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Major John Purroy Mitchel.

Major JOHN PURROY MITCHEL'S single desire after the United States entered the war against Germany was to get into the fight for his country. Last summer, when the municipal politics of New York was in chaos, his ambition to join the colors caused him to hesitate a long time before he consented to run for Mayor. His indecision was as evident before the primaries, in which he failed to get the Republican nomination, as it was after their result was established. Indeed, it may have been the adverse outcome of the primaries that fixed his determination to make the fight. Certainly his resolution was taken in opposition to the strongest personal disinclination to run.

Mr. MITCHEL undoubtedly knew that he could not be reelected. An independent Mayor, constantly interfering with the established privileges and practices of partisan organizations, treading on the toes of politicians, having no party organization to back him, always has a slim chance of reelection. The men and the associations he offends in the performance of his duty never forget and never forgive. The great mass of the citizens, in which only occasionally does an individual feel an immediate and personal benefit from the city administration, have short memories. Even if reforms and improvements can be made without increasing taxes, there is sure to be dissatisfaction, complaint and lack of interest.

Taxes could not be kept down in Mayor MITCHEL'S administration, in spite of the utmost economy. Costs were rising, wages going up, imperative requirements of the city had to be met. The notable cuts made in the expenses of departments over which the Mayor had control passed unnoticed in the gross total, a total over which the Board of Estimate, the Aldermen and the Mayor, in the face of their powers of contraction, reduction and veto, have less control than the careless voter imagines.

But Mayor MITCHEL was finally convinced that he should gun the second time not for the purpose of personal aggrandizement or profit, but to perform a serious civic obligation in the defence of the work he had done. It was good work. The ordinary business of the city had been put on a higher plane than it had ever been on before. The Police Department became a model of efficiency, of independence, of honesty. By this department every city administration is tested, and justly, for in it favoritism, corruption and incompetence are first manifest. In some of the other departments Mayor MITCHEL was not as well served as he was in the office of Commissioner of Police, but in all of them the spirit of the administration and its purpose were plain. We do not say that Mr. MITCHEL stepped into a city lost in bad government and transformed it. That is not true. But he gave great impetus and strength to the improvements that were in progress when he took office, and he introduced original reforms of great and permanent value.

This Mayor MITCHEL was able to do because of his intimate knowledge of the theory and practice of municipal government. It had been his life study and his life work. He knew the laws governing the city. He was familiar with the machinery through which they are enforced. He was acquainted with the men who operate that machinery. JOHN PURROY MITCHEL was a professional city administrator; usually we have amateurs, some of them well meaning, and some of them not well meaning, in the office he not only held but filled. Mr. MITCHEL backed well meaning with complete, absolute knowledge, and sustained both with courage of a high, rare type. In civic affairs, as in his private life, he was fearless.

Before he came to the Mayor's chair he had done valuable work for honest government. In the office of the Corporation Counsel and as Commissioner of Accounts he had performed services of great importance in correcting abuses and punishing wrongdoers. It was characteristic of his endeavors to improve the government that he never exposed an abuse without suggesting an adequate remedy for it, and he put greater emphasis on the correction than on the disclosure. It was while he occupied these subordinate posts that his courage was first shown; and that courage remained unimpaired throughout his too short life.

No survey of his term of office can neglect the splendid service he performed for the United States, the State and the city in safeguarding our interests from the beginning of the war in Europe. Through the whole period of our neutrality the gravest danger of public disorder existed. The suppression of lawless acts inspired by the corrupt agents of Germany, the natural passions of outraged men and women, called for tact, for skill, for courage, for foresight, for unwavering firmness. Mayor MITCHEL displayed all these qualities. The pursuit of lawbreakers was unremitting, effective, fruitful. The organization effected for the protection of the public was amazingly perfect and gratifying to lawabiding citizens in the results it obtained. It worked quietly, smoothly, without advertisement. If the day ever comes when the hidden history of those perilous months can be written, the municipal government of New York under JOHN PURROY MITCHEL will attain a fame such as nobody now thinks of conferring on it.

Mayor MITCHEL'S demeanor after he was overwhelmingly defeated at the polls accurately reflected his state of mind. He was not downcast. He regretted the recrudescence of Tammany rule, but he took it philosophically. He recognized that New York, though the city might be hindered in its progress, would continue to advance. He showed no disposition to balk the incoming administration. The hard two months between election and the induction of the new officials were spent by him in preparation for his next public service, and that he took up with scarcely a moment's rest.

