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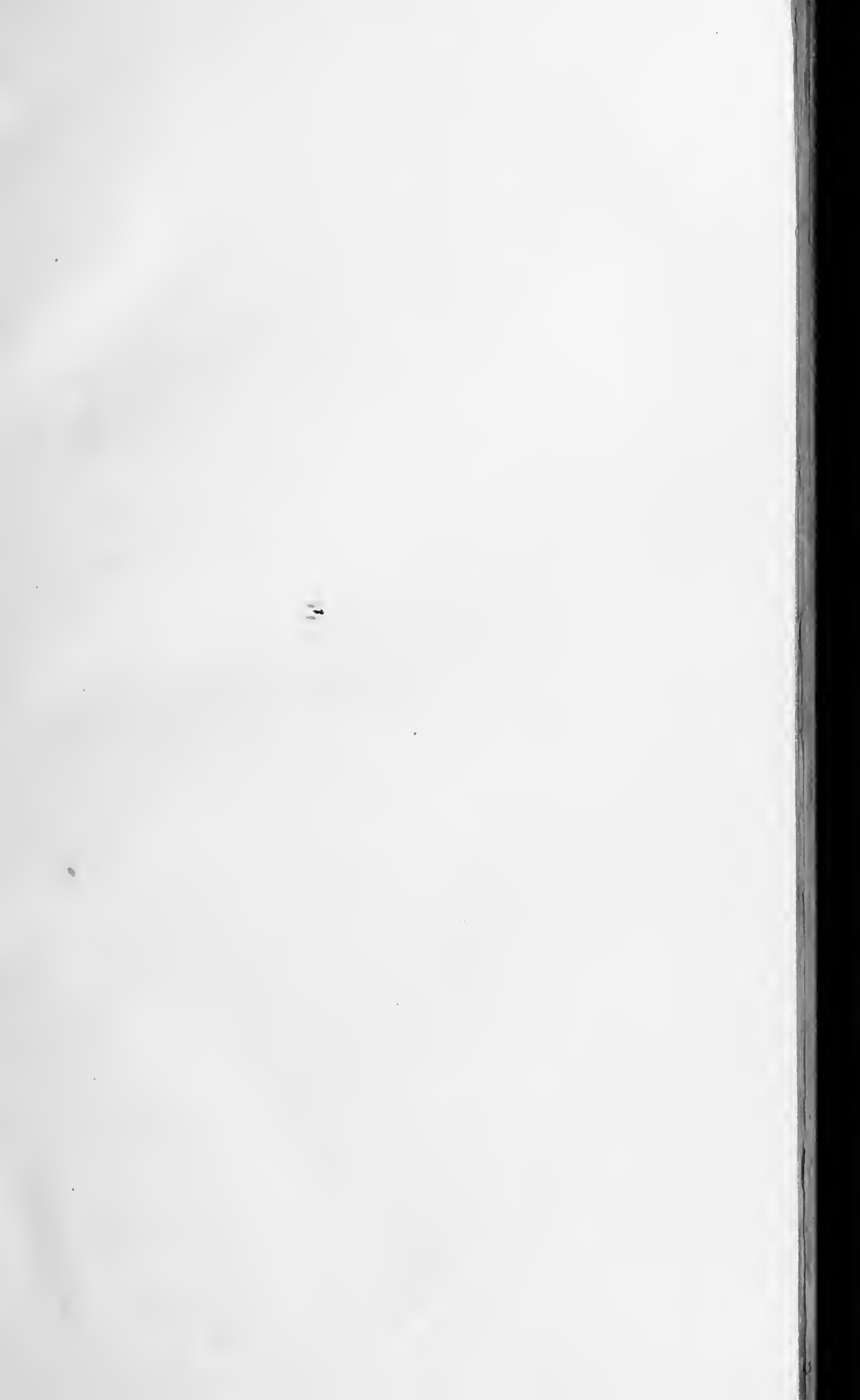

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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION
WASHINGTON

# NATIONAL CITIZENS' CONFERENCE ON EDUCATION

"The School situation is a national menace."

UNIV. OF CALIFORNIA

Headquarters
WASHINGTON HOTEL
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D.C.

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1920


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NATIONAL CITIZENS' CONFERENCE ON EDUCATION

HELD UNDER AUSPICES OF THE DEPARTMENT OF INTERIOR, BUREAU OF EDUCATION, WASHINGTON, D.C.

(The Wednesday Evening, May 19, 1920, session was convened at 8 o'clock p.m., with Dr. P.P. Claxton, United States Commissioner of Education, presiding.)

Preceding the formal portion of the program, a very interesting prelude of song was conducted, the members of the conference joining heartily in the singing.

THE CHAIRMAN OF THE CONFERENCE, DR. CLAXTON: I am sure we have all thoroughly enjoyed this season of song in which we have participated, under the splendid leadership of Miss Streeter. I have been reminded of a little incident. Once upon a time I spoke before an Epworth League organization on "The Study of Botany at first hand," and the director of the meeting, wanted to fit the music to the program, in order that those present might sing something appropriate to the occasion and the subject under discussion said: "Let us sing 'Nothing but Leaves, the Spirit Breathes!'" (Laughter)

Soon after I was appointed Commissioner of Education, I was in the State of Pennsylvania at a teachers' institute where there were fifteen hundred to two thousand people, and if you have ever been at one of their great institutes, you know how they can sing. And the Chairman said, "We have with us today our new Commissioner of Education. He is from the South. Before I introduce him, let us make him feel at home. Let us give him a royal welcome. Let's stand and sing: "Marching Through Georgia!'" (Laughter and applause) That was the spirit of helpfulness and cheer, and put the Commissioner in the right mood toward speaking! (Prolonged laughter)

It falls to my lot first to make an explanation or two with regard to the purposes and scope of the conference. As the program was first outlined, and as it stood until two or three days ago, when it went to the press, it was intended that the Secretary of the Interior, the Honorable John Barton Payne, would preside at the meeting this evening. We exceedingly regret that it was not possible for Secretary Payne to be present. Another exception is to be made also. It was expected that the former Secretary of the Interior, Honorable Franklin K. Lane, would speak tonight, and that was part of the program until a very few days ago, when the former Secretary wired that it would be impossible for him to be here. That makes it necessary to make another explanation to you, and that is, that this conference could have been much better attended, and would have had a larger number of persons of both Democratic and Republican pursuasion whom we had hoped t have here, and should have had here, had the conference been held a month earlier. You who are connected with schools know how inconvenient it is to come at this time of the year across the continent. If you have connected with politics in a year when most people are candidates for President! (Laugh. then you know how difficult it is for that class of people to come. However, there is a good attendance here, and I am

among us anyone who is not educated and not prepared for the fullest possible life, for production, and for good citizenship in our Democracy.

I need not remind you, or need only remind you, of what has happened in the world in these last six years; and, third, what wealth of the world has been spent in warfare. More than twenty millions of people have died or been killed in battle, or as the direct or indirect result of the war. Men and women, in the prime of life, the very best, those who were best physically and mentally, those who would have been producing agents in the next, -- in the generation, the next ten, fifteen, twenty years. Probably twice that many have been more or less disabled. The world has been reduced comparatively to poverty. There are countries in which there is not food, clothing or shelter, or the means of providing it. More than that, the world had become chaotic in its civic and political life. Empires have crumbled; boundary lines have been wiped out; new states have been born; the old centres have been discredited; and the old traditions have been forgotten. There has been, as it were, a great explosion. The great destruction of war has been going on, and the old things have passed away, and behold all things are becoming new! A new world, a new civilization, a new order of things are gradually emerging. The time that tries men's soul is not during the passion of war. At that time our very animal nature spurs us on to do whatever is to be done. The time that tries men's souls comes after the war. The time that tries men's souls comes when the wave of enthusiasm recedes, and when the great constructive tasks begin. And I am sure none of you here are deceived enough to believe that war is ever constructive within itself. It is as if I should take some tons of dynamite and put it under the foundations of this building, and blow it into atoms, hurtling them into the air; Then would come the process of reconstruction, of rebuilding; and what with more generous appropriations and along fairer lines, if we know how to do it, if we have the intelligence and the patience. And that's the task before us now.

Not since the fall of the Roman Empire, certainly not since the building of the modern nations has the world had an opportunity such as it now has; and the opportunity and responsibility rests chiefly on us here in these United States. No country has been looked to as we are by all the world since the fall of the Roman Empire, and more depends on us than we can easily understand.

But in the Democracy, still all things wait on Education,-- the reproduction of the wealth of the world or the creation of wealth to take the place of that which has been destroyed to pay the debts of the world.

In 1908 the indebtedness of all the nations of the world, total indebtedness, was only about thirty six billions of dollars, Most of that for old wars. The indebtedness of the United States today is a good two-thirds of that or more, and other nations pile up their hundreds, and we are about to levy an indemnity on one nation. The total indebtedness of the whole world in 1908,-- and these debts must be paid by wealth, and I need not tell you or make any argument now to show to you that wealth depends on the education of the people.

There are only three factors in the production of material wealth, -- just three factors enter into the product. One is the natural resources of the country, the fertility of the soil in its depth, the forests, the mines, the water power, the climatic condition, and other things of that kind. The second is the native body of the people, whether they may be tall and broad

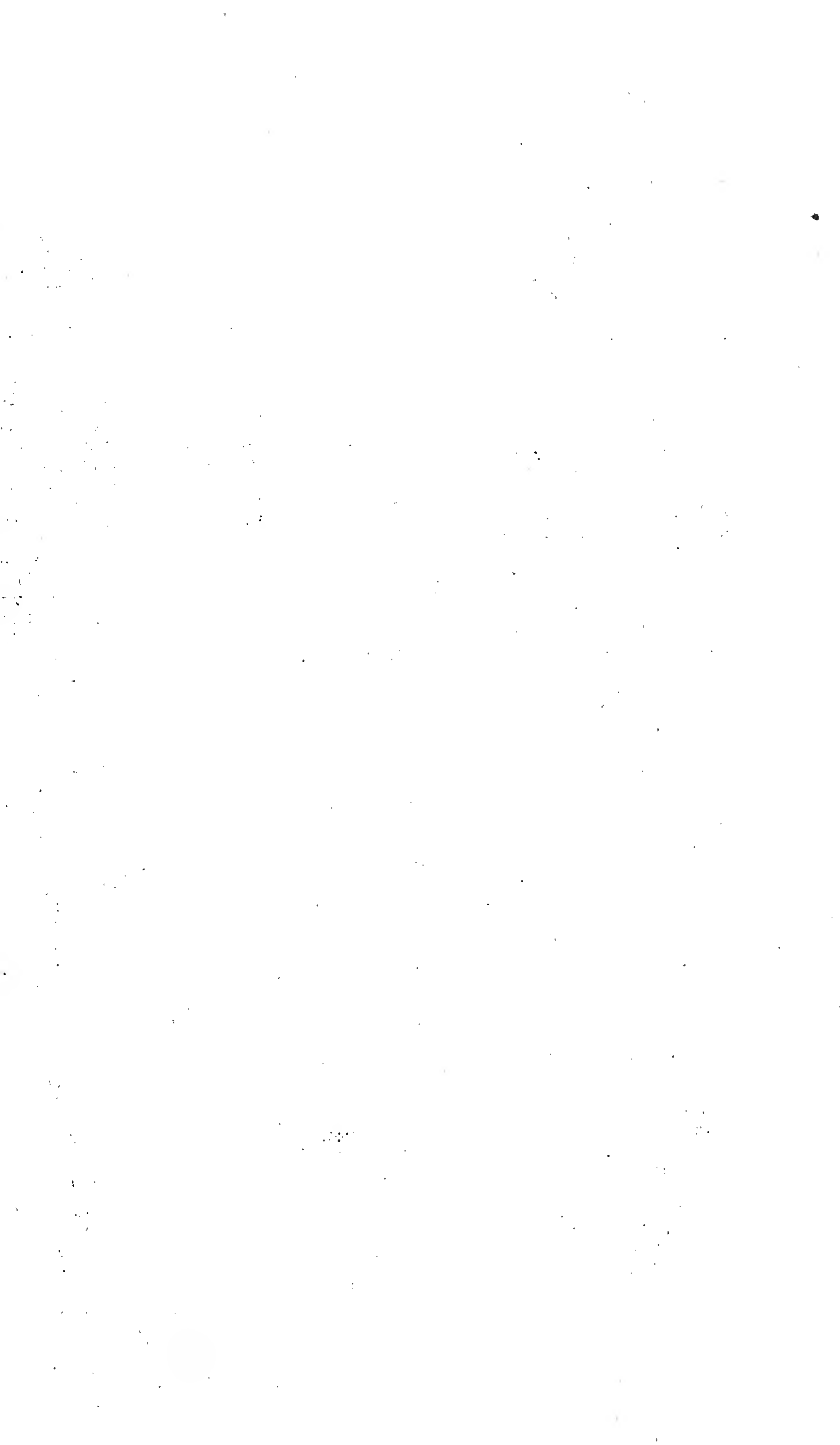
shouldered, three-story human types, of good ability, or whether they are weaklings, low-browed and nerved, their constitutions sapped by the vices and excesses of their ancestors before they were born. Those two factors are fixed. You cannot change the natural resources of a country much, Only through slowly swaying centuries can you change the native ability of the people. The third factor is the acquired ability, the thing you call education, that comes directly or indirectly from and thru the schools, and that is the variable factor, and as that varies does the product of material wealth vary; and I am sure the formula holds if you would give fixed values to them. I need not go into detail. Call X the natural resources of the country, Y the native ability of the people. Four times six is twenty-four. Then suppose you give the value one united to the acquired ability of education, the product is twenty-four. But increase that, double it, and make it two, and six times two is forty-eight. Make it three and six times three is seventy-two. Six times four times five is one hundred and twenty. And six times four times five time ten is two hundred and forty. A is so far as you have been able to find, the formula holds without variation for all the values that you may give to X. The native, or acquired ability of the people even to the extent of X being zero, and if you want to see whether it is true or not, imagine, for instance, for a moment, that all the education of the people should pass away. We forget our science, our mathematics, our medicine, and we forget to read and write, and all the education and training of the people that differentiates us from the savagry and barbarism of our forefathers, suppose it all swept away, then watch to see what takes place. Your wealth would be gone, Ninety-nine percent of all the wealth of this country is due to the schools and the teachers of the country. They are the important wealth producers of the country as no other people are; and to reproduce the wealth to pay the debts and feed, clothe, shelter the world, and to give it a start economically again, it is incumbent upon us to educate all the people for the highest quality and degree of production.

Again, this civic life and the political life, -- we are the oldest of the Democracies of the world. The world shall learn from us largely. They look to us not only for theory, but for example. And the world is chaotic. In some sections. Extreme reaction in any country always follows when people become disgusted with the other tendency toward class government. And at the end disintegration, and to save themselves, as after the Napoleonic wars, and the great French Revolution, it swept back the whole world for a generation into Autocracy; and then they began to build again on the principles of freedom. And there is danger of that taking place in the other things, graver danger of class government, of misunderstanding of what Democracy is and appeal to the individual as we do in the preamble to our Declaration of Independence, that all men are created equal with certain inalienable rights, among which are life, liberty and the pursuit of happiness, And the equality of opportunity we should have put in. I wonder if Mr. Jefferson didn't forget the individual? And we are likely to state it in this form, that all classes of people are created equal, and that they may come together with their representatives to fight it out, and come to some kind of compromise between class interests. And that has no relation to the kind of Democracy to which we are dedicated in this country, and to disintegration and anarchy, and it will require a high degree of political and civic knowledge and wisdom to enable us for the next generation to walk the sane path of Democracy between extreme reaction on the one side and class government, anarchistic disintegration on the other, because both of these tendencies are in the world rampant; they are in one form or another in various parts of the country. And the world is now so closely knitted together that whatever affects one part of it affects all. Therefore, for our political salvation it is necessary that we educate our people to a degree we have not before.

"But man cannot live by bread alone." We are not mere animals to eat and to be comfortable bodily and physically. Man is a political animal, and politics is the highest science known among men, and the noblest, if rightly practiced. But we are not political animals alone. Our human being is something more than that, and material wealth and political organizations exist only that man may come to his own spiritually in sweetness and life, with all culture; and that there may be equality and afull opportunity, as nearly as possible, for every individual to arrive at the full stature of manhood, to stand erect, and feelthat he is a son of God.

And that there may be culture for the great mass of people, as nearly as possible for all of them again, it is necessary that we shall not only extend our education, but that we shall readjust it and readapt it. I use the word "readjust" rather than reconstruct, because reconstruction has come to carry with it in the minds of the people the idea of building with new material. But the material is the old material -- human nature. The laws of nature are about us, the earth beneath it, and the heavens above us, and the relation of man to man; the things are what they have been; but its a readjustment and a readaptation to the new conditions that are necessary. For that reason, -- it is for these reasons and others that you will immediately think of, it is very necessary that we shall not permit our schools to lose, for that reason, any of their effeciency, but that their efficiency may be increased, that they may extend the opportunities of education, that these opportunities may be extended to all the children of all the people, and to the grown-up people as well, who have lacked in opportunity, and that we shall readjust our education in such way that it will meet the new demands.

But the schools belong not primarily to the teacher, not to the school officers, but the schools belong to the people who organized them, who provided for them in the beginning, who pay for them, and who use them for their good; and if you or I would have a piece of real estate improved, or any other piece of property, we would not ask primarily the hired man, the tenant, or the one put in charge of it only temporarily; we would go to the owner of it, the man who owns it, who wants pay for it, who must determine after all, the question of improvement, and who will get finally the benefits of the improvement made. The schools of the United States belong to the people. We, the teachers, are their hired servants, to make the best of the schools that we can for their use; and therefore, this is a Citizens' National Conference on Education. The Secretary of the Interior invited the governors of the states to attend, and many of them will. Many more would have attended, but for the fact that it is inconvenient for most of them to be away from home just now. You know how inconvenient, if I tell you that the Governors' Council which was to have met in Harrisburg this month, does not meet, because it was found that only a few of the governors could go to it. That was their own meeting. The governors were asked also to select delegates of citizens, men and women of affairs, ministers, lawyers, publicists of various kinds, business men, merchants, captains of industry, farmers, and members of labor unions, women's clubs and others, to represent the people of the states at this conference. In addition to that, mayors of cities were invited, chambers of commerce were asked to send representatives, -- special invitation to them; labor unions, women's clubs, farmers unions, and other organizations of the kind, rotary clubs, the Kiwannis club, the various organizations of men and women that make it a part of their business at least to promote the public welfare. In addition to that, the state superintendents of public instruction, and members of state boards of education, county superintendents, and members of county boards of education, city superintendents



of the larger cities, and members of their boards of education, presidents of colleges and universities and of normal schools, and members of their boards of education, and certain others. And the response has been as large as we had any reason to hope that it would be at this particular inconvenient time of the year

Now, for the making of the program, let me say just a word: This evening's program is devoted to setting forth as nearly as we can, and as clearly as we can, the condition of the schools and their needs. I have asked a man who probably knows more accurately the statistics of education than any other, to tell you just what the conditions are. I have asked another to tell you what we ought to have in the matter of teachers in the schools; and another to tell us where the teachers ought to come from, if indeed, when they make it possible for them to come from anywhere in sufficient number.

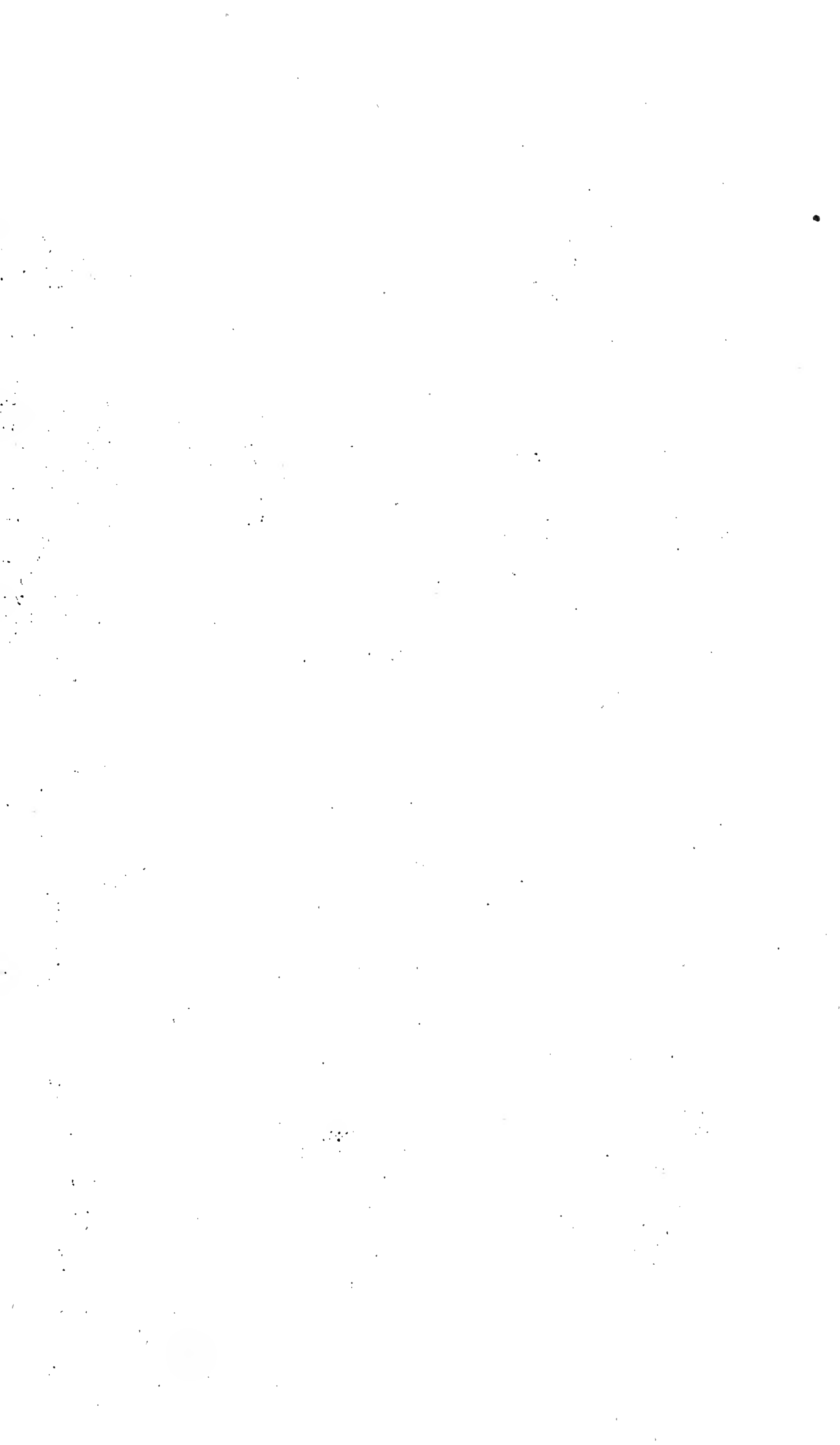
Tomorrow morning's program you will see, if you turn to the second page, is devoted to the question of "Adjusting the Schools to New Conditions," "Meeting New Tasks of Rural and Urban Life," "A Practical Program for the Development of the Rural School," "An Adequate Program of Public Education," and "Economies in Education."

