better are we prepared for self-government, self-preservation, for citizenship, and for all the contingencies and relations of after life.

Probably nowhere as in the village of Modern Times can be found so much diversity in the above respects, accompanied with that practical toleration, which ensures peace, while each becomes instructive to all, and where so many persons are so well qualified and so ready to assist in educating the young.

The world has suffered more from narrow, crude, and ill-digested theories, than from any other cause; and probably nowhere is this crudity so harmless as in the village of Modern Times, Long Island, New York. And perhaps nowhere else is the remark frequently heard from adults, that the town in which they live “is the greatest school they were ever in.”

It is widely known that the atmosphere is exceedingly healthy, and the climate remarkably agreeable.

While reading the foregoing general statements, it should be mentioned, they are not all entirely completed, but the design is to make the preparations keep pace with the sustaining demand for these and any other branches of useful knowledge.

It is well, also, to bear in mind that some branches, such as bricklaying, cistern building, lathing and plastering, framing, ploughing and planting, are more or less favored or retarded by seasons and circumstances, and for this and for other reasons it would be best for persons desirous of securing any of these advantages for themselves or their children, to write and ascertain precisely the facts bearing on their particular wishes existing at the time of application. For this purpose they may address the subscriber at Thompson P.O., Long Island, N.Y., who is alone responsible for any and all the foregoing statements.

Dec., 1861 Josiah Warren

Against Compulsory Education

The following is from “Response to the Call of the National Labor Union for Essays on the Following Subjects,” a pamphlet giving one-paragraph responses in the Warrenian manner to such questions as
“Coolie Importation,” “Compulsory Education,” and “Woman—Her Rights” (there are twelve in all). The document, dated Boston, 1871, has been supplied by the Labadie Collection at the University of Michigan.

We have not yet agreed on what constitutes the desired education. Perhaps the most fortunate children are those who escape education in the midst of the frauds, falsehoods, violence, and misery growing out of the barbarian money used in all past time. The idea of compulsory education is as absurd as that of compelling people to maintain life by means of food.

Besides, who are to be the educators? When there are as many plans as there are sects, which one shall be enforced by compulsion? Who has got the power to properly educate any person by compulsion, when the first and every succeeding step should be taken with a strict regard to the sacred right of all children to be educated by those examples and in the habits that they will need to practice when they have become adults? To educate them by compulsion is to teach them by example to become tyrants.

Written Music Remodeled

Below are the “preliminary remarks” to Warren’s Written Music Remodeled and Invested with the Simplicity of an Exact Science. The elements of expression recognized and rendered definite, thereby securing the great object of musical performance everywhere, and abolishing multitudes of ambiguous words adopted in vain to secure that end. The unnecessary transposition of keys in vocal music dispensed with, and the principal use and the bewildering study of flats and sharps thereby abolished. The confusion of clefs abolished. A system of shorthand accompaniment introduced. No unnecessary innovations made, but the easy transitions from, and to, the common notation are an object of special care. Jewett published the booklet in Boston in 1860, apparently using Warren’s stereotyping technique. This is an interesting little piece, relating music to politics and economics, and