Then he fulfilled his ambition to join the fighting forces of the country, and offer his life before the altar of freedom. He might have got the uniform without the danger; many executive jobs were open to him. He chose the fighter's work. He made quick progress in the art of flying; and he died, not as he would have wished, for he would have preferred death in action, but honorably in his country's service.

Into thirty-nine years JOHN PURROY MITCHEL crowded many experiences. In them he won distinction. His memory will be kept green in the city where his most valuable work was done, for he is worthy to be remembered by every citizen for his great services to the cause of good government, and held in honor for the high ideals that ruled and directed his life.

Germany's Worthless Word.

A member of the Reichstag, whose home city of Cologne has recently suffered in attacks by airplanes, has proposed in that body that this "senseless murder of women and children" be stopped forever by an international agreement.

This form of attack on civilians was begun by Germany in violation of all the laws of war, and reprisal was not attempted until it was plain that the attacks on civilians by Germans were not the accidents of misdirected military enterprises, but were the result of a definite and deliberate purpose and a plan carefully matured by the Imperial German military authorities. Moreover, they constitute but one incident of German warfare against civilians and non-combatants, which is not even restricted to citizens and subjects of belligerent nations, but is carried on against neutrals as well, on the sea, in the air and on the land.

Germany began the war with a gross and thoroughly considered violation of her own solemn and specific pledges, expressed in the treaty guaranteeing Belgium's neutrality.

Germany has conducted her military operations with consistent, ruthless disregard for every obligation imposed on her by international law, whether the obligation affected civilians or soldiers.

There is in her record nothing suggesting even remotely that the Imperial German Government's formal acceptance of an international agreement to end the "senseless murder of women and children" would be worth more than her acceptance of any other agreement; that is, it would be worth absolutely nothing.

The test of the Imperial German Government's adherence to civilized practices in war and in peace hereafter will be its deeds and not its words. If the Reichstag can convert the masters of Germany to civilization, it will do a great work for peace, but before the conversion is accepted by the world it must manifest its authenticity in deeds. Germany's word will not win credence in a world that is familiar with Germany's conduct.

The Gang's All Here.

Hearty voices of thousands of American soldiers, sailors and marines on their way to the front gave added significance to London's celebration of the Fourth by rhythmically, tunefully and wholesomely assuring King GEORGE and his Queen:

"Hail! Hail! The gang's all here!"

and then asking the question, heartening, unanswerable:

"What t'ell do we care?"

The air to which these stirring lines were sung by the men Britons delight to call Huskies puzzled one friendly writer, who said in his description of the famous baseball game on Chelsea Field that the tune in spite of the triumphant spirit of the lines was solemn. It is not when the full significance of the accompanying words are understood; then the strains of the noble anthem at once fill the soul and fire the heart with their sonorous swell. The meaning? Is it not well expressed that there should be puzzlement:

"The gang's all here!"

It is admitted that the language has a rugged brevity which may not at first reveal its profound meaning. The Yankee soldiers, sailors and marines on Chelsea Field, we are bound to say, "had something" which the delivery of convention orators does not show. Possibly the art of shooting a proposition from the box to the plate with swift onrush is more effective at times than rhetorical avoidance of directness.

If you ask a man, an army, a people—the world—"What t'ell do we care?" certainly you have said something. We hope that nobody in the grand stand of Chelsea Field failed to grasp the great meaning of the song. Now could anybody? It is the American soldier's self-chosen declaration of purpose musically emphasized by our fighting million; their response to fellow freemen's call for help. "The gang's all here!"

The Embattled Frogs.

A great chapter of some future history of the war, entitled Feldherrnwissenschaft den Frösche, will be based on this thrilling incident from the pen of CARL ROSNER, who writes pieces about the Hohenzollern family and gets the not unwilling papers of Germany to print them. The Crown Prince is speaking, and his audience is none other than WILHELM II.:

"It was when the Germans were preparing to storm the Chemin des Dames. The frogs, which were found in millions in the marshy Ailette River region, croaked in such a deafening fashion that they enabled the Germans to bring up batteries, ammunition and columns without discovery, and when the attack actually was launched the deafening concert of the frogs prevented the enemy from discovering the positions of the German machine guns."

