

a very horrible method, but it is, apparently, that ordained by providence by which it is possible to force those who are strong and who act by reason of their greed to recognize their error; ordained perhaps that they may thus expiate their transgressions.

But will such a resistance be unbreakable? It is now reported that two of your most renowned generals have surrendered.

Such occurrences as this do not make any appreciable impression upon us. More than three of our generals fell last August. Some were victims of evil fortune, some of treachery and almost all of them were of the highest prestige, yet the war did not come to an end; on the contrary, on many occasions it has been carried on with greater vigor than ever. As for the rest, we all know that not all who start to ascend a mountain reach its summit. We have still many other generals in whose worth, courageousness, energies, intelligence, tact and firmness we have absolute faith. There remains to us still the most renowned of all, our heroic leader, who will not lay down his arms except with his life or on the attainment of our independence. It remains for us, the Filipino people, who though sometimes obliged by force majeure to appear to favor the American cause, though in our hearts we do not, to contribute supplies for the national defense, of which men, money and other assistance are the mother and support.

In that case the formation of the federal party, as it is called, and the many apparent adhesions to it, cannot but be derogatory to your cause.

I believe I may assure you that the formation of this party and the many reported adhesions to it can injure, and undoubtedly does injure, the cause of Filipino independence abroad; in the Philippines it really does not detract from our force. I could show you letters and testimonies in which we are assured that the cause of such adhesions is but the fear of reprisals on the part of the Americans, for he who refuses to join the party is pointed out as a revolutionary or as supporting those who are still in arms. You already know what Gen. MacArthur stated in his proclamation with respect to those who may be considered as such. The Americans now hold about 6,000 political prisoners, and here in Hong-Kong is a family composed of women, children and old men and only one young

man amongst them, who have been expelled from Cebu because there is a member of the family in the Filipino ranks and because they sympathize with our struggle for liberty. This is apart from the deportations to Guam and the houses and towns fired upon, of which even the Manila papers speak. I think that there are not half a dozen persons who are truly affiliated to the federal party at heart. The reason is obvious. The platform of that party does not fulfill the aspirations of the country. I have studied the party since my return from Europe and America, and I see its early downfall, as also that of other parties formed in Manila, despite the active support it receives from the American authorities. A fuller measure of autonomy was promised to us by the Spaniards in the last days of their domination than that demanded by the Parti do Federal, and was not accepted by the Filipino people. With what more reason can the promise of the federals be accepted, now that not even a promise exists, except the vague, the very vague one held out by Mr. Taft, which is even less definite than those held out to us by Admiral Dewey and Consul Pratt? Neither congress nor President McKinley have said anything definite on this subject that I am aware of, and I wonder at the manner in which the Manila papers prate of the liberal offers put forward by the United States.

Then you do not think that peace will be long delayed?

I truly believe that so soon as the true state of affairs becomes known throughout America, a solution of the difficulty will be arrived at, either by a mutual agreement or by one or both making concessions. I have already said what the American administration aims at with regard to the Philippines. On the other hand, the party at present in power is not really the representative of the great majority of the American people. . . . I can assure you that nobody now in the Philippines except Aguinaldo and Mabini have intervened in the creation of the Filipino committees in foreign countries. I can also state that Agoncillo, with whom I spent nearly the whole of January in Paris, has not quarreled with us, as stated by the American press, and had no intention of returning. If he does some day return it will not be because he renounces our ideals and much less because he desires to place himself under the protection of American bayonets in Manila. As for myself, much as I long to return to my country, I can-

not, for I should be obliged to take an oath repugnant alike to my convictions and my honor. I prefer a voluntary exile, long though it be, in any English or European country, where, under the protection of equalitarian and democratic laws, one is at least sure of being respected in his personal liberty and is free to profess and express his political convictions. Of my other companions here, who are not a third of the number stated by the American press, you may take the same assurance.

