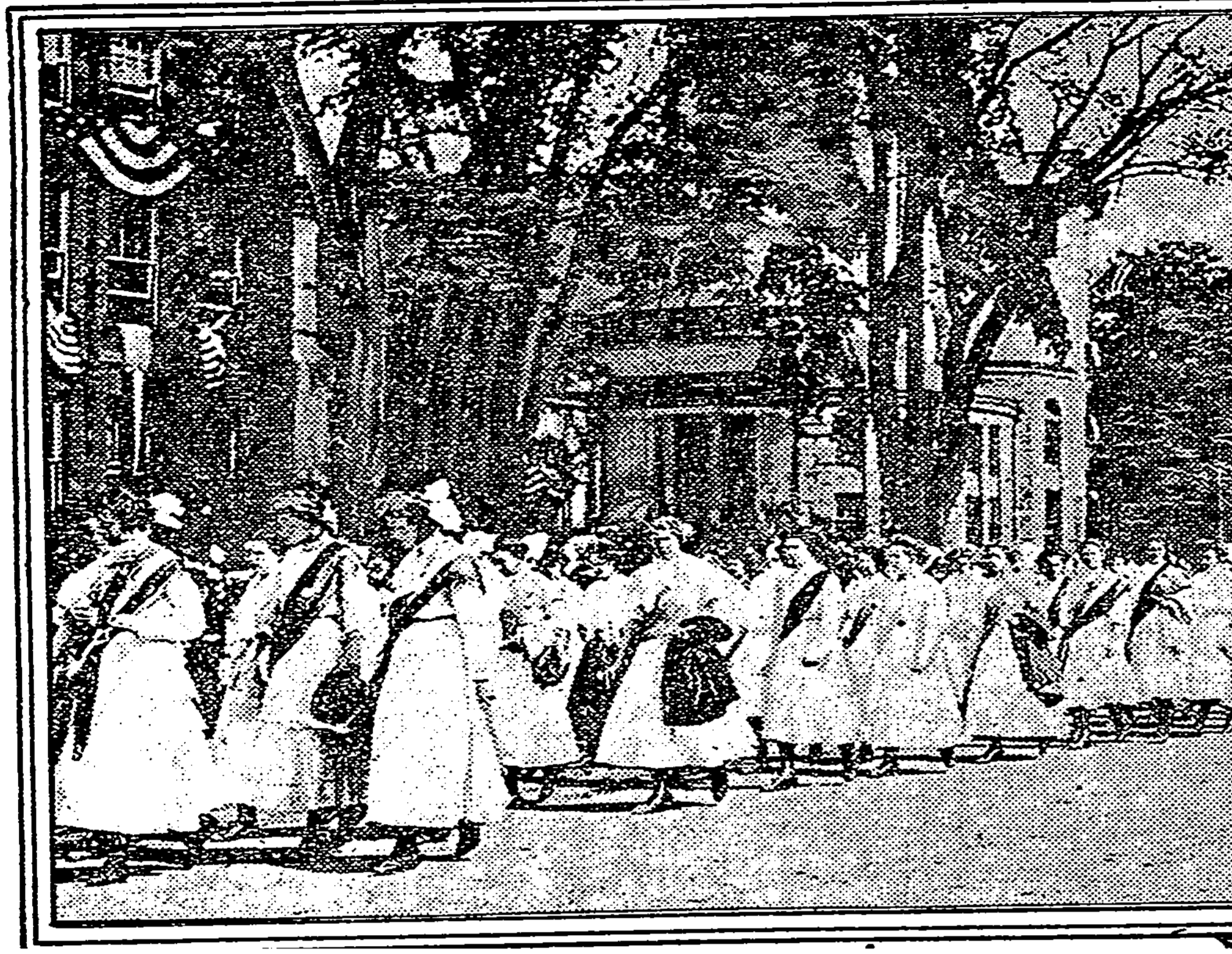


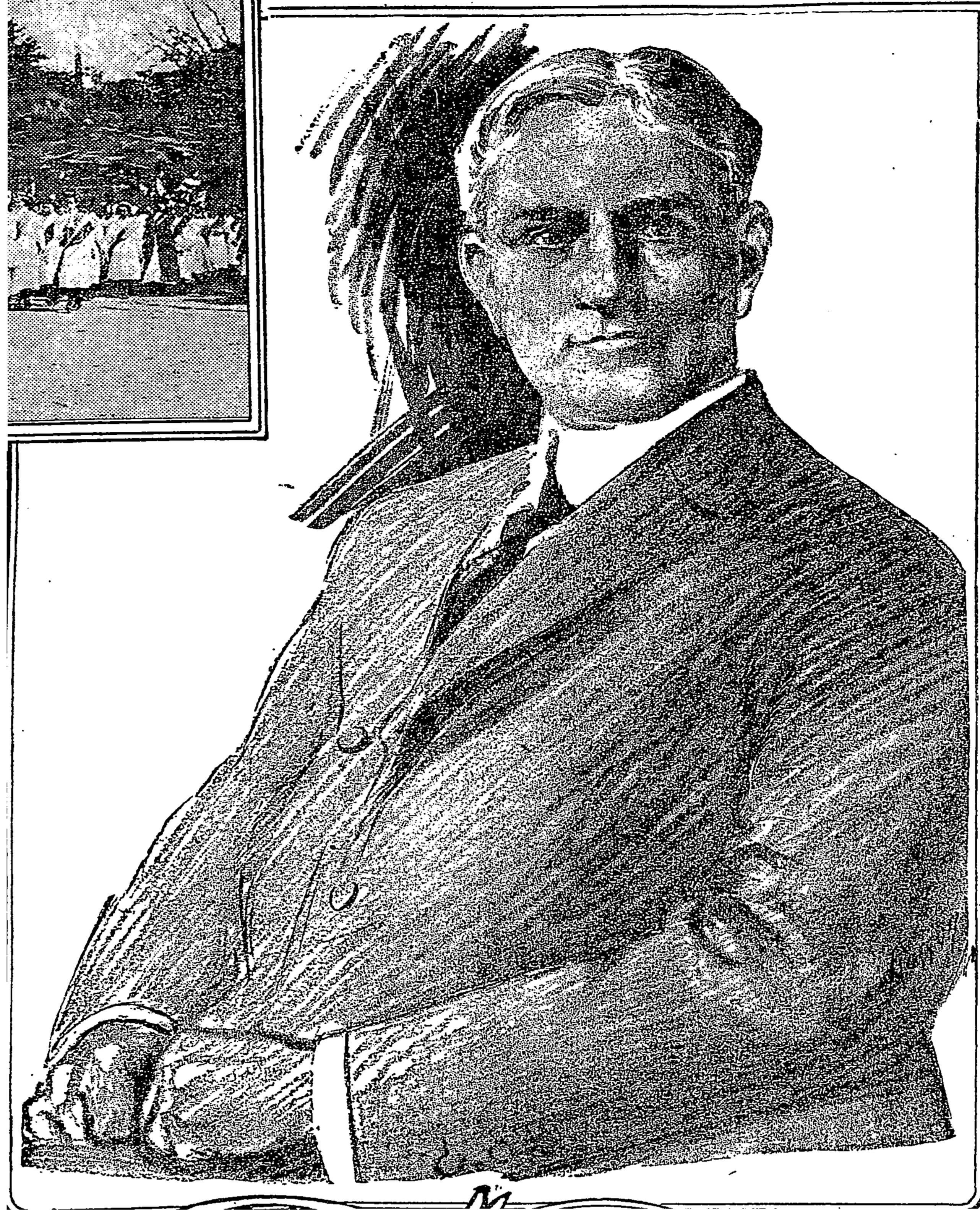
PEACE DAY BECOMES A NATIONAL HOLIDAY THIS WEEK



School Children Observing Peace Day.



Schools All Over the Country Asked by the Bureau of Education at Washington to Observe Next Saturday, Anniversary of the First Hague Conference.



Dr. P. P. Claxton, Federal Commissioner of Education.



Mrs. Fannie Fern Andrews, Secretary of International School Peace League.

THE United States Government is teaching peace to its 20,000,000 children.

The Federal Bureau of Education has this year for the first time issued a call from Washington asking that all the schools of the Nation observe the recurrence of the 18th of May, the date upon which the first peace conference at The Hague was held. It officially designates that day as Peace Day, and lays down a programme intended to impress upon the minds of the children of the Nation the folly of war. It asks the schools of the Nation to join in a proper observance next Friday. In this city and elsewhere preparations have already been made for celebrating the new holiday.

