

Is Woodrow Wilson The Modern Jefferson?

His Campaign Has Become Many of the Attacks on Him Have Involved the Storm Center of Democratic Presidential Politics.

ONE OF A SERIES OF ARTICLES ON THE PRESIDENTIAL CAMPAIGN

By JAMES A. EDGERTON.

THROUGH all the clouds of controversy that have arisen about the candidacy of Governor Woodrow Wilson for the presidency certain facts are apparent: That Governor Wilson is not a politician and has not learned the art of caution in expression that marks those who have been longer in the game. That he is a most formidable candidate for the nomination, else these attacks would not be made upon him. That the attacks come mostly from those close to Wall street and the "interests."

find the most clubs and stones underneath. So it is not difficult to determine the foremost candidate. He is the man against whom the abuse is leveled. Find the chap about whom the most hubaluloo is raised and you can back him as being very close to a winner. At least the others think he is dangerously near or they would not try so hard to score him off. They do not bother with those who have no chance. Level-headed people are not too much disturbed by abuse in a political campaign. They regard it as a part of the game and discount it accordingly. Every political winner from George Washington down has been subjected to attacks. Among the most denounced men in the country's history were Jefferson, Jackson, Lincoln, Grant, Cleveland and Roosevelt. Who does not recall the fierce assaults on the public and private life of Grover Cleveland? Why? Because he was really a vital and dominant figure, a winner, hence an issue. A political campaign is something like a military campaign. Both involve strategy and hard fighting. "You see that fellow Wilson over there? Well, center your fire on him. Try this Carnegie pension gun." Boom! "Ah, that threw some dirt over him! Now try this cocked hat mortar." Bang! "Pretty work. That made him jump. Try plugging him with this Harveyzed steel cannon and this Waterston smoothbore." Bing! Bam! "That jolted him. Keep it up." Etc., etc.

That each of the assaults—the dishing of the Carnegie pension episode, the publication of the Bryan "cocked hat" letter and the story of



WOODROW WILSON

Born Staunton, Va., Dec. 28, 1856. Graduated Princeton, 1879. Studied law University of Virginia. Practiced law Atlanta, Ga., 1882-3. Took a course in political economy at Johns Hopkins. Professor history and political economy Bryn Mawr, 1885-8. Same chair Wesleyan university, 1888-90. Professor jurisprudence and politics Princeton, 1890-1902. President Princeton, 1902-10. Governor of New Jersey, 1911.

the Harvey-Wilson break-involved a confession. That one big fact standing out of all the muck is that Governor Wilson would not accept the money of Thomas F. Ryan.

Moreover, there is a possibility that because of the source, the bitterness and the methods of these assaults, coupled with Governor Wilson's silent endurance of them, they may cause a revision of public sympathy in his favor. It is also possible that his foes shot their big guns too soon. Their ammunition is now gone, and the convention is still months away. Clearing the ground of nonessentials and trivialities, the really big things remain as before. The foremost fact regarding the Wilson candidacy is that he is the most progressive of the Democratic candidates. This being so, he could probably vote the largest progressive Republican vote. Here is the one essential factor that in the end will probably outweigh all the minor considerations. None of these affairs over which such a tumult has been created is supremely important in itself.

What if Governor Wilson did say five years ago that Colonel Bryan should be knocked into a "cocked hat" Bryan apparently does not resent it. Why should any one else? What if he did tell Colonel George Harvey that the advocacy of Harper's Weekly was hurting his candidacy? Harvey asked him, didn't he? And Wilson told him the truth.

What if he did apply for a teacher's pension? He was abandoning his vocation for the uncertainties of politics. Why should he not seek to protect his family?

erson, Jackson, Lincoln, Grant, Cleveland and Roosevelt. Who does not recall the fierce assaults on the public and private life of Grover Cleveland? Why? Because he was really a vital and dominant figure, a winner, hence an issue. A political campaign is something like a military campaign. Both involve strategy and hard fighting. "You see that fellow Wilson over there? Well, center your fire on him. Try this Carnegie pension gun." Boom! "Ah, that threw some dirt over him! Now try this cocked hat mortar." Bang! "Pretty work. That made him jump. Try plugging him with this Harveyzed steel cannon and this Waterston smoothbore." Bing! Bam! "That jolted him. Keep it up." Etc., etc.

You see, it is all in the game. Only excitable and timid people get excited about it. "Oh, my! Did you see what Colonel Waterston said about Governor Wilson this morning?" "Have you read that awful letter Woodrow Wilson wrote about Mr. Bryan back in eighteen-umpty-six?" And the nervous souls get quite fussed up.