That little narrative is of course only the surface story of a really gigantic feat in preparedness, as all the German historians will show. Whether the inventor of frog strategy will be FREDERICK the Great or MOLTKE cannot yet be told. But it is certain that one of them, sitting in front of his tent at great general headquarters one warm evening in May of some year or other, heard the boom of a frog. He summoned his staff biologist and bade him catch the reptile and write a brief report upon its characteristics; two or three volumes. The frog proved to be Rana catesbiana, the champion croaker of its species. It was just what Germany needed.

This historic frog was the ancestor of a great army of trained bellowers. The Prussians taught them to perform all military acts except goose stepping. Finding them of mild temper, they spread among them the propaganda of hatred of the French, notoriously frog eaters. Every frog in Germany was told that NAPOLEON spent most of his time at St. Helena throwing stones at hoppers. The frogs were taught to rear large families and artfully to conceal their population statistics.

A troop of South American poison frogs were sent into France to attend to the puddles and ponds inhabited by French frogs.

The German people, unaware that the frog, next to the Hohenzollern, was its greatest military asset, began eating 'em. Millions of loyal kriegfrösche were consumed by the ignorant. On opening the Frog Envelope in the War Office in August, 1914, General von HERBINGEN discovered that he should have 1,732,840 frogs ready to croak. A hasty census showed less than a million. These facts, disclosed for the first time, give a key to the ferocity of HINDENBURG'S battle at the Pripet Marshes. It was not to put the Russians in the swamp, but to get the frogs out. These Russian frogs were green troops and had to go through intensive training under the best singing teachers in Berlin. Later General HINDENBURG made his mysterious retreat from the western front in order to get the frog corps he needed so badly.

It is well established that the army of frogs whose great work the Crown Prince described to the Emperor is composed exclusively of the best bellowers in frogdom; the shock frogs, as it were. And the song they sang at Chemin des Dames was the hymn of the Roaring Ranids, "Tartar Sauce fiber Alles."

The Czecho-Slovaks at Vladivostok.

The roving bands of Czecho-Slovaks, which the earlier reports from German sources had classed as troops of armed outlaws, have developed such a strength as to make them a power worth consideration by the interested Powers. The reason for this lies in the fact that they have taken over the administration of Vladivostok and other Russian Pacific coast towns and have thus formed a rallying point for the interests opposing German domination and Bolshevist incompetency and favoring a restoration of an authoritative government.

Germany has endeavored to minimize the efforts of the Czecho-Slovaks, and in these attempts she has had such support as the Government at Moscow could afford. They were the one irreconcilable element in the Russian army. Their military contingents were made up of men of the Czech and Slovak races who would not fight to perpetuate Hapsburg misrule and who cast their fortunes with Slavic Russia. At the collapse of the Czar's army an amnesty was offered to them if they would join the Central Powers. They chose, however, to continue their alliance with the Entente Powers.

Their only way to reach the western front was by the long journey across Russia. One group, which reached Japan and later arrived at New York, has been sent to the allied front in France and Italy. The great number of the force, estimated about 50,000, however, were compelled to fight their way across Siberia. They defeated a force made up of Red Guards and German prisoners at Irkutsk and obtained a supply of arms and munitions. They continued eastward, disarming the Red Guard and taking control of the Siberian railway. They have found little opposition in eastern Siberia. The reports are to the effect that they were strongly supported by the anti-Bolshevists and at several places urged to take control of the situation.

The Czecho-Slovaks have been materially increased in strength in their eastern progress. They have added to their number groups of their own race among the German prisoners and they have found adherents among the Russian people. The *Jiji Shimpo* says that "the anti-Bolsheviki are streaming toward Vladivostok, where members of the last provisional Government have arrived." General DIETRICHS, who was Chief of Staff under the Russian commander, General DUKHONIN, is in control of the Czecho-Slovak troops at Vladivostok. General DIETRICHS was considered one of the ablest officers of the former regime. As director of military operations he planned the successful offensive against the Austrians in Galicia in 1915. He has been recognized as having strong defenders among the opponents of the present Bolshevist government and as a man likely to gain their support.

The Czecho-Slovaks have heretofore disclaimed any intention of taking over the administration, declaring that their intention was only to reach France. The reasons for the change in this policy are a desire to forestall the occupation of the country by the Germans and to prevent supplies reaching the Central Powers in this way. Besides forming a definite centre for the opponents of the Bolshevist rule the Czecho-Slovaks have secured the safety of the military stores at Vladivostok and have made much less difficult any attempt at intervention or any efforts at the restoration of order and stability of government.