Now, because the time has come when we need to get the full value of every dollar and waste none, is the time to practice economy, that we may get the largest amount from the money that we have.

A good part of the remainder of the general program, not of the sectional program, is devoted to the values, let me say, of education, the value of education in production, in agriculture, production in industry, production in commerce, the value of education to the wage-earners, the value of education for citizenship, for the national safety and defense, because the strength of the nation and its safety in a time of great danger would depend wholly on the degree of our education, or knowledge, our skill, and our ability to understand the value of our institutions.

The purpose of the Conference is to capitalize, by organizing and bringing together here, and organizing the interests that are already springing up in the country everywhere in education for the new era, to give to it a national organization, if that be the proper phrase to use, so it may come out from this conference nation-wide, not necessarily for the sake of getting the nation to help in the support of schools, -- that's another story, and probably may not be discussed here at all. It is not called in the interest of any bill that is now or may be introduced in Congress. Such bills or such action may be brought in by some, but it is not definitely on the program. But that there may go from here a nation-wide interest, adding weight to any drive attempted in any particular state, city, or local community. And it is expected and hoped that it will be followed by many somewhat similar conferences throughout the states, cities and local communities, till there may run through the whole of this great campaign, yet a strong stream of campaign for education, until the mass of the people of the United States may know more about education and its relation to the public welfare than they do now, and that there may be better and a larger amount of legislation next winter, when the fortytwo state legislatures meet than there otherwise would be.

Now to add to the weight of the national interest we have put on one of the programs on the morning of Friday, the last morning of the conference, -- I have asked certain representatives of other nations, Democratic peoples, to tell of the new interest in education in those countries. Sir Auckland Geddes, the British Ambassador, will speak for England, and the British Empire;



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a representative of the French Embassy will speak for the new interest in education in France, and the Minister from Uruguay will speak for the Latin-American countries. Because this is not mere a matter for us in these United States, but it's a world-wide interest.

Now you will pardon me for taking this much time to explain to you the purpose and method of the Conference. You are invited to the meeting in Keiths Theatre, tomorrow morning, and all persons who are present now or may be present then, interested at all in the Conference, are invited to attend some one of the four sectional conferences tomorrow afternoon at two o'clock in the Washington Hotel, -- the Conference on Higher Education, the Conference on the Training of Teachers, the Conference on City School Superintendents and City Education, and the Conference of State Superintendents, County Superintendents and others who are more interested in rural education, and the conference of editors who will be helpful to us in carrying forward and putting over the great campaign.

I have now great pleasure in presenting to you Col. Leonard P. Ayres, Director, Department of Education and Statistics, Russel Sage Foundation, New York City, who will give you "Some Facts About The Schools And Their Teachers." I have asked him to tell the whole truth, and nothing but the truth, and as much of it as he can in twenty minutes.

## SOME FACTS ABOUT THE SCHOOLS AND THEIR TEACHERS

By Col. Leonard P. Ayres, Director,

Department of Education and

Statistics, Russell Sage

Foundation, New York City.

Mr. Chairman, Ladies and Gentlemen: Some two weeks ago we were startled to read in our morning paper about the report of the United States Bureau of Labor with regard to the cost of living, and that report said that according to the index number of the Bureau of Labor, the cost ofliving, if we considered it as having been one hundred in December 1914, had risen until it was two hundred and four in December, 1919. In other words, what could have been all of our daily necessities of life for a hundred dollars at the end of 1914, by the end of 1919 had become so extensive that those same things would have cost two hundred and four dollars. And the report said that those computations were based on the index number of the United States Bureau of Labor Statistics. We may think of them in a certain way as a change from a par value of those necessities of life. If we think of the par value as having been one hundred dollars five years ago, before the war, it then had risen until it was two hundred and four.

And this morning's New York Tribune, on the financial page contains quotations about index numbers for securities, and one of them says that the price of thirty industrial stocks yesterday was 92. Now that meant, of course, that the average value yesterday on the stock market of those thirty industrial stocks was 92, as compared with the par value of 100; and it said that the price of the index number of railroads, was only 62, which again meant the same thing, -- the par value having been 100 of each of those stocks, it now had fallen until they averaged 62. And so we have in those illustrations some insight into the nature and method of the index number.

Now, in the offices of the Russell Sage Foundation in New York we have been engaged, during the past few months, in attempting to construct an index number for state schools systems, clearly it's not so easy as the price of a stock, or even to figure out the cost of the necessities of life, and how they change from time to time; and yet some things, upon reflection, we find that we can measure. We say: What, after all is the most important single question that you could ask about a school system, some far off system, about which you knew nothing at all? That most important single question would be of the children who ought to be in school; how many are in school, and the par value would be 100%, and the number that were there would be your number less than 100%. Only in that case it could not be more than 100%, And so you can think of other things, -- What would be the par value for the payment of teachers, for funds expended for things other than salaries, for the number of days during the year that the schools are kept open, and so on down the line. Now our Federal Bureau of Education, under the guidance of Commissioner Claxton and others each year have compiled those figures for all the state school systems of the country; and under his predecessors it has been doing it for the past half century, Every since 1870 the Bureau of Education has been gathering the salient facts about the state school systems, and telling us figures that, if we interpret them correctly, will tell us how nearly those school systems have come to being up to a par value in certain of these essential facts and factors about state school systems. And so we have been going over this data, and throwing aside those that for one reason and another were not applicable and trying to bind the rest into a measurement by which we could tell what progress we were making, how the status that we now enjoy compares with the status that did exist, how the accomplishments of one state compare with those of its neighbors When we measure these accomplishments in these purely numerical things.

Let me speak briefly about some of those results for the United States as a whole. Looking at the top degree there in black (referring to chart on platform), I have said that the most important question of our school system was how many of the children who ought to be in school are in school. If, for the United States, we take the children of school age as being the children who ought to be in school, and if all children went to the elemental and high schools and the kindergarten, all of them of these ages would be in school. Then the answer is that today for the United States our rating in that particular thing is 56 on a par value of 100, because 56 out of every one hundred children of school age are enrolled in our public school. There we have our first item, our first measurement.

How well do they attend? In some of our states and cities the school year is 200 days long, and the attendance is very high. In others it is shorter and the attendance here less, but suppose we said that our par value was to attend school for 200 days, then the actual attendance in our country is, at at quotation of 45 onthat par value in 45 days but 45% of 200 days is what it amounts to really.

Again, how long are our schools kept open during the year? We may use the same basis there. We may say if they were up to a reasonable table or standard, they would be open 200 days during the year, and the present standard that was lived up to in this country was 80% of that. Now, if our attendance falls below what it ought to be and if our schools are not open as long as they ought to be during the year, it's clear that our children

do not get as much education as they ought; and if we think of our elemental school course well administered as consisting of eight years of schooling of two hundred days each, then it means that the average attendance of the average school child in this country is such that it would take that child thirteen years to get thru such a course; and it means that in some of our state the attendance is so ppor and the school year is so short that to complete eight years of schooling of 200 days each would take the pupil twenty-two years. And if he started in when he was six, he would get his eighth grade certificate when he was twenty-eight!- Those are the conditions affecting not a few of the children of the country, but the average child on the thirteen year level, and many of the children in some of our states on the twenty-two year level, and as a nation.

It is well for us to remember that the United States has the shortest school year and the shortest school week and the shortest school day of any highly civilized nation of the world.

Then there are other things that we can measure in the same way. I will mention them rapidly. Many of our people go on to high school. Thirtytwo percent of those that might go on, roughly, and there we get a thirtytwo rating.

How many boys have we, as compared with our girls, in high school? Only 76 boys for each 100 girls. It has always been true in the United States that we gave our higher education to our girls and did not in so great measure give it to the boys; and ours is the only nation among the civilized nations of the world where the girls in large measure than the boys go on to get the higher education; and I may say that a change in this country since the war has been the most noteworthy. High school attendance has enormously increased since the war, and the increase has been in girls, pretty much all of it. During the past three years the boys have been going to work and the girls have been going to high school. But we still have in our American system in the grade schools and in the high schools, a whole series of serious educational leaks, thru which the children escape before they complete the course, and thru which most of them escape before they get into the high schools; and our schools today, our high schools and our elemental schools, are better fitted, I think, to the needs and the natures of the girls than they are to the needs and the natures of our boys.

What do we spend on our schools, and how could we make a standard there that we could call a par value, carrying thru the same figure? I will tell you how I made it. I said we must not be arbitrary, and we must not refer to anybody's judgment on how much we ought to spend per child per year. We will go back to the teacher. What could we call the lowest wage that we could reasonably pay to the teacher? And I said that would amount --I would not dare to put it any lower in the states where they hold to $100 per month for twelve months during the year for every teacher employed. Now it ought to be more than that in most of the communities with which we are acquainted, but I have said we will start off with that, and then we will figure our other school expenses from that basis, because we know what proportion of all school expenses consist of the salary roll, and that's how I get at the figures that follow, into which I will not try to enter in detail on that basis.

Spent per year per child attending, about 49% of what would be spent if we paid our teachers according to the rate that I have suggested, and spent each year per child of school age, about twenty-eight, on a par value of 100, and spent --

COMMISSIONER CLAXTON: If they all went to school?

COL. AYRES: If they all went to school, and spent each year for each school, if we think of a school as being a teacher and the pupils that the teacher teaches, about 48% of what this par value, the standard, would be.

And going on with that, the expenditures for non-salaried purposes, up-keep, new buildings, fuel, light, central administration and the rest, there are about forty-four, and the dollars per teacher per month at the present time is about $53.00 per teacher per month in the country as a whole, remembering that I am counting this for twelve months during the school year.

Now these last comparisons to which I have invited your attention are important. No other investment that society makes is perhaps so important as these investments to which these figures refer. More money means better schools, and better schools mean better citizens and better citizens produce more money. It is a benificent circle. Society cannot afford to disregard those figures. States, like individuals, purchase about what they pay for, not much more and not much less. It's not true that the effectiveness of a state school system this year will be in proportion to its budget; but it is true in the long run; and before many years have passed that the goodness of your schools depends on the generosity and the wisdom of the expenditure; and even merely on the size of the expenditures, you cannot have good schools without paying money for them.

And next to good teaching, good buildings, good equipment, sanitary structures, adequate teaching facilities, are the most important adjuncts of the school system.

So you must mention these non-salary expenditures as well.

Salaries themselves measure, I take it, two things: First, the salary paid the teacher is a measure of the ability of the teacher, and in the long run the size of the salary will determine the ability of the teachers you employ; and, secondly, the amount of the salary that society is willing to pay for the teacher is a measure of the valuation that the community places on the services of that teacher. If it does not think teaching is a very important thing it won't pay a very high salary. So the salaries measure, I take it, those two things.

Now we have ten of these items that I have explained, and in our offices we have been computing those and combining, until we have them for the United States and its main divisions for every year since the Bureau of Education was established; and we have it for the different states, for certain of the years or decade years.

And in the few minutes that remain I will run very briefly over some of those results. We combine them into an index number for the United States, and if we trace its path by that red line across the chart (indicating), and if that red line runs, as it does, from 70 over here to the twenty over here (indicating), you can tell-even those in the back of the hall, I am sure -- that in general it has gone up, and all in all it has gone up rather steadily and it began at about 25, and you may, if you please, interpret that as meaning 25%, or what a high standard school system might have been, and it has gone up until now it is fifty, -- fifty one, to be more exact. So you might say, if you felt inclined to make a simple summary statement, that according to that educational index the general affectiveness of the public school system of the United States had

doubled during the past fifty years, and that even now it was no more than about half of what we might reasonably expect it to be. When I say "reasonably" I am not unmindful that some of these elements to which we have referred could not go beyond a hundred. You cannot have more than 100% of your children in school. For example, there are two of those elements that are limited by 100, but the others, the length of the term, the preparation going on in some measure, in full measure, those that depend on finance, are elements that are not limited by 100. So if you could have here a value that would be more than 100, just as you could in a stock security index, have an index that would be more than 100, -- suppose now that we apply this to the various states, suppose that we do it for the last year for which we have the data where shall we come out? Well, we would come out No. 1 with the State of Minnesota with an index number of 76, and that's the highest index number that any state has. It means that all in all, when all of these different ratings are brought together and combined by methods that are non-personal, where opinion does not enter, that Minnesota all in all, makes the best record among any of the 48 states, and California comes next, and Arizona and New Jersey and then the District of Columbia, and really the District ought not to be in that list, because it's not a state school system. The District is in reality, in it's major part a great municipal system, but it's included here, because it's included to make entire the area of the continental United States in the tables of the Commissioner of Education, and so I included it, but in reality I do not think that it is of the same significance, and if I were in any other city than this I should saythat being a city figure, it really ought not to be exceeded by the figure for any state.

And then Washington, -- the State of Washington, and Iowa and Utah and Massachusetts, Michigan, Connecticut, Ohio, New York, -- thirteen for New York, Colorado, North Dakota, Nevada, Indiana, Idaho, Minnesota, Oregon, Pennsylvania, Nebraska; and here we have Hawaii, an insular possession, in the top, also then Nebraska, and just above in -- a very noteworthy thing, I think, that computed in the same way, that data gathered from the state series, Hawaii should get away up there (indicating on chart). Illinois, Wyoming, Rhode Island, -- and that's the first half.

Then we pass on to the second half, -- Kansas, South Dakota, New Hampshire, New Mexico, Vermont, Wisconsin, The Canal Zone, --- and there we have another extra-territorial possession in the Canal Zone, just above Missouri, and Maine, Oklahoma, Maryland, Delaware, Texas, Florida, West Virginia, and Porto Rica, -- above ten of the states we find Porto Rica; Virginia, Tennessee, Kentucky, Louisiana, Georgia, North Carolina, Alabama, Oregon, Mississippi, and South Carolina; and I think we ought really to pause for a moment, and think about that record for Porto Rica. The United States has flown its flag over that island now not long, about twenty years, according to the last, the latest report that we have, the per capita wealth of the people of Porto Rica is $200 a piece; in 1912 the per capita wealth in this country was $2000 a piece, and we had states where it was $5000, in one state, and the very lowest record we had in any state was substantially 800, -- just under $800; and now Porto Rica comes along, and her schools are not supported by federal subsidies; they are supported by insular funds, and the only advantage they have, a minor one now, is that Porto Rica does collect her customs receipts but there that island comes along with a wealth less than one-fourth that of the poorest state in the union, and one-tenth of the average, and far, far lower than our richer states, and with a very large negro population; and within twenty years she builds up a school system that ranks above that in such measurements as these, above that, I say, of ten of our states. She has a longer school year than most states, -- I mean that literally, -- than the

long months, and think about that, for Porto Rico. The United States has flown its flag over that island now not long, about twenty years... to the last, the latest report that we have the per capita wealth of the people of Porto Rico is $200 a piece; in 1912 the per capita wealth in this country was $2000 a piece, and we had states where it was $5000, in one state and the very lowest rated we had in any state was substantially 800, -- just under $900; and now Porto Rico comes along, ... her schools are supported by [illegible] federal subsidies; they are supported by [illegible], and the only advantage they have, I think, is that Porto Rico does collect her customs receipts but there that island comes along with a wealth less than one-fourth that of the poorest state in the union, and one-tenth of the average, and that, with far fewer than our richer states, and with a very large negro population and within twenty years she builds up a school system that ranks above that in such communities as those. [illegible]

average state in the union, and she pays her teachers better. They are mostly native teachers. She pays them better than a good many of our states. And I think these facts mean that it is not so much the material resources that count as it is the beliefs, the hopes, the aspirations, and the faith of the people of a state! (Applause)

My twenty minutes are just about gone in a minute more, and these figures I think are small, too small for you to see back there (referring to chart), but there are three or four of them that I think we ought to look at. Let's find Massachusetts. Back in 1890 Massachusetts was in second place, and that really means in first place, because the figure that was first was that of the District of Columbia, so that if we take the states, Massachusetts was in first place; and in detail the figures show that she was -- almost everyone of these comparisons. She bought more, and she spent more than almost any other state; and ten years later, in 1900, Massachusetts was the leading state. In 1910 she had fallen off to fourth place, and in 1916 to seventh place, and in 1918 to ninth place, -- eleven, four, seven, nine. Now something is happening up there in New England. Let's look at the District of Columbia. That's one, three, three, two, five; and let's look at our neighbor, Maryland, -- twelve, fairly high record, in the first color (referring to chart) twelfth from the top, that means, -- twelve, nineteen, thirty-three, thirty-four, thirty-seven. Something is happening in Maryland! Let us turn over and look at Utah, -- twentyeight, eleven, nine, nine, and eight. Things are happening in the other direction in Utah! New Jersey, -- eight, nine, six, five, four; and we might keep up making very interesting comparisons of that sort. New Jersey is the only state in the East whose relative rank has been rising during the past thirty years. Every other eastern state has been going down. Every western state has been going up, -- far west! (Applause) In the twenty years covered by that chart those states in what our Commissioner calls the Western Division come into an average of eight points, and those states in what he calls the north Atlantic Division have lost an average of eight points. All in all there is no question that if we had an average for the whole period, that the state that has made the best record would be the State of California, -- three, four, two, one, two, at or near the top consistently, and if we hunted for the other end of the line (laughter), we should find that it was between North Carolina, -- forty-five, forty-nine, forty-eight, forty-seven, forty-eight, -- and South Carolina, -- forty-seven, forty-seven, forty-nine, forty-eight, fifty-two; and it does seem as if that was one of those things about which the Governor of North Carolina might properly speak to the Governor of South Carolina! (Prolonged laughter)

I won't spend further time on that. My time is up. Within limits that never yet have been reached, within limits that our states have never crossed, any state, almost any community can decide for itself how much and how good education it will produce for its children. We have developed this index number in the hope that it might lead states to find out how much and how good education they are purchasing for their children, in comparison with the amounts that they used to purchase, and how much and how good they are purchasing in comparison with the amounts that their neighbors are purchasing. (Prolonged applause)

THE PRESIDING OFFICER, COMMISSIONER CLAXTON: The Governor of South Carolina, during this Conference will speak to the nation! (Laughter) with regard to the matter. The Superintendent of Schools of South Carolina told us that this year or last South Carolina bought forty-two million dollars worth of automobiles. They will be buying education now that they have the money. The teacher is the school and the handle that we take hold of first i

this conference is the teacher and the teacher's salary. We never had an adequate number of well-prepared teachers in the United States for the schools. Recently our attention is called to what we have called the shortage of teachers. Approximately eighteen thousand schools without any teachers last year. This year forty five to fifty thousand schools with teachers below the minimum legal standards of the states in which they taught, given a temporary license to teach, in order that the schools may not be closed wholly, -- three hundred and more thousand teachers whose attainments or qualifications are below any reasonable standardization that ought to be accepted for the schools of a great Democracy like ours. Not enough teachers prepared at any time to fill the vacancies. Next Fall, one hundred and twenty thousand, approximately one hundred and twenty thousand new teachers will be needed. All normal schools are graduating approximately twenty-thousand. Other schools will graduate with some professional training young men and young women who will enter teaching, about ten thousand, making thirty thousand prepared teachers to fill one hundred and twenty thousand places in the elementary schools, ninety thousand to be filled by those who have no professional preparation, and most of them no adequate general education; ninety eight thousand high school teachers in the United States this year, -- this year there will be needed something like eight thousand more next year. Approximately 106,000 for the natural increase. The colleges and universities report that they are graduating this year approximately ten thousand teachers who will begin teaching next fall. Reports from the high schools indicates that thirty thousand teachers will be needed next fall to fill the next places and those made vacant by the resignations. There is a reason for it, of course. We have never had the adequate means of preparing the teachers, and just now we do not pay salaries sufficient to induce any kind of person to go into the places made vacant by the resignation of those who have some preparation.

The heart probably, of the whole matter is the teacher, and I have asked the man whom I thought could do it better than any other to speak to us tonight on the subject of Adequate Preparation for an Adequate Number of Teachers to Fill the Schools of the United States, Dr. W. C. Bagley."

## ADEQUATE PREPARATION FOR AN ADEQUATE NUMBER OF TEACHERS TO FILL THE SCHOOLS OF THE UNITED STATES

By

William C. Bagley

The present status of the public-school teacher constituted the most serious problem in American education. The great bulk of our teachers are immature, transient, and ill-trained. This is primarily because the rewards of teaching, both economic and social, have become progressively less attractive during the past three decades in comparison with the rewards that other occupations offer. This unattractiveness of teaching has doubtless already reached its peak. Indeed, the response of the people to appeals for a living wage for teachers has been so general and so spontaneous as to warrant the hope that the calling will soon come into its own.

If, the, we are justified in looking forward to a period of relative prosperity in so far as the financial rewards of teaching are concerned, we should lose no time in coming to an agreement upon the general policies that should govern the selection, preparation, and certification of teachers under these new conditions. At the risk of seeming to be dogmatic, I shall present

a series of propositions that may be suggestive of the ideals and standards that such policies should, in my opinion, body forth.

