the schools.

On the other hand there is no greater fallacy than to try to solve the school question by cutting up the class into small groups. If this is done for the purpose of reaching the individual, it does not reach

him. It quadruples the expense of education only to emasculate it. Horace Greeley said that the way to resume specie payments was to resume. The way to reach the individual is to reach him. But how if the groups are made of those of equal aptness? In other words how about forming quick sections and slow sections? Yes, how about branding the children? Was there not suffering enough without attacking the child's pride? And where there are several sections it must be slow, slower, slowest; which is only as it were, foul, fouler, foulest. . . .

But how about an ungraded room for laggards? Our doctrine is that any segregation whatsoever is unnecessary, unwise, and unjust. The ungraded room seems to us the most objectionable form of segregation. It is a quasi penal institution, designed primarily for truants and incorrigibles. And possibly it is the proper means for treating juvenile delinquents. But how about "running in" children who have been guilty of no offense whatever? Children who are only in trouble? and herding them in a penal institution with criminals? How about sending a child to "do time" simply because he has been out a week or two with sickness? Is that a medicine to promote quick recovery? The branding was bad enough. What shall we say of this? We have heard of people who are constructively dead. What shall we say of making unhappy children constructive criminals? . . .

There is such a thing as a feeble minded or a defective child who will not respond to ordinary teaching. But it is a grievous error to class slow children with defectives, to put the label of idiocy on people who in a few years may be carrying on the business of the world, and carrying it on with most excellent judgment. The real defective carries his case in his countenance, and needs no expert diagnosis. Such cases may drift into the schools, and the youngest child will know who they are. Teacher and children regard them only with tender sympathy. . . . But this element is so small as to be almost unappreciable; it may average about one in a thousand. . . .

Individual teaching sees that the work of the quick boy is continuous, that in gaining a grade he has not been required nor permitted to skip a grade. And it is no uncommon thing for the "race-horse" on reaching his special destination to find all his whilom companions at his heels; we have had in Batavia such a phenomenon as a grade covering two grades in a year. It was a startling development of the system; it was nothing that we contemplated; but we could not avoid it; it was either another grade or idleness. This year a seventh grade will present itself at the High School with every requirement complete, and it will be the best increment that ever crossed the High School threshold. We have spent a great deal of money in this country in advertising for a couple of lost years, that vanished somewhere between the kindergarten and the University. Are we finding them? Gaining a grade is a fine thing; skipping a grade is a great evil. . . . But there are instances where the same individual is at once a leader and a laggard, that is, he is far ahead in some subjects and backward in others. Such a case was a sore trial to the old graded school, and it us-

ually resulted in placing the pupil on his lowest point of efficiency. Such cases do not disturb the Batavia system at all; the child is placed at his highest point, very much to his encouragement, and he is worked up through his backward matter by individual attention.

Now let me close with a word of prescience and prophecy from another. The Batavia board of education hesitated not to make its own precedent and to give to its children the rescue which individual teaching alone can supply. When asked to appoint the first individual teacher in the history of education; after hearing the reasons therefor, they promptly appointed her unanimously, and without discussion. President D. W. Tomlinson voiced the thought of all with an alliterative utterance that will ring forever in the literature of education: "That is not only a revelation but a revolution."

* * *

The administration can get even with the Dutch, who are said to have stolen one of the Philippine Islands, by making them keep it.—Johnstown Democrat.

* * *

There was a little boy who began to keep a diary. His first entry was, "Got up this morning at 7 o'clock." He showed the entry to his mother and she, horror-stricken, said: "Have you never been to school? 'Got up,' indeed! Such an expression. Does the sun get up? No, 'it rises.'" And she scratched out "Got up at 7" and wrote "Rose at 7" in its place. That night the boy before retiring ended the entry for the day with the sentence: "Set at 9."—Chicago Chronicle.

* * *

William Allen White, the Kansas editor, in telling of the troubles of a city editor in drilling green reporters was reminded of an amusing case that came within his own observation.

"There is one thing you must remember above everything else," said the city editor of a St. Louis paper to a new reporter, "and that is: tell in the first few lines what your story is about—in other words, give the substance at once. Then follow with a recital of the facts, and conclude with interviews with the people concerned. That is the only orderly way of writing your story."