The question of decisive action by the Allies regarding Russia has not yet been settled. Japan, which was at first the most urgent in demands for a temporary occupation of Vladivostok, is now apparently divided upon the advisability of the move. It is evident that she will not act in the matter unless she has the approval of all the Allied nations. The present favorable situation, which has been created by the unprompted activities of the Czecho-Slovaks, has offered an opportunity for the reconsideration of the question, and according to a Washington despatch has formed the basis of an "earnest conference among the diplomatic representatives of the Entente Powers." The impression evidently is that while the Czecho-Slovaks have unaided rendered a valuable service to the Entente Powers, it is a question whether unsupported they will be able to hold these advantageous gains.

The loss of six men with the transport Covington is the cause of profound regret; the loss of the ship is unfortunate. But as in the cases of the Antilles and the President Lincoln, the country can congratulate itself on the fact that the ship was sunk on her way back from France and not on her trip to that country.

Virgin Islands go dry.—*Newspaper headline.*

They are reaping the first beneficent fruits of their assimilation by the United States. Nobody in Charlotte Amalie ever heard of prohibition until we bought the islands.

We have already conveyed to ENOCH H. CROWDER, the man who runs the draft, the assurances of our respect and admiration, inspired by his remarkable capacity to do a hard and difficult job with a minimum of friction, a maximum of effectiveness and a total absence of self-seeking. We now find ourselves under the necessity of complimenting him on his modesty, which has forbidden him to accept a Lieutenant-General's stars as a reward of his labors. General CROWDER feels that he should not be singled out for promotion unless something is done in recognition of scores and hundreds of his official associates, many of whom serve without pay or title. We agree with him that they deserve well of their country, but we regret he is not to have the well earned advance in rank Congress sought to bestow on him. He has earned it. He may, however, take comfort in the reflection that even though he is not now a Lieutenant-General everybody knows he thoroughly deserves to be.

Soon after the steamer struck a panic occurred among her passengers and many men, women and children jumped into the water without life preservers.—*Account of the loss, with many fatalities, of an excursion boat in the Illinois River.*

The old, sad familiar story; unquestionably the list of dead would have been greatly reduced had cool heads been able to rule the timid. In such emergencies every fear crazed individual imperils not only his own life but the lives of others.

Dr. COHN, an Independent Socialist, has denounced in the Reichstag the treaty forced on Rumania by Germany as "nothing but disguised, perhaps undisguised, robbery." In short, a German treaty.

The Provost Marshal General has ruled that movie actors are engaged in an essential occupation. Here hope for conservation of the custard pie expires.

Is This Pro-Germanism?

TO THE EDITOR OF THE SUN—*Sir:* In a recent issue you printed "The German Peace Programme," in which the Prussian sets forth his specific demands. I note that he wants everything except Charlie Chaplin. Move to return the list for revision. MARIE DORAN.

JAMAICA, July 6.

ANCIENT IRISH MSS.

A Serious Omission in the Library Exhibition Detected.

TO THE EDITOR OF THE SUN—*Sir:* In the exhibition of ancient manuscripts in the central building of the New York Public Library I was surprised to note that the Irish scribes who were the originators and earliest teachers of the art of illuminating manuscripts are there totally unrepresented.

Irish ornamented vellums, which have excited interest of palæographers from the time of Mabillon and Montfaucon, and which still, after a thousand years in the case of some, remain the most beautiful in the world, have no exemplar in the New York Library collection. It was the Irish mediæval scribes who trained the whole of Europe in the art of illuminating manuscripts with miniature paintings and interlaced work, and it was they who had the chief hand in the development of the Caroline minuscules, which are the notable characteristics of the manuscripts from the ninth century onward.

There is no hint in this exhibition that such works as the Book of Kells, the Book of Durrow and the Book of Mac-Durnon, which are the mothers and models of all subsequent work in Britain and the Continent, exist at all.

There are facsimile reproductions of some Irish pages, but even these are vaguely described and wrongly labelled. There are, for example, two facsimiles of pages from the Lindisfarne Gospels, which were produced in England, but are pure Irish work in Irish foundations. These are labelled "Anglo-Celtic," not an entirely false characteristic, but why "Celtic," which applies to Ireland, Scotland, Wales, Cornwall and Brittany alike, rather than "Irish," which is correct? The "Anglo-Celtic" should be changed to "Anglo-Irish."