All this is to be expected. It raises a dust, furnishes a distraction, but seldom kills anybody. After the thunder of guns is over the issues are pretty much as they were before. When the fireworks are done old Hiram Jones, Sam Perkins and Bill Smith meet down at the grocery, scratch their heads and say: "Well, what about this fellow Wilson? How does he stand on the tariff, and what would he do for the trusts? Do you think he is with the interests or with the plain folks? By ginger, he has grit! He wouldn't take old Ryan's money; nuther would he have the support of that Morgan paper. Plum tickled me what he did to Jim Smith. I tell you what the trusts jump on to him he is a purty safe feller for us common folks to tie to." So it goes. When Wall street slams it into a man the back counts are apt to begin yelling for him. In this instance the interests should have masked their batteries a little more-effectually. People saw who was furnishing the ammunition and directing the fire.

Here is another side of the story: Dr. Wilson had been teaching at Princeton

what sounded like safe and sane doctrine. So the S. and S. leaders said: "Here is a man after our own hearts. Let us make him governor of New Jersey and boom him for president. He looks good to us." Then Dr. Wilson became Governor Wilson. got out among the folks, heard what they were talking about, went out west and found how the initiative, referendum and recall were actually working, returned east and saw the way the corporations butted into politics, controlled bosses and used the government for their own private enrichment, after which he overhauled his platform and revised it upward, downward and sideways, much to the chagrin and consternation of the safe and sane gentlemen abroad.

"Who is this Populist, progressive and radical we have been booming?" they yelled. "Stung! Oh, the ingrate! Let us publish his letters!"

One feature of the psychology of Governor Wilson must be realized before an accurate measure of the man and his principles can be taken. Perhaps as clearly as any man now prominent he differentiates between public and private. With his logical mind and his thorough training in political economy he sees the danger of patronage, special privilege and partiality in government. He is not the sort of man who would permit private friendship to stand in the way of public duty. The president of the United States as president should have no friends to reward, no enemies to punish. Favoritism has a brood of evil following after. Any special interest in public affairs smacks of treason.

Woodrow Wilson believes that big business should get out of politics. That is the reason big business is attacking him. He thinks the only legitimate function of a tax is to raise revenue. He is convinced that the system of patronage and favoritism has alienated the government of the republic from the people, and through the initiative, referendum, recall, direct primaries, election reforms, popular election of senators and similar measures he would restore it to them.

Wilson's position in the Democratic camp is not far different from that of Senator La Follette in the Republican camp. Perhaps the strongest thing about him is the one for which he has been most criticised—viz, that he will not permit private friendship or even family affection to deflect him. If he were his own hair's breadth in his action as a public official. When James Smith, Jr., came out as a candidate for United States senator in face of the fact that the Democrats had declared for James E. Martine in a state primary Governor Wilson forced the election of Martine, although Smith had supported Wilson's nomination. That action exemplifies the distinction of public from private. Wilson the man owed a debt of gratitude to Mr. Smith, but Wilson the governor and leader of his party owed his duty alone to the public. That action required courage, just as telling the truth to Colonel George Harvey required courage.

Governor Wilson has put through a direct primary law in New Jersey, a commission government act for cities and many other reforms. He has a clear vision of what the new conditions mean. He is a historian, a scholar, an orator and an incorruptible public official. He has shown the power of self-restraint in trying places. As president of Princeton university he stood for democracy against aristocracy in college life. He holds the same attitude today, only that his sympathy with the people has been quickened by contact with the people.

After the hue and cry are done it may be that the American people will see Woodrow Wilson as the Thomas Jefferson of this era.

FREE IF IT FAILS. Your Money Back if You Are Not Satisfied With the Medicine We Recommend. We are so positive that our remedy will permanently relieve constipation, no matter how chronic it may be, that we offer to furnish the medicine at our expense should it fail to produce satisfactory results.

It is so positive that our remedy will cure constipation with cathartic drugs. Laxative or cathartics do much harm. They cause a reaction, irritate and weaken the bowels and tend to make constipation more chronic. Besides, their use becomes a habit that is dangerous. Constipation is caused by a weakness of the nerves and muscles of the large intestine or descending colon. To expect permanent relief you must therefore tone up and strengthen these organs and restore them to healthier activity.

MODERN LANGUAGES IN OUR PUBLIC SCHOOLS

By Prof. J. N. Lenker, D. D. LATEST ABOUT SCANDINAVIAN IN MINNEAPOLIS HIGH SCHOOLS.