Dr. P. P. Claxton, as Commissioner of Education, has given the stamp of Federal approval to a campaign that has hitherto been carried on by such organizations as the American Peace Society and the International School Peace League. He takes the position and through his action, places the Federal Government in the position of taking the stand that the United States is irrevocably pledged to peace.

Dr. Claxton holds that the doctrines of the citizens of the future are gathered during the formative years of school life. He holds that the lesson of peace planted with the children of to-day will unavoidably develop into a sentiment of peace that will control the men of to-morrow. He believes that showing the children of to-day the folly of spending 75 per cent. of all taxes for war purposes will cause the men of to-morrow to take definite action. He believes that one of the most effective ways of fixing a big idea in the mind of the child is through some day of special observance.

It was on May 18, 1899, that the first international peace conference, called by the Czar of Russia, and invited by the young Queen of Holland to meet at The Hague, first assembled in the widely-famed "House in the Woods," and there deliberated upon the possibility of doing away with war. At the Mohonk Conference of 1906, Dr. Daniel C. Gilman initiated the movement of introducing the peace propaganda into colleges and universities.

Through the influence of a committee appointed at that time 250 colleges and universities are now observing Peace Day. The International Peace Association, composed of representatives of seventy colleges and universities in the Middle West, through the medium of Inter-State oratorical contests for prizes, still further developed the idea among the colleges. The National Association of Cosmopolites, which proved another strong influence in the institutions of higher learning.

Upon the occasion of the meeting of the first National Peace Congress, held in New York in 1907, 5,000 delegates from the public and private schools of New York City held an overflow meeting.

From this overflow meeting grew the American School Peace League. This league has grown from twenty-eight branches in twenty-eight States, and in all of these it has gained much headway toward securing an observance of Peace Day.

It was in 1905 that George H. Martin, Secretary of the State Board of Education of Massachusetts, upon the suggestion of the American Peace Society, issued a circular to all the school superintendents of the State recommending that the 18th of May be properly observed as Peace Day. This gave Massachusetts schools the pioneer distinction.

Other States followed the example, and last year Peace Day was observed in probably a third of the city schools of the Nation. Boston, New York, Chicago, St. Louis, New Orleans, San Francisco, and many others promptly fell into line. This was the state of the proposition to make the observance general when the Federal Bureau of Education took up the movement.

The 18th of May this year falls on Saturday next. The coming observance will therefore naturally take place on next Friday afternoon. The National Bureau of Education, in its suggestion to school Superintendents, goes so far as to outline a definite programme for the observance of Peace Day. It does even more than this. It prints and circulates among these Superintendents the poems, readings, and songs that it deems most fit for the occasion. The following is a copy of its model programme for the observance.

- Music.**
 Recessional.....Tune: De Raven
 Words: Kibling
 Recitation.
 Ring Out the Old; Ring in the New.
 Tennyson
Reading.
 By Sixteen Pupils.
 (a) The Dawn of World Peace.....
 William Howard Taft
 (b) The Significance of the 18th of
 May.....Mrs. Fannie Fern Andrews
Music.
 These Things Shall I Tune: Duke Street
 Tune: Duke Street
 Oh, Beautiful, My Country.....Tune: Webb
Recitation.
 Tubal Cain.....Charles Mackay
Quotations.
 What Soldiers and Statesmen Have
 Said About War.
Music.
 Hear, O Ye Nations Tune: Lyons
 Chorus: Angel of Peace.....O. W. Holmes
 America.....S. F. Smith

The printed material from which all the numbers of this programme may be studied is likewise furnished by the Federal Bureau of Education to every school Superintendent. President Taft's best-known address, "The Dawn of World Peace," is among the material sent out. Mrs. Fannie Fern Andrews, who is

Secretary of the International School Peace League, and an ardent worker for the observance of Peace Day, contributes other literature intended to fix the significance of the observance in the child's mind. All the songs, poems, and recitations of the occasion are carefully selected with the same idea in view.

In every public-school in New York City, boys and girls—between seven and eight hundred thousand of them—will celebrate on Friday morning the National Peace Day. For half an hour or forty-five minutes after the morning assembly of the school, lessons will be set aside for the special exercises that have become in the past few years practically universal as the observance of the 18th of May. And in most of the classrooms, the leading part in the celebration will be taken, not by the teachers, but by the children themselves.

