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The School City.

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Object of Public Instruction.—The greatest aim and object of public education is to cultivate in the individuals to be educated a good conscience, and to secure for them a wise and resolute self-government and the desire and ability to co-operate for the common good; or, in other words, a good character. Sharpening the wits and storing the memory with facts, the apparent object of schools, colleges and universities, is, in reality, but a minor matter, and will easily and necessarily follow the attainment of the chief end of education. A practical method which may be used in a wholesale way in all schools, for students of all ages, which makes it possible and easy for teachers to lead their pupils to cultivate good conscience, to govern themselves wisely and to co-operate for the general good, will do for the cause of morality, education and human welfare, what the steam-engine and electric apparatus have done for the cause of manufacturers and human comfort. The School City method of popular government has proved itself to be fully adequate to this great purpose. This large claim is not rashly or unadvisedly made. It is not claimed, however, that this method can take the place of other needed progress in public instruction, made necessary by the social, political and industrial evolution which has accompanied the general introduction of machinery and the immense emigration from the farms to the cities, all of which have a direct bearing on the moral and civic conditions, and, consequently, call for notice in this place. The changed conditions demand, for the public thrift and the public safety, that children be trained in productive industry, and that intelli-

gent attention shall be given to making a healthful division of the children's time among bookwork, productive industry, recreation and rest, and to the proper housing and feeding of the people. Let it be noted that by productive industry is not meant that kind of manual training in which a child is engaged only two or three hours a week, and in which he uses up material furnished out of the public funds and does not give a visible and commercially valuable and adequate return.

Teaching the precepts of morality and the doctrine of one's relation to his fellows and to his country, is as old as literature. Enterprising and true teachers have always sought for ways to put such teachings into practice, and they have been successful as teachers in proportion to their success in this matter. A well-developed method of practical character-building and training in morality and in performing the duties and exercising the rights of citizenship in a thoroughly systematic, wholesale and successful way is new. Cuba is the first country in the world to require such training in the public schools. Every country should require it as a matter of public policy, and the highest legislative power in the State ought to give authority to it. There are many school teachers and officers who are bright enough to see the importance of training the children in citizenship and to form good characters, and there are many who are sufficiently unselfish and self-sacrificing to perform the labor of thinking about and installing what is to them a new method in their schools. Such teachers should be encouraged to begin the work without waiting to be compelled by law. Even such enterprising ones need the encouragement and help of constant supervision by a competent and legally authorized specialist in moral and civic training. Such special supervision is at least as important as State supervision of any branch now taught in the schools. This is necessary for many reasons, a notable one being that many teachers who have had no experience in the use of the method and do not fully understand the principles involved, think it would redound to their credit if they should change the plan and thus make it appear to be wholly or at least

in part their own. Such ones generally fail in accomplishing the object of the School City, and the whole plan is abandoned, unjustly discrediting the movement. Some of these same teachers would have succeeded had they been under competent supervision.

There are school teachers and officers who will not take the trouble to introduce this method. Whether or not the latter are in the vast majority may not be of much import-

Police Court in a Havana School City.

ance. That there are any such, is sufficient reason for looking to the higher powers for favorable decision in this matter.

A Question for Statesmen.—Whether the children of a nation shall be trained as subjects of a monarchy, as is being done ordinarily throughout the world, or as self-respecting, co-operating citizens of a republic, is a question that de-

mands the attention of broad-minded statesmen, whose insight is sufficiently penetrating and whose outlook is far-reaching enough to enable them to discover a vast peril to the great republic at the present time, whose judgment is good enough to enable them to recognize the remedy when it is placed before them, and who have enough back-bone to act promptly and effectively in this matter. They should put it beyond the choice of all who might hinder. They should lay down the law that the schools of a republic shall train its people while children as citizens, not as subjects, and that they shall make the developing of good character in the children the first aim and a specific practical part of the daily work of the schools.

Facts and Philosophy.—In the United States, the greatest and most successful of all republics, the one great failure in the government is the municipality, and this is a sore spot that threatens death to the republic. It is worth while to analyze the situation, with a view to seeing the principal causes for the weakness in American municipal government.

The most glaring defect is that a great mass of the educated people do not go to the primaries, and they neglect their municipal duties. That leaves the effective political voting power in the hands of those who are comparatively uneducated. They in turn are organized and manipulated by men who make a business of municipal politics, not always, but generally, for the money they can get from the public treasury, and, by means of blackmail, from private persons and establishments, and especially from those engaged in forbidden or restricted practices and business.