I noticed, too, a facsimile reproduction of a ninth century manuscript of the Latin gospels, Egerton MS. 768. It is from beginning to end pure Irish work, but it is labelled "French Production." There is also a Latin Psalter, ascribed to the eighth century, Cotton MS. Vespasian A1. It is also in every detail Irish, but is described as "English Production," which may, nevertheless, be true, for there is no difference between Irish and English work. A reproduction of a marvellously beautiful "Codex Aureus," Harley MS., 2788, is described as "Franco-German." I think it is Irish work; if not, then it is the work of a scribe who had Irish teachers.

The Carolingian Evangelistarium of A. D. 870, the prize of the collection, and supposed on slender ground to have been written and embellished at St. Michael's, Verdun, appears to me Irish work, though it may, quite probably, have been made on the Continent.

Every ornamented book in Europe, outside of Byzantium, during the seventh, eighth and ninth centuries at least, may be pretty safely attributed to Irish scribes or the pupils and disciples of Irish scribes. The work of producing, transcribing and illuminating manuscripts is a work in which mediæval Irishmen have never been excelled, and the production of illuminated manuscripts never went beyond the range of their influence and practically died out when that influence disappeared in continental Europe.

My scrutiny of the manuscripts in the exhibition was brief. Had it been more detailed I probably would have singled out other manuscripts wrongly described. I write rather to THE SUN than to the library authorities in order that others, well informed on mediæval manuscript, may supplement my suggestions and judge whether my criticism has or has not a proper foundation. F.

NEW YORK, July 6.

THE GOVERNMENT CLERK.

His Hours of Work and Those of Volunteer Laborers.

TO THE EDITOR OF THE SUN—*Sir:* The veto of the bill requiring Government clerks to work eight instead of seven hours was truly Wilsonian, and particularly so in its reasoning.

What disturbance could be caused to these clerks to cause them in time of war to work an extra hour per day for more pay?

If the Government thinks its clerks should not work more than seven hours, with what face can it set any one to work more than seven hours? If Congress had any "life" it would pass this bill over the veto.

I have been working for the Government for seven months nine to ten hours a day for nothing. If I keep it up I shall feel foolish.

The Socialists can take this veto as an official indorsement of their wish for a six hour day. I. R.

NEW YORK, July 6.

Thoughts of a Sailor Upon the Government Clerk.

TO THE EDITOR OF THE SUN—*Sir:* I read in your paper that President Wilson has vetoed a bill designed to make the working day of the Government clerks eight hours instead of seven, as is now the case, but he thinks it fair to allow them a salary of $120 a month.

What effect do you think such action has on the boys in uniform?

We are often on duty twenty hours at a stretch, the weather conditions often make sleep impossible, we are wet and cold many, many times, and our general surroundings are far from ideal.

Do we get $120 a month and a seven hour day, at the end of which we can go to our home or to a theatre? I should say not!

And many of us left a wife and good position to help our country.

Does Mr. Wilson think less of me than of the Government clerk whose life is safe, or is it because he does not stop to think about me that causes him to take such action?

I and many others I know are beginning to wonder if we men in the service are really being backed at Washington.

NEW YORK, July 6. A SAILOR.

Suspicious.

Knicker—Why do you believe the cook is a spy?

Mrs. Knicker—I think she listens in German.

O to Be Young in War Time.

O to be young in war time
And bear the sword of flame,
To right the world's old grievance
Wherein we had no blame,
For guilt is on the graybeard,
But youth is clean of shame!

O to be young in war time
When heart and hand keep pact,
When aught but blows are useless
To make the dream a fact,
For wishes are for graybeards,
But only youth can act!

O to be young in war time
When earth has blossomed red,
To quaff the nectar only
And leave the lees instead,
For age is for the living,
But youth is for the dead!

MCLANDBURGH WILSON.

THE IMMORTAL CONFLICT NOW BEING WAGED IN EDUCATION AS IN WAR.

Germany an Example of the Folly of a Self-Centred and Exclusive National Culture in the Preparation of Men for the Realities of Life.

An address by Andrew F. West, Dean of the Graduate School, Princeton University, delivered at the General Meeting of the National Education Association in Pittsburg on July 4.

A boy without a memory cannot be educated. A man without a memory needs some one to look after him or he will go on repeating his mistakes, because he is always forgetting what he needs to remember, and especially the one thing he ought always to remember; namely, that it is not the man who makes a mistake but the man who repeats his mistakes who is known for a fool. And a nation without a memory is in the same deplorable plight. To remember well the things that ought to be remembered and to profit by them is the rule for a safe, strong and wise life for every man and for every nation.