South high school: fall term, 1910, Norse had 39 pupils; Swedish 22. Spring term, 1911, Norse 52, Swedish 18. Fall term, 1911, Norse 64; Swedish 49. Spring term, 1912, Norse 87; Swedish 82 pupils. East high school: fall term, 1910, Norse class 15; Fall, 1911, new class of 13; Swedish, fall term, 1910, a class of 22; fall term, 1911, a new class of 23. Spring, 1912, a new class of 23. About 40 per cent of the pupils in this school are Scandinavians. Total here at present taking Norwegian 16 and Swedish 37. Central high school organized a class of 15 in Swedish the first year and a second class was organized later. The spring term of 1912 witnessed the first Norwegian class organized in the Central high school with 22 pupils, ten of whom are Americans, and the first class in Scandinavian organized in the North high school with 16 Swedish pupils, one of whom is a postgraduate of the school, who takes only Swedish. Scandinavia is now taught in four of the five high schools of the city. Nine Norwegian pupils in the West high school hope to see Norse introduced there next September. In all there are 17 Scandinavian classes in the Minneapolis high schools with 290 pupils. This is a good beginning within less than two years. The work is well established and teachers are able and faithful in their pioneer efforts, which also are pioneer efforts of the school board. The work is new to both teachers and school authorities, and yet the outlook is inspiring.

SMALL COST OF TEACHING MODERN LANGUAGES IN ELEMENTARY SCHOOLS.

We little appreciate the small expense of carrying a class in a modern language in a graded or country school. It is easily calculated. For example, a grade city teacher receives \$800 a year for eight long and short periods a day, which means \$100 cents to maintain a class say of 25 in Scandinavian in the whole school year, or \$400 a pupil annually. If the average salary of a country district school teacher is \$600 a year for ten periods a day, a class say of 20 for the whole year would cost the district only \$60, or \$3.00 a pupil annually. This is not asking much from each school district. With the help the pupil receives from his German or Scandinavian home and settlement, the results of teaching in German or Scandinavian in the country schools are great and introduce a nobler spirit in the schools and materially help the children to respect both teachers and parents, the law and the discipline of the home and the school. The results of teaching the language of the settlement in the district school are so healthy and far-reaching that no school cat would neglect it. If we want the best results from our schools we should better teach English, the language of the nation, and not ignore or neglect the language of the homes of the settlement.

FEW PERSONAL TESTIMONIES FROM CITY EDUCATORS

Not only has Danish-Norwegian been recently introduced into two high schools of Chicago and Swedish into two, but another advance step in modern language work was taken at a late meeting of the Chicago Board of Education by electing a special superintendent of German for the city schools. The honor of being the first to fill this new office fell to Mr. Martin Schmidhofer, Tribune reporter, Chicago. No modern language can make great progress in city schools without a director or supervisor. Mr. E. O. Holland, Supt. of Public Schools in Louisville, Ky., writes: "We are establishing in this city departmental schools including the seventh and eighth grades and in these schools we offer Latin and German to the pupils who are able to carry additional work. Those who do best in these languages receive more credit when they enter the high school. Our last year report does not discuss this question at all and, therefore, I give you these facts directly."

It is easy for German and Scandinavian children to carry their mother tongue in school as additional work and receive credit for it, to balance the better credits English children naturally receive in English. Pupils of foreign-born parents are often not permitted to take the mother tongue because they have not the requisite credits. This is often due to the fact that the English child receives credit for knowledge of his home language, while the child of foreign-born parents does not. Is that fair? This explains why some pupils are behind and not allowed to take their mother tongue. Supt. F. B. Dyer, of Cincinnati, who declined the offer of the superintendency of the Pittsburgh schools at a salary of \$10,000 a year, writes: "Our experience in Cincinnati, I think, would justify the contention that a foreign language is valuable for its cultural purposes as well as for its practical use." Mr. Peter Scherer, Director of German in the Indianapolis schools, writes: "For years we have used in our schools, both elementary and high schools, the direct or analytical-inductive method with great success. Pupils who satisfactorily complete the German course in the elementary schools receive one high school credit which counts toward graduation. In high school they continue their German in a special group. All recitations from the 2nd to the 12th grade are conducted in German." "For years we have used in our schools, both elementary and high schools, the direct or analytical-inductive method with great success. Pupils who satisfactorily complete the German course in the elementary schools receive one high school credit which counts toward graduation. In high school they continue their German in a special group. All recitations from the 2nd to the 12th grade are conducted in German."

This is an excellent way of meeting the growing criticism that our public school buildings are unused so much of the time. State Superintendent of Wisconsin, C. P. Cary, writes: "The school board is, of course, privileged to introduce one or more foreign languages in the high school. In high schools having more than two teachers, including the principal, it is, of course, an easy matter

to have both a purely English course and one containing a foreign language." It is easy to introduce German or Scandinavian in their own settlements. Try it and see. Competent teachers are waiting.