Superintendent Maxwell, in a letter to each school, asks that sufficient time be taken from the ordinary day's programme for appropriate observance of the anniversary of the first Hague Conference, and that the general suggestions of the American School Peace League, as embodied in the league's Peace Day pamphlet, be followed. There are no actual "orders" from headquarters as to the celebration of Peace Day. But, as one of the associate Superintendents remarked when the letters were sent out, there is not a school Principal in the city who would think of disregarding the Superintendent's "suggestion" about the exercises, or who will not welcome the observance of a festival of peace.

The exact manner in which the conference anniversary is to be celebrated is left, of course, to the individual Principals. So long as the day is observed in a fitting way, and its lessons properly urged, so long, too, as not more than forty-five minutes are taken from the day's schedule, each Principal may have what exercises he chooses, and will plan the day in his own way. As a matter of fact, however, the exercises on Friday will follow, in the various elementary and high schools, somewhat the same general programme. And it is by no means an unimportant part of the programme that the celebration of Peace Day will be largely in the pupils' hands.

The Peace Day exercises here will open with the school's salute to the flag. "America" will be sung by each school, and in every school there will probably be a short address by the Principal, a very brief explanation as to what Peace Day is, why it is celebrated, what the Hague Conference is for, and why the effort to substitute international arbitration for war is being taken into the public schools. And, after that, the pupils will take their part in the celebration, and their part will be the biggest of all. Recitations, quotations, essays by the children, will complete the morning's exercises. The teachers are emphatic in their conviction that the pupils' own part has much to do with the success and the influence of Peace Day.

"What the boys and girls do themselves, or what their comrades do, means more to them afterwards than what we can say," remarked one Principal in talking over the plans for his school's observance. "Peace Day is by no means a formal or arbitrary celebration. The celebration of the anniversary of the Hague Conference has a very definite object. And in serving that object the children's own part in the programme is important."

So, in many of the larger schools, as many as forty children will take part in the programme of Friday's anniversary—little tots with a dozen words to speak, and older boys and girls with essays and long recitations. And it is not likely that

any of the forty will forget the meaning of Peace Day. At the close of the exercises in most of the schools the Peace Prize Contest, under the auspices of the American School Peace League, will in all probability be explained to the school children. The contest is open to school pupils all over the world, and three prizes of \$75, \$50, and \$25 are offered for the best essays on international peace.

The 18th of May has been observed as Peace Day in the public schools here for the past six years. In 1906, Dr. Elmer Ellsworth Brown, Chancellor of New York University, at that time National Commissioner of Education, recommended that the anniversary of the first Hague Conference for International Peace be celebrated with special exercises in the schools. Since that time the observance of Peace Day has been becoming more general, until this year it is a well-nigh universal celebration.

"Peace Day means a great deal to the public school children and to their future citizenship," said Edgar Vanderbilt, Principal of Public School 16, in discussing plans for Friday's observance. "There isn't a teacher who isn't glad that the day is celebrated. Indeed, the observance of Peace Day is a very definite and specific influence for the children."

"It not only makes them understand the work of the Hague Conference, the significance of arbitration and arbitration treaties, and the work that our country is doing in the effort to bring about universal peace," Mr. Vanderbilt added. "It means, for each of the boys and girls, a personal training in citizenship."