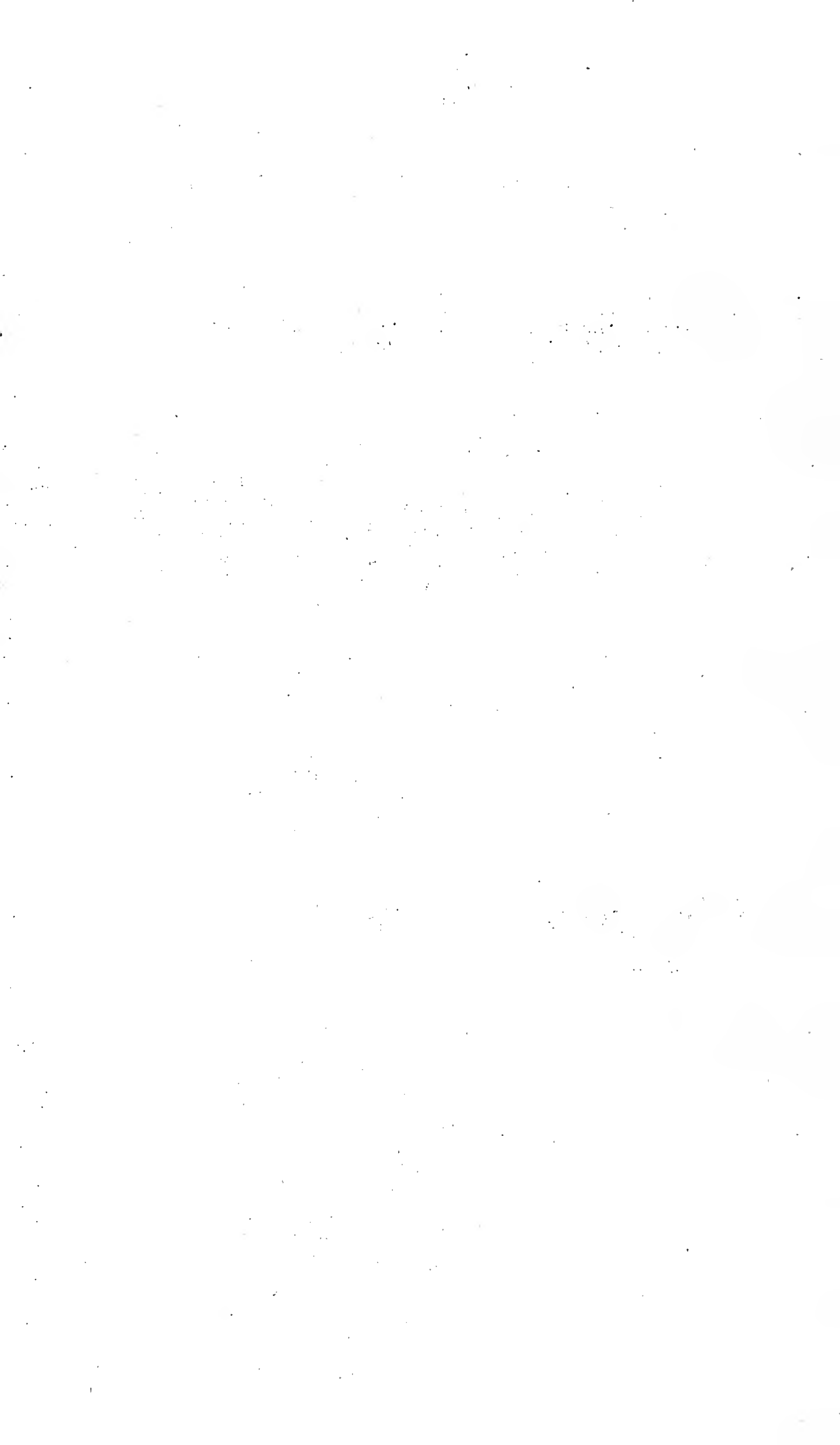
In the first place, as an inclusive ideal toward which all of our efforts may well be directed, I believe that we should set before the people the need of a mature, well-prepared, and relatively permanent teacher for every classroom in the land. Perhaps as a slogan, we might adopt some such statement as this: "For every American child, a competent teacher."

I place this ideal first, becuase even its approximate realization would do more to solve the educational problem than any other step that could be taken. Improvements in administration, in organization, and in subjects of instruction, - imperative though they are, - must be looked upon as subordinate factors when compared with the personal and human element, and this element is fundamentally the classroom teacher. It is here that our educational system has always been the weakest, and until this condition is corrected, the schools can never discharge their important function with the measure of success that the needs of the Nation demand.

Teaching at its best is a fine art, - which is to say again that it is the personal and human elements that are fundamental. Universal education imposes upon the art of teaching an extremely difficult task. Practically every elementary-school classroom typifies this difficulty. Here we have represented a wide variety of abilities. Bright children and slow children from neglected homes. The children of the immigrant compete with the children of the native-born. The children of the well-to-do work and play with the children of the poor. In the main, this thoroughgoing democracy of our American schools is a boon and a blessing, for it brings children of all or almost all of the social and economic levels of the population together at an impressionable period of their lives, and undoubtedly does more than any other single factor in our national life to prevent the social stratification that is so characteristic a feature of the Old World civilizations. But the very virtues of our school organization form the most serious handicaps to its efficiency from the narrower educational point of view. The task of teaching is continually to adapt the materials of instruction to the widely varying needs and abilities that the typical classroom represents, - to see to it that every child profits in the largest possible measure from his or her school life, - to insure that each shall gain as much as he or she can of that heritage of knowledge, skill, and ideal which must lie at the basis of an effective democracy.

The complicated and stubbornly difficult problems that the elementary teacher confronts have never been duly appreciated by our people. Indeed, men and women who are themselves well educated often regard the teaching of little children as merely a routine task, to be delegated either to youths who wish to earn a little money toward preparing for a really worthy career or to maidens who need remunerative employment while awaiting matrimony.

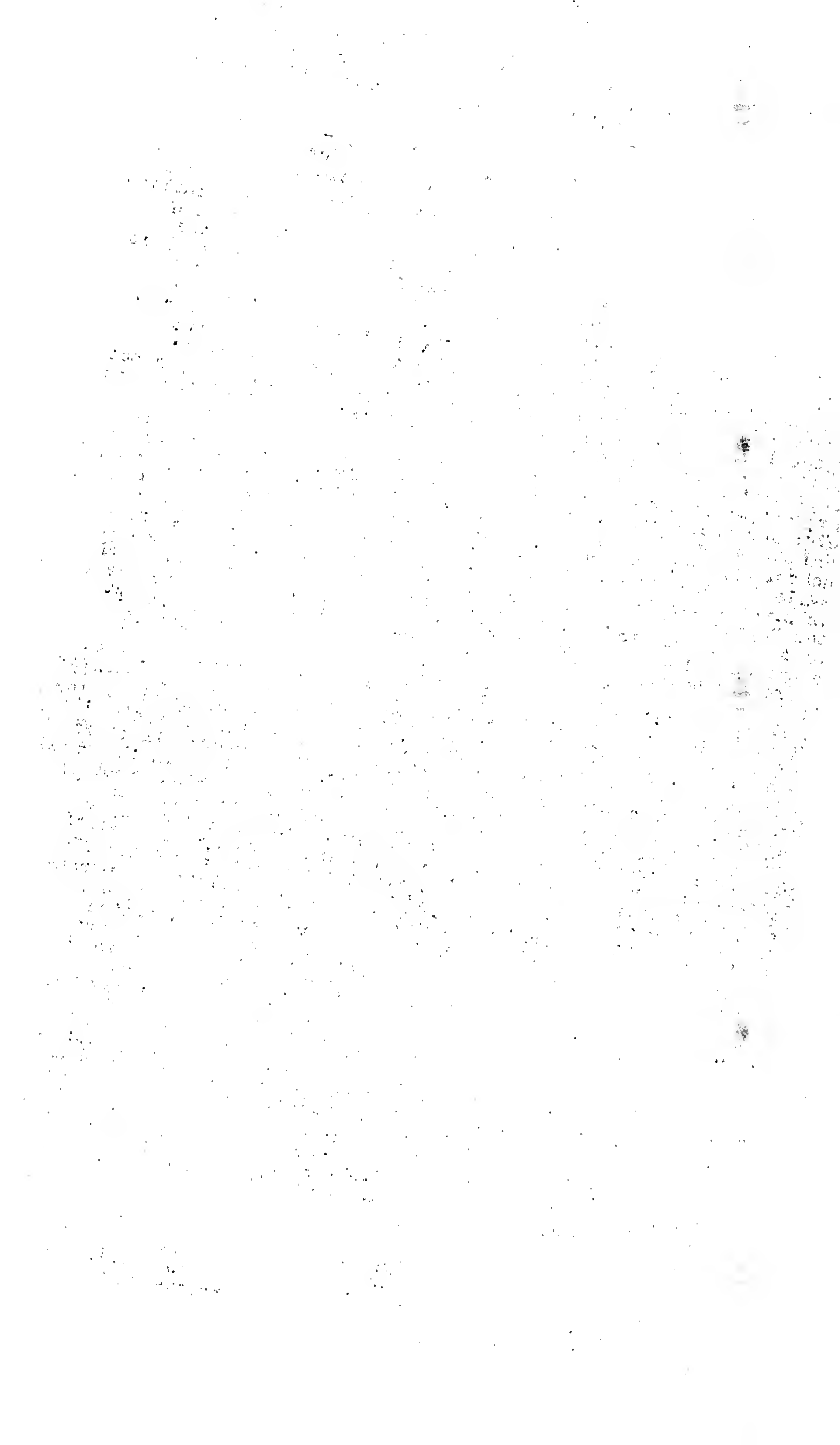
The economic and educational wastage that results from this failure to appreciate the difficulties of teaching in the lower schools is enormous. The investment in public education, indeed, does not yield a tithe of the return that it could easily yield were the teaching population relatively stable and adequately prepared for its serious responsibilities. The failure of the elementary school to hold more than half of the entering children through the seventh school year is to be charged very largely against this unfortunate attitude toward teaching on the lower levels. Whether it be true, as the army figures seem to indicate that one fourth of our young men are unable to read a newspaper, intelligently or write an intelligible letter, so unfortunate a condition would not be at all surprising in view of the fact that at least one fourth of our elementary teachers are no more than boys and girls themselves and have had in preparation for their responsible work no training that really deserves the name. Practically one fourth of our elementary teachers would be dis-



qualified to vote because of their youth, and yet we nonchalantly delegate to them a responsibility in comparison with which the privilege of the ballot is a mere bagatelle, for we make them potential agents in determining the votes of some five million citizens in embryo.

The fundamental ideal that I have proposed, - a nature, well-prepared, and relatively permanent teacher for every classroom in the land, - carries with it by way of corollary a second standard; namely, the recognition of rural-school teaching as at least equal in its significance to any other branch of the public-school service. To establish this standard would mean in many ways a complete reversal of our present practices. Today the great majority of our immature, untrained, and transient teachers are in the rural and village schools. How severely the rural districts suffer in this respect may be readily inferred from certain outstanding facts: first, in typical states, the average length of service of the rural teachers is not more than two years as against eight or nine years for the urban teachers; secondly, an overwhelming majority of the rural teachers have not passed the age of twenty-one, while tens of thousands of them are only sixteen, seventeen, and eighteen years old; thirdly, the proportion of rural teachers who have had any training whatsoever for their work is so small as to be practically negligible; and fourthly, the supervision which has been developed in the city school systems, and which has done something to couter-act the evils inherent in the public attitude toward elementary teaching, is practically non-existent in the rural schools. How severely the Nation suffers because of the neglect of the isolated schools of the open country and the small villages may be somewhat dimly comprehended when we remember that these schools enroll in the aggregate nearly sixty per cent of our boys and girls and that a clear majority of the voters of the next generation will be limited in their educational opportunities to what these schools can provide. As more tangible evidence of the handicap which the neglect of rural education places in the way of the Nation's progress, one may refer to the fact that out of every six illiterates in our native-born adult population, five live in the rural districts. If native-born adult illiteracy is a serious problem, and most of us agree that it is, - the only way to solve the problem is through a nation-wide reform of rural education, and this means first of all, devising ways and means by which the present immature, trasient and untrained teaching personnel of the rural schools can be replaced by a stable, relatively permanent, and highly trained personnel. The problem, indeed, can never be adequately solved until we reserve for the isolated schools our very best teachers, making an appointment to such posts a distinctive honor, and providing a differential in salary that will counteract whatever superior attractiveness the urban service may present. Revolutionary though it may be, a policy of this sort is thoroughly justified by the heavier responsibilities that the rural-school teacher must bear as compared with the urban teacher. These difficulties will be reduced with the growth of consolidated schools, but good authorities state that, while the consolidated-school movement has still a long way to go, the limits to which it can be extended are clearly predictable, and that in all probability two fifths of the schools of the open country must remain one-room schools indefinitely. The need of a permanent policy for these schools cannot be neglected in any comprehensive scheme for educational betterment.

The rural communities typify, of course, the most serious obstacles in the way of realizing the ideal that we have set forth, - a competent teacher for every American child; but these obstacles are not limited to the rural districts. Many communi-



ties, both urban and rural, are complacently satisfied with their schools as they exist. They would resent interference from without, and quite properly so. No state can proceed in such matters in a high-handed fashion, much less the Nation. There are, however, methods of attaining educational efficiency that are free from the stigma of centralized domination, - such methods as publicity, competition among communities, the stimulus of state distributive funds, and, above all, intelligent and tactful state and national leadership. These methods attain their ends much more slowly than autocratic control, but their results are much more stable once they have been secured, and the methods themselves typify essentially the fundamental Anglo-Saxon ideal of local antonomy.

There is, however, one point at which the state can take direct action, and this is in connection with the teacher-training agencies, and especially the normal schools. These institutions have quite naturally reflected in their standards and their curricula the unfortunately low status of the public-school service. A most important step toward raising the standards of the service would be to raise the standards of the normal schools. With the present marked tendency toward higher salaries for teachers, the one great obstacle that has hitherto handicapped normal-school development bids fair to be greatly reduced if not entirely removed. Indeed, there has been no time during the past fifty years when the outlook has been so encouraging. There is every reason to believe that the salry-schedules now being established in the public-school service will not be significantly lowered when the country reaches a more nearly normal condition. This prediction is based upon the fact that teachers' salaries were increased during the period of inflated prices following the Civil War, and remained practically at their new level during the subsequent period of financial depression. A fair measure of optimism is also sanctioned by the awakened interest of the people generally in adequate pay for teachers. We are justified, then, in looking forward to the time when competent young people will seek to enter public-school service in relatively large numbers. This will obviously make possible a much more rigid selection of candidates and an extension and intensification of their training.

Hitherto, the states have been unable to exert much influence upon local schools through the training of teachers. They have established normal schools, but the output of these schools has been absorbed almost completely by the town and city systems, leaving the rural and village schools with practically no benefit from the state's investment in normal-school education. It is generally agreed that the minimum of preparation for a teacher should be not less than two years of education beyond graduation from a four-year high school. A careful estimate places the proportion of our teachers who have reached this minimum as not more than one in five. Four fifths of all our teachers, then, are to be classified as either quite untrained or deplorably under-trained.

This condition will remain as long as the states continue to license untrained teachers. To discontinue this practice will be a difficult task, for it will run squarely against a condition that has probably done more than anything else to depress the standards of the public-school service.- namely the attitude which regards teaching appointments in the local schools as the vested right of the local girls. To raise the standards to a level that will require two years' attendance upon a normal school as an inescapable condition of entering the service will meet with opposition from a very considerable number of families whose children will thereby be excluded. At least one half of our teachers today come from families that are financially unable to support their children during two years of professional preparation away from home. Personally I believe that the only way in which this condition can be met is to provide for competent students

subsidies or scholarships sufficiently generous to enable them to undertake proper preparation for the service without expense to their parents. Even with higher salaries, I believe that such a policy will be needed if we are to keep the profession open to young people from the type of family that we have hitherto depended upon to supply our teachers.

If this policy could be adopted by the several states, the most stubborn opposition to the raising of standards would be silenced, and at the same time the normal schools could turn themselves unreservedly to their fundamental task. At the present time, they are handicapped in doing this, because they are competing with a licensing system that does not recognize the worth of training. In order to get students in large numbers, therefore, they have been sorely tempted to neglect the needs of the public-school service, and to cater to the unprofessional ambitions of students who look upon teaching in the elementary schools as at best but a stepping stone to a more desirable calling. Under these conditions, the actual relation of the normal-school work to public-school service is sometimes so remote as to be imperceptible.

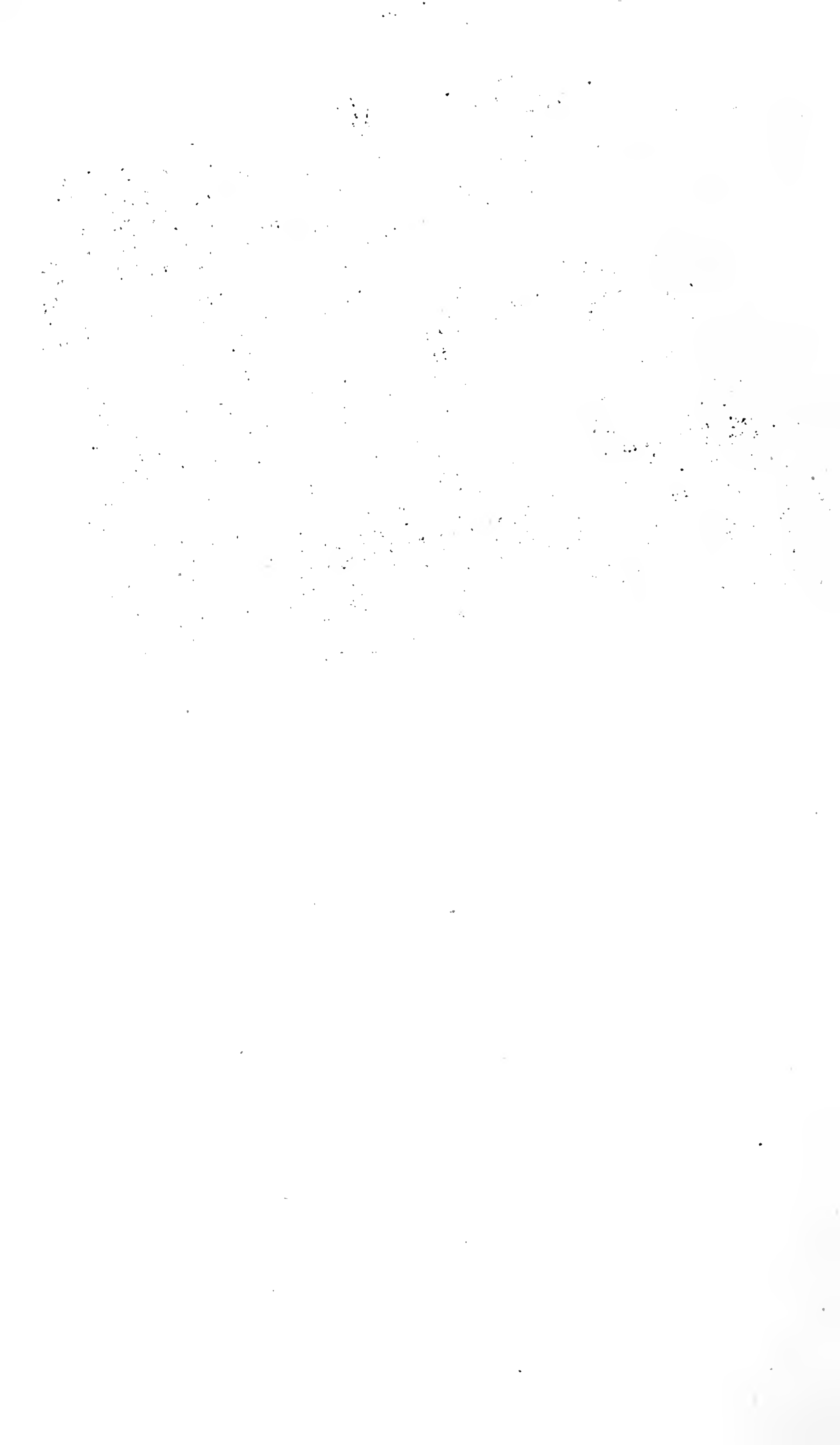
If the present public interest in the welfate of the teacher can be capitalized and made permanent, if our licensing systems can be reformed in a measure that will make it impossible for any one to teach who has not paid the price of special preparation, and if scholarships can be provided which will make it possible to recruit for the public-school service the best talent among our young people, the development of the normal schools will follow as a matter of course. Instead of being the least attractive of the professional schools as they now are, they should and will become the most attractive. Instead of pointing their students away from the lower schools and particularly away from the lower shcools and particularly away from the rural schools as, in effect, many of them do now, they will take a fine pride in preparing competent craftsmen for duties as difficult and responsible as any that the entire range of public and social service presents.

That the minimum standard of two years education beyond high-school graduation is far too meagre almost every student of the problem agrees. As soon as possible this must be raised to three years and ultimately to four years. This will enable the normal schools to become what they should be,- true teachers-colleges,- great professional schools with differentiated programs preparing for the various types and varieties of public-school service. In this way the unfortunate distinctions between elementary and high-school teaching will be eliminated, not by leveling the high-school service down but by leveling the elementary and rural service up. It may seem to be a far cry from our present donditions to this apparent Utopia, but it need not be a long cry --- nor is the Utopia one that cannot be realized. It is true that there are today over a million boys and girls who will receive practically all of their schooling at the hands of teachers who themselves have not gone beyond the seventh or eighth grade of the common schools. To think of a condition in which every teacher will have the equivalent of a college education may be to indulge in idealism. Well--what of it! We have been matter-of-fact realists in education for a long time--and we see the result: a teaching personnel that is immature, transient, and untrained; salary schedules that have kept the public schools from competing successfully not only with

other professions but with relatively unskilled trades: a proportion of native-born, adult, while illiteracy that is disgraceful, and a total of limited literacy or relative illiteracy that passes the "threshold of stun"; our rural schools pitiably weak--the very schools that above all others we must depend upon to conserve and strengthen the most precious elements of the Nation's life and the Nation's strength; and standards of teacher-preparation that have been authoritatively characterized as the lowest among all civilized nations.