The past is not something dead and gone. Whether men care to have anything to do with it or not it remains a fact that the past has a great deal to do with us. Our parents and our parents' parents may be physically dead and gone, but without them we would not have been what we are, and indeed would not be here to-night. Whatever has happened is a fact as inevitable as what now happens or as what will happen. The past is the parent, the producing cause of the present. Science has taught us by a thousand proofs that the universe is what it is because of what it was and that men are what they are now because of what men were before. And the big book of history, which is the world's memory, points the one "moral of all human tales" in revealing the truth that no matter what else has changed the human heart is still swayed by the same passions as ever. To learn well this lesson and never to forget it in the conduct of life, personal and national, is the one foundation for a sane education.

And now, when the world seems turned upside down, men need to remember these elementary and elemental unchanging realities. For there are voices of confusion telling us that everything is changing, saying that little if anything of what we have held as true can be depended on for the future and bidding us clutch at this or that panacea as the only thing to cure our ills. The past, they say, has little to teach us; for we are Americans of the twentieth century and should promptly cut loose from bygone times, methods and ideas and set up a brand new national culture of our own. In their rejection of what they call "tradition" they are forgetting something; they are forgetting that the value of anything does not depend on whether it is old or new but on whether it is false or true.

They are proposing to run American education not on a record but on a prospectus. They are in fact telling us to lose our memories and to forget what we shall forget at our peril; namely, that the past has our main lesson to teach us and that the man who does not see behind the lurid, blinding light of this world war its deep lying causes for decades and generations past, and on back to the origins, cannot understand why this war happened nor how to prevent its happening again, nor even what it is that is now happening. For he who does not remember what has gone before has little means of judging what is happening now or of forecasting what will come after. It is no time to forget. It is the time to remember everything and to forget nothing.

II.

Listen to a voice from long ago, yet so clear and near in its tones that it seems to be speaking now. "There is, we affirm," says Plato, "an immortal conflict now going on, and calling for marvellous vigilance. In it our allies are the gods and all good spirits." He is speaking of the age long conflict of truth with error. It is a clarion call of ancient freedom across the centuries to us, not only to the battle line in France but to the armies of education in America. Listen to its echoes and you shall hear the story of Marathon and Salamis, of Leonidas at Thermopylæ, of Horatius at the bridge, of Magna Charta, of the desperate siege of Leyden, of Cromwell's Ironsides, of the Declaration of Independence and of the glorious defence of Verdun. Listen and you shall hear Lincoln's answering voice: "The fiery trial through which we pass will light us down, in honor or dishonor, to the latest generation. We shall nobly save or meanly lose the last, best hope of earth." Let us listen again in the quiet of our schools and we shall hear the echoing thunders of the long fought war, not yet ended, between the freedom of knowledge and the debasing slavery of ignorance. And that warfare is the one business of education, the one reason why we need schools at all. What is the past for us? It is experience teaching—and teaching now. You recall the scene at the end of Goethe's "Faust," where *Faust* exclaims of the fleeting moment of his achievement "'Tis past." Do you also recall who said in reply:

'Tis past? a foolish word!
That is to say
As it had never been.

It was the devil.

So our struggle in the schools, as it should be in our homes, is against ignorance, the old, ancient, inveterate ignorance with which every generation is born into this world, the ignorance which must be first overcome and then enlightened by effort, hard effort, repeated effort, wisely guided effort, not alone by the exertion of the teacher but on the part of the student as well, that our young recruits may be trained, trained, trained into an alert, disciplined, irresistible army of knowledge.

It is not an easy task, for we are wrestling not against flesh and blood but against the unseen powers of darkness, darkness intellectual and darkness moral. It is then our part in the "immortal conflict," ceaseless and strenuous, "now going on and calling for marvellous vigilance" more loudly than ever. It is no place for undisciplined minds or wild theorists, still less for idlers, slouchers and slackers, and even less for false prophets dressed up in the uniform of the army of knowledge.

III.

What is the way to win? This is the question that must be answered rightly if we are to keep faith with our country. There is just one way. It is to make the proved truths of experience the one basis for our efforts and the one test of all theories offered for our acceptance. It is the test of common sense. It is also the one scientific test, for science, as Huxley put it, is nothing else than "highly trained common sense" applied to scientific questions. Let us try by this test some of the plausible assertions which are being made.

