

been robbed. As it was, the robbers reduced his purchasing power one hundred per cent. Those who could have doubled the price of what he had to buy, would have reduced his purchasing power at least fifty per cent. They would have left him something and he would have suffered no personal violence. But if he was a thoughtful man he would probably have come to the conclusion that he had been robbed nevertheless.

Were this parable of the Good Samaritan to be translated into the terms and conditions of modern experience, our Good Samaritan would not be spending his time rescuing the victims of bandits. The police would see that such thieving was reduced to a minimum. Even the priests and the Levites are against that kind of robbery.

But there are robbers who are still held in much esteem by priests and Levites and whose crimes are beyond the reach of the police. They do not rob an occasional victim of all his wealth. They half rob whole communities all the time.

Our Good Samaritan would try to teach the people by what subtle means this systematic legalized robbery is accomplished, knowing full well that if the people could only see through it they would put a stop to it.

But even a modern Samaritan would find the priests and Levites preaching to the people the blessedness of robbery. They call it poverty, of course, but its the same thing. They have taught them a weary long while that if they will be good and tamely submit to being robbed on earth, they may themselves live like robbers in heaven.

BOOKS

THE PEOPLE'S LAW.

The People's Law; or Popular Participation in Law Making, from Ancient Folk-Moot to Modern Referendum. A Study in the Evolution of Democracy and Direct Legislation. By Charles Sumner Lobngier, Ph.D., LL. M.; Judge of the Court of First Instance, Philippine Islands; Commissioner to Revise and Edit Philippine Codes; Member of National Conference of Commissioners on Uniform Laws; Member of the Bar of the United States Supreme Court; Sometime Member Nebraska Supreme Court (Commission); Professor of Law in the University of Nebraska. With an Introduction by George Elliott Howard, Professor of Political Science and Sociology in the University of Nebraska. Published by The Macmillan Company, New York. 1909. Price, \$4, net.

A book so fully described in the title calls for no elaborate description in a review, nor do the author's qualifications for the work need any further voucher than the bare statement on the title page of his experience in public service. It is enough

to say that the work is a comprehensive compilation and logical classification of facts regarding law-making by the people. It is especially timely now in view of the strong tendency toward the initiative, and the referendum. Although the author appears to write in the spirit of the Federalists, his devotion to the historical school of jurisprudence holds him so close to the line of the law as it has developed historically that he may be regarded as almost non-partisan—as nearly non-partisan perhaps, as a man can be if he says anything. The book may be unhesitatingly recommended for reference and study in preparation for debates with regard in general to the relation of the people to Constitution making, and in particular to the very live subject of direct legislation.

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EDUCATION DEMOCRATIZED.

Education for Efficiency. By E. Davenport. Published by D. C. Heath & Co., Boston. 1909.

Educational doctrine from the Dean of the Agricultural College and the Director of the Experiment Station at the Illinois University is most welcome to anyone who knows the recent progress of our State University. The chapters in Prof. Davenport's book are several of them made-over addresses, and in a volume so put together, there is naturally repetition. So very valuable, however, and so clearly expressed are the ideas repeated, that criticism of style melts at once into admiration for thought.

Part I is a general discussion of the demand for a universal education and how the educator and the citizen can most wisely make answer. Part II, far briefer, is specific technical suggestions about the incorporation into the secondary schools of agricultural courses, these to be taken as a type of what might be offered in other industrial subjects.

The author not only acknowledges but most heartily welcomes the widespread demand for industrial education. But just as heartily does he disapprove of meeting that demand by the establishment of separate vocational schools of any kind, anywhere. This tendency, pedagogically bad, socially pernicious, Prof. Davenport as educator and citizen utterly condemns.

We are now engaged in the most stupendous educational, social and economic experiment the world has ever undertaken—the experiment of universal education; . . . and if it is all to result in further development of the race and not retrogression, then a few fundamentals must soon be clearly recognized:

First, universal education must contain a large element of the vocational, because all the needful activities must be maintained in the educated state as heretofore. The efficiency of the mass must be increased and not decreased by education.

Second, within the limits of needful activities one

occupation is as important as another, and a system of universal education must enrich them all.

Third, in the working out of these plans such policies and methods must be observed as shall prevent social cleavage along vocational lines. Unless we can do this, democracy will, in the end, fail. . . . The only safety for us now is in the education of all classes to common ideals of individual efficiency and public service along needful lines and with common standards of citizenship. To this end the individual must have training, both vocational and humanistic, and it is better if he does not know just when or how he is getting either the one or the other.

Fourth, remembering that much of our education comes from association and that the best of it comes in no other way, . . . we must agree that in a system of universal education the best results will always follow when as many subjects as possible, and as many vocations as may be are taught together in the same school under the same management, and to the same body of men. . . . To teach all subjects to all men in the same school—this is the great educational, social and economic opportunity of America, where both collegiate and second-

ary education are in the hands of the general public and not of any sect, class or faction.

ANGELINE LOESCH GRAVES.

PERIODICALS

Speaking of the English Small Holdings act of Parliament which took effect January 1, 1908, Consul Frank Mahin of Nottingham officially reports: "As to all England, a government official says that 64,000 acres have now been acquired, at a cost of about \$5,000,000; that only 9,000 acres had to be taken by compulsion, and that only two cases of alleged hardship resulted therefrom" (Consular Reports).

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Mrs. Philip Snowden writes in The Chautauquan for March of "The Woman Suffrage Movement in Great Britain." The "fifteen great organizations working for women suffrage" all alike ask "only for the thing which men have already won. They feel that they could not reasonably ask for more, though many of them dislike the property qualifications and

New Advertising Rates

¶ Beginning with April 1, THE PUBLIC will establish a new advertising rate card which we think will conform more closely than heretofore to the average cost of advertising based on mere numbers of circulation.

¶ THE PUBLIC now has a permanent circulation of 10,000, and the new rates take into consideration numbers only, not quality. Yet it is well understood among advertisers that character of circulation is highly important. A person advertising yellow-back dime novels does not use the same medium as he who advertises the Encyclopedia Britannica.

¶ We believe that for reaching thoughtful, reading, active people—men and women who take a keen interest in public affairs, those who in modern Classic English are termed "live wires"—there is no better publication than THE PUBLIC.

¶ We have space for only a few advertising pages. The advertising will not intrude nor interfere with the reading matter, for THE PUBLIC will always be a readers' newspaper.

¶ But there are certain lines of advertising that ought to be using THE PUBLIC, and an effort will be made to get them.

¶ Friends of the paper can assist by calling the attention of advertisers to THE PUBLIC and to this announcement.

¶ The new rates will be as follows:

One page	each insertion	\$15.00	Ten per cent discount on advertisements running without change for six months.
Half page	" "	8.00	Five per cent discount on advertisements running without change for three months or every other week for six months.
Seven inches	" "	6.75	Three per cent discount for cash in ten days from receipt of bill.
Quarter-page	" "	4.00	
One inch	" "	1.00	
Half-inch	" "	.50	

EMIL SCHMIED, Mgr.