In the face of this record, I believe that a touch of idealism is needed. We have operated our lower schools on a cheap, unworthy basis all too long. To continue this policy will be to compound the injustice that we have already done our children. It is time to indulge in idealism--and the appeal to idealism will not be lost upon our people. I would appeal to the same idealism that freed Cuba; to the idealism that refused to accept a punitive indemnity from China at the close of the Boxer rebellion on condition that the money should be spent on the education of Chinese students in American schools, to the same idealism that has developed in the Phillippines educational facilities vastly better in many ways than those that a majority of our own children enjoy; to the idealism that sent two million men to France to fight the battles of democracy. I would enlist that same idealism now in the cause of education here at home. <u>A competent teacher for every American child.</u>

(Prolonged applause)



THE PRESIDING OFFICER, COMMISSIONER CLAXTON: I think it would be helpful now if we could have another song. Is Miss Streeter present? We are going to adjourn in good time. I hope the great majority of you can remain. I wish you all would.

(Whereupon Miss Streeter led the members present in a patriotic song, with Victrola accompaniment.)

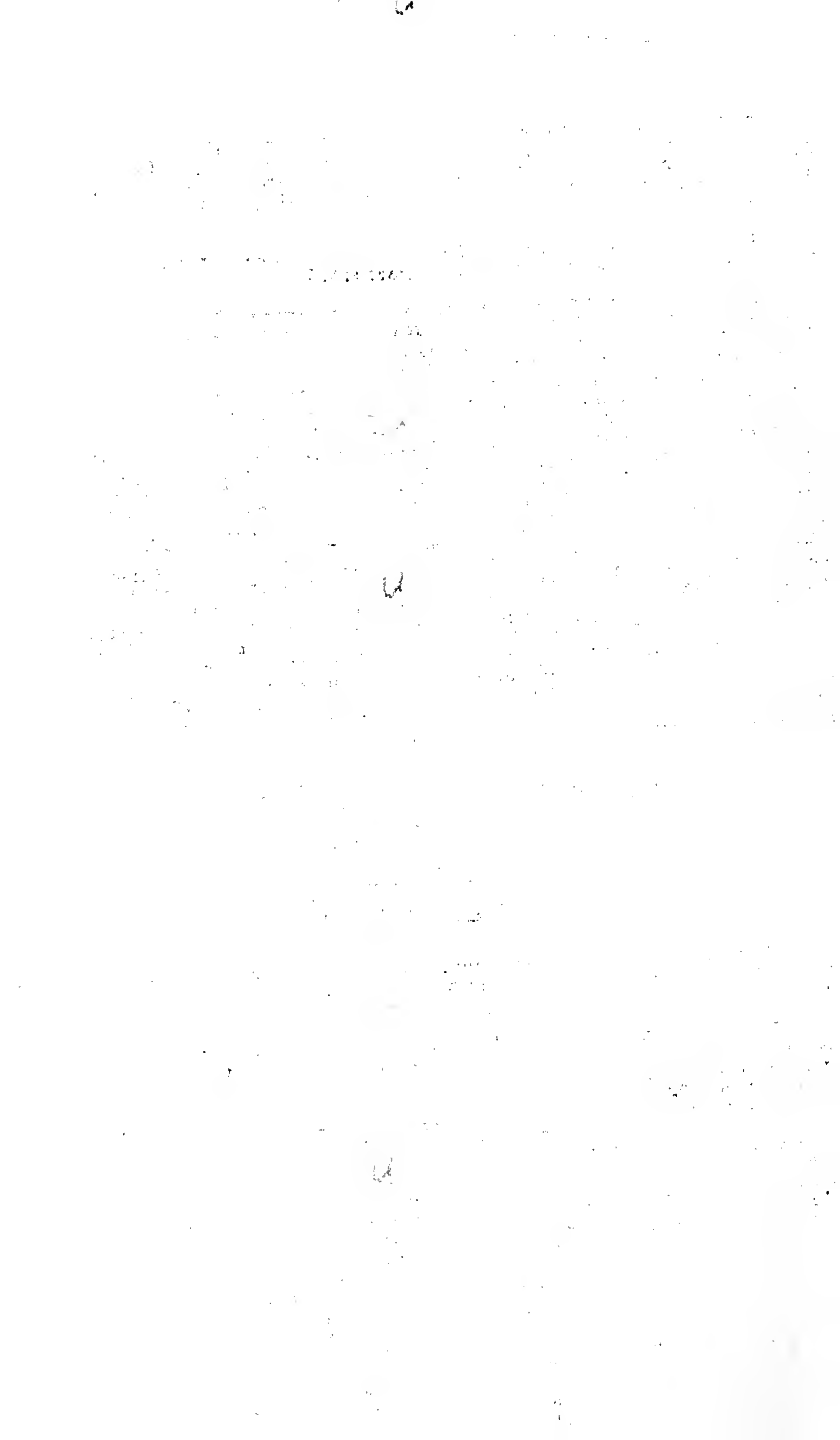
THE PRESIDING OFFICER, COMMISSIONER CLAXTON: It is generally accepted if we want physicians we go to medical schools for them, and comparatively few men and women are practicing medicine who have not have some education and training for it. If we want lawyers, we go to a law school for them and not many are practicing who have not studied it. If we want engineers of any kind, we apply to the colleges, the technical schools that prepare engineers, and one is looked at askance, and in doubt, if he applies for a position as engineer and has not had training for it. Some countries have accepted fully the doctrine that if you want teachers you go to the schools that prepare teachers, and long ago there were states and nations in which probably not more than one or two percent of the teachers had not had a full professional training for their work. We have partially accepted it, and every state supports one or more normal schools, or provides for teacher training in state college or university; but practically nowhere have we fully accepted it. We shall have to do so before we have teachers who are trained, all of them, for their work. I have asked Dr. David Felmley to speak to us briefly on the subject of "The Source of the Supply of Teachers," I take it for granted that he will assume that source is the place where teachers are trained.

## "THE SOURCE OF SUPPLY OF TEACHERS"

President David Felmley, of
the Illinois State Normal
University, Normal, Ill.

Mr. Chairman, ladies and gentlemen: The hour is late, and the subject I have is a rather prosy one. I shall not detain you long.

Statistics that I have gathered, and estimates that I have based upon them, as related to the conditions that we had in our country before the outbreak of the war, and the general preceding what stability we seemed to have in this field, leads me to believe that the six hundred thousand teachers, and somewhat more, that we had in 1916, taught on the average a little less than nine years. The average teacher was about twenty-fours years of age. She had begun her work at nineteen or twenty, and she had done, -- think of it, at this age! -- and she had about as many more years to teach. As was pointed out by Dr. Butler, possibly, a majority of these teachers began their careers in the country, but the country career of the average teacher is a little over two years. She has then become a teacher of experience and is translated to town. Now if it be true that the average term of teaching was about nine years, we must recognize another fact in connection with it, and that is that in those states where the standards of preparation for teaching are highest and most thoroughly insisted upon, the period in which the teacher continues her service is longer than in those states in which the standards of admission are low, usually a rather easy examination, and where constantly teaching is taken up as a temporary occupation



by many boys and girls. In Massachusetts, in New Jersey and California probably the service is longest, averaging considerably over ten years, while in the states of the South and Middle West in which standards are lowest, in which it is the easiest to gain a teacher's license, we find more temporary employment, and consequently a much lower average term of service. Now if we find that one-ninth of the 630,000 teachers of our country must be replaced each year, it means that about 70,000 teachers in normal times are going to be needed to fill the vacancies as they exist. Then too, our population until the war upset the ordinary order of things has been increasing at about a million a year. This million addition to our population means about six thousand teachers must be added to take care of the newcomers in our national life. This makes our total seventy-six thousand. Then it is likely too that because of the fact that our schools are steadily diminishing in their enrollment, particularly through the migration of the people from country to town, partly to the development of our high school system which calls for more and more teachers in proportion to our population. If there must be about five thousand new positions filled annually because of the development of our school system, thus it appears that we need in normal times about eighty thousand new teachers that must be brought into our schools.

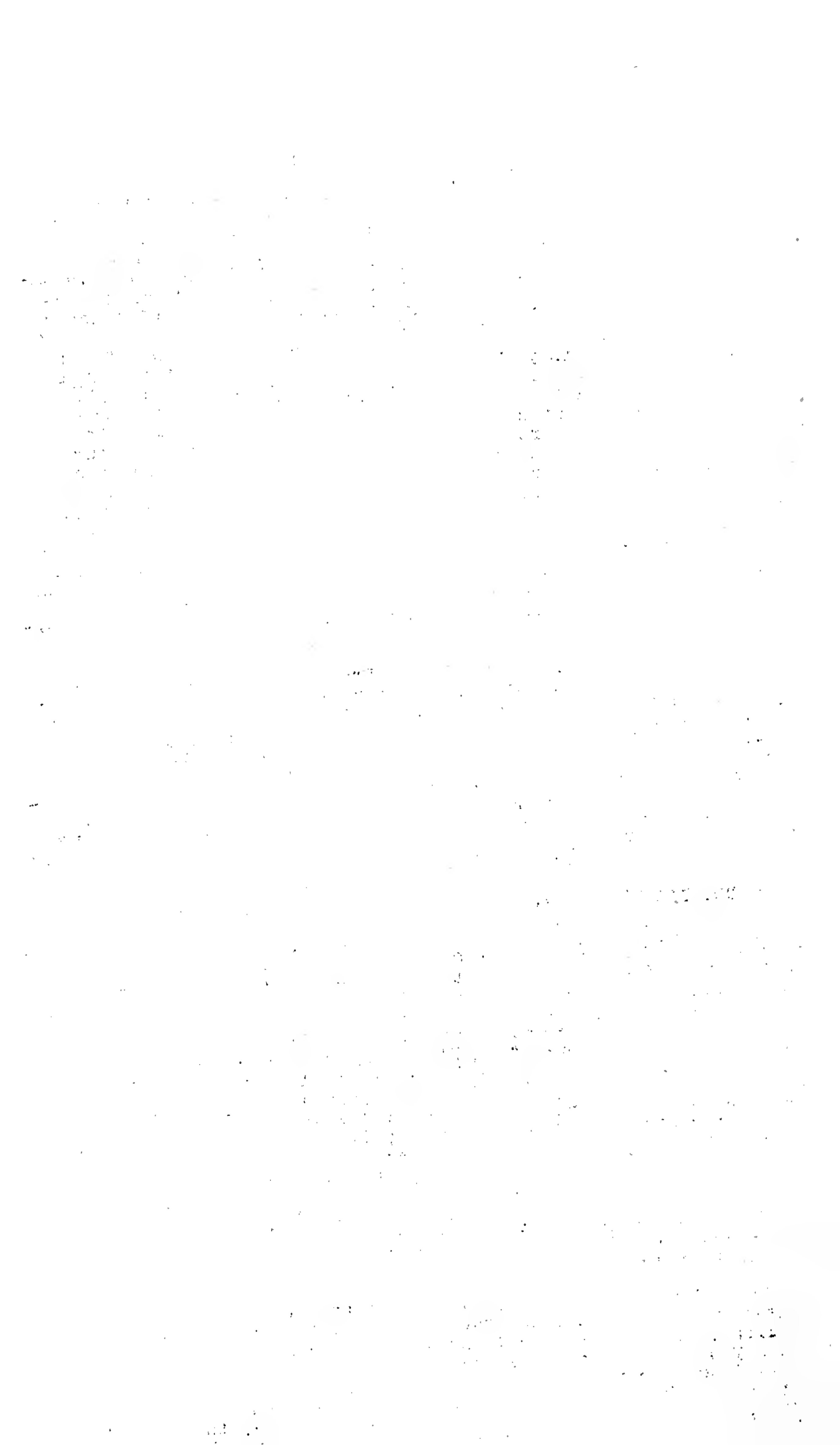
Now where do they come from? From one hundred and twenty leading state normal schools three years ago there were graduated 14,921 teachers, and from the remaining state normal schools in our systems there were probably graduated about 1500 more. That is, we had between sixteen thousand and seventeen thousand teachers graduated from our state normal schools, of whom of course nearly all entered at once the work of teaching. Then our colleges, I believe, in that year added six or seven thousand. I have no definite information on this point, covering all of the states. I have been unable to find any. Have you found any for that period? (Addressing Dr. Claxton).

DR. CLAXTON: Yes, we estimate about ten thousand.

DR. FELMLEY: But taking the three hundred colleges that are represented in the American Council of Education, and eliminating from them those that belong to the class of the state normal schools, as a few do, I think that, with the output of new teachers, not counting teachers who have resorted to the colleges, or having given over teaching work in order to fit themselves for higher service in the profession, that the average influx in the colleges is probably ten or twelve percent of the entire number of new teachers needed annually. I am speaking now of ______. Then from the state normal schools and city training schools, supported not by the state but by the municipality as a part of the municipal school system, a situation as we find in nearly all parts of our country, we can count about as many more, namely, about ten or twelve percent to be added annually to our body of teachers.

Now, these people have all had a goodly measure of preparation for teaching. I shall express more in detail the nature of their preparation in a moment.

Now of this group comprising about thirty-eight percent of our entire teaching body, who have graduated from normal school, from college, or from city training schools, we have another group that we may call the partially prepared teachers. I judge that the normal schools turn out into the schools annually hundreds of graduates; but people who have had not less than twelve weeks of work, fully one-third as many as have graduated, that probably twelve thousand teachers that have thus had a touch of professional training report at the schools each year, mainly in the country, as



has been suggested.

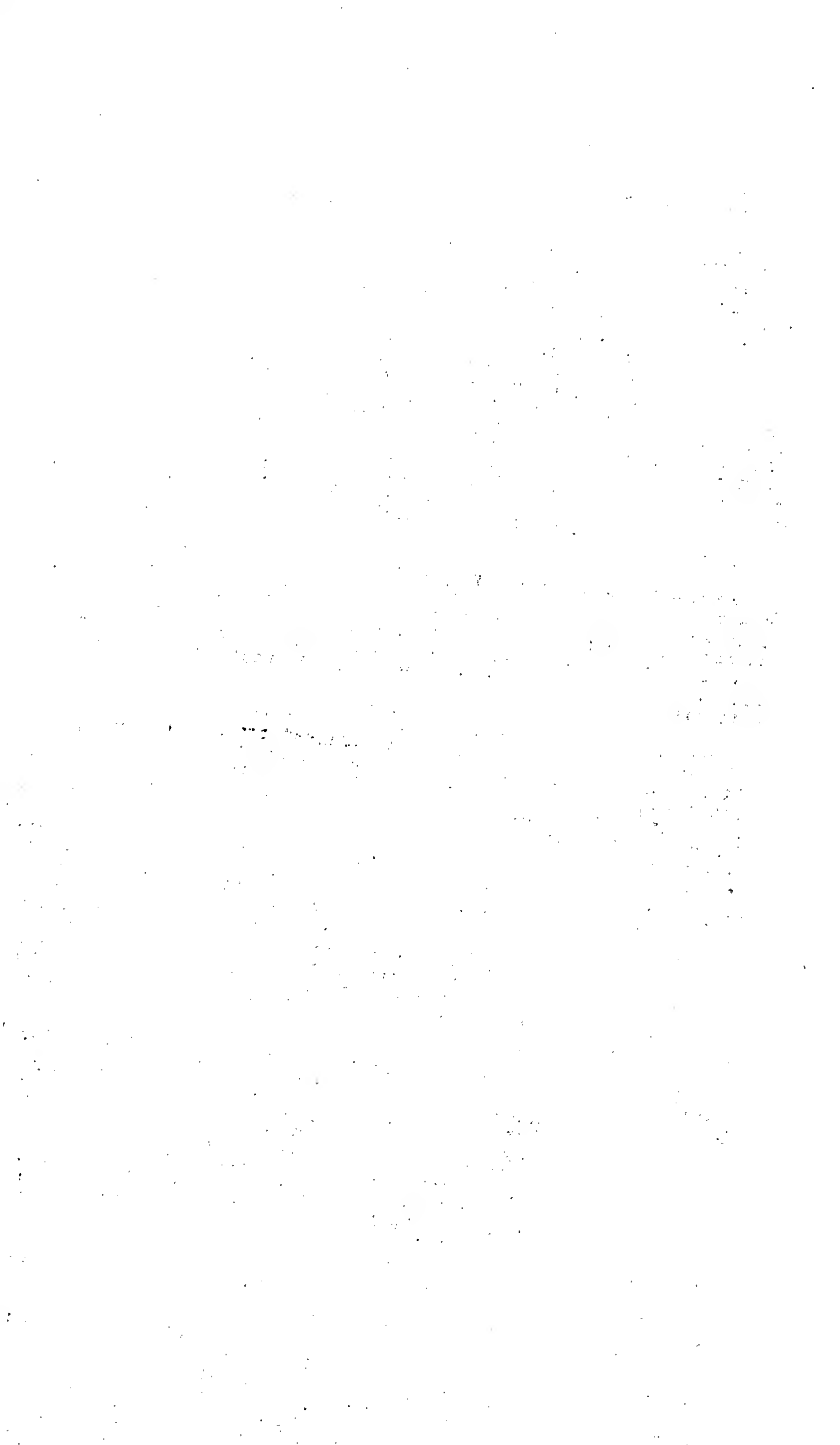
And then we have many high schools in our country who are doing something to give what we may call professional training to the teachers that pass from the high schools, chiefly, into the rural and village schools. In fourteen state subsidize high schools or county training schools, giving them a measure of state aid, and it would appear from the statistics available that not far from eight thousand teachers have been added in these fourteen states to the beginning teachers in the rural schools each year just before the war, and in the remaining thirty-four states where there are no state subsidies, but where the school board in charge of the schools, in order that the town may discharge a part of the debt that it owes to the country surrounding it has undertaken to train by giving a few courses, as they are called, in the common branches, sometimes some studies in pedagogy and psychology and the like, some preparation to the high school graduates, who are to go into the country.

From studies made in my own state of Illinois, in which we could not subsidize high schools and prepare country teachers, I am led to believe that probably in these thirty-four states as many as eight or ten thousand teachers who pass from high schools into the country have some measure of work in their training for the teaching profession, Yet that prepares them fortheir work.

Now after these deductions are made of those whom I may call trained teachers, and partly trained teachers. There still remains about twenty-two thousand teachers many of them with little or no high school education, some of them high school graduates, but who probably have had no preparation whatever for their work except a partial knowledge of the branches that they are to teach, and the example of their own teachers which they more or less consciously imitate, as they undertake to run the school; and now if we are to raise the standard of teachers in our country, if we are to lift the twenty-two thousand out of this vale of ignorance in which they live up to a level in which they will have some professional insight into their work, and if we are to improve the professional preparation of all the other groups that have been enumerated, it seems to me we have entered upon a work that is going to take a good many years to accomplish, andour best endeavors to accomplish it at all.

That fine idealism to which the last speaker refers needs to take hold of whole communities; it needs to reach the school boards in the country that hire teachers, for I believe that half of the teachers that are employed in the United states today are employed by school boards that have no conception of the value of what we may call professional training. If the teacher comes to them provided with a local certificate, and has had experience, they ask no more questions, but consider of course that he or she is amply prepared for the work. That's because of the fact that the great mass of our teachers are employed by non-professional boards.

Now along what lines shall the elevation of this body take place? In the first place, we urge upon our respective state legislatures to raise the certificate requirements. We ask them to provide that none but high school graduates be admitted to examination. In our own State of Illinois we found it impossible to secure from the last legislature even so much of a concession as that to the principle the teachers should have at least fair scholarship in thesubjects which they propose to teach, And then in the next place, we need to convince school boards, school officers, of every sort, administrative officers,



17.



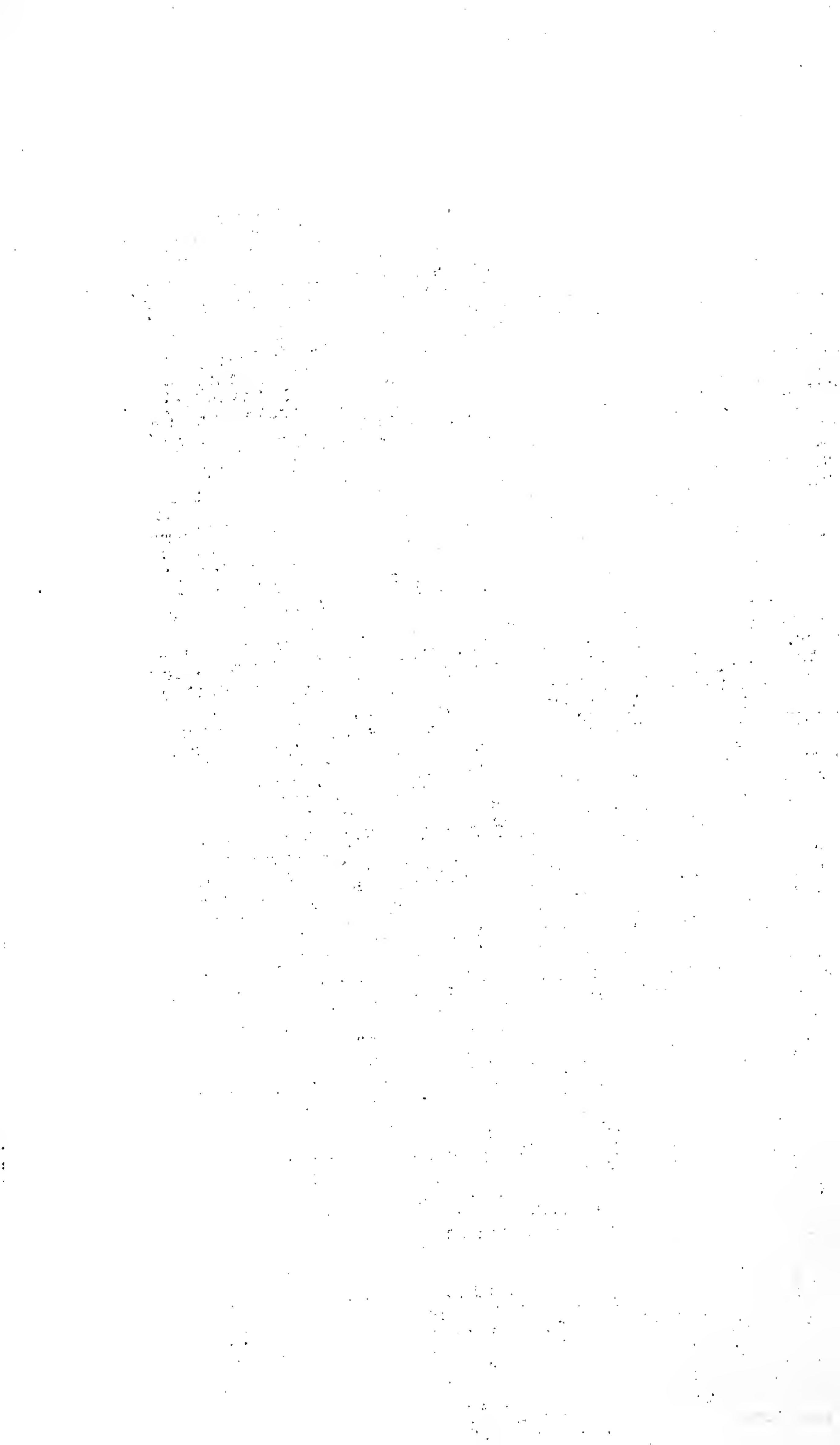
legislators, and the teachers themselves, that is, those who propose to be teachers, that there is such a thing as professional training that is worth while.