One is that there should be no "formal discipline" in studies. If this means that there should be no strict and regular training of the human mind, as the words naturally imply, the test is easily made. If it means something else we have no need to consider it. All we need to do is to remember the record of facts. This record tells us that in the world's contests the undisciplined mind has generally been beaten. It has been one of the outstanding lessons of the war, notably so in the defence of Verdun. It is notable to-day all over our land in the newly wakened spirit of discipline, of unquestioning obedience to duty, both in our military training and in civil life. Why? In order to win—so that freedom may not perish from the earth. So we may trust the war to refute the critics of "formal discipline" and to discipline them too.

Another assertion is that no student should be required to take any study which is not "interesting" to him, because if he does not like it he will get little good from it. It is hard to take this seriously. What in the world is to be done, on this basis, with those who find all studies and especially all study uninteresting? This beguiling half truth breaks on the hard rock of facts. For it is not a matter of guess or supposition, but of fact, that many things we have to do and know we ought to do are not pleasant in themselves. It is not "interesting" to do drudgery or to bear hunger or to keep the night watch, chilled to the bone, in the battle trenches. Duty is not always "interesting," but it is always duty. Life is not a series of pleasant elective choices, but has in it the element of stern compulsion, and most of all

When duty whispers low, thou must,

And it is another fact, not fancy, that obedience to duty, however hard and distasteful at first, yields a most "interesting" joy of human life, the joy of the hard won fight, and leads to the highest freedom, the freedom of assured self-conquest. Is there anything our country needs more?

Some are telling us that vocational and technical education is the one thing needful, because every one should be taught to earn his living. So he should. And nine-tenths of our youth must begin to earn their living early. We grant it. But this utilitarian proposal errs in forgetting some hard facts. For if this is practically all our youth are to have then most of them are condemned in advance to a form of industrial slavery, because they would thus be trained to be little more than animate tools for special tasks and would be largely cut off from their just chance to rise. This view overlooks the fact they are more than animate tools. They are human beings, our brothers and sisters, with minds and hearts as well as hands. If in our just desire to prepare them for making their living we also unjustly fail to prepare them by good general schooling to make their lives better worth living we shall create a huge proletariat of discontent to curse us, a grave menace to themselves and to the safety of our democracy.

One more theory needs notice. It is that we are an independent nation living in the twentieth century and should therefore have a purely American national education without reference to the past. I know no loyal American who wants anything else than that our national history should be well studied by every boy and girl in the land and that English shall be the only language used in our elementary schools. Is this all there is in the proposal? Then we can all accept it with enthusiasm. But it needs definition. For we have the right to ask whether it is meant that all elementary studies are to be exclusively national. Is geography to be confined to the geography of our land? How about arithmetic? Is there an American multiplication table? And what of "nature study"? Are only American animals to be noticed? Here is where the theory begins to crack. Our own language and history for the sake of our national unity? Yes, in plenty, and then also the elements of universal knowledge—as much as we can get.

Above the elementary education the theory utterly fails, and fails because its advocates forget or ignore the hard facts of history. We are part of the family of nations and heir to a great part of the world's heritage of freedom. They are forgetting that the struggle now in progress against an exclusive nationalism in culture is being conducted by the allied freedom of the world. They are forgetting that an exclusively American culture must tend either to absorb other systems by incorporation or domination, or, failing in that, to impair the vital unity of our international civilized freedom.

It is curious but not strange that this question hinges so largely on the studies of language and history. The theory of self-centred exclusive national culture inevitably leads to disparagement of foreign languages and foreign history; and especially of ancient history and classics. This nationalistic theory, however, has a powerful ally. Here are his words from the famous address of December 17, 1890:

Whoever has been through the gymnasium and has gone behind the scenes knows where the trouble is. The trouble is, first of all, that we lack a truly national basis. We must take German as the foundation of the gymnasium; we must educate national young Germans and not young Greeks and Romans. We must depart from the basis which has stood for centuries, the old monastic education of the Middle Ages, in which Latin was the standard, and a little Greek. This is no longer the standard; we must make German the basis.'—Translated from the authorized edition "Die Reden Kaiser Wilhelm II. von Johannes Panzer," Leipzig: Philipp Reclam, jun. (no date), page 156.