The new man gave close attention to this lesson, the result of which was that he handed in that night a news item reading as follows:

"Rufus Jenkins, a carpenter, slipped and fell in Vine street yesterday and sprained his ankle badly.

"Mr. Jenkins was walking along Vine street when suddenly his feet slipped from under him and he fell, spraining one of his ankles.

"When seen by a reporter he said: 'I was walking along Vine street, when in some way my feet slipped from under me, and I fell heavily to the sidewalk, spraining one of my ankles.'

"Mr. Frank Fuller said: 'I was walking behind Mr. Jenkins on Vine street when I saw him slip and fall to the sidewalk. When I assisted him to rise he told me that he had sprained one of his ankles.'

"Dr. Thomas Rich, who attended Mr. Jenkins, said: 'Mr. Jenkins has a badly sprained ankle, due to a fall in Vine street. He will be laid up for some time.'

"Mr. Jenkins could not attend last night's meet-

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ing of the Carpenters' Union. The president, in convening the meeting, expressed regret that Mr. Jenkins could not attend, as he had slipped and fallen in Vine street, spraining one of his ankles."—Harper's Weekly.

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Among the intimate friends to whom the late Henry George submitted the manuscript of his reply to Herbert Spencer, "The Perplexed Philosopher," was one who upon reading the chapter on "Principal Brown," remarked: "I should think you might write a good novel if you turned your attention to that order of literature." George replied with his usual frankness: "I think I might, and I have often felt like undertaking it, but it is too late now."

It was too late for him, but the work he vainly longed to do has been done by his son, who in "The Romance of John Bainbridge," his first attempt at fiction, has told a story which deserves to rank with the best that deal with the peculiarly intimate relationship of business and politics that distinguishes the municipal history of our own time.

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Mr. Arlington is the very type of a self-made man. A banker whose juniors in the firm fear him, whose senior placates but yields to him, and who knows of nothing in life that is worth while except neatness of person and tainted dollars at the further end of every enterprise—even the enterprise of marriage. He forces himself upon Fenn as the suitor of Jessica Fenn, with veiled threats of exposure and tempting proposals for increasing Fenn's financial power and perpetuating his family name.

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The Public Publishing Co., First National Bank Bldg., Chicago.

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By **LOUIS F. POST**

Reprinted from The Public of March 10, 1906

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an amateur artist comes in contact with John Bainbridge, the hero alderman of the story, finds her hell in the deception she practises upon her lover at her father's wish, and her sorrowful way out through her accidental discovery of her father's turpitude in political affairs.

In the movement which these principal personages generate we find several well-drawn characters who pass in and out, touching here and there with their interests the interests of those upon whose fortunes the reader's attention is centered. There is the ward "boss" and the city "boss," the corrupting lawyer, the corrupt alderman, and the honest alderman who painfully gives way to overwhelming temptation. It is all life-like, it is all true, and from the opening sentence to the last word, one's interest in the people, their anxieties, their hopes, their disappointments, their weaknesses, their sins and their repentances, is acute and unflagging.

* * *

A SOCIOLOGICAL VIEW OF EDUCATION

L'Education au point de vue Sociologique. By T. F. Elslander. Published by F. Lebegue, 46 Rue de la Madeleine, Brussels, Belgium.

The chief argument of this suggestive book is that in all modern schools, however new and scientific their methods may be, the child is educated so as to be a citizen in a society ruled by arbitrary laws—a society which is still an aggregation instead of being an organization. Indeed, an arbitrary society is bound to create an arbitrary education. The actual school system tends to the compulsion, the restraint of the child. The whole way through the child lives in an artificial atmosphere, a system of punishments and rewards, big classes, bells, arbitrary academic curriculum, enormous amount of ready-made stuff which can not be assimilated, cramming for examinations, specialization, etc., etc. This education has the direct aim of producing as quickly as possible, meek and willing workmen who shall be the pillars of the existing society.