Now of course there is plenty of authority for believing that professional training is not so important. There are plenty of people who believe that if you know a subject you may teach it; and this has been true in the highest educational circles in our land. In the north central association of colleges and secondary schools, which covers most of the middle west, within the last six years there has been imposed upon high school teachers the necessity of at least eleven hours of education. That is, it is recognized that professional training to the extent of eleven hours out of the one hundred and twenty seminiary hours necessary to obtain a degree shall have been spent in this field; but I never yet have heard that the college men themselves feel that it's necessary that they have eleven hours of education or any other number of hours of professional training! (Laughter and applause).

It is right there, I think, that we find the most wanton disregard of the fundamental principle that underlies the preparation of teachers. It is held in such circles of course, the greater includes the less, and if we study trigonometry and analytical calculus, we can teach the fundamental rules, and intricacies of fractions to children. We know how it may be done in order that children may rejoice in the work and assimilate it readily. If we have read Horace in the original, are we not ready to teach the beginning of English to beginners, on the principle that the greater includes the less? We doubtless are! (Laughter) Now as a matter of fact, the whole movement for the improvement of public education in this country rests upon the belief that there is such a thing as professional knowledge. that a teacher needs just as there is medical knowledge that the doctor needs, and legal knowledge that the lawyer needs, and engineering knowledge that the engineer needs in whatever field is covered by the various types of engineering in which a man may work.. . .

The fundamental idea that underlies the normal school is of course that principle stated long ago that there is an order in which the powers of the mind develops, and that there is a material, a kind of activity, the experience that is of the best service in developing these powers of the mind; and hence, taking the idea that education is fundamentally development, it is the business of the teacher to find out that order in which the power is developed, and to find out the material that best will administer to this development. It is upon that that the normal school rests. There were of course teacher training schools at earlier dates than the earliest type of what we now know as the modern normal school. And so, in the normal school, we set out, first of all, to studychildren, in order that we may understand the laws that govern their physical, their mental, and their moral development.

And then, too, we study the curricoulum. We study the curriculum not only from the standard of the sociologist, but the subjects in this curriculum that are going to be of most value after a while, what knowledge is of the most worth in order that the boy and girl of today may function as the useful citizen of tomorrow. But we also study the curriculum in order that we may arrange these subjects and the topics in these subjects in what we call the pedagogy order. We propose so to determine what the attitudes of the child are, what his interests and tastes are, what his powers are, what his natural mode of approach to a subject is, that we shall organize these subjects of study in this professional way. The professional reorganization of the subjects of study is the most important single piece of work, I think, that we do in the preparation of teachers; and it is that particularly that distinguishes the work of the normal school from the work of the liberal arts



college.

But its not only in this that the work differs. We have already been told that teaching is a species of service that requires the highest concentration, the finest idealism, the recognition that the teacher holds the destiny of his country in his hands as no other type of citizen does.

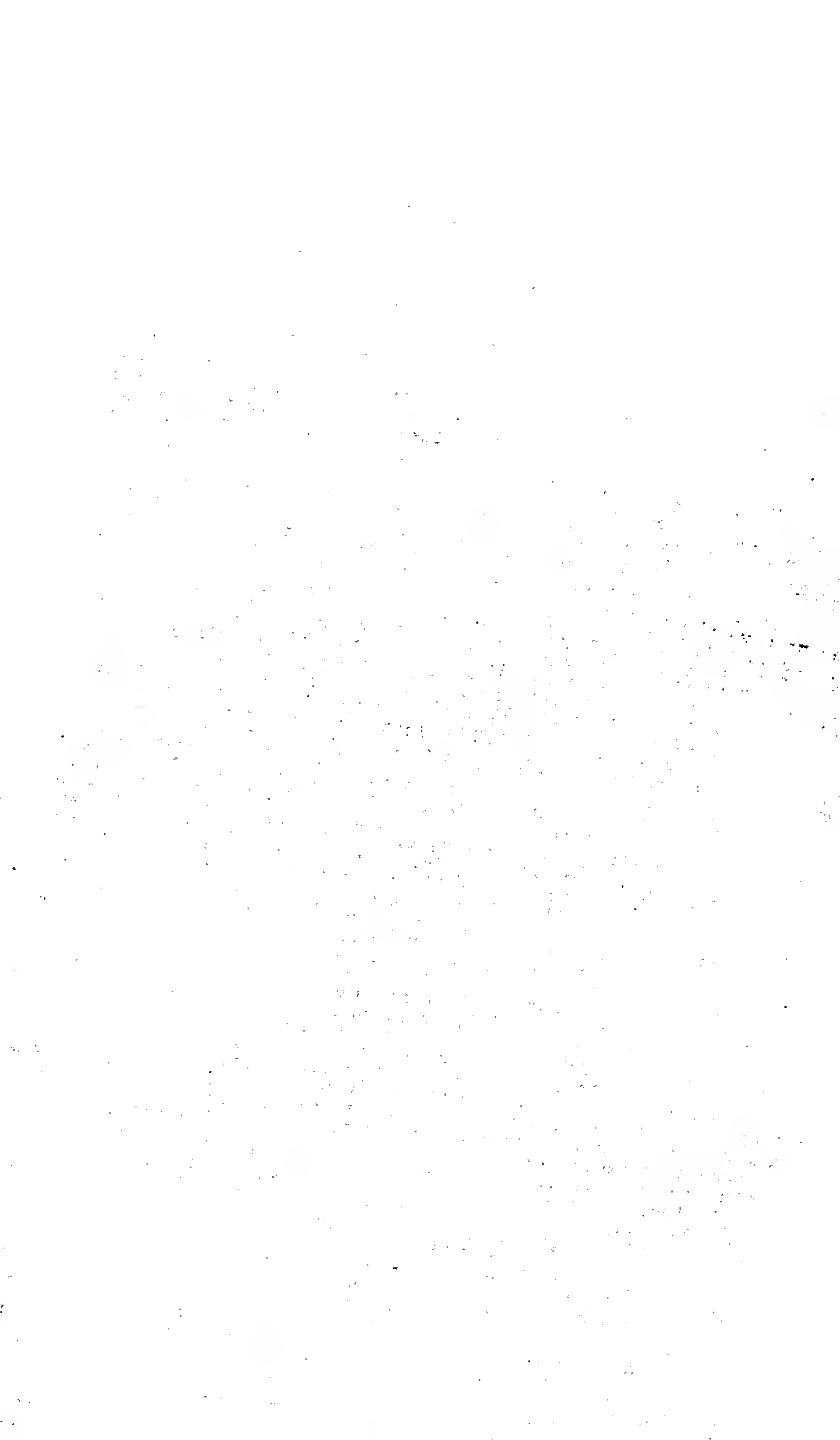
Now, in order to develop that spirit of consecration, we need to have the teachers in the atmosphere that is surcharged with it. We do not find that atmosphere in any school where the department of education is merely a sort of appendix or annex to the more important part of the institution. In the liberal arts college one obtains a liberal education. If he gets a professional education, it is an incident rather than his main purpose in attending. And the converse is true, not primarily, but incidentally, in the normal school does one obtain a liberal education. First of all he attains a professional education. Last of all he learns to dedicate himself to this cause of education.

Now I take it that the normal school is, in all countries where there is to be found a public system of education, the state's chief agent in the training of teachers, and as such it is the business of the normal school to determine the ideals, to set up the standards, and to create the professional atmosphere, and to send out the men and women whose call is to educational leadership.

Now with regard to all these other forms of teacher training, institutions, besides the normal school that is dedicated primarily to the training of teachers, we must recognize their limitations. At the present time the normal schools of this country are in their respective states hardly turning out, with one or two exceptions, -- hardly turning out, as was stated by the last speaker, enough teachers to fill the graded schools of the cities and towns. The country has to take what's left. The country, because of the bad living conditions in the country, even when salaries are good, because of the want of social life, presents but little that will attract the girl who has once experienced the delights of the town; and the consequence is that the best of the people find themselves in the employ of the city and the rest go to the country. They have gone to the country wholly unprepared. And so we find our state seeing that as our high school systems are developed, that these high schools are going to furnish the teachers for the country, our states are modifying their high school courses so as to provide professional training.

I stated a moment ago that fourteen states are doing this. No state has done this so weel, or is doing this so well today, as the State of Minnesota. Minnesota has been at it for twenty five years. Minnesota gives a larger subsidy to the high schools that undertake teacher training than is given in any other state. Minnesota requires the instruction to be given by a special teacher, not by one of the ordinary high school teachers, but a teacher usually that has had as much as ten or twelve years' experience, and successful experience as a teacher in rural schools. A part of her career possibly, also, has been spent as a teacher in town. In Minnesota too, these schools are carefully supervised. They have been successfully supervised, and they have been in a measure standardized out of the experience of the best schools of the system.

There has just appeared, -- possibly it has come to your desk, -- in the last few days; it came to mine, -- the report made by the President-elect of the University of Minnesota, upon a teacher training class. The teacher-training departments in the high schools of Minnesota -- you will read it, I am sure, but I want to speak of one or two points. I am going to read a few sentences: First class work is impossible. In the teacher training schools where as many as fourteen subjects, including a review of the



common branches, including civics and physiology among them, pedagogy, nature study, some psychology, in many cases apart from the pedagogy, country school management, country life problems, nature study, are all to be taught by this one teacher, who is also to supervise their practice teaching.

"First class work impossible. The development of student initiative is one of the results of good supervision. Such suggestions as might be made for the improvement of instruction in the departments have been implied in the foregoing criticism. Progress toward any marked improvement seems always to meet the impasse of the impossible proposition upon which the department work is based -- that one or two women, in one year's time, can teach fourteen contentful courses to a class of immature and often ill-prepared girls. The one or two women are attempting to do what is done by a corps of specialists in the normal schools and college training departments. They are usually adept at several branches, but can hardly be imagined to be adept in all."

And in the concluding statement that comes at the end of this report:

"The departments are now institutions with vested interests and any effort to supplant them will meet with vigorous opposition. As they have given and are giving great and good service to the state, of course no one could wish to supplant them, except by other training institutions which are clearly better."

"The wisest policy, therefore, would seem to be to retain the training departments inthe city schools as a temporary expedient, but to supplant them as soon as practicable by normal school training. If the revenue now used by the departments were diverted into additional equipment and faculty at the normal schools, which already possess much of the equipment needed, and adequate organization for handling so large an enterprise; and if to these facilities for training there were added a certain degree of subsidization of students, during their period of study, the improvement would be as marked as that which marked the introduction of the present system of training."

In other words, to summarize this report, it costs from 75% to 85% as much to train a teacher in a high school as to train the same teacher in the state normal school. The one advantage that there is in the fact that the girl may remain in her home and take this training in her high school as a substitute for the last year of the high school course, -- that's the advantage; she lives at home, she assists with the housework, she has distractions, of course, that are inevitable because of home duties and social duties in the community in which she lives. If she goes to normal school she leads a student's life; she can live in the professional atmosphere, and is much more likely to continue long in teaching and is less likely to leave the work and go into business or some other form of service, because of the professional spirit, because of the dedication to service that the life of the normal school develops, I think that if we are to have a well-equipped teacher for every child in the country, it is to be had thru the development of our normal school system, by increasing the extent of the work, by multiplying normal schools, by extending their curricula, by lengthening their courses, with such teachers as can find it expedient to continue their work and to teach every phase of the life of the public school system as has been so eloquently stated by Dr. Butler. It is in this direction that we must hope for the better day. (Prolonged applause.)

THE PRESIDING OFFICER, DR. CLAXTON: If you will bear with me for a minute, I wish to read some extracts from letters of prominent persons who cannot be here, but who are interested enough to write letters which may be read here and which may be used for publication. It will take only a few minutes.

Before I do that I want to make, for so many of this audience as have not heard me make the statement before, to show how far away we are from supplying all schools with teachers trained in normal schools and graduated therefrom, if all the persons, men and women, who have graduated from normal schools of whatever grade, not the public high school, within the last thirty years, were still living, and all were teaching, there would still lack one hundred thousand teachers to fill the schools of the United States; and they are not all living, and not a large proportion of those who are living are still teaching. The normal schools are spending approximately twenty-five million dollars a year for all purposes. It will require at least seventy-five millions before they will have sufficient funds to do the work that we should demand of them.

May I read you, -- it will take only a few minutes; I believe you will be interested, -- these communications? The first is from Bishop Homer Stunt, of the Methodist Episcopal Church:

"The three outstanding demands of our public school system, named in order in which they seem important to many of us, are:

1. More adequate provision for moral training. It is deeply felt by millions that some such provision as that now being made at Gary, Ind., must be made for the growing youth of our Nation. Otherwise we are in danger of becoming bankrupt of those moral forces which can at once drive and steady our Republic.

2. Yet more ample provision for vocational training, reaching down to the grades.

3. Adequate pay for the teachers."

The following letter is from Bishop Oldham, of the Methodist Episcopal Church, -- I read these in the order in which they were compiled by a member of the Bureau of Education, as they came in:

"The State owes it to every child as a coming citizen, to afford him educational opportunity to acquire trained intelligence shot through with moral ideal and passion. Fail the children of any generation and you dangerously imperil the very foundation of orderly life. Cost what it may, give our children an adequate chance to become good citizens."

The next communication is from Mr. H. M. Potter, Managing Editor of the Cincinnati Enquirer:

"The shortage of teachers is one of the most serious questions faced by the United States. There must be more liberal support for the schools. It seems to me that the most vital need now is the building up of teaching staffs."

Here is one whose writer you may recognize before I have finished:

"Five years ago the nation was spending two and one-half billions on intoxicating drinks and about 800 million on education -- three times as much for drink as for instruction. Now that we have prohibition the money formerly worse than wasted, but now saved, gives us a fund from which we ought to be able to increase the salaries of teachers. By fairly rewarding those who educate themselves in order to instruct we cannot only do justice to a great profession, but we can also effectively encourage education."

--William Jennings Bryan."

(Prolonged applause)

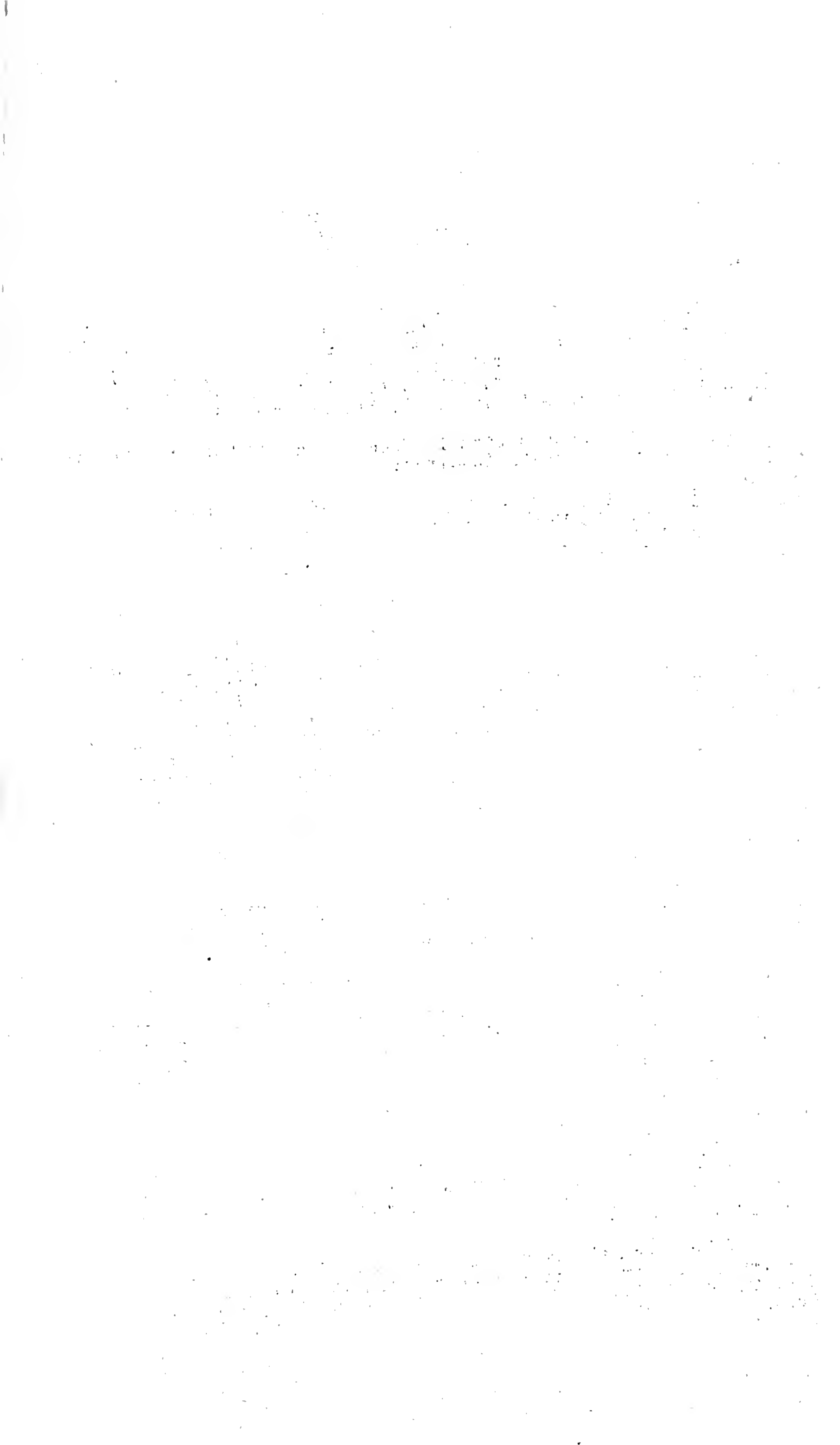
If we only had as effective a tax collector as the bar rooms were during their existence, we would get all the money we need for our schools! (Laughter and applause)

"Something like a crisis confronts our schools because of the scarcity of well equipped teachers. I have long been in favor of a higher compensation for teachers in order that teaching may be made more attractive. Money spent for education is sure to yield large dividends in the intellectual, moral, civic, physical and vocational equipment of our citizens. The nation could be poor indeed if it were not for its schools. They must be fostered and encouraged by all forward looking men and women."

By a mere coincidence this message comes immediately after the communication received from Mr. Bryan. The letter I have just read is from Hon. E. J. Edwards, Governor of New Jersey! (Laughter)

(Whereupon the Commission of Education, Hon. P.P. Claxton read extracts from letters from the following: Hon. Calvin Coolidge, Governor of Massachusetts; Hon. Lynn G. Frazier, Governor of North Dakota; Hon. William L. Harding, Governor of Iowa; Hon. Simon Bamberger, Governor of Utah; Alex. C. Humphreys, Pres. Stevens Institute of Technology, Charles W. Eliot, President Harvard University; H.H. Cherry, Pres. State Normal School, Bowling Green, Ky.; W. O. Thompson, President Ohio State University.)

After reading the letter from President Thompson, Commissioner Claxton said: President Thompson is about to be retired because of his age! (Laughter) He believes that he is better than ever prepared to serve, and most of us agree with him.



After reading the communication from the Governor of Alabama, Commissioner Claxton said: "He proved his faith and words by his work when he put through the Legislature of Alabama last summer a very fine educational code."

"We hear much these days about the work of reconstruction, and yet in the plans that are made for it we do not observe a vigilant attention to the very basis of our whole civilization, the schools themselves. When we measure the service rendered by the schools, we cannot escape the belief that society is not making sufficient contribution for their support. In both city and country there is need of an entirely new plan of financial aid.

"Next to this it seems to me that your congress ought to awaken such an interest as would set in motion a fixed purpose nation wide, of giving to every state a modern rural school code. If necessary, the federal government ought to interest itself in surveys where they are needed.

"We have evidence of an approaching crisis in the matter of food supply. We need more acreage under cultivation, and more people in the country, toward the cities unless the children on the farms are given educational advantages similar to those in the cities.

"This is the solution. It has been demonstrated in Ohio where more than one thousand modern high schools have been built in the corn fields. From them the pupils go into our State Universities.

"As I understand it, you are dedicating your congress to the very necessary purpose of stirring the lay mind into an awakened appreciation of the help which must be given to our school system. It is one of the very vital needs of the hour."

James M. Cox
Governor of Ohio."

Governor Cox had continually promised to speak at one of the sessions of the Conference. He finds, however. He cannot come.

"There is no question but what there is a real emergency in regard to the shortage of teachers, but also a real need for an increase in their salaries and in the support of schools in general."

