

AN AMERICAN TRAVELER AND THE PHILIPPINES.

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Any impartial observer will soon discover that the native inhabitants are apparently pacified. To be sure, there are a few garrisons of American soldiers, and there is a rather large constabulary distributed here and there for police service, but there are no indications of war.

The people everywhere, in city and village and country, are pursuing their peaceful vocations. The wild, non-Christian tribes, which may possibly constitute one-tenth of the total population, are almost wholly confined to remoter and less accessible places. Occasionally an inflammatory leader gathers an irresponsible following and incites them to lawless acts, as witness a recent attack on the American flag. But the more intelligent of the people, we were assured, have come to have a better understanding of the temper of the American government. About the only uncertainty now existing—a rather large one, to be sure, and one often raised in Manila newspaper editorials—is as to what the United States intends to do with the islands—give them self-government, dispose of them or continue to hold them. It would be highly beneficial just now if representative American citizens, not politicians, when visiting the islands should take pains, both publicly and privately, to say just three things: First, that under existing conditions, with so large an illiterate population and such heterogeneity of language and tribal relation, an attempt at full self-government would not only fail but be destructive of peace and good order; second, that the American government has too much consideration for the people of the islands and for its own honor either to sell or give away the Philippines to any other nation, and, finally, that the only course remaining is to hold the islands and to co-operate with all intelligent and law-abiding Filipinos in promoting prosperity and good government, in both of which they themselves will be expected to have an increasing share.

Transportation and Public Roads.

Public improvements are extensive and highly beneficial. Several lines of railway are in running order and are much patronized. Highways are being constructed or improved. There has been some criticism of American officials for the expenditure of \$3,000,000 on a great driveway to the northern summer resorts; but when it is recalled that this fund was largely contributed for famine relief and not taken from the public treasury, and that most of it was paid out in wages to those who built the road, while the road itself is just as free for use by the poorest farmer who lives near it as for the wealthy merchant in Manila, then the scandal of it, if there be any, is not so flagrant as some which have broken out nearer home.

Chicago Might Take Lessons from Manila.

The streets and sanitary conditions of Manila have been simply revolutionized, while fine public buildings, well-equipped hospitals, a large government experimental station and a strong police organization show how greatly conditions have improved under American occupation. A large native band, trained and led by an Afro-American—a band which, by the way, took the second prize at the St. Louis exposition—plays every evening on the Luneta, a new public park overlooking the bay.

The government of the city and the islands deserves commendation. The new and the old order are simply not to be mentioned in the same connection. A study of the official directory of Manila convinced me that every department is fully organized. I know of no American city which in this respect surpasses it. Chicago could take a few lessons. One thing which impressed me was the fact that as fast as Filipinos show themselves competent they are put in charge of subordinate and even higher official positions. Their names are already much in evidence in the official directory. The recent victory of the nationalist party in the election is symptomatic of the desire of the people for recognition—a fact not only hopeful in itself but in line, within conservative limits, of the government's policy. Unhappily the theory of "control" by license is still applied to the social evil, and one can only hope that a higher ideal will speedily prevail.

Schools are Established.

Under American influence education is beginning to be widely diffused. A few years of patient and determined work will show large results. Already our government has established primary schools in practically every village large enough to have one. Besides these, a system of high schools provides for one such school in every province, while the larger provinces may have more than one. It is reported that there are now fully 500,000 pupils in the government schools. The Roman Catholic priests are said to be bitterly hostile to these schools, but without great success beyond that of giving stimulus to the parochial schools, which probably contain as many pupils as attend those organized under the government.—*The Advance*, September 4, 1907.

EDUCATIONAL PROBLEMS.

The education of the twentieth century young American presents many problems to thinking people. It is not a subject with a single question mark—nor one directed to any one class of people. The whole wide range of American people is included and, whether we care or not, we are all closely and inevitably involved.

It matters to the rich how the poorest boy and girl in the country is educated. It matters to the poorest and greenest foreigner who comes to share the destinies of this nation how his children shall be educated.

In this country—even now without a rival as a great republic—where the future President of the yet greater repub-

lic may be today learning to plow in some western farm or selling newspapers in a great city, it is of first importance what kind of principles enter into the school curriculum.