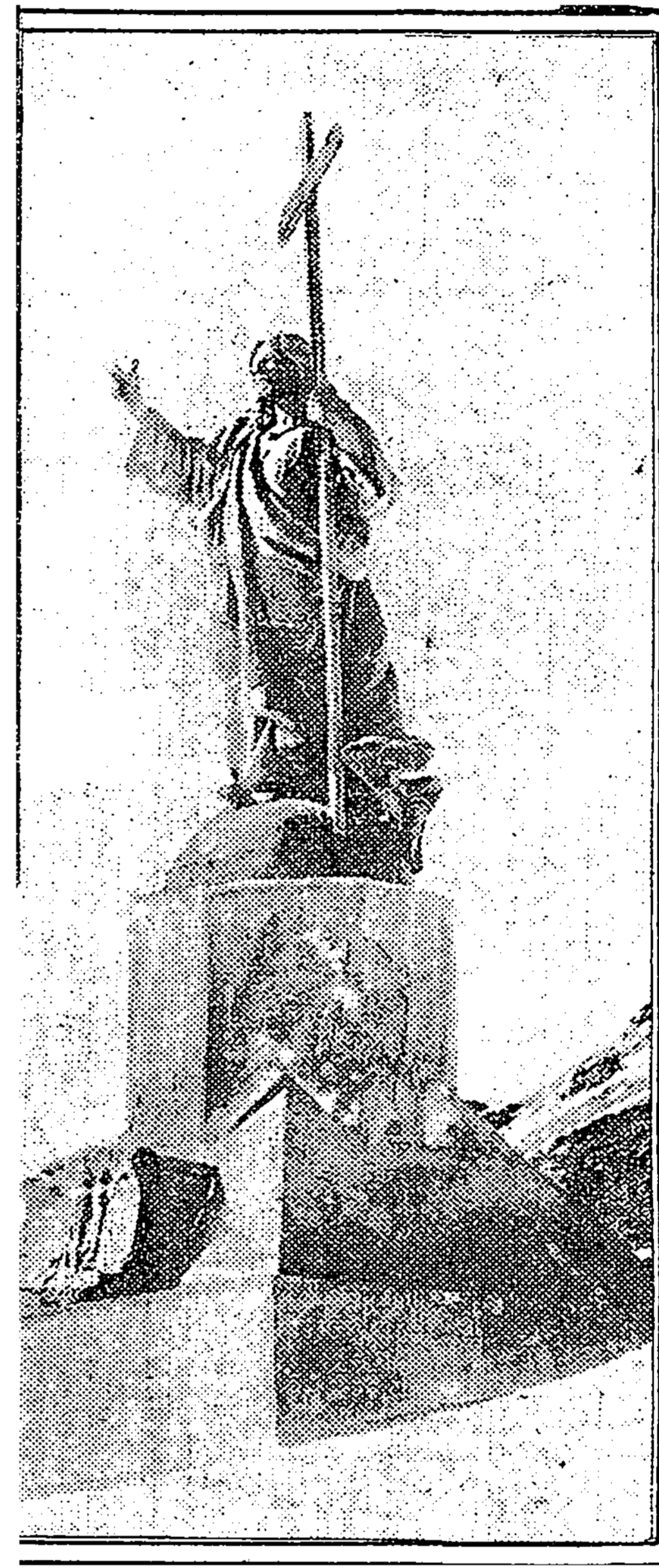
"For peace and arbitration mean the triumph of reason over brute force, the ultimate triumph of the cause that is right. When these ideas, and ideals, become fixed in the minds of boys and

girls, they get a new realization of citizenship, of patriotism, even of their own personal conduct. We want all our pupils to grow up so opposed to war, so eager for the preservation of world peace, that they will be a great force of public opinion and public energy for the maintenance of peace with all nations; and to do that we have to make them understand what peace is, what arbitration is, how the thing works itself out in ordinary life. "To show the meaning of arbitration, to explain fully the Hague Tribunal, can't help but give to every child a real understanding of the superiority of reason over fists, of right over cannons. "And that will work out in all his citizenship. In every way that we possibly can in the public schools we strive to give to all the children, whatever their nationality, a real patriotism—real American citizenship. The observance of Peace Day shows our boys and girls that patriot-



Dr. William H. Maxwell, Superintendent of New York Public Schools.

ism doesn't mean fighting for their country; it doesn't mean being willing to die for it; it means living for it; it means making the country better by being good, strong men and good, strong women. That's what we are trying all the time to get at—the Peace Day does get at it. "Then, too," added the school Principal, with a laugh, "you've no idea how the influence of Peace Day works out in the pupils' own bearing, not only toward their country, but toward each other! You can't teach a boy or girl to observe Peace Day, and to appreciate arbitration, simply by saying that war is wrong and costly and horrible; you've got to let him or her see the cause—the reasonableness behind it. And you can't make him or her understand that reasonableness if it is something that is confined just to questions of international policy! "If arbitration is the sane and right way to settle international disputes it is the sane and right way to settle anything; if the only real victory can come through an appeal to reason between nations—why it is just the same between boys! And



First Peace Monument on the Border of Argentine and Chile.

we are getting among the pupils in our schools a greater spirit of reasonableness, less resorting to fistfights, less rowdiness, than in the days before we explained the movement for universal peace!"