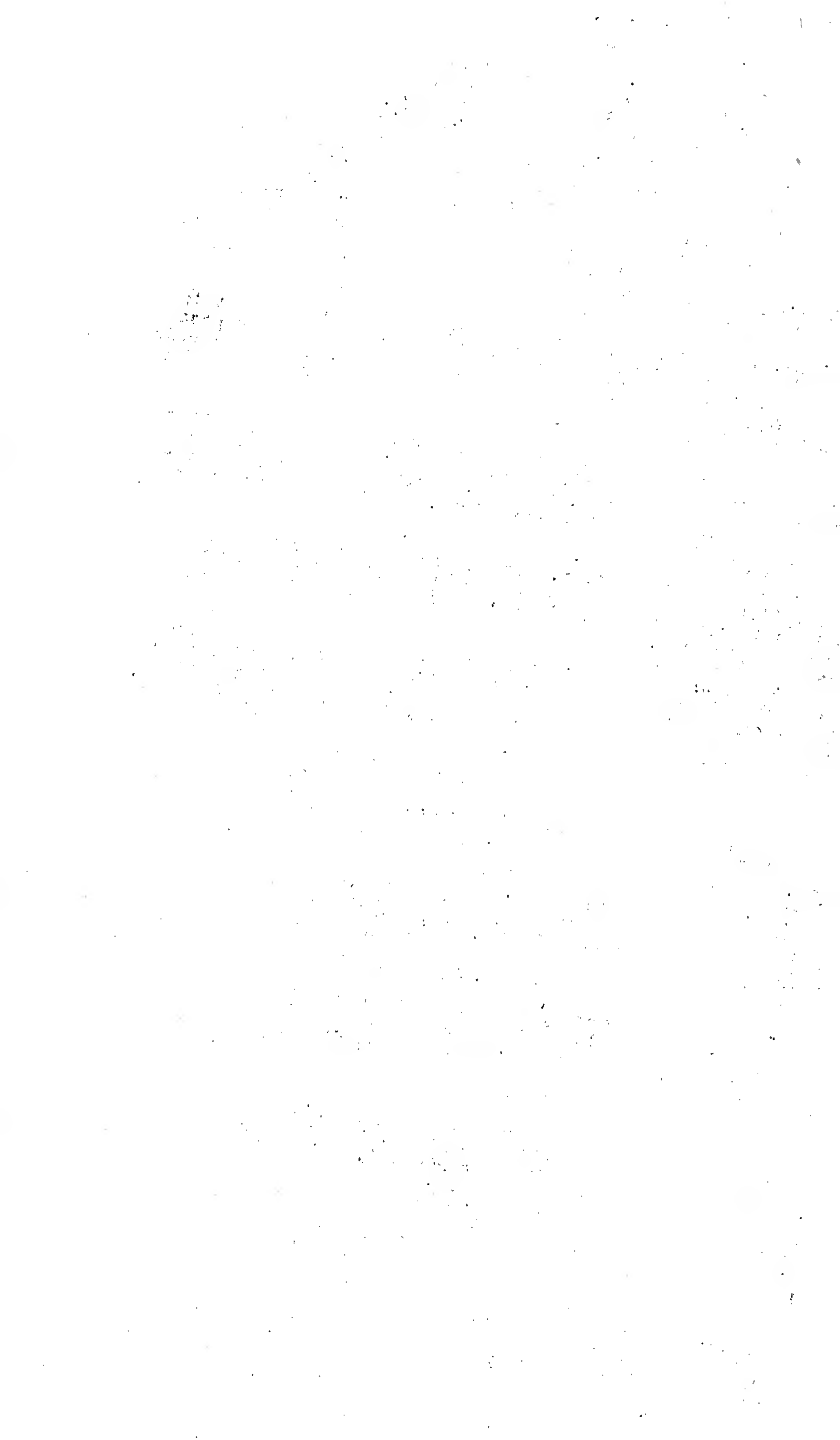
Lynn G. Frazier, Governor of North Dakota.

"I am most heartily in accord with the purpose and aims of your conference. It will be a great thing, a fine thing, if thru this Conference the citizens of the country may be awakened to the importance of a more conscious and a more liberal support of the public schools.

"Our public schools are today our greatest bulwark against bolshevism. Always anarchy goes hand in hand with ignorance. Always it is the uninformed, or rather the misinformed who drift toward the passion of bolshevism. Lenine and Trotsky are possible in Russia only because Russia has no great school system which reaches the masses. Revolutions and counter-revolutions are daily possibilities in Mexico only because Mexico has not yet learned the beneficent influence of teachers and textbooks.

The future of America today rests as never before upon America's great system of public schools. Our schools are our greatest security against the unseen perils of the future and we should make them worthy of our growing national life."

-- Governor Henry J. Allen of Kansas.



"It will be impossible for me to come to the Conference on May 19, 20, and 21. I am about to call a special session of the Wisconsin Legislature and will, therefore, be needed here at that time.

"It may be interesting for you to know that I am calling this session primarily for the purpose of providing funds for increasing salaries of teachers. This includes University, Normal Schools, County training schools, vocational schools, and the entire common school system.

Emanuel L. Philipp
Governor of Wisconsin
Madison, Wisconsin

"I regret exceedingly that I cannot be present in Washington at the National Citizens Conference on Education to be held May 19th, 20th and 21st.

"I am delighted to give you a few figures on what we are doing for education in Mississippi.

APPROPRIATIONS FOR SCHOOLS AND COLLEGES FOR 1918 - 1919.

Schools

| | | |
|---|---|---|
| Vocational Education | $11,000.00 | |
| Common Schools | 3,971,790.00 | |
| Chickasaw School Fund Interest | 124,276.98 | |
| Agricultural High Schools | 252,999.99 | |
| Industrial Training School | 147,387.86 | |
| For Indian School | 500.00 | |
| Total for Schools | | $4,507,954.00 |

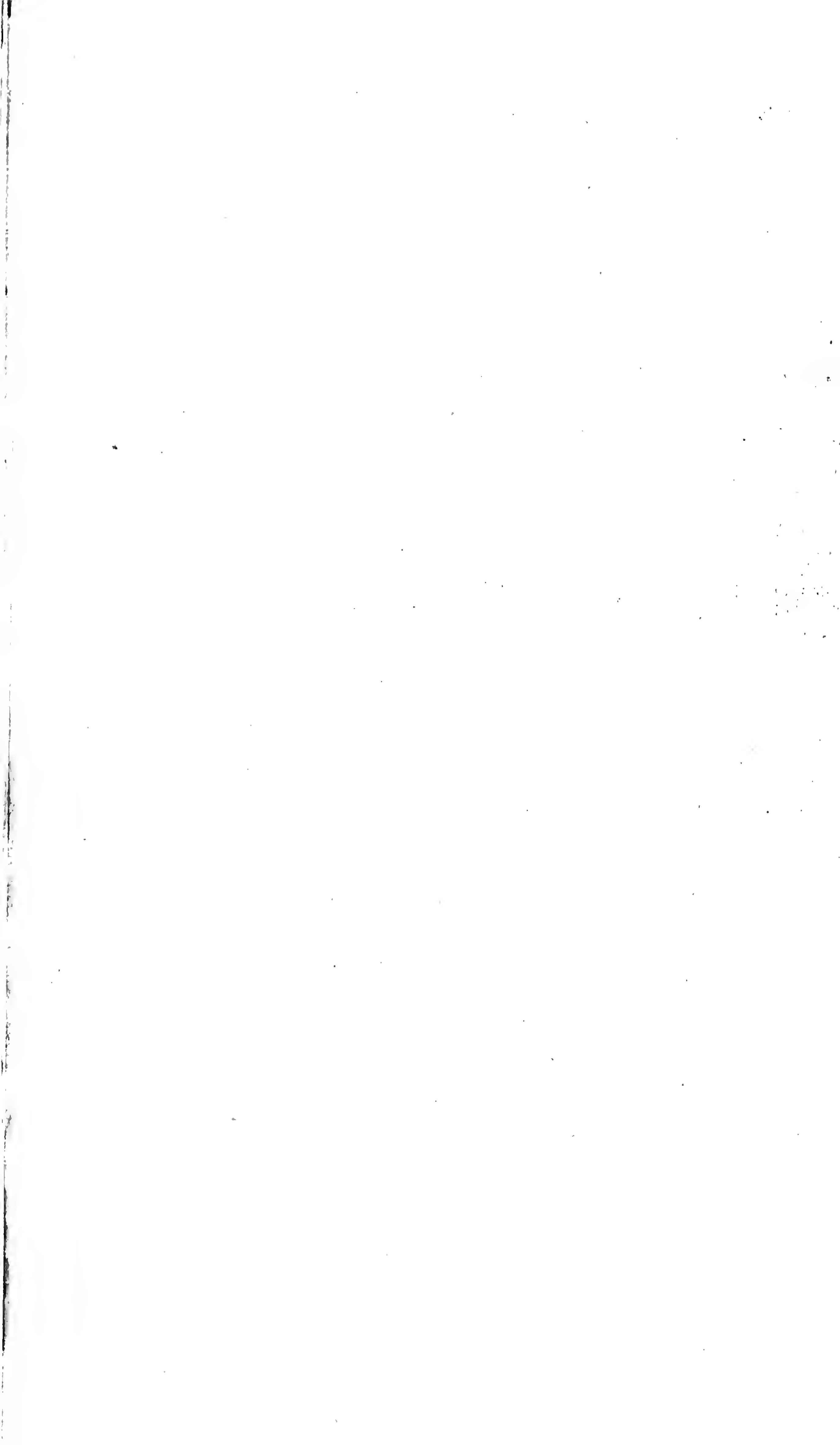
Colleges

| | | |
|---|---|---|
| I. I. & College | 223,553.64 | |
| A. & M. College | 377,324.72 | |
| Experiment Stations | 55,000.00 | |
| Alcorn A. & M. College | 55,084.54 | |
| Normals for Summer | 10,000.00 | |
| Normal College | 103,500.00 | |
| University of Mississippi | 179,546.00 | |
| Total for Colleges | | $1,003,908.90 |

APPROPRIATIONS FOR SCHOOLS AND COLLEGES FOR 1920 - 1921.

Schools

| | | |
|---|---|---|
| Vocational Education | $ 168,726.03 | |
| Common Schools | 6,766,512.00 | |
| Chickasaw School Fund Interest | 124,276.98 | |
| Agricultural High Schools | 550,000.00 | |
| Miss. Industrial Training School | 291,653.14 | |
| Miss. Text-Book Commission | 1,800.00 | |
| Blue Prints for Rural Schools | 1,750.00 | |
| Assistant Supervisors Negro Rural Schools | 25,000.00 | |
| Total for Schools | | $7,929,718.15 |



APPROPRIATIONS FOR SCHOOLS AND COLLEGES FOR 1919-20 (Continued)

Colleges.

| | | |
|---|---|---|
| Miss. State College for Women . . . . . . . . . | $ 301,424.71 | |
| A. & M. College . . . . . . . . . . . . . . . . | 567,054.72 | |
| Smith-Lever Fund . . . . . . . . . . . . . . . . | 150,400.00 | |
| Experiment Stations . . . . . . . . . . . . . . | 132,000.00 | |
| Alcorn A. & M. College . . . . . . . . . . . . | 84,084.54 | |
| Summer Normals . . . . . . . . . . . . . . . . | 15,000.00 | |
| University of Mississippi . . . . . . . . . . . | 332,647.47 | |
| Miss. Normal College. . . . . . . . . . . . . . | 197,933.41 | |
| Total for Colleges . . . . . . . . . . . . | | $1,780,554.85 |

CONTEMPLATED BOND-ISSUE FOR SCHOOLS AND COLLEGES.

| | | |
|---|---|---|
| University of Mississippi . . . . . . . . . . . | 712,000.00 | |
| A. & M. College . . . . . . . . . . . . . . . . | 885,000.00 | |
| Miss. State College for Women . . . . . . . . . | 470.000.00 | |
| Alcorn A. & M. College . . . . . . . . . . . . | 139,000.00 | |
| Industrial Training School . . . . . . . . . . | 349,000.00 | |
| Normal College . . . . . . . . . . . . . . . . | 276,508.00 | |
| Total . . . . . . . . . . . . . . . . . . | | $2,831,802.00 |

"These figures give you the appropriations for schools and colleges for the years 1918-19 and 1920-21. You will see that we raised our per capita appropriation per child from $2.50 to $4.00, and we gave the colleges practically what each institution asked. In addition, we appropriated by bond-issue about four and one-half millions to schools and eleemosynary institutions.

"Allow me to wish for the Conference the greatest meeting in its history."

Lee M. Russell
Governor of Mississippi
Jackson, Mississippi.

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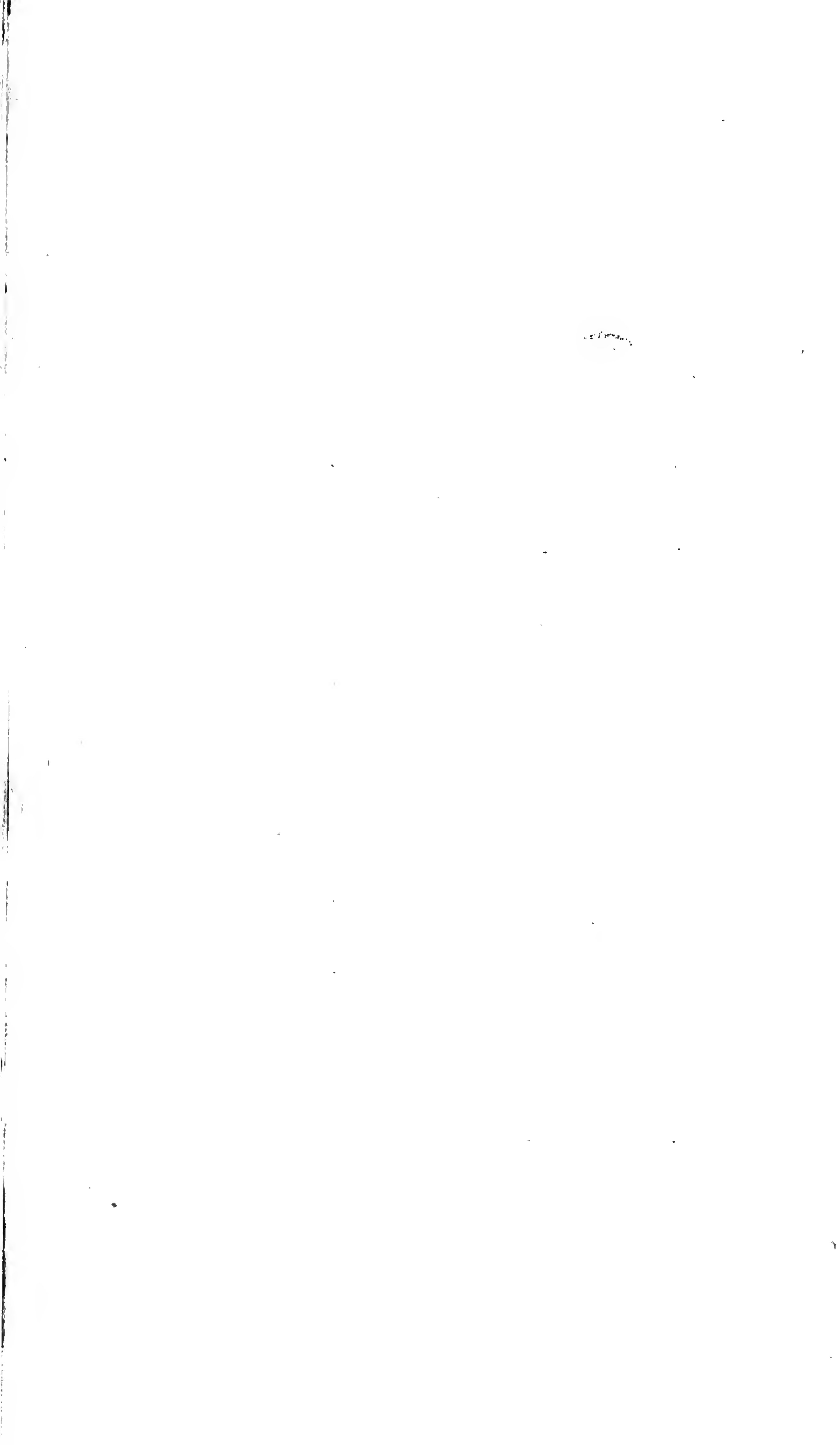


After reading the various communications, the Presiding Officer, Commissioner Claxton continued:

There are many others; I will not burden you with them. I believe that you would be interested in hearing first that there are a good many educational governors, or those who would like to be recorded as such, and it is good when those whom we are accustomed to think of as politicians, and who appeal to the people, and are not likely to go very far beyond what they think public sentiment will support, begin to write and speak in that vein.

The other night I was in the State of North Carolina, sitting by the wife of the Governor of the State. while he was speaking, and he said words of a kind that I was not accustomed to hear in North Carolina from those whom we call politicians when I lived in the state some twenty years ago or more, and I said to the Governor's wife: "That's a new kind of speech for politicians!" And she said, "He's only a statesman!" He was saying just at that particular time that the schools must be supported, and in order that there might be money for it the tax books of North Carolina must tell the truth, the whole truth and nothing but the truth; and probably after all that is a large part of the solution of the problem.

Let me thank you for your very patient listening to this, and call your attention to the program tomorrow morning at ten o'clock in Keiths Theatre on 15th St., when Governor Harding, of Iowa will preside.

(Whereupon, the Wednesday evening session was concluded at 10:29 o'clock.)

THURSDAY MORNING SESSION

May 20,1920.

(The Thursday morning session was convened at Keith's Theatre at ten o'clock a.m. The Commissioner of Education, Hon. P.P. Claxton, called the meeting to order and presented to the audience the Presiding Officer of the session, the Hon. William L. Harding, Governor of Iowa.)

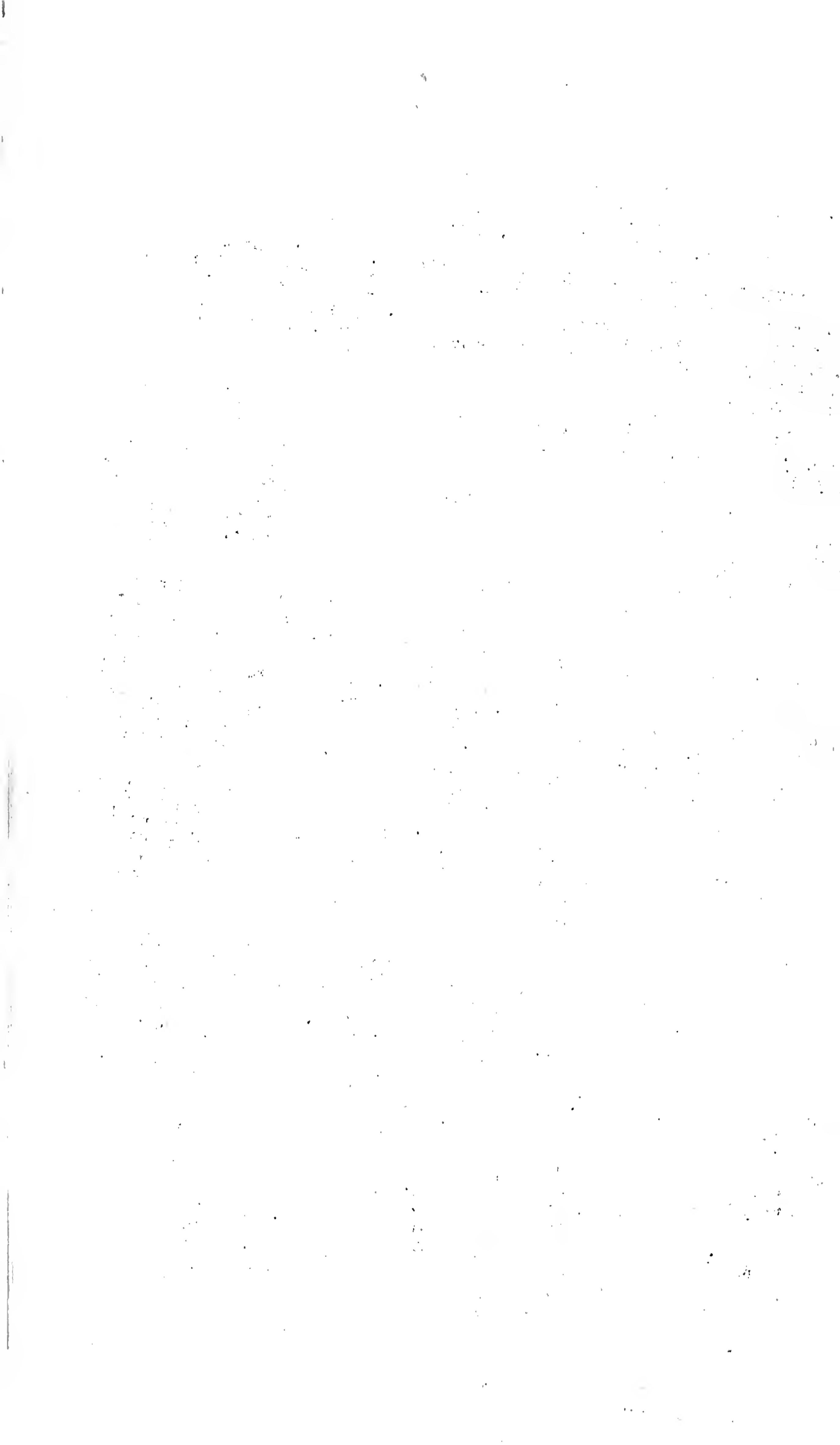
HON. WILLIAM L. HARDING: Ladies and gentlemen, I first want to express appreciation on behalf of myself and the state which I have the honor of representing for a place on this most important program. We feel that an honor has been conferred upon us, giving us opportunity to have part in an educational program that is not only nation-wide, but necessarily world-wide. Out in Iowa we like to reach out beyond the borders of our natural confines whenever we can.