In conclusion, if you publish this interview, you can declare before the world that we who are abroad work for the independence of our country on the same lines as our countrymen who struggle on the battlefield and lay down their lives. We earnestly hope for peace, we wish for peace at once, for the vapors emanating from the lakes of blood shed in our country reach us here, asphyxiating our souls, and we cannot remain insensible to the desolation wrought throughout the country by war. But the bringing about of peace is not in our hands. America the strong, who has gone to our land and has already satisfied her military honor, is the one who could, who ought to yield. We have no other course to follow than that of attempting to defend our inalienable rights, the independence of our nationality. Until independence is gained, only temporary solutions of the difficulties will be found. The faint spark of tranquillity which may now and again be kindled will be repeatedly quenched long before it can burst into a steady flame. America will lose much if she persists in her dream of sovereignty. On the contrary, she will gain much if she prefers to take upon herself the title of liberator. With it she will obtain for all time our love and the blessing of our young country.

A NOVEL SCHOOL.

The "elementary school of the Chicago university," the "Dewey school," as it is more generally known, because Dr. John H. Dewey, head of the department of psychology and pedagogy in the Chicago university, is at its head also, is a working exposition of ideas and theories and methods directly and diametrically opposed to all the ideas and theories and methods against which the (ordinary accusations against schools) are made. The child's interest in and use for a subject or study is made the test for his need of work in this direction. Children are only trained to read and write as they

themselves feel the necessity and usefulness of these accomplishments. No child is set down to writing, spelling, reading, arithmetic or any of the time-honored subjects of study until he or she realizes the need for just this work. Then, according to the exponents of this system of education, he or she is in just the best possible condition for the acquiring of this particular branch of knowledge, and will naturally make far more rapid progress than if forced into it before his interest has prepared him to cope with it properly. The interest, if necessary, is carefully created and fostered, but it must come first.

Dr. Dewey believes, according to one of his teachers and disciples, that the time spent in an elementary school on reading, writing and arithmetic could be more profitably spent and that the average child can learn all these in the doing of other things.

The same idea is applied to every other branch of study treated in the school, and the children certainly do seem to work wonders, or, rather, the system works wonders with them. Eleven and 12-year-old children converse easily in Latin, know quite a little of French and German, together with something of the history, progress, governmental policy, stage of development and general condition of most of the countries and nations of the world, can discuss national, state and civic politics intelligently, understand many of the basic laws underlying all knowledge and have a good working acquaintance with chemistry, science and even cookery. They can set up electric bells, design and make all manner of useful articles, handle tools and instruments in the manner of an expert and tell you more about "primitive life" and the manner in which baby nations grope and feel after expression and development than you ever dreamed of knowing—unless you have made a special study of these subjects. They all know something of cookery and needlework—the boys can sew on buttons and use a needle and cooking spoon and saucepan as easily and skillfully as the girls can work with hammers, saws, chisels and so on—and they carry on a discussion courteously, intelligently and keep to the point. Not one of them knows what it is, however, to dread the failure to "pass" in a coming examination, and the competitive system has been completely eliminated, save where it would naturally crop up in the same conditions anywhere in the world.

The best work survives, of course, and the best worker in a "group" or class has the work given him when there is not enough to go around. There is no shirking or idleness in this school. Every child is alert, eager and anxious to work. It is not difficult to get them into the school at all, but it is rather difficult, occasionally, to induce them to leave. And many of the children are so deeply interested in some phases of the work that they ask permission to take it home with them. The school sessions last from nine o'clock in the morning until noon and from one p. m. until 2:30. A few of the children are allowed to remain at the school as late as three p. m. and the little ones under eight years have a morning session only. The oldest child in the school is about 14 and the kindergarten babies are surpassingly youthful—some of them. Boys and girls work and study together, precisely as men and women are thrown together in real and maturer life, and the conditions of this real and maturer life are duplicated as completely as possible all the way through.

"Education," says Dr. Dewey, "is a process of living, not a preparation for future living."

On this idea the work and methods of the school are planned entirely. The time is spent in doing things rather than in learning how to do them. This is the reason why the government and conditions of the school differ so essentially from those more usually followed.