Lost Liberty and Death.—"Eternal vigilance is the price of liberty," and the educated people have not paid the price. Among the consequences are insufficient results from the expenditure of public funds, more disease and a higher death-rate than there should be. The people have lost a part of their liberty, if, because of the inability or dishonesty of the public servants, they must labor additional hours to pay their taxes, and quite as much so if they lose life because of bad drainage, dirty streets, impure water, bad

food or other evils which should be prevented by the government.

Schools and Colleges are to Blame.—As this state of affairs is charged to the account of educated people, let us take a closer look. We see practically the following: The uneducated men, who can be easily handled by the machinery of the bosses, all vote; most of those who have had but little schooling vote; less of those who have had much schooling vote; a college and university education is almost a certain guarantee that a man will not attend the primaries or perform his other municipal duties. This seems to throw the blame on the schools, colleges and universities. They teach right principles. The fault does not seem to be in the books. The fault is in the school management. From the primary school till the man graduates from the university he is made to feel and to know that he has simply to obey, and nothing further to do with the government of himself and his fellows, and that he is a tattle-tale and sneak if he brings a wrong-doer to justice, and is mean and dishonorable if, when called upon by the authorities to testify, he does not so shape his testimony as to clear the offender.

Anarchy Fostered.—Under this pressure, secret opposition and disloyalty to constituted authority is constantly fostered. Many pupils regard their pleasure and interest as opposed to those of their teachers, who are apt to be thought of as spies and in some cases as enemies, instead of friends and guides.

Old-fashioned school government is monarchy, in which the teacher endeavors to rule by means of his conscience and arbitrary authority, and the political results are as we see them in the municipalities of the United States.

The Remedy.—The recognition of the cause of the evil is almost a declaration of the only remedy, which is to systematically train the individual to wisely cultivate his own conscience and be governed by it, rather than by that of the teacher; to co-operate with his fellows for the common good, rather than for mischief; to form the habits of law and order, rather than those of anarchy. In other words, the remedy for the apathy of educated men, in reference to

their municipal duties, which is in effect anarchy, not of the lowest, but possibly the most dangerous type, is to train them while young to think and act to form the habits of citizens, instead of, as at the present, training them in the schools and colleges as subjects of monarchy.

Plan of School City.—The plan of the School City is to organize the children of each school, under a charter given by the higher authorities, as citizens of a municipality. These citizens elect a city council, who, in one phase of the plan, in turn elect a mayor, judge and other administrative and judicial officers. The mayor appoints his cabinet and subordinates, and has power to remove them at will. Nomination by petition, proportional representation and the initiative and referendum enable the whole body of citizens to express and enforce its will at any time, either with or independent of its representatives. Elections, for several reasons, occur frequently—once in ten weeks—and experience has shown that it is desirable to make the term of the police officers short. In most primary schools every citizen not elected or appointed to some other office is a candidate for a place on the police force, for which a high ideal of gentility and kindness is set.

I suggest the following code of laws, leaving the children free to accept, change or reject them and to make additional laws as circumstances require. They invariably accept them without change, and generally with much enthusiasm. The whole code is given to show how short and comprehensive it is.

SCHOOL CITY LAWS.

CHAPTER I.—THE GENERAL CITY LAW.

Do to others as you would wish them to do to you. This is the natural law, without which no popular government can succeed, and it is the general law of this School City, to which all other laws and regulations must conform.

CHAPTER II.—THINGS PROHIBITED.

ARTICLE I. Do not to others that which you would not wish them to do to you.

Order.

ART. 2. Anything which disturbs the order in halls, class-rooms, or in any place within the jurisdiction of the School City is prohibited.

ART. 3. Anything which is profane, rude or intentionally unkind or impolite is prohibited.

Cleanliness.

ART. 4. Anything which detracts from the neat and orderly appearance in our School City is prohibited.

Health.

ART. 5. Anything which detracts from the healthful condition of our School City is prohibited.

Public and Private Property.

ART. 6. Anything which mars or destroys property in our School City is prohibited.

CHAPTER III.—DUTIES.

ARTICLE I. Every citizen is in duty bound to call the attention of the authorities to any violation of the laws of this School City.

CHAPTER IV.—PUNISHMENTS.

