

nal; and in most cases the criminal should be committed until cured, as a sick man is to a hospital or an insane man to an asylum. We should like to see prison reform organizations throughout the country make this decision a subject of careful study, with a view to devising and recommending both to Congress and to the States such legislation as will enable the courts to exercise the very desirable power which this decision denies to them.

THE PATRIOTIC ACRE

The farmers of the Province of Saskatchewan in Canada have distinguished themselves in the furtherance of a plan by which they should be gratefully remembered. The scheme was launched at the annual Convention of the Saskatchewan Grain Growers' Association, at Regina, the capital of the province. It was to obtain promises from farmers to give the produce of one acre of grain land apiece to help Great Britain and her allies. Hence the scheme took the name of the Patriotic Acre Fund. A canvass of the province brought promises of no less than 6,740 acres. When the contributions began to come in, it was seen that they were going to be not only of grain but also of money. The total of grain reached 84,000 bushels and the total of cash reached \$29,000.

The wheat contributed was of various grades, so a sufficient quantity was disposed of to enable the Grain Growers' Association to purchase some 80,000 bushels of No. 1 Northern Wheat, which was turned into the best flour obtainable. The bags containing this flour were inscribed as follows:

Saskatchewan Flour
Milled from No. 1 Northern Wheat.
Grown and Donated to the Empire
By the Saskatchewan Grain Growers' Association,
Regina, Saskatchewan, Canada.

As will be seen, it was intended to give this flour for the use of the British Empire, but it transpired that France had a greater need, and so the flour was sent as a free gift to the French Government, to be used for the army or for civilian needs, as it might see fit.

The Patriotic Acre Fund is by no means closed. Contributions are coming in all the time. After the deduction of expenses entailed by the shipment of the flour above mentioned, the Fund shows at present a bank balance of about \$20,000.

Can an American farmer read the above without feeling that there is a hint here for himself? Why should not Kansas, for instance, follow the example of Saskatchewan and send some of its produce for the relief of Belgium?

BOY SCOUTS AND WILD LIFE

Dr. William T. Hornaday, at a recent dinner of a branch of the Boy Scouts of America in New York City, placed emphasis upon one phase of the usefulness of the Boy Scouts of which the public is not always aware. That is, the protection of wild animal life.

Mr. Hornaday said: "Boy Scouts are taught to love the out-of-doors. The things which make the mountain, field, and forest most interesting are its wild life. . . . If we hand over our country to those who would despoil it of its wild life, America will become as uninteresting as certain countries are to-day, eastern China, for instance, with its game mostly gone. . . . The short-sighted policy of the past was to protect the wild life of to-day so it could be destroyed to-morrow. The present far-sighted policy is to secure the perpetuation of this wild life for the benefit of posterity. Posterity has certain vested rights in this wild life. We may use the interest, but we must not touch the principal.

"The enemies of wild life range from cats and men to automobiles and other forms of machinery. Much of the wild life already has been destroyed. The battle for the lives of the remnant is fierce. In this fight the aid of the Boy Scouts has been sought. . . . When the Boy Scout is asked to help, let him remember it is for the protection of his own interests in wild life and the conservation of his own right to enjoy a country in which the wild life has not all been destroyed."

As Dr. Hornaday pointed out, quoting some game protection

posters from Texas, the grandfather of the present boy almost exterminated the elk and the bison, and the boy's father did the same with the antelope and mountain sheep. Therefore, if the boy who likes hunting cares for hunting anything bigger than rabbits, let him help in the conservation of wild life. Not only the game which is to be shot ought to be preserved, however, but all useful and beautiful birds and beasts as well. The small boy has been one of the greatest enemies of these creatures, and he can do almost more than the adult man for their protection if he is appealed to in the right way.

BASING FOREIGN POLICY ON FACTS

THE discussion of plans for preventing a recurrence of war goes on in widening circles and with deepening interest. The President's address has stimulated the hope of liberals abroad, and it is to liberals that the world must look for the abolition of war if its abolition is ever accomplished.