INTERNATIONAL LEAGUE FOR ORAL INSTRUCTION IN MODERN LANGUAGES.

It is encouraging to note that Boston the center of culture in the east, continues to advocate the teaching of modern languages in its public schools. "The Boston Herald" of Feb. 20th says: "For several years past an effort has been made in different countries of Europe to improve methods of teaching the modern languages, particularly from the oral side. Through the effort of M. Louis Tesson, educator and writer, an international league was organized some years ago, the aim of which was to encourage instruction in foreign languages among the boys and girls in the primary schools of the different countries. An important branch of this league, which originated two years ago in Boston, was organized in Washington, D. C. where are now located the headquarters of the United States League. "It is the purpose of the league to bring together all favorably inclined persons, in order that they may be concentrated toward a solution of the problem of oral instruction in modern languages in primary schools, as now practiced in several countries of Europe where the children learn a foreign language at the same time as their own. The secret of that practical command of a foreign language, acquisition so rare among Americans, is to begin the study of the language in a practical way when one is knee-high. The language may be learned, to be sure, by an adult, by means of teachers and books, but rarely is that spontaneity and practical mastery, under such conditions, secured without anything like the perfection possessed by the child well intoned into the spoken forms, for in them lies the spirit of the language. "The nature of the criticism frequently made regarding the shortcomings of American schools in their ability to use practically foreign languages may be seen at a glance by a quotation from an article on the subject which appeared in the Boston Herald of Aug. 14, 1911. The article, occasioned by a communication in French received by the House of Representatives. The speaker and two reading clerks were nonplussed in their efforts to find out what it was all about. This creditable showing the Herald scores up, and we quote in one of the first of these articles. "It is to remedy this state of things that the league is now working along on a practical basis, by beginning at the bottom instead of the top. Instruction by means of translation, leaving out pronunciation, and especially conversation, as practiced in most high schools, is entirely inadequate and it is of comparative little use to a pupil who is unable to express himself and to understand a conversation in the language he is studying. It is quite desirable that the league should be composed of the non-busy, sensible members of teachers, since it is in the interest of American children that it is organized in this country."

Herman Schoenfeld, professor of German at George Washington University, writes: "I am first vice president of the league." Minneapolis, Minn., Feb. 23, 1912.

LAKE ELIZABETH LEAKINGS

Lake Lillian, Feb. 26.—P. J. S. Johnson and family visited at A. Johnson's last Friday. A. B. Walker is on the sick list. Miss Ellen Wood and is visiting with friends in Minneapolis. Tina Linman spent a few days last week in Willmar. Miss Annie Fridlund and Mr. and Mrs. J. E. Matlock visited at A. Holmgren's last Sunday. O. Anderson's entertained a number of their friends at supper Sunday evening. Mrs. P. M. Renstrom entertained at a "quitting beer" last Tuesday. The young people's meeting at J. E. Johnson's last Friday was very well attended. Next Friday a meeting will be held at the Christian church. Miss Ellen Lehto was the victim of a surprise last Saturday evening and a sum of cash was left by the visitors as a remembrance of the visit. Fred and Oscar Lindquist have rented the P. Lindquist farm. Miss Edna and Ida Danielson were very well at Willie Larson's Sunday. The Baptist church and friends were very well attended. The pastors present were Rev. Benson of Kerkhoven, Rev. Oberg of Willmar, Rev. E. O. Erickson of Lake Elizabeth and Rev. Bergtauk of Grove City. Mr. Arthur Hed made a business trip to Willmar last Saturday.

COLFAX COLLECTIONS

Colfax, Feb. 26.—Mr. Hans Johnson of New York is at present visiting relatives and friends in this vicinity. A number of ladies were invited to Mrs. Carl Kraabel's last Thursday to celebrate her birthday. Miss Nettie Knutson spent last Sunday at Severd Olson's. Mr. Olof Tolo is now employed at Renobee's sawing wood. Miss Henrietta Saboe spent last Sunday at her home.

Svea, Feb. 26.—Mrs. Oscar Lundquist will entertain the Ladies' Aid Society on Thursday afternoon, Feb. 29. Mr. J. A. Jacobson spent a few days last week at Gust Blomgren's. Mr. Clarence Oberg from Lake Willmar has been visiting at the C. A. Bangstrom home a few days. Wedding bells will soon be ringing in Svea. Mr. August Norman transacted business in the cities the past week. Miss Mable Bangstrom and Mr. Clarence Oberg called on Miss Phoebe Bangstrom last Tuesday afternoon. Miss Lottie E. Nelson spent Sunday afternoon at E. R. Swenson's. Miss Hattie Erickson is assisting Mrs. Oscar Lundquist with housework. Albert Lundquist and family moved out on their farm southwest of Svea the past week. Mr. P. A. Johnson shipped a carload of stock to St. Paul last Tuesday.