The Federal Bureau of Education in its campaign for peace based on the lessons that are taught in the schools, intends to pile mountain high facts and figures which show the price that the world pays for the maintenance of armaments. It will attempt to hammer home in the child's mind the fact that whenever, in the United States, a hundred dollars is paid in taxes, seventy-three of those dollars are spent for war purposes. This despite the isolation of the United States from all entanglement and the fact that this country has not an enemy in the world.

The Bureau of Education at Washington will also show that in Europe the percentage of taxes spent because of war and the possibility of war is even greater. The war debt in Europe amounts to twenty-six billion dollars and the interest

upon it each year is more than a billion. It is estimated that the total direct cost of the armies and navies of the world each year in time of peace is two and a half billion dollars, or as much as the total valuation of the wheat and corn crops of the whole United States. The total direct and indirect cost of the military system of the world, including interest on war debts, pensions to soldiers, and the loss of time and men engaged in an occupation which produces no wealth, is equal each year to the market value of all crops of all kinds grown in the United States.

Particularly does the Bureau urge that the children of the Nation be shown what might be accomplished if the money now spent because of the possibility of war were used for some other purpose obviously to the benefit of the Nation. Suppose the money spent for war by this Nation were devoted to education; the sum would be sufficient to establish and maintain all the following institutions:

A great National university with an annual income of ten million dollars, which is three times as much as the income of the wealthiest of the universities of the country.
 In each state a university with an annual income of one million dollars.
 An average of one hundred new public high schools for each of the States, each school having an annual income of \$3,000.

An average of five new normal schools for each of the States, each school having an income of \$100,000.

An average of five new technical schools for each of the States, each school having an annual income of \$100,000.

A further average of thirty new agricultural schools for each of the States, each school having an annual income of \$15,000.

After all this is done there would be enough left of the money now spent on militarism in this country to add a million dollars annually to the common school fund of each of the States, to purchase textbooks for all pupils in all of the schools, public and private, in all of the States of the Union, and to give each State annually a quarter of a million dollars for libraries.

At the present rate of expenditure the four countries of Germany, France, Great Britain, and the United States will spend in the next forty years, the life of one generation, for the support of armies and navies, an amount sufficient to build 20,000,000 country and village houses at an average cost of \$2,500 each. With father, mother, and four children in each of these houses they would furnish homes for 120,000,000 people.

This is more than the total present population of these four countries living in villages and the open country. Thus, the fear of war is consuming the equivalent of the homes of the rural and village population of these great nations in a single generation.

The Bureau of Education urges upon the school Superintendents of the Nation the advisability of driving home the fact that in the nineteenth century 14,000,000 able-bodied men were sacrificed in war. These men were the fittest of all the nations from which they came. The strong and the brave went to war and were killed while the deficient and the cowardly remained at home and became the fathers of a succeeding generation. So has modern war steadily had the effect of degenerating the human race.

Uncle Sam's highbrow bureau even goes so far as to compare war to a baseball game without an umpire. With an umpire it is urged, the dispute might be settled before the fighting begins. War between nations is no less foolish and ridiculous than would be a resort to fistfights on the baseball field every time a difference of opinion should rise over any disputed point. Yet the nations ask the spectators to allow the contestants to fight it out whenever a difference appears. They ask an intelligent world to believe that justice is always on the side of the party showing the most brute force in the first contest.

While the Peace Palace is nearing completion at The Hague, the campaign in America goes steadily forward. The National Peace Congress meets annually in a vast conclave and sets the pace in the advancement of the peace movement. Its President, Hamilton Holt, author of "The Federation of the World," is the type of man who works in season and out for the advancement of the movement. The settlement of the Peace Society, under its new President, Senator Theodore E. Burton, is unceasing in its labors. The public as a whole is known to be favorably inclined toward the doing away with all war and preparation for war.

Now, finally, appears the Federal Government with the idea of going to the very fountain source of all public opinion and planting in the minds of American youth the definite information that the public must have in the demand of the future for absolute results. This Peace Day observance looks like one of the big practical steps toward the ultimate end.