I was introduced at a meeting down in Kansas recently as an "expert on education." I accepted the title! (laughter) You know what an expert is, I presume? It's an ordinary man away from home! (Laughter)

The topic for discussion this morning is: "Adjusting the Schools to New Conditions." And I, of course, as the Presiding Officer, and the wielder of the gavel, will take an opportunity to make a short speech. (Laughter) Which speech, of course is extemporaneous! I wrote this on the train, so if I have trouble at times in translating, it will be because of the train, and not because I am a poor writer! (Prolonged laughter)

We have outgrown the old theory in this country that education is free. The new slogan is, -- "All must be educated." And that slogan must be written into the hearts and minds of the people of this country if we accomplish the purpose that ought to be accomplished. It used to be that the public school was an institution almost sacred, and was to be maintained for institution's sake. We now are pursuaded that boys and girls are sacred, and that the school exists not because of institutional value, but for boys and girls. (Applause) I have said in the presence of college professors that I would rather break a course of study into a thousand pieces than to drive one boy or girl out of a school! (Applause) The modern notion is that the school exists for boys and girls, and not boys and girls for the school. It is the duty of the state -- This is my text; you will find it Isaiah some place! (Laughter) -- it is the duty of the state to furnish every child, every boy and girl, an opportunity early in life to find out what they want to do, and then prepare them to do that thing well. Now, if you do not remember anything else that I say, I want you to remember that! (Applause)

The business of the school is to fit boys and girls to live today and tomorrow in a practical and in an idealistic world. The education must do those two things. The training must be two-fold in purpose, first and primarily, so that the individual can easily be self-supporting. You can't do much in training a man with an empty stomach. Second, so that the individual may contribute something to and enjoy civilization. Not enough for him just to live, but he must contribute something to civilization. That education which does not enlarge the faculties of the individual to enjoy the good and noble things of life and make for contentment, is a failure. The child of today faces a new and changed world from that which confronted the child of yesterday. The school must lead and not trail. Some of you know what that word means, if you have ever ridden in a Ford with a trailer behind it! (Laughter) The school must anticipate tomorrow. The child of today must be trained for the years in which he will live his active life. The fact that the school is a beacon light ought to cause men and women to give it their very best. It seems to me that we ought to be able to go out to the young men and young women of this country in an appeal for the public school, for there is no field that offers greater opportunity to render service to the world than that of a teacher in the public schools. (Applause) There is small place left in the world for what is called common labor. The work of the world is done by brain and not by hand. The work of the world today is done by brain power and not by hand. One person does with machinery now in a few hours what it formerly took scores weeks to perform. Consequently, there is more time for play, study, idleness, and it



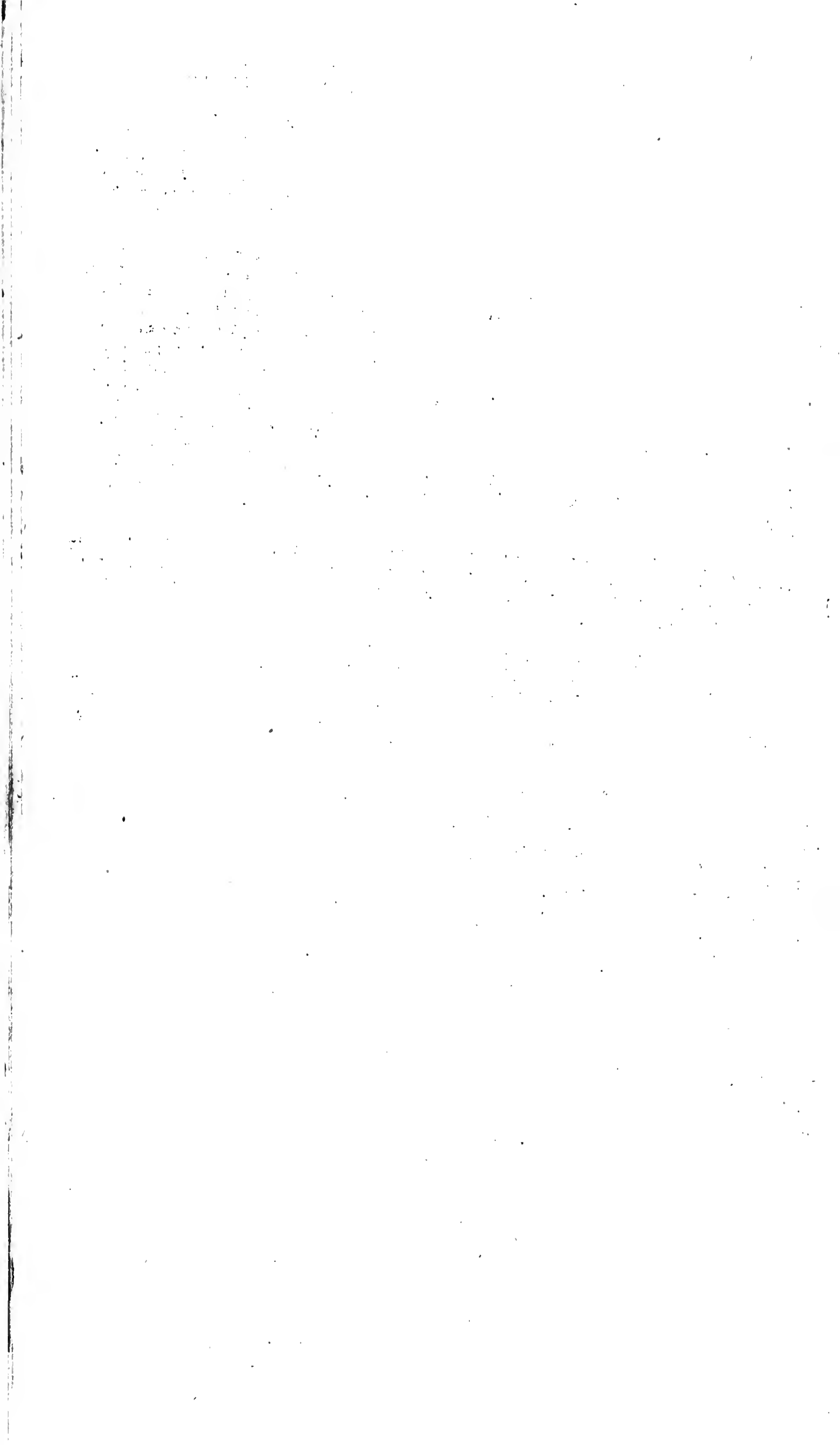
up to the schools to reach out now and take the time that shorter hours of labor have given to the men and women of this country, and use that time.

The school must plan to keep this trained mind occupied through all the life with useful constructive things as menial labor becomes scarce; and this is one of the new conditions. All must be trained to wait on themselves, or to put it in another way, each must be willing to clean up his own dirt! (Laughter) We cannot permit the public school to allow the impression to go out that there are classes, that one is better than another.

The rural school has perhaps more problems to meet because of changed conditions than perhaps has the urban school. The matter of food production is vital to the future of our people, Primarily, with the rural school lies the solution of the problem of keeping enough folks on the land to feed the people. The attractiveness of farm life should be a theme running through every course of study, not only in the country school, but in the urban school as well. Just in proportion as there is a falling off of the maintenance and improving of the soil and its cultivation, just so fast are we on the road to failure. There have been civilizations in the days gone by, -- a careful study of the beginning of their downfall will show that it can be traced to their lack of cultivation and maintenance of the soil. America's future among the nations of the world depends upon our concentration on our soil resources and developing them. We must not forget that, whether we live in the country or in the city.

Rural school improvements is a matter intimately connected with better transportation. As the roads of the community are better, the schools can be consolidated, and their efficiency increased. The rural school should be made the community centre.

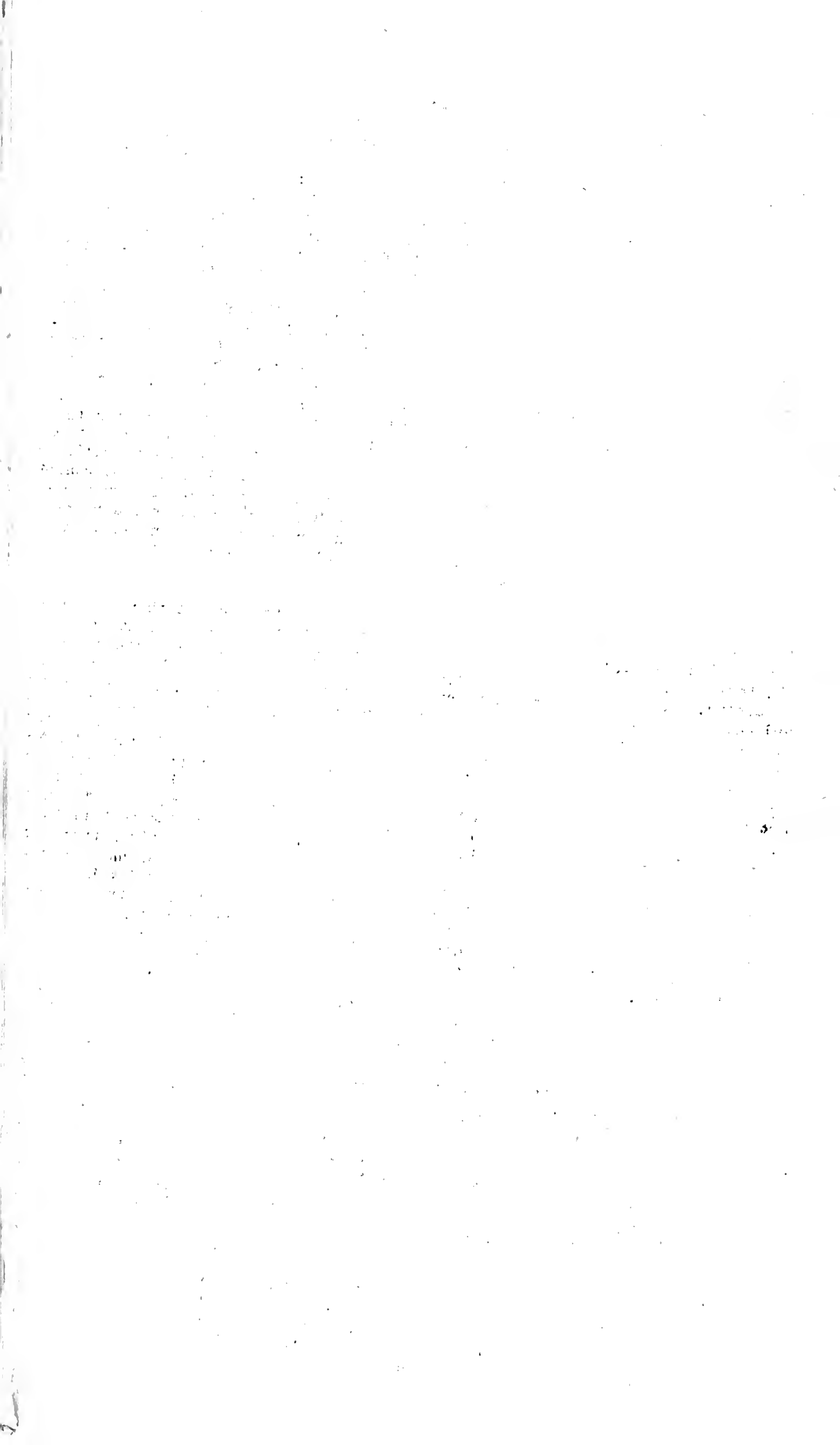
The old time lyceum or debating society should be revived. Father and mother and children went to the school house together in the old days under that institution, a wonderful institution. New England made its greatest progress under the Old Town-Meeting System. Every citizen was then a statesman, and carried his burden of government intelligently; but I fear now that if you tried to hold a town meeting without years of instruction in some of the New England States, you would think that you were in some foreign country! (Laughter) Now, the children, instead of going to the Lyceum with father and mother to debate the grave subject of whether the "Pen is mightier Than the Sword,""go to the movie." All alone, to have their passions aroused, to see -- I almost use a profane word, -- so-and-so fall from the top of a building! A lie written into the picture! And I said to my Latin teacher, when I was in college: "Dont make me take the examination, because if you do I will have to write on my cuff! And that isn't a good thing for me up here! So don't put me to the test. The temptation is too great!" (Laughter and applause) The school house should be used six days and evenings, -- six days in the week, twelve months in the year. (Applause) We have too much money invested in school property to have the door locked so much of the time. In my state alone in school property, the last estimate I had was over fifty million dollars of money invested in school property. Then think of only using it three, four, five or six hours a day, five days in the week, and eight or nine months of the year! No banking institution, no manufacturing institution, could prosper under those conditions. The way to reduce school taxes, -- and you will all be interested in this; you will want to take this home to your folks, -- the way to reduce school taxes is to increase the return of the investment. The way to increase the return of the investment is to have the school touch more people. Fifty million dollars invested, touching now a million people. Make those schools touch two million people and you could add one-fourth of the investment and still be saving money. You have got a banking proposition that you can sell anyplace in the world to a financial expert. The schools should be a magnet attracting every person in the community to that school. There isn't any man, woman or child living in a community that ought not to be attracted to the school. And whenever there is a community where that's not true, the school is not living up to its opportunity. The greatest difficulty with the school today is that it is not appreciated and used by the community in which it is located. The school is a mine of wealth, available to the community, but today unused. Boys and girls, a modern school house, well equipped, well paid trained teachers, a wide awake janitor, a faithful truant officer, and money in the treasury, -- an honest-to-God



school board!!(Laughter) do not make a school. You can have all of those, and you won't have a school. One all important, absolutely essential thing is lacking, -- interested active parents. You cannot get away from that. They are the folks that make the schools. We need a campaign of education to arouse the parents of America to the fact that the schools are their property, and in their care and keeping; and needtheir every day attention; and what I hope will come out of this meeting will be a group of men and women on fire to go back to the communities and preach the gospel, -- This is your school; this is your problem, and it's up to you! (Applause) The impression has grown up that the school is just for boys and girls, when tho fact of the matter is it is for the whole community. John Smith, the successful farmer, living out at the edge of town, graduated at the State Agricultural College at state expense. He lives in a school district. He is not on the school board, and therefore makes no contribution to the school, except to pay his taxes. Now you get that picture. Is John Smith discharging his duty to the district and the state for what they have done for him? I say not. What can you do? John Smith graduated from the Agricultural College and is a successful farmer, a man who has been carrying on experiments, a man who has made progress in the community, and the state in farming and live stock raising. What should he do? He should step over to the school and the community centre and he should deliver a course of lectures on farming in general, and on particular subjects that he is especially qualified to talk upon. The same obligation rests upon the banker. Of course he cannot contribute as much as the farmer. What he can he ought to give. The same obligation rests upon the blacksmith, upon the merchant; and no man has a right in America today to take from our public schools an education and then sit down in a community and not give something back; and that's the mental attitude that we must get in the people of the country.

The teacher should prepare popular lectures on the subject that she or he teachers. Chemistry may be the subject. All right, the teacher prepares a popular lecture on the subject of chemistry, and the fathers and mothers and the boys and girls gather. The teacher goes on and shows the ramifications of chemistry, how it reaches out and touches the kitchen, the home, in a dozen ways, and how it affects business. The daughter says to her mother, "I guess I will not go to high school. I think I'll go down in the Department Store and work." Today mother is absolutely lost. She has no argument; but if mother and daughter have been in the school room together, listening to the wonders of chemistry, the wonders of biology, and so on down the line, the mother will put her arm around that daughter and say: "No, we will struggle along; we want you to have these things." And then she will help; she will be in a position to tell the daughter of the things that are there. We are having trouble in this country today to keep the boys and the girls in the high schools. Why? Because you have not told the boys and girls what the high school is. If a commercial house had education to sell, and repeat orders were in proportion to the first orders as high school graduates are to the entries are to the entries in the grades, that commercial house would go bankrupt. The manager would be pronounced a failure. Now, don't lay all this at the door of the teacher. It isn't the teacher's fault. It isn't the salesman's fault if your goods do not sell, if they are of honest quality. The commercial house today advertises its goods. It prepares the way for its salesmen, and we must advertise the public school in American if we expect to sell it to the boys and girls. (Applause) And if we do not make more sales, we are going to have a hard time getting past the first of January. Education must be popularized. It ought to be the popular thing to be at the school house. You know when our forefathers wrote the Constitution, they provided that we could not have such a thing as an aristocracy of blood in this country. Well, that was a wise provision. We have an aristocracy in this country tho; its the aristocracy of wealth. That's just as bad as the aristocracy of blood. There is one kind of aristocracy that can and ought to be in existence in America. It's the aristocracy of brain. (Applause) The man or woman who can think a new thought, do something that's worth while, ought to stand out in the community because they are capable of thinking or doing that thing.

Just now we are much agitated about the question of preparedness for national protection. I am not going into a discussion of this, but I want to say just one or two things. Peace is constructive; war is destructive. The same training and skill that will build, can, in reverse, destroy. The last war, so far as we were concerned, was fought with the head and not with the legs.



Do you ever stop to think about that? All that training that we have had for thirty or forty years of the legs of the men of this country was not really used in the last war. With a little bookkeeping as to availability of men, every dollar spent for education can be counted over in the column of defense. And we will have some money available to take care of some of the problems that are confronting us now.

The teacher should be paid a living, supporting wage. That ought not to have to be discussed, and the salary should be paid for twelve months in the year. Now, out in my country we farm with horses, -- we use them on the farm, I should say. If a horse gets old we don't turn it out to grass; we take care of it for the usefulness of the days gone by. We don't hire our bankers for nine months in the year; we hire them for a whole year. The school teachers should be hired, and be paid twelve months of the year. The school teacher should contract for a period of not less than five years. You say that's revolutionary? No. The fact that you do not contract with a teacher for only nine months is the exception that proves the rule. You contract with every body else in the world for a period of years except the school teacher, then the school district should, out of its own money, see to it that theteacher is decently housed. (Applause)

Teaching should be made a profession. The standard should be high. And then you shouldn't vary from the teacher. Once a teacher, always a teacher. A personal illustration: I taught school once. You may not believe it, but it is true. In the old days, when we used to get by on a third grade certificate! (Laughter) Afterwards I studied law. They ask me now as governor once in a while what my occupation is. I say: "A lawyer," and not a teacher. I have not practiced law for some years, but I am a lawyer; always will be proud of the profession. I ought to be in a position to say: "Teacher, proud of the prefession!" (Applause) Make it a profession, so that men and women can enter it for a life's work, and stay there.

Now a man cannot practice law until he meets the requirements of the state. It does not make any difference how scarce lawyers are: he can't get in. The lawyer represents your property rights in court. The teacher represents the constitutional rights of boys and girls. Which of the two are more sacred, -- your property rights, or the guaranteed constitutional rights of boys and girls? Shame on America for having been asleep! We took a great institution that was handed us from the fathers; we assumed that it would run itself and accomplish the purpose. And here we are today realizing that the institution that ought to be the foundation rock, and must be the foundation rock, has been allowed to decay, and not to function as it ought to function.

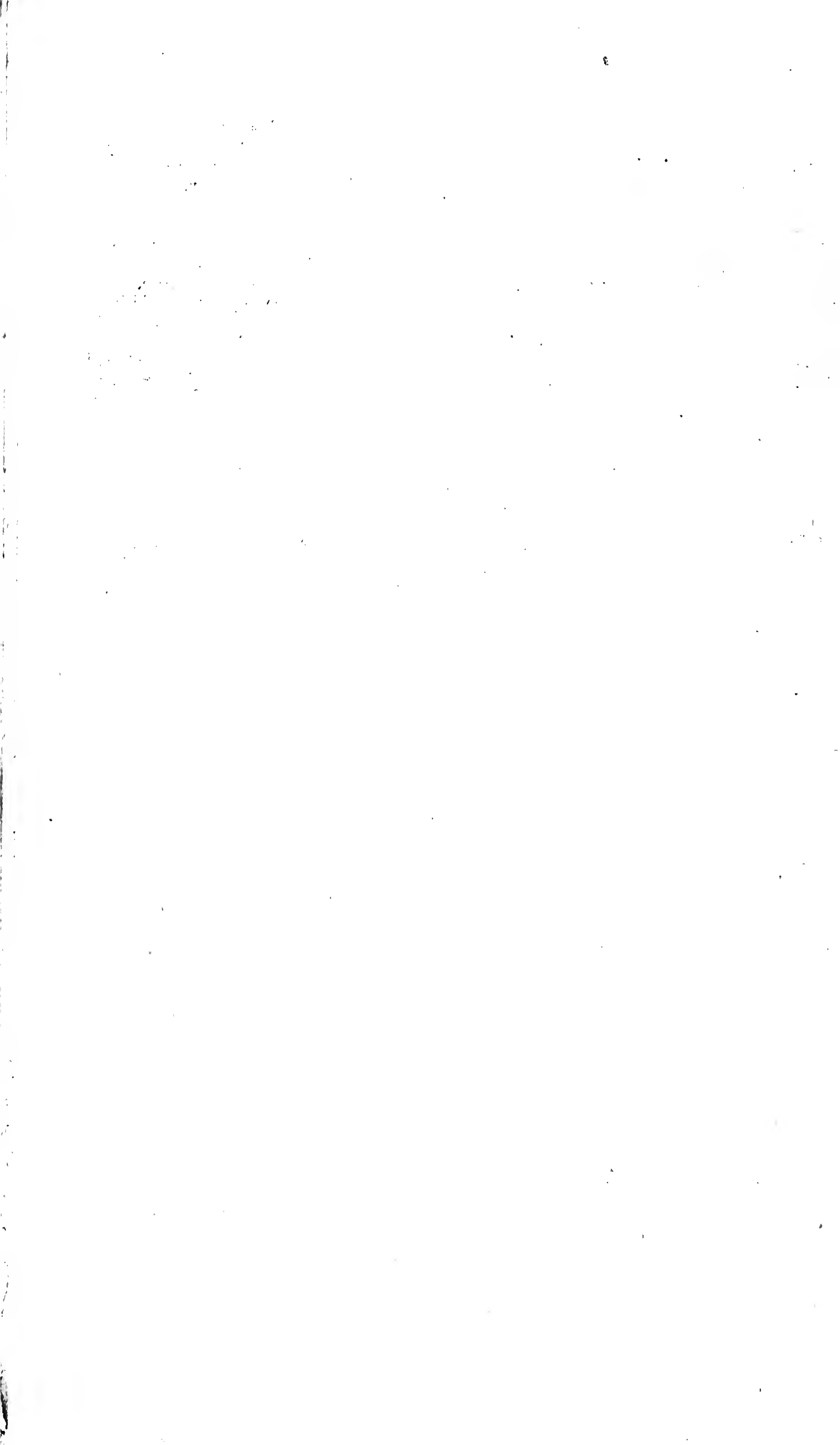
Now I am taking altogether too much time, but then that 's a mistake that a presiding officer always makes. I did want to talk to you a little about consolidation, and some work in connection with mines in our own state mining schools, and things along that line; and I may get a chance later. I know you are anxious to get to the program. We have a very interesting group of men this morning. I am not going to attempt to eulogize. The first subject on the program is : "Meeting New Tests of Rural and Urban Life," by Dr. Albert Shaw, the Editor of the Review of Reviews. I now take great pleasure in presenting to you Dr. Shaw, whom you all know thru his great publication. (Applause)

DR. ALBERT SHAW: Governor Harding, Mr. Commissioner Claxton, Ladies and gentlemen: I qualify as an expert by about the same title that you possess, and my only experience as a teacher was on the prairies of your state, before your time, Sir! (Laughter) And I taught a country school. I was nineteen, and my pupils were from six to twenty-six; and I taught all elemental and intermediate and high school subjects, and I taught singing! (Laughter); and I also ran a debating society evenings, and I had the neighbors in; I had the parents there. I was very young, but I had some notions about the kind of thing that I believed a school ought to be in the vicinity. I did my best. I was not able, for various reasons, to follow that profession of teaching, which I so much respect, and so much believe in , and about which I am so enthusiastic; but I tried to associate with teachers all my life, and I had the pleasure, and I had the benefit of knowing a very great many of them, and in some very modest way I have tried myself in the different professions I have followed to do what I am sure the Governor in his profession has tried to do, to

consider that all work in life has its educational phase, has its educational aspects. We must all teach from our own standpoint, and by the measure of our opportunities, and we must all associate ourselves to the very utmost with what is the central feature of our American life, the business of transmitting the best we have to the coming generation.