Real Estate Transfers.

Town of Roseland. Mar. 1—Wm. A. Lindquist and wife to Charles Ostman, 1/2 of lot 6, sec 13, 270 a., \$90. Town of Fahlun. Mar. 1—Oscar Larson and wife to Olof Strandberg, 1/2 of lot 4, sec 14, 40 a., 40 a. in town of Kandiyohi, 1/2 of lot 3, lots 3 and 4, sec 14, 1 of lot 3 and 1 of lot 4, sec 33, 83 a., \$12,225. Mar. 1—Ole Granquist and wife to Olof Strandberg, 1/2 of lot 4, sec 14, 40 a., 40 a. in town of Kandiyohi, 1/2 of lot 3, lots 3 and 4, sec 14, 1 of lot 3 and 1 of lot 4, sec 33, 83 a., \$12,225. Mar. 1—Peter Nielson and wife to Charles A. Bangstrom, Gov't. lots 2 and 3, sec 19, 1/2 of lot 1, sec 20, 1/2 of lot 2, sec 20, 1/2 of lot 3, sec 20, 1/2 of lot 4, sec 20, 1/2 of lot 5, sec 20, 1/2 of lot 6, sec 20, 1/2 of lot 7, sec 20, 1/2 of lot 8, sec 20, 1/2 of lot 9, sec 20, 1/2 of lot 10, sec 20, 1/2 of lot 11, sec 20, 1/2 of lot 12, sec 20, 1/2 of lot 13, sec 20, 1/2 of lot 14, sec 20, 1/2 of lot 15, sec 20, 1/2 of lot 16, sec 20, 1/2 of lot 17, sec 20, 1/2 of lot 18, sec 20, 1/2 of lot 19, sec 20, 1/2 of lot 20, sec 20, 1/2 of lot 21, sec 20, 1/2 of lot 22, sec 20, 1/2 of lot 23, sec 20, 1/2 of lot 24, sec 20, 1/2 of lot 25, sec 20, 1/2 of lot 26, sec 20, 1/2 of lot 27, sec 20, 1/2 of lot 28, sec 20, 1/2 of lot 29, sec 20, 1/2 of lot 30, sec 20, 1/2 of lot 31, sec 20, 1/2 of lot 32, sec 20, 1/2 of lot 33, sec 20, 1/2 of lot 34, sec 20, 1/2 of lot 35, sec 20, 1/2 of lot 36, sec 20, 1/2 of lot 37, sec 20, 1/2 of lot 38, sec 20, 1/2 of lot 39, sec 20, 1/2 of lot 40, sec 20, 1/2 of lot 41, sec 20, 1/2 of lot 42, sec 20, 1/2 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295, sec 20, 1/2 of lot 296, sec 20, 1/2 of lot 297, sec 20, 1/2 of lot 298, sec 20, 1/2 of lot 299, sec 20, 1/2 of lot 300, sec 20, 1/2 of lot 301, sec 20, 1/2 of lot 302, sec 20, 1/2 of lot 303, sec 20, 1/2 of lot 304, sec 20, 1/2 of lot 305, sec 20, 1/2 of lot 306, sec 20, 1/2 of lot 307, sec 20, 1/2 of lot 308, sec 20, 1/2 of lot 309, sec 20, 1/2 of lot 310, sec 20, 1/2 of lot 311, sec 20, 1/2 of lot 312, sec 20, 1/2 of lot 313, sec 20, 1/2 of lot 314, sec 20, 1/2 of lot 315, sec 20, 1/2 of lot 316, sec 20, 1/2 of lot 317, sec 20, 1/2 of lot 318, sec 20, 1/2 of lot 319, sec 20, 1/2 of lot 320, sec 20, 1/2 of lot 321, sec 20, 1/2 of lot 322, sec 20, 1/2 of lot 323, sec 20, 1/2 of lot 324, sec 20, 1/2 of lot 325, sec 20, 1/2 of lot 326, sec 20, 1/2 of lot 327, sec 20, 1/2 of lot 328, sec 20, 1/2 of lot 329, sec 20, 1/2 of lot 330, sec 20, 1/2 of lot 331, sec 20, 1/2 of lot 332, sec 20, 1/2 of lot 333, sec 20, 1/2 of lot 334, sec 20, 1/2 of lot 335, sec 20, 1/2 of lot 336, sec 20, 1/2 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