Instead of having such an immediate aim, the author looks farther. He says that now that we are aware of the fact; the whole of education ought to be revolutionized. We ought now to try to develop the child into a citizen for a free, organized society of the future. This can only be done by Auto-Education—by the spontaneous development of the child's natural needs. Spontaneity replacing constraint is the normal scientific step leading to the result of a truly organic formation. A school which will adopt such point of view, far from being the enemy of society, will be the most valuable instrument of its progress. A child educated to be ruled only by the Law of Natural Consequences, will willingly submit to it, and by his free adherence to it will be a much more reliable and active citizen than the citizen of to-day upon whom an arbitrary law is enforced. Elslander, who is far from being a dreamer and "Utopist," gives a very detailed account of that school of the future in another work of his, which is called "L'Ecole Nouvelle," and which is a sequel to "L'Education au point de vue Sociologique."

In "L'Ecole Nouvelle" authority is not a right derived from supernatural origin. Its exterior pres-

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sure is gradually diminishing, to be replaced by an interior force which is only a more powerful manifestation of the social discipline. This interior force is the spontaneous subjection (more and more complete) of the individual will to society. This principle once understood, it is imperative to educate children according to it. The best way to accomplish this would be to put the child under the natural and legitimate influences of Life. The evolution of Man and Society should be parallel. The work of the school of the future will be to educate the human conscience to follow closely the evolution of society. Progress depends absolutely on such harmonious development.

"Novella," the School of the Future, should be built in the center of a small community scattered among the trees of a big park on the outskirts of a city. This community should consist of the dwellings of workmen of all kinds, at work in their workshops, offering to children an example worthy of imitation. There would be, in short, a little school-city gathered around the school buildings in the same way as modern cities are clustered around churches. This school would have no regular curriculum, lessons being only suggested by the experiences of the child. Teachers, instead of interfering with the influences of nature, would follow them with reverence, so as to strengthen the physiological and psychological growth of the child. To understand—to foresee—to offer—to strengthen, should be the four principles of his work. Thus the child, led by the teacher in the natural field that surrounds him, could gather and distil the honey of its knowledge. All sciences have their origin in the efforts of man to conquer the forces of nature. The child should recapitulate the experiences of mankind, and thus starting from manual work be led to real, vital knowledge. He will seek in books the confirmation of things which have already been revealed to him, and always be in search of information that will help him to understand his work. The school of artisans thus created should endeavor to give to manual work that stamp of intellectuality and originality that distinguishes the work of the guilds of mediaeval ages.

Morality of course can not be taught. It is only by freely developing the mental and physical powers of the child that we can hope to build up in him a superior morality. The only discipline of the school would be never to allow a thing to be left unfinished, never to shirk a difficulty.

"Novella" should not only be destined for children—men and women, even old people, would come in the evening and ask its help. In the workshops of the school the workmen of the community would have an opportunity for perfecting their work, and for all kinds of intellectual research.

ALIX GUILLAIN.

BOOKS RECEIVED

—My Farm of Two Acres. By Harriet Martineau. Cottage Farm Series. No. 1. Published by A. C. Fifield, 44 Fleet Street, London, 1906. Price Six pence net.

—The Pattern Nation. By Sir Henry Wrixon, K. C., Author of "Socialism," "Notes on a Political Tour,"