No more than ten children are allowed with any teacher at any time. Ten is the largest number allowed to a single one of the "groups" into which the school is divided. The social idea is preserved and the social organization ideal sought after at all times and places. For this reason the public school student suddenly transplanted into a group at the Dewey school occupies some time in readjusting himself and his relations with his fellow students and his teachers. The understanding that if one member of a group fails in his or her duty the best possibilities of the entire group are thereby endangered, if not lost, sinks into the consciousness of the children before they know it. "Bad" or incorrigible children, the Dewey teachers believe, cannot possibly exist or persist long if the right conditions are arranged for them. If, as occasionally happens, a child is inclined to sink below the level of his best opportunities and powers, the rest of the group can usually be

trusted to stimulate him, by better work and potent example, to do his best. The entire atmosphere of the school contributes to this end. Of "school government," as ordinarily understood, there is very little. The children never stay away voluntarily, so the truancy problem never crops up. And the "captain," or "leader," of each group is usually more than equal to his responsibilities in the way of looking after the rest of the class.

This "captain," or "leader," is selected, as the seats in the various classrooms are arranged according to the alphabetical place and position of the first letter of the last name. Upon the leader of a group devolves the duty of seeing that each member of the group gets properly to his classes throughout the day, following out the programme given teachers and leaders every morning, and also hung up in the main halls, of insuring order and quietness in the passing back and forth along the corridors—in order that no other class need be disturbed—and taking care that books, materials and so on are kept neat and in good order. The younger children are usually enchanted with the responsibility entailed, the older ones dislike it extremely. So, in the older groups, pains are taken to divide this responsibility somewhat in order that no child need feel overburdened by it.

The manner in which children study is as unusual as are the methods of school government. The children work over a thing or subject, be it texture manufacture, numbers, history or cooking, until, with the aid of judicious assistance or suggestion from the teacher, they have worked it out and mastered it for themselves. Then the entire class joins in producing a report—sometimes dictated to the teacher, because none of the children in the class are as yet able to read or write—and this report is typewritten and brought back to them. Clause by clause, line by line, paragraph by paragraph, it is gone over in type-written form. These reports are of themselves powerful incentives to the study of reading and writing. Nearly all the children desire to have a hand in the making of these reports, aside from the cooperative authorship, and reading and writing are mastered to this end. The "group songs," for which the children first compose the words and music, which they afterward render in their chorus singing and vocal culture work, are produced by means of similar methods. A number of songs

really creditable to much older composers have been evolved from the various groups, a favorite number being the "Football Song," which has the Chicago university yell for a refrain. Other strong and general favorites of the children are the "Lincoln" song and the "Spinning Song," of which the words are herewith given. The "Spinning Song" has a sort of characteristic burden, the recurring "Br," which is a really good bit of descriptive musical composing. The words of the "Lincoln" song are as follows:

'Twas in a small log cabin,
One February day,
A little Lincoln baby
In a small, rude cradle lay;
When at the age of twelve
By night he studied law,
And when the morning dawned anew
Again took up his saw.

He rose to be a statesman
Of very great renown.
His wisdom saved the union,
And slav'ry he put down;
'Twas in the spring of sixty-five
That messengers rode fast
To bring the news of Lincoln's death;
The noble life had passed.

The "Spinning Song" is equally good in its way and both of them were composed by children under the age of 12. The older children, who have studied music more thoroughly, do not feel the composer's impulse nearly so strongly as their juniors, it has been found.

The spinning wheel goes round so fast
It makes a sound like this:
Br.....

The threads they twist and never miss.
We'll weave the threads as tight as we can
To make the canvas strong,
And then we'll shape it into tents,
With poles just twelve feet long.

The spinning wheel it hurries on
And makes so many things—
Br.....

It goes as with a hundred wings,
From cotton, wool and silk worm's cocoons
It makes thread, yarn and silk,
And then we'll dye them brilliant tints
Or bleach them white as milk.