This is the Kaiser's own statement, the basis of his educational policy, the theory which has been at work wrecking German education for the last thirty years. Note in passing his reference to the "old monastic education." He knew, as every one here knows, that this did not exist in the modern gymnasium. Here his exclusive Kultur excluded a truthful statement of historic fact. Do we want it or anything like it? Not so long as we have memories to remember what that Kultur has done. It is well we should also hear a statement on the other side, made September 10, 1913, by the Minister of Public Instruction of the French Republic: "The classical culture should remain the object of our ardent study, even if it were only for the reason that it has transmitted to French thought the greater part of the great ideas for which we are now fighting." It is not a little question. It is this: Shall the native tongues and literatures of ancient freedom, ancestral to our own, be stifled? The Kaiser says yes. France says no. There they stand. We too must stand on one side or the other. There is no escape except to hide in a paltering "neutrality." There is no "negotiated peace" here. There is no third theory to choose—nothing but a set of compromising, pitiable makeshifts. One of the two rivals must win and the other go under. Which shall it be?

IV.

It is great to be a true American; it is greater to be a true man or woman here or anywhere. "That all men everywhere may be free" was Lincoln's prayer. Can we not lay aside all prejudice and then read our lesson in the fiery light around us? That lesson is that no freedom is won or held without struggle and without self-denial. That lesson is that mental and moral freedom is not won or held by any human being in any land without whole minded training in the fundamentals of knowledge, be they pleasant or unpleasant at first, whole souled obedience to duty, "interesting" or uninteresting, and whole hearted devotion to the truth won and held by hard effort, not for money, place or power but for the sake of living decently in a decent world, made fit to be free.

In our education, as in the war, the "immortal conflict" is now on. In both the same cause is working. And in both may God defend the right!

PROHIBITION IN MAINE.

A Questioner Who Doubts Its Potency.

TO THE EDITOR OF THE SUN—*Sir:* E. A. Packer says that Maine is a prohibition State where prohibition is now rigidly enforced. Where does he get his information to that effect?

In connection with the recent removal from office of the Sheriff of Penobscot county it was shown that more than 200 tons of alcoholic beverages had been shipped into Bangor within a period of three months. It is true that spasmodic attempts at enforcement are made in a few cities, largely for political purposes, but liquor is still sold freely in practically all sections of the Pine Tree State.

The fact that nearly 100 illicit dealers pay a Federal liquor tax in the city of Lewiston, 30,000 population, shows how the farce of prohibition that doesn't prohibit is still being played in Maine.

NEW YORK, July 6. H. L.

The Ozarks in Till the Finish.

From the Huntington Enterprise.

Roost on the fence, if necessary, but buy war stamps up to the very limit, and stay right in there with Uncle Sam until the Germans are crushed, makes no difference what it costs.

OLD AGE IN AMERICA.

An Indictment of Those Who Miss the Mellowness of Years.

TO THE EDITOR OF THE SUN—*Sir:* Old age does not seem to mellow in this country. As a rule it becomes sad or sombre, grouchy or pessimistic. I think this is due partly to our climate and partly to our social system (under which old age *per se* does not meet with much consideration). ALCIDE.

NEW YORK, July 6.

TRADE BRIEFS.

Machinery for twisting hair and weaving it into mats is wanted in Argentina. There is also a demand for oil refining machinery and equipment for making hooks and eyes.

A New Zealand firm wishes to buy machinery for making dried milk.

Carrageen, an Irish moss, is being more generally used in Ireland and Scotland than it has been in the past. It is eaten as cereal and goes into the making of puddings. A movement is on foot to popularize this product, which can be had in many localities for the gathering.

Cotton seed is needed in China. Information about the varieties sent should accompany orders.

THE PRICE GERMANY PAYS.

An Immortal Infamy Her Rulers Are Winning.

TO THE EDITOR OF THE SUN—*Sir:* Perhaps everything has an immortality—words, deeds, systems and things which seem to have no organized life, as well as man himself. A falling raindrop may influence the tides of the ocean forever. "The traces of my youth cannot be lost in the depths of ages," said a German of brightest fame.

The tremendous evils that Germany has wrought in this war of her making cannot be lost in the depths of time. Her cruel deeds will be transmitted through the memories of mankind to future generations and centuries forever. The horrible mark of unspeakable infamies which the Kaiser is branding on the German race will live as long as that race exists. When noble nations have won their righteous cause for justice and humanity, the German nation will stand before the world as a nation without honor, with only hate and brutalities as her record, despised and ostracized, because a Hohenzollern wanted to rule over the earth.

NEW YORK, July 6. M. E. C.