ARTICLE I. Any citizen violating any law of this School City shall be subject to punishment not less than a reprimand and not greater than a withdrawal of the rights of citizenship.

ART. 2. Every punishment must be approved by the principal of the school before it is carried into execution, and then promptly put in effect.

CHAPTER V.—OFFICERS.

ARTICLE I. The police commissioner, with the consent of the mayor, shall appoint one chief of police for the school, and one captain of police and four policemen for each room. Appointments, before going into effect, must be approved by the City Council.

CHAPTER VI.—TERMS OF OFFICE.

ARTICLE I. The term of office of all officers, unless otherwise provided, shall be until the next general election and until their successors are appointed or elected.

ART. 2. Captains of police shall serve two weeks, and policemen one week, unless sooner removed for cause by the commissioner of police.

Good Results.—Many instances of fine moral results are reported from the different schools. Of course, the results are not uniform, as the School City is not an automatic machine out of which all must come in exactly the same shape. It is a method, and its degree of success depends upon the interest and skill of the principal and teachers who use it.

Almost without exception, when a troublesome boy accepts the responsibility of an office in the School City, he instantly puts off his ugly old character and assumes one of glad obedience and respect for authority and others' rights, and at once begins to help in all that is right, instead of to hinder, as was his habit. If, then, the teacher under-

stands the method and is true to it, he will be friendly to the boy, consult and encourage him, sympathize with him and help him to maintain his enthusiasm, and the boy is saved permanently. Women teachers, with correct intuitions and hearts full of sympathy, if they understand the simple method, will seldom fail to make the work of regeneration permanent. Men or women who study and treat a boy as they would a trilobite, a noxious weed or poisonous snake, will almost surely fail to give the necessary aid to maintain the boy's enthusiasm and, of course, he will very soon, if not at once, begin to relapse into his former ugliness. The condition of the School City is an almost exact index of the character and condition of the head of the school and of the teachers.

The limits of this article will not admit of the introduction of official reports from American and native officers in Cuba, and unofficial reports of teachers in American schools, but they are numerous and favorable and many may be found in the library of the Franklin Institute.

Experience emphasizes the fact that best results demand good printed suggestions and helps for the teachers and children, and intelligent and authoritative supervision.

Monarchy and Democracy in Great Britain and the United States.—While the growth of the spirit of democracy has gone on for centuries in Great Britain, till to-day England is in name a monarchy, but in fact a great, free, democratic republic; in America, the vestiges of monarchy not wiped out by the Revolutionary War have gone on developing, till in some of our cities and States we have the name and machinery of a democratic republic, but in reality the spirit and the actual domination of monarchy.

The "bosses" or "leaders" are not to blame for this condition. The conditions have produced the "bosses," who are our real rulers as much as if we called them "kings" or "czars." Except by some sort of revolt against the present order of things in our municipal and State government, the only way in which a public-spirited man can render political service in those cities and States where boss rule has been established, is by making himself the boss or sub-boss or

entering the service of the existing uncrowned king, or else by helping to abolish the educational method and conditions which have prevented the educated men, while children, from forming the character and habits which are necessary to an independent, unselfish and faithful citizenship; and to establish such a method and condition in the schools as will aid the young people to build the character and establish the habits of ideal citizenship, successful steps have been taken both in the United States and Great Britain to estab-

Meeting of City Council in a Havana School City.

lish the School City for this purpose; but the movement is young in both countries and needs the support of every lover of his race to whom the knowledge of it may come.

Two Bosses.—Within a short time I have come in close contact with two political bosses. One is a highly educated, refined American gentleman, who derives his wealth from his private commercial enterprise. The sincerity and depth of his interest in educational matters and the general welfare and happiness of his fellow-countrymen is evidenced by the fact that his daughter, with no financial necessity, is an en-

thusiastic kindergartener, and he is proud of it; and though he sees that faithful, intelligent, tactful training in citizenship in all the public schools would mean the ultimate doom of bossism, he is ready to give his hearty support and co-operation for the general introduction of the School City. In a true democracy, it is such men that the people delight to trust and to honor. The other boss I saw and heard angrily denounce, with profane and vile language, a lady official, and taunt her as being a college graduate, because she raised her voice against impure methods in the appointment of teachers. This was in the presence of nearly a dozen of her official colleagues, all men, stalwart in body, but not one dared a word in protest against his insults to womanhood, education and the spirit of democratic republicanism. All were ashamed of the outrage, but they were in his power, and probably felt that they were helpless to oppose him. The object of this allusion to the two bosses is neither to condemn nor defend this development of monarchy in our midst. If the people want a monarchy under the name of boss government, by all means let them have it; but I am acting on the presumption that they do not want the spirit and conditions of monarchy in city and State affairs, any more than they do in national government. My object is to call attention to the fact that there are two kinds of bosses, and that some may be true gentlemen and patriotic, who are serving the welfare of their neighbors as best they can under existing conditions, and that they will gladly co-operate to establish in the municipalities a government more directly in the hands of the people, just as soon as the educated and best elements of the people are willing and prepared to habitually defend their rights and perform their duties as citizens.