A reminder of some wise thoughts expressed by prominent educators are not inconsistent with this thought. So we turn back to an old number of the *Social Education Quarterly* (March, 1907,) and cull the following:

What Social Education Means.

"Social education does not permit a youth to drift into an occupation; it fits him for some industry best suited to his powers.

"Social education does not leave a boy to pick up his ideas of citizenship from bar-rooms and ward-healers; it organizes every community into a local town-meeting, to teach and foster real self-government.

"Social education does not place the family on one side and the school on the other, competing for authority; it leads the school to understand the family and the family to understand the school so that each may encourage, strengthen and supplement the other.

"Social education does not ignore foul sanitary conditions, does not shut its eyes to known moral evils; it insists that the first duty of the school is to establish a sound body and a wholesome mind.

"Social education does not let the bugbear of sectarianism stand in the way of leading every school child into the presence of Almighty God."—*Address by James P. Munroe, at the Social Educational Congress.*

Art and Beauty Not Greatest.

"The idea is deep rooted that education consists of academic culture, that schools exist to promote this culture, and that the more elegant the schoolhouse is and the more artistic and beautiful it is made, the finer and the more impressive the culture which it represents and promotes. Marble and stucco, books, pictures, statuary and decorative plants are provided to cultivate and minister to the aesthetic sense of the children. The sense they do not cultivate is a sense of the dignity of manual industry. A marble palace is a poor substitute for a shop or a piece of land. It may have its place in education, but its place is a subordinate and not an exclusive one."—*George H. Martin.*

The Kind of Teachers Needed.

"The coming era of education will be marked, not by its material resources, but by its teachers. Our schoolhouses are good enough; now let there be trained teachers, then we shall have schools. Such teachers will be equipped, of course, with knowledge; but, above all, they will be trained in discernment—in the power to see and appreciate the fundamental things of human growth and in its output of character. They too must work *with the children*, not alone *for* them, and be creative; to create, they too, must be free. The present system that grinds and chafes at every move was developed under archaic ideals; it has become antiquated and in large measure useless. The organization of the schools must grow out of the

professional necessities of the teachers, the greatest of which is that even the poorest shall be free to put the best of himself into his work. Under such conditions every teacher and every child will become a positive creative moral force in the upbuilding of the social structure."—*Address by the late Prof. Wilbur S. Jackman.*

Child Labor and Education.

"The United States census for 1900 reported that in that year 1,750,178 children, or nearly one in every six of the children over ten years of age and under sixteen years of age in the United States, were engaged in gainful occupations. All of these children were presumably sacrificing educational opportunities and the golden age of play, freedom to grow, and the normal rights of childhood to the necessity to earn, in part or whole, their daily bread. As such, whether the work in every case was physically harmful or not, that army of child workers constitutes a menace to at least two of our cherished institutions,—the American home and the American school. The number given above includes agricultural workers who constitute the great majority, and children in many occupations which are not necessarily harmful in themselves except in so far as they deprive the child of school and play time and put him in the position of a wage-earner before he reaches a maturity of judgment sufficient to enable him to protect himself from being wronged by an unscrupulous employer. The number given does not include thousands of children under ten years of age who sell newspapers and merchandise in the streets and are engaged in miscellaneous occupations, and hundreds under ten who are still to be found in factories and workshops. A careful and conservative estimate, which will include these and the increase which has taken place in the census occupations, and within its age limits since the year 1900, puts the total number in 1905 of children under sixteen years of age at work at least two million."—*Address by Prof. Samuel M. Lindsay.*

Two widely different authors met and shook hands recently when the Hon. James Bryce called on Geronimo, the Apache chief, whose autobiography has been published by Duffield & Company. The British Ambassador being in the neighborhood of Lawton, Oklahoma, took occasion to call on the old Indian, being interested, as he said, in characteristic American institutions.—*From A. C. McClurg's Monthly Bulletin.*

A Wealthy Woman Secretary.

Miss Katherine T. Harrison is probably the wealthiest woman secretary in the world. Her wealth is estimated at \$1,000,000. She is H. H. Rogers' "right-hand man," so to speak, and her business acumen is said to be equal to that of any of the organizers of the Standard Oil Company. Every morning she goes from her home in Brooklyn to 26 Broadway in a blue electric brougham. Those who know her say that she is keen, strong-minded and independent, and that she doesn't have a very high opinion of the male sex.