JUST ISSUED

A New Book by Ernest Crosby

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By

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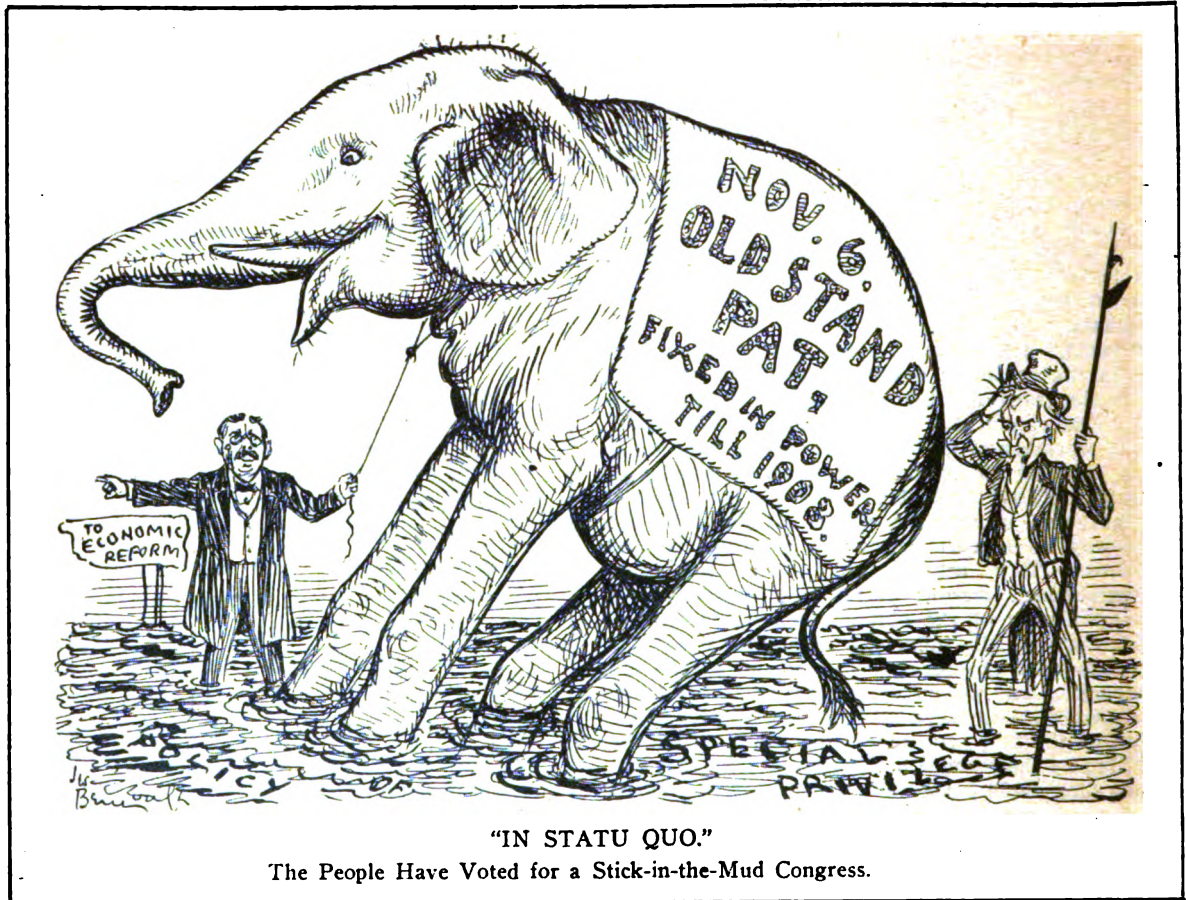
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- " III. On the Bench
- " IV. Letters of Love and Labor
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- " VII. His Death

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"Jacob Shumate." Published by Macmillan and Company, Limited. New York and London. Price \$1.00 net.

PAMPHLETS

The "Royal Prerogative" in America.

Under the title of "The Tool Case," Edward P. Costigan (Denver) reviews the "royal prerogative" theory pursuant to which the Supreme Court of Colorado (vol. vii, pp. 594,601,632) undertook two years ago to manage elections by chancery process. The pamphlet will interest thoughtful lawyers everywhere.

+

Protection for American Landlords.

Among the valuable tariff pamphlets of the Reform Club (42 Broadway, New York) is a paper on "The Fruits of American Protection," by J. A. Hobson, the distinguished English economist, with an introduction by Everett P. Wheeler. A very significant part of Mr. Hobson's statement is that in which he says: "The only industries which 'enjoy' protection in security are those engaged in the primary processes of converting the produce of the earth into material for higher manufactures. All other industries, whether themselves protected or not, pay a heavy

toll to the mine-owners, foundry men, lumber men, millers and other makers of raw materials."

+

An Opportunity.

"How to Become Your Own Landlord," and "How to Ride Free in Street Cars," are titles suggestive of getting something for nothing. But the author of this pamphlet (F. Burgdorff, 2656 45th St., S. E. Cleveland; price 10 cents) assures his readers at the outset that "nothing can be had for nothing," and that the pamphlet is no "fake."

PERIODICALS

Americans who have accustomed themselves to regard this country as the one place where lone women are treated with a greater chivalry than is the case in Europe, will do well to read Eleanor Gates' series, "The Girl Who Travels Alone," beginning in the November Cosmopolitan. The author pictures the conditions in any large American city in this issue so strikingly true that, as far as the East is concerned at least, the era of chivalry and due regard for women seems hopelessly lost from our view. But her story also contains a tribute to the real manhood of the West, that strong, robust manhood which

was once the characteristic of the true American all over the country.
E. O.

+

The Autumn number of The Single Tax Review (11 Frankfort St., New York) contains a fine collection of special articles by such well known men of the single tax movement in the United States as Judge Edward Osgood Brown, William Lloyd Garrison, John Z. White, Ernest Crosby and James W. Bucklin. Grace Isabel Colbron contributes some observations on the single tax in Germany; Wm. J. Ogden writes on public ownership, and Mr. P. J. O'Regan explains land taxation in New Zealand. Perhaps the most significant paper of all is that of James F. Morton, Jr., a philosophical anarchist, on the single tax as the natural evolutionary path to the idyllic conditions of philosophical anarchism.

+

Tom Watson's Magazine (New York) appears from an explanatory editorial in the November number to have passed through a cyclone which has whirled Mr. Watson out of its editorial chair. In some respects the new management makes the publication quite as radical, democratically, as before; but it draws the line at Mr. Watson's editorial amenities, of which the explanatory editorial says: "Mr. Watson is too dogmatic, abusive and narrow in his relations with other reformers and radicals who must be credited with as much sincerity as he claims for himself." Under its new control the magazine promises devotion to its motto, "Equal rights to all, special privileges to none," and describes the issue as the "people or the plutocrats."

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The December number is the first issue of The Times Magazine, the youngest of American magazines, starting with all the energy of youth, but full grown and full size. Each number, like the first, is to have at least 128 pages of reading, exclusive of advertising. It is announced that this magazine is to be as closely abreast of the times as the ablest writers and the best illustrators can make it. An important feature of this magazine is the Editorial Review of the Times and the Manners, and it is very interesting to note the announcement that these editorials are to be distinguished for their brevity and timeliness, their fearlessness in telling the truth and their large measure of common sense, and that they are to speak always for the principles of fundamental democracy. In this first (December) number, a new novel is begun, "The Giant's Strength," by Basil King. This is a story of modern American life, in which the richest man in the United States is the central figure. Articles of especial interest are: "Some Christmas Memories" by Ellen Terry, "The Discovery of Democracy" by Brand Whitlock, "Tammany Hall" by Alfred Henry Lewis, "The Co-Operative Home" by Upton Sinclair, "End of the Cuban Flasco" by Grant Wallace, "Effects of Labor Injunctions" by Luke Grant, and "Natural History of American Morals" by Franklin H. Giddings. There are stories by Jack London, Broughton Brandenburg, Zona Gale, and Kathryn Jarboe, and a poem by Clinton Scollard; and Gustav Kobbé contributes an illustrated descriptive sketch, "At Rehearsal."

J. G. P.

JUST ISSUED

The Dartmouth College Case Decision

By JOHN Z. WHITE

Reprinted from THE MIRROR of St. Louis and THE PUBLIC.

With an Introduction by William Marion Reedy,
Editor of The Mirror of St. Louis.

This remarkably able, clear, concise, and direct analysis of Marshall's decision in the Dartmouth College case reduces it to absurdity, and shows the way to deal with special privilege corporations under existing law. It was printed in THE PUBLIC of October 20, 1906, has already attracted much serious attention, and is now republished in form convenient for any use.

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Written in Mr. Crosby's best vein. It is illuminated with his own fine comments on that about which he writes, and we laid it down wishing there had been as much again of it. . . . We commend "Tolstoy as a Schoolmaster" to the young and progressive teachers of the nation.—*Advocate of Peace, Boston.*

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You have done a great work, one that will live a monument to a man with a great moral purpose, and the ability to put it into plain, simple words, within the comprehension of the everyday man. The greatest accomplishment in the work is that you have made complicated problems simple and easy to understand.—*Tom L. Johnson.*



LOUIS F. POST

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