Industrial, Moral and Civic Evolution.—When our Republic was young, the mass of her people lived on farms. Boys and girls went to school only two or three months in the year. For the rest of the time they labored with their parents in the fields and at the spinning-wheel and loom, always under moral, religious, industrial and civic influence and training. The hoe and spade of the Colonies have given

way to the steam-driven machines on the vast prairies; the spinning-wheel and hand-loom to immense cotton and woolen mills; the country forge to stupendous rolling-mills, furnaces, foundries and forges. By such means the children of to-day are separated during work hours from their parents. The public schools, which consume these released hours and years in training the intellect and cramming the memory, make no systematic, intelligent endeavor to furnish that kind of character-training which our ancestors received from their parents. The War of the Revolution failed to wipe out that vestige of monarchy which lurked in the government of the little country-school. That was too insignificant to be thought of, for in those days the American citizens' character was built in the open country, under the influence of their parents, the heroes of the Revolution. Now, American character is developed in great swarming buildings, under the weight of a heavy, crowded, intellectual curriculum, and that vestige of monarchy which was left in the school has grown, with the increasing months of the school year, to large proportions and is wielded by masters, who themselves have been trained as subjects, not as free men.

An Appeal.—Thus, the public schools and colleges, boasted bulwarks of our liberties, have unwittingly, but ceaselessly, nursed the spirit of monarchy, and through childhood and youth subjected our whole people to it, to that extent, that when they reach the age of manhood they do not go to the primaries and municipal polls, and thus they fail to enter into their heritage of citizenship. This is what has made government by the bosses possible. Fortunately, some of the municipal bosses, maybe many of them, are so patriotic that they would gladly see political power restored to an intelligent, active, faithful citizenship, and I hereby appeal to all American patriots and friends of a government of the people, for the people, and by the people, to join in this movement to provide that every child who enters a school-house shall be treated while there as a free man, and be confirmed in the character and habits of a free-born, faithful and patriotic American citizen, not only ready to die, if neces-

sary, for his native land, but what may be more difficult and quite as important, actually living for his country, patiently and fearlessly defending his rights and faithfully performing all his public duties.

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DEVELOPMENT OF THE GAS ENGINE.

Of late years the size of gas engines has much increased. Many makers are now building machines of 2,500 horse-power, and are ready to double this efficiency. The development of large gas engines is closely connected with the evolution of the fuel-gas processes, and it is noteworthy that the first gas engines in England above 400 horse-power were operated with producer gas, while many of the large gas engines in Europe have been built for use with blast furnace gas. In August, 1902, two English firms had under construction over fifty gas engines varying in size from 200 to 1,000 horse-power. A classified list of engines made or making shows 327 such, with an aggregate horse-power of 182,000, or about 560 horse-power per machine. The last volume of the United States census reports 18,500 combustion engines in the country, with a total capacity of 165,000 horse-power, or only about 9 horse-power on the average. This state of things is not likely to last long. One American firm has already sold over 40,000 horse-power of large engines, most of them of 2,000 and several of 1,000 horse-power. Another has recently built two 4,000 horse-power gas compressors and a number of 1,000 horse-power gas engines. The gas engines of the large sizes are extensively used for generating electric light and power, but there is a decided tendency to employ the smaller sizes direct as motors. Cheap fuel-gas processes will bring the gas engine to replace the electric motor for very many purposes, and we may look for development along these lines in the near future.

Dr. Robert H. Thurston, of Cornell University, says that two controlling tendencies mark the improvement in the efficiency for commercial purposes of every product of the engineer's labor; their resultant varies as the one or the other is in the ascendant. These are increasing costs with increasing efficiencies, and advancing expenditures with diminishing gain. As the outgo for increments of efficiency and economy continues, the gain by increased