The contrast between the methods of the heads of the English and the American Governments in dealing with this problem is interesting. In America the President tells the Senate on what principles he thinks a world peace must be founded, but his friends—it is permitted to hope without his approval—endeavor to forbid the discussion of those principles in the Senate. The British Premier, Mr. Lloyd George, on the other hand, announces that his Government looks hopefully to some method for securing justice and liberty in the future without war, but proposes no specific method. Instead, he announces that representative men from all parts of the Empire will meet at an early day with the War Council to consider the problem and devise some method for solving it.

The partisan spirit which has been injected into the Senatorial discussion suggests the reason why opposition to such discussion exists. The problem is so great and the interest is so profound that partisan attempts to make political capital for one party or by its opponents to put that party "in a hole" ought to meet with universal condemnation. Various plans are proposed. An outline of some of them was printed in our last week's issue. There are objections to any plan—perhaps to every plan—which proposes a substitute for war as a means of settling international controversies. But there are few men so belligerent as to deny that there are also serious objections to war as a means of settling international controversies. The whole subject calls for light, not heat. Imputation of unworthy motives is out of order in such a discussion. The spirit in which these various plans should be discussed is well exemplified by one clause in a circular letter which has been issued by the League to Enforce Peace, in which it is said:

The point to be made clear is not whether all America agree on this or that detail of statement, be the statement from the Allies, the Central Powers, or President Wilson, but that the United States will take its part in a league of nations to prevent future wars, insure international justice, and safeguard the life of the world.

There are those who object to the United States taking part in any league of nations on the ground that such participation is not consistent with the traditions of the United States. This constitutes no valid objection. Blind adherence to tradition is no better in politics than in theology. To affirm that we must follow the counsels of our fathers without considering whether they are applicable to present conditions is no better than to affirm that we must accept the creeds of our fathers without considering whether they are consistent with modern knowledge. Those truly follow Washington, not who adopt his advice given in 1796 without inquiring whether that advice is applicable in 1917, but those who imbibe his spirit of courage and enterprise and employ that spirit in solving the problems of 1917. It is perfectly legitimate to argue that the United States can and ought to maintain an attitude of isolation, that it owes no duties to other nations, and can best fulfill its duties to other peoples by still maintaining its freedom from all entangling alliances and keeping its door open to those who seek to fly from Old World conditions—not by joining forces with liberals in the Old World in an endeavor to change those conditions; but those who maintain this thesis must maintain it by a

consideration of present conditions, not by quoting what wise men said respecting American duties in conditions entirely different from those which now exist.

The conditions are entirely different; and those who believe that duty and safety combine to call on the United States as the largest and wealthiest democracy in the world to join with believers in popular government in other lands in an endeavor to secure universal justice, universal liberty, and universal peace founded on justice and liberty cannot be silenced by a reference to policies adopted in another age or by citation of authorities whose wisdom was seen in nothing so much as in their ability to recognize existing conditions and meet them with new policies.

A PLAN FOR CONSTRUCTIVE PATRIOTISM

On another page there will be found an account and interpretation of the recent conference in Washington of the National Security League. The spirit and objects of this three days' conference of citizens desirous of promoting a fine type of Americanism can be best interpreted by the League's resolutions. We therefore print the resolutions in full, as follows:

1. We approve and heartily advocate the plans of the Committee on Patriotism through Education of the National Security League to create in America an undivided and effective National spirit; to organize the individual and collective power of the Nation so as to bring it to bear on National problems through democratic instrumentalities; to emphasize the Nation's needs and opportunities so that each citizen will gladly give the necessary time to training for personal service whenever needed; and to establish a National morale and idealism through appeals to patriotism.

2. We approve and indorse the action taken by the National League for Woman's Service for developing and co-ordinating the woman power of the United States for constructive patriotic work.

3. Under our faulty military system, of which the organized militia and the National Guard have been the chief victims, they have nevertheless contributed to keeping alive the spirit of military duty and patriotism in this Nation.

They have been burdened with an unfair and disproportionate share of responsibility, which we believe should henceforth be borne by all citizens alike.