Now I, too, have some extemporaneous remarks! (Laughter) And I may say, frankly, that I have the habit usually of committing my "extemporaneous remarks" to paper, because for me it goes with my trade, and is the easiest thing. (Laughter) I have no important remarks to make, because I am merely giving an appendix of what the Governor has so well said. I should like to associate myself, as our English friends say, with the remarks of the governor. I am glad he said exactly the things he did say, because those are the things I believe to be true and to be timely, and the things I will have to say here will more or less repeat the things he has said, except that I say it in a slightly different way, -- not so good a way.

(Dr. Shaw's preliminary remarks were followed by the following address):



"MEETING NEW TESTS OF RURAL AND URBAN LIFE."

By

Dr. Albert Shaw

Editor, The Review of Reviews, New York City.

I have long regarded our Commissioner of Education, Dr. Claxton, as a statesman: first, in his conception of the country's needs; second, in his grasp of appropriate remedies; and, third, in his power to set forth convincingly the things to be attained and the means to be adopted. I have not called him an educational statesman, because, in his definition of the term, education is the vital process by virture of which the nation renews itself and advancrs upon the lines of its higher destiny.

Education, therefore, is the essential phase of all statesmanship in a democracy, and not a separate and distinct interest. Yet there must be particular means towards the achievement of general ends. And while the aims themselves are universal recognition, the means must often be considered professionally and technically.

It is quite conceivable that the educational process, speaking broadly, would go forward through a hundred other agencies if our vast mechanism of schools and special institutions for formal instruction were allowed to fall into decay and disuse. Human faculties would somehow find training, and a great heritage of information and of culture would be transmitted to the new generation. But the damage would be calamitous, the loss would be almost incalculable, before readjustment could be made.

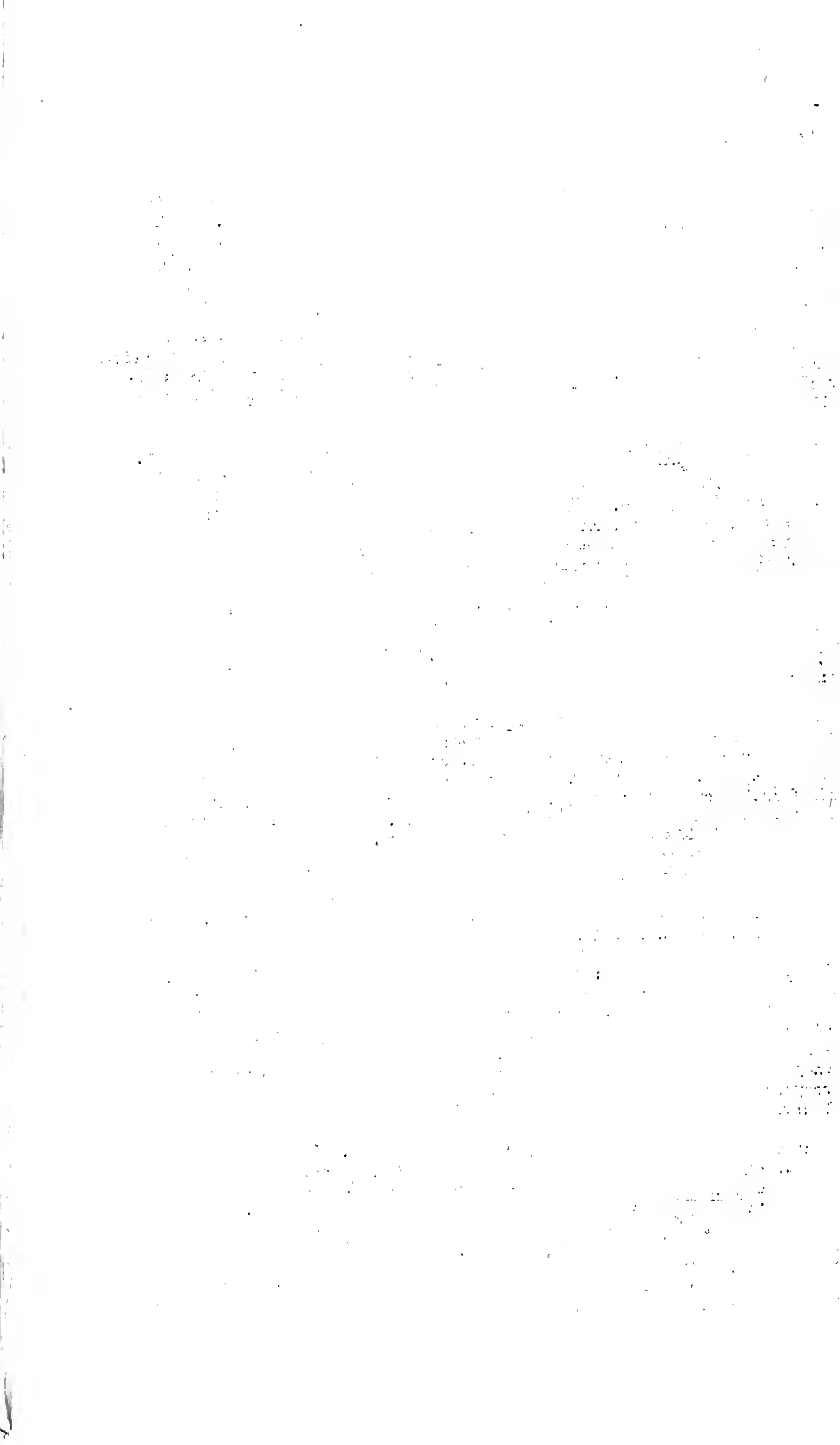
Civilization cannot maintain even its present levels without forethought, public policy, and constant effort through the use of recognized instrumentalities. Certainly higher levels can only be attained through still bolder and wiser proposals, the conscious adoption of policies, and the further creation of practical means toward idelized ends.

Endeavoring to find a true perspective in observing the drifts and changes of American life, I have for a number of years been convinced that what we most need is affirmative public policy based upon an analysis of things as they are. I am glad to believe that we are moving in the direction of such formulations. I am inclined to welcome rather than to lament some of the sensational predicaments in which we now find the country involved, because the country cannot well solve its problems until it understands what those problems are. And it will not fix its mind upon them with concentration, until they present themselves as crises.

I notice on the title-page of our program a motto to this effect: "The school situation is a national menace".

But Dr. Claxton has known that in various aspects the school situation had been exceedingly unfortunate for many years past. There are new phases of it, due to the chaotic conditions following the war, that are sensational. Not only are they sensational when summarized in nation-wide statistics, but they are sensational in their concrete local effects. The consequence is that they appear in bold headlines on the front pages of the newspapers, and everybody at length perceives, in the words of this motto, that the school situation is indeed a menace.

That situation has long needed radical improvement. It was hard to improve it, however, because there was so little public realization of the need. It took the war, with its electric illumination of social conditions in England, for example, to produce the new British Education Act. British democracy emerges as a new social and political structure. The children are now the nation's wards and principal assets. Every child, in the conception of this new law, is to be made secure in his right to the safeguarding of his health, in the development of his physical and mental power, and in his specific training for a useful part in the life of the nation.



And what is that national life in which the child is to have his part? First, it is a life of cooperative effort for maximum economic production and for relatively equal distribution of the results of such cooperation. Second, it is a life of associated activities on a plane implying intelligence, self-respect, personal and family dignity. It implies the extinction of poverty, along with the abolition of ignorance and inefficiency. It would be easy to elaborate, whereas my object is merely to suggest.

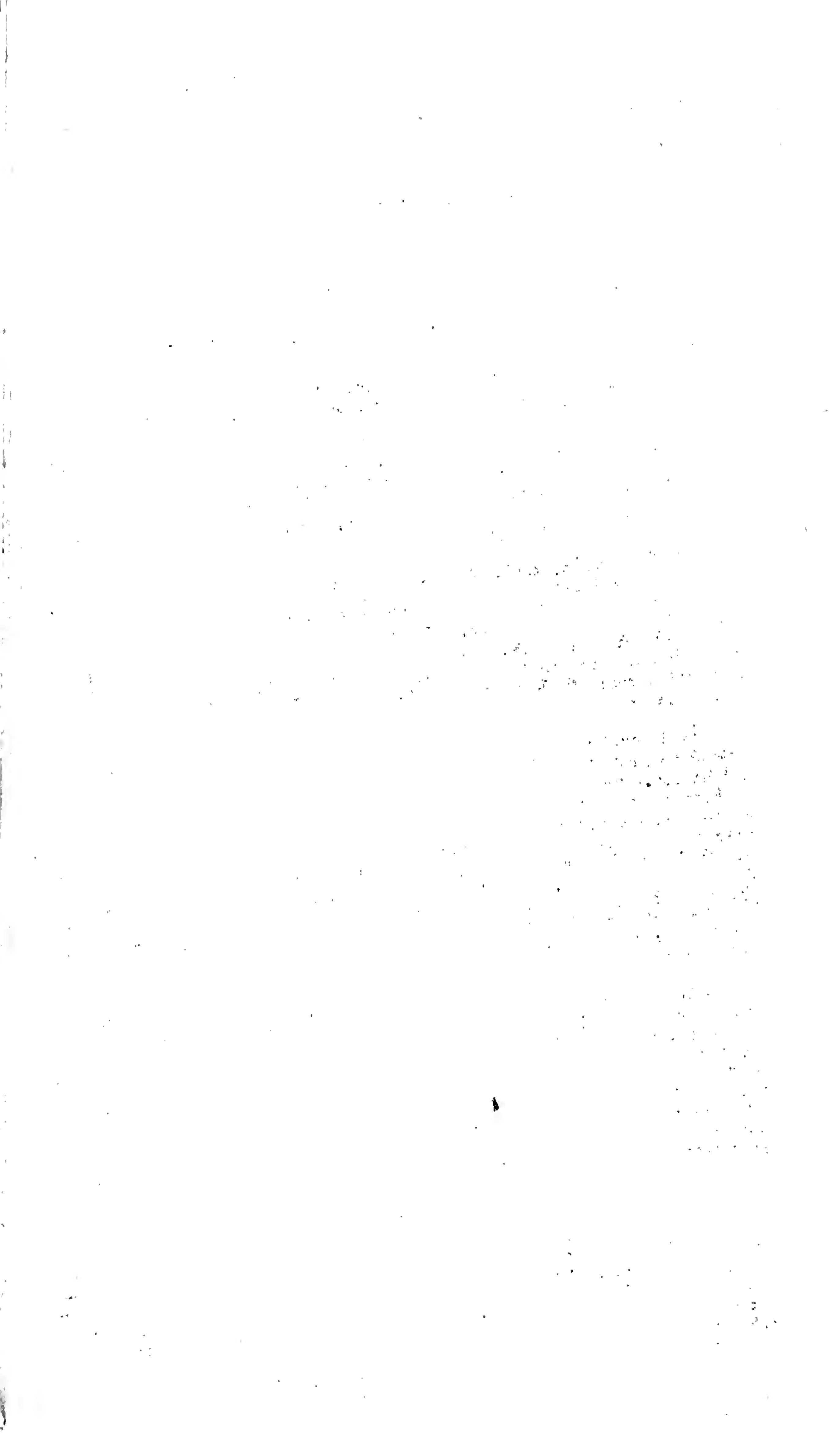
Out of the war in Great Britain there emerges, as I have said, a new conception of the future of the nation; and that conception is most fundamentally expressed in terms of educational policy. It is seen that certain things had been lacking, and that they are to be obtained through the deliberate adaptation of means policy and code of Great Britain, because it exhibits so distinctively the kind of proceeding that every great national entity must adopt, if it is to fulfill its reasonable destiny. There must be an unflinching study of the facts; there must be faith in human progress; there must then be the adoption of policies to produce the results that are agreed upon as the things to be desired.

I fully admit, then, that we have entered upon critical times, and that the school situation is a national menace. But when I refer to the school situation I think of it in the broader terms of the things to be achieved for social progress, rather than in the narrower terms of teaching as a distinct profession. Not only have we to rescue the teaching profession, and maintain the schools, but we have to go still farther and make the schools serve more perfectly than ever before the real ends of education -- that is to say, of national welfare.

It is evidently a cause of the depression that exists in many minds to-day to find that with the ending of the war we did not arrive at the millennium. Two years ago the nation felt itself rising to great heights of motive and of endeavor. It was freely said that since the nation had discovered the power that lay in unity of purpose, it would gladly proceed, when the war was over, to perform many peace-time tasks that would remedy old evils, remove inequalities, and bring us into a new and better age. Party strife was mitigated, the heroic mood was everywhere in evidence, large views were prevailing over petty ones, and it seemed easy to believe that when the war was over the vast energies stimulated by the emergency could at once be set at work to solve the recognized social, industrial, and educational problems of the country.

I believe that we shall yet find that such benefits will come from the war's unlocking of energy: although we must reckon with the confusion and reaction of a period immediately following the great struggle. In the psychological sense, the war, requiring as it did concentration and massing of effort toward a single end, had the great advantage of being definite. Ordinary life, with its seeming complexities, is bewildering because it affords us so many competing alternatives, and presents so many choices that seem to involve conflict. The war was simply and paramount. Decisions of vast importance were made on a day's notice here in Washington, and the country, without questioning the wisdom of those decisions, rose as one man to meet the task imposed.

Unheard-of sums of money were needed, and the country accepted changes in taxation that otherwise would not have come about for a century. Taxation not sufficing, the country was told to lend its funds to the Government; and accordingly some forty millions of people invested in the different national loans. The farmers were told to raise food to win the war and save Europe; and they did it regardless of the shortage of labor and the cost of production. Householders were told to provide exportable food surplus by abstaining from one article or another; and thus millions of tons of foodstuffs were made available. When soldiers were needed, the draft enrollments brought more than twenty millions of young men with an unprecedented willingness to face peril.



Thus the country made a supreme effort and yielded its human and material resources without complaining and with fine devotion, in a crisis that obscured all ordinary considerations. During the strain of that period it was felt that if only peace could come we should find the earth another heaven. It was believed that in the crucible of war men had been tested and tried, the dross burned away, the pure gold left. It was thought by many that the lessons and sufferings of war would have made men and women reasonable, kindly, unselfish, fit as never before to bear the burdens of society, to live in brotherhood -- in short, to translate dreams of progress into swift achievement.

Nor did visions of a better country lack formulation, to a considerable extent. We had found, in the actual examination of millions of young men for military service, a far higher percentage of illiteracy than had been supposed. Plans to meet this situation were widely discussed; and it was believed that the country would surely adopt them, and carry them through when the war was over.

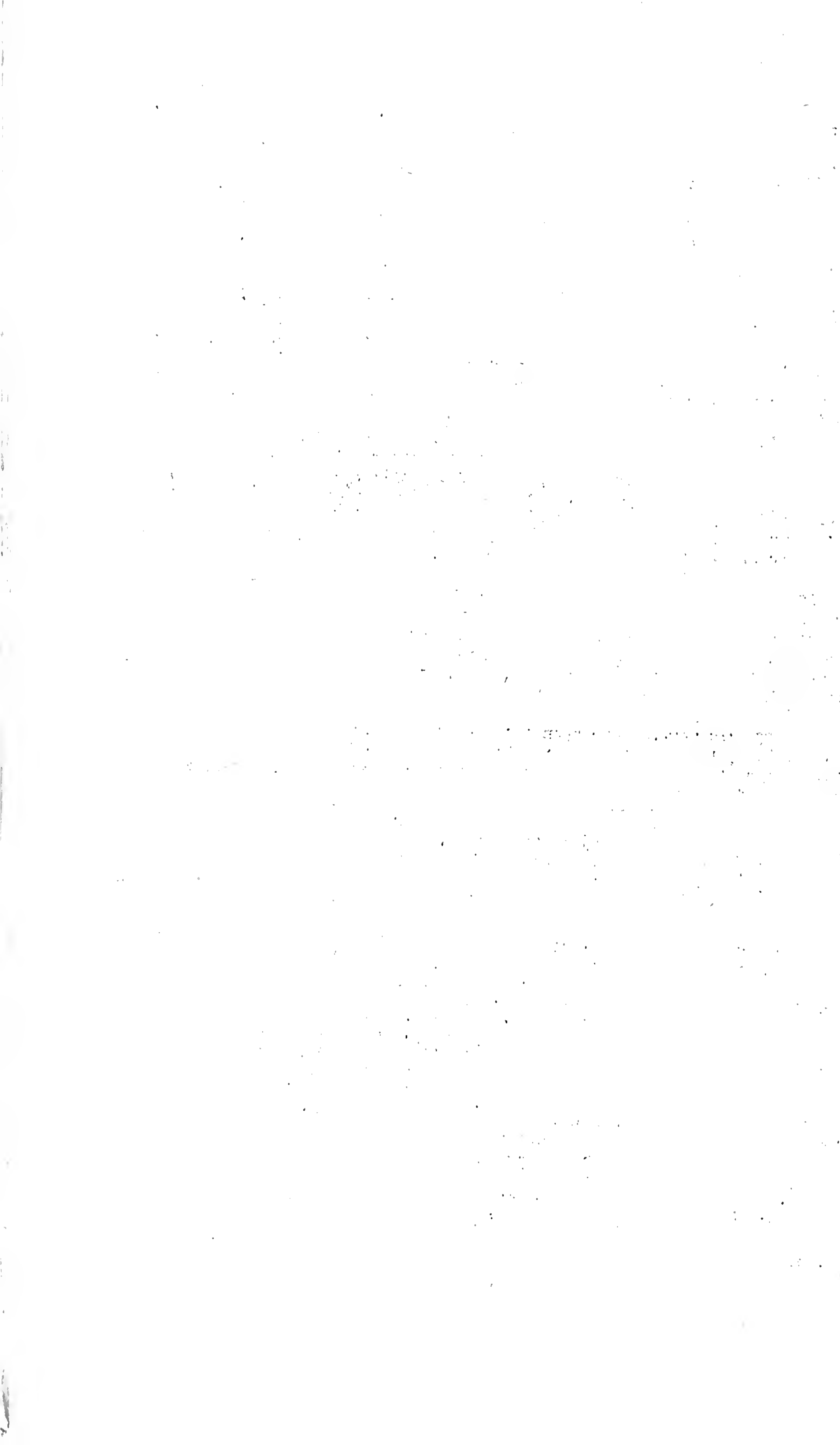
Physical defects were found to be appallingly prevalent, and again it was believed that the country would without further delay adopt measures for the physical education and training of all children, with continuation through the early adult period. Conceptions were formed of the application of preventive medicine to the preservation of child life and the training of the young generation for efficiency,,and for that kind of sanity of mind and character that requires the healthy body.

Remarkable discoveries were made, in the testing of the war period, regarding the manner in which the new elements of non-English-speaking population had been increasing, too rapidly for the ordinary processes of assimilation. The country was determined to support a sound program of Americanization, counting the pecuniary cost of little consequence as compared with the great ends to be attained.

Through the demand made upon the agricultural districts for greater food supplies, there came to be realized as never before the fact that throughout vast portions of the country there was either little gain or some actual falling-off in rural population, while the growth of commercial and industrial populations in towns and cities had been very rapid. Men of vision and of practical fitness for leadership formulated programs for the upbuilding of farm communities, pointing out the danger to the country of allowing rural life to decay.. But these plans are not being worked out, and the tendencies that make for crowded cities and a neglected countryside have been accelerated rather than retarded by reason of the war.

These conditions have produced discouragement and awakened alarm. Yet to those of philosophic mind, and historical perspective, the immediate conditions are merely those of inevitable transition. They will serve a valuable purpose if they help us all to reach the important conclusion that constructive policies must now be adopted; and that, even as in war time so in peace time, ends to be attained must be made definite, and means towards ends must be decided upon, and the bills must be paid even through they be large.

This conference will deal with many phases of the school situation, both general and technical. I have merely this one broad view to present -- namely, the need of a bold policy that must be as definite and as fundamental as the policy adopted three years ago when the country entered upon war. At that time it was believed that the nation faced a menace, and it adopted the means that the particular emergency required. It was a military menace, and we rose to meet it, using means adapted to the ends in view. Now we have a different kind of menace, but a real one; ...



and we shall not deal effectively with it unless we are convinced that there is such great reward in meeting it successfully that we can abundantly afford to pay the cost.

The menace of war confronted us in our national capacity, but we met it with measures both national and local. I believe that the dangers to our civilization that confron us now are also nation-wide in their character, and that the case is one for national diagnosis, and to some extent for national remedy. The diagnosis can be made by the application of various statistical tests, and by the summarizing of numerous surveys that have already been made. The conditions to be met affect our social stiucture as a whole. The school crisis now affords the most striking illustration of those conditions, and may be regarded as the most central fact.

First, we are confronted by the appalling shortage of teachers. The war has resulted in doubling the cost of living and the pay of the salaried classes responds more slowly to such changes than the wages of labor. I will not enter into that phase, because, though overwhelming in its immediate effects, it is not as fundamental as some people consider it.