Refrain—
Oh, spinning wheel; oh, spinning wheel,
How prettily you go!
Oh, I could spin on you all day
Because I like you so!

It may be said, in passing, that the writing, reading and number work of the children of this school is certainly quite as good as if not better than the same work done by the average public school student several years older, and many other subjects are dealt with in shorter time daily than the public school student spends in school. The children will be ready for college much earlier as well as far better fitted to earn their own living at an early age should this be necessary. And their

grasp upon the subjects studied is by no means a slight or superficial one, notwithstanding the wide diversity of these subjects and the unusual manner of getting at them.

"How on earth did you manage to interest such young children in Latin?" was asked of the principal of the school, Miss Georgia A. Bacon, after learning that 10 and 11-year-old children actually talked in Latin. Miss Bacon smiled.

"The children were interested when quite small in old Roman stories," she explained, "and the names of various things and places were given them in Latin. Thus they acquired, being eager to know more, quite a Latin vocabulary before they knew it. French and German were made interesting in the same manner. Naturally again they soon noticed that sometimes a Latin word ended in one way and sometimes in another and wanted to know the reason why. Then their teacher from time to time points out to them that a given word is so-and-so in Latin, something else in French, something else still in German. The reason for and grammatical conditions governing these meanings and terminations are then given. Thus the children without being discouraged at the prospect of mastering two or three different grammars, dealing with as many different languages, come to understand the basic laws underlying all grammatical construction.

"They were talking of the laws which govern the wars of nations and the rights of other nations to help or interfere one morning not long since, and the varying opinions, all quietly, clearly and grammatically expressed, would have done credit to a gathering of men. They were very clear, also, upon the duties of the president and congress in regard to the declaring of war and peace.

"It is sometimes asked us: 'What becomes of character development if the element of drudgery is entirely omitted, and do you think the children will acquire as fine a degree of self-mastery if everything is made easy for them as if they worked harder?'" says Miss Bacon, the principal of the school, "and this is a question most easily answered, according to our way of thinking. For the work done here is only not drudgery because the interest felt in it redeems it from drudgery to pleasure, and this is the way in which the problems of later work in life are settled. The thing we do not like, and consequently feel no interest in, is drudgery, drudgery of the dreariest and most unpleasant kind, but it is

not, therefore, the most valuable to us or the thing we can do best for ourselves and fellows. Give us an interest in this work, transform it, consequently, into something which we really like doing, and it is no longer drudgery, although we work twice as hard at it as we did before. And it is the work which is performed with pleasure and a keen sense of interest which is worth most to us and to humanity at large."

This is the underlying principle and the philosophy of the elementary school of the Chicago university, in a word, as it appears to the interested observer. And it is certainly a principle and a philosophy which child trainers and educators everywhere might do well to study.—Condensed from Chicago Chronicle of April 15, 1900.

CUBA LIBRE.

When we sailed from Tampa Bay,
(Cuba Libre!)

And our ships got under weigh,
(Cuba Libre!)

As we floated down the tide,
Crowding to the steamer's side,
You remember how we cried:
"Cuba Libre!"

When we spied the island shore,
(Cuba Libre!)

Then we shouted loud once more:
"Cuba Libre!"

As we sank Cervera's ships
Where the southern sea-wall dips,
What again was on our lips?
"Cuba Libre!"

These are foreign words, you know—
"Cuba Libre!"—

That we used so long ago;
(Cuba Libre!)

And in all the time between
Such a lot of things we've seen,
We've forgotten what they mean,
"Cuba Libre!"

Let us ask the president,
(Cuba Libre!)

What that bit of Spanish meant,
(Cuba Libre!)

Ask McKinley, Root and Hay
What on earth we meant to say
When we shouted night and day:
"Cuba Libre!"

But alas! they will not speak,
(Cuba Libre!)

For their memories are weak,
(Cuba Libre!)

If you have a lexicon,
Borrowed from a Spanish don,
Send it down to Washington,
(Cuba Libre!)

—Ernest Crosby, in Life.

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