We recommend, therefore, that the patriotic and defense organization here represented support the passage of Federal legislation based on the following general principles:

(a) Training for defense for all physically fit young men prior to the age of twenty-one, and preferably in the nineteenth year.

(b) The training to be intensive, continuous field or sea training for the period necessary to produce an efficient soldier or sailor.

(c) The system to be under exclusive Federal control.

(d) Obligation to serve in war as well as to train in time of peace.

4. We urge the establishment by the Federal Government of a proper military policy, together with the means of insuring its continuity, in accordance with our system of government, and that the necessary steps be at once taken to provide the troops and equipment necessary for an effective land defense; and we recommend to the National Congress that in carrying this into effect it adopt the judgment of our military authorities.

5. Our navy must be restored to the position of second naval power in the Atlantic, and simultaneously be made the first naval power in the Pacific; and we respectfully recommend to the National Congress that in carrying this into effect it adopt the judgment of our naval authorities.

6. We pledge our continued support to the Council of National Defense and the National Research Committee, and to such agencies as are or may be created to foster a complete and effective co-operation between governmental and private activities looking toward preparedness for both peace and war.

7. It is our belief that without the sacrifice of any democratic

ideals government should inspire an increased measure of loyalty and National unity of purpose; that it should provide trained public leadership, always responsible to the electorate, under which there would be a marked increase in governmental and individual efficiency. We earnestly request the President and Congress to make our civil service more efficient and to bring about the adoption of a National executive budget system.

8. We advocate that an Americanization campaign necessary to our effective National defense shall be carried on through three main channels—(a) Government, schools, and courts; (b) business and industry; (c) individual citizens as neighbors; that every effort shall be made to stimulate the activities of those agencies; and we urge our Government to treat with foreign Powers to secure throughout the world the unified and unequivocal status of American citizens, wherever born.

9. The United States of America was called into being for the common defense and for the protection of the right of representative self-government by its people. During more than a century and a quarter we have tested and proved the value of this great inheritance. We hereby solemnly affirm our belief that the right of the individual to life, liberty, and the pursuit of happiness as guaranteed by the Constitution and as rendered efficacious by the spirit of our forefathers is the basic principle of the Government of the United States. And we hold that in our relations with foreign governments we should continue to affirm and to defend these rights.

These resolutions are simple, brief, and definite, and form a declaration of principles which can be easily understood, easily debated, and easily put into effect.

In the formulation of these principles the National Security League has rendered a definite and patriotic service to the whole country.

EXPERIMENTING WITH CHILDREN

Scarcely any one—we had almost said no one—is content with the way in which public and private schools in America are training boys and girls. In many quarters criticism of the schools is outspoken. In the process of what is called giving young people an education it has been declared, with supporting evidence, that not only months but years in the life of the individual are wasted. Children learn things that they do not understand and will never use; and in the process they acquire habits of inattention and slipshod work. Moreover, the children are in the grip of a relentless system which has its beginning in the elementary classes, sweeps through the grades, envelops the secondary schools, and reaches its consummation in the colleges. The teacher who feels that much of what he is doing is useless or worse than useless feels helpless in the midst of this system. No one school can apparently rebel; for if it is a public school it is an organic part of the system, and if it is a private school its very existence depends upon its ability to put its students through the system in order to enable them to enter college.

This situation—which is, of course, not nearly as bad as the indictment against it would make it appear—has been the occasion of many efforts at educational reform. The latest notable undertaking of this kind is that of the General Education Board. In an announcement bearing the date of January 19 this Board (an organization instituted by John D. Rockefeller, quite distinct from the Rockefeller Foundation, but with which it has been confused) states that it is to "provide Teachers College of Columbia University with the funds necessary to establish and conduct a school for the purpose of constructive work in the reorganization of elementary and secondary education." Its purpose is to work out suggested improvements in the curriculum "by cautious experimentation." Modern languages are to be emphasized, while Greek and Latin as languages will not be taught. Science, industry, and the domestic arts will be prominent; and music, drawing, and art will have increased attention. Effort is to be made to connect the study of mathematics with its use; to make studies real to the pupils by means of charts and maps, by shop and laboratory, and thus to put the pupils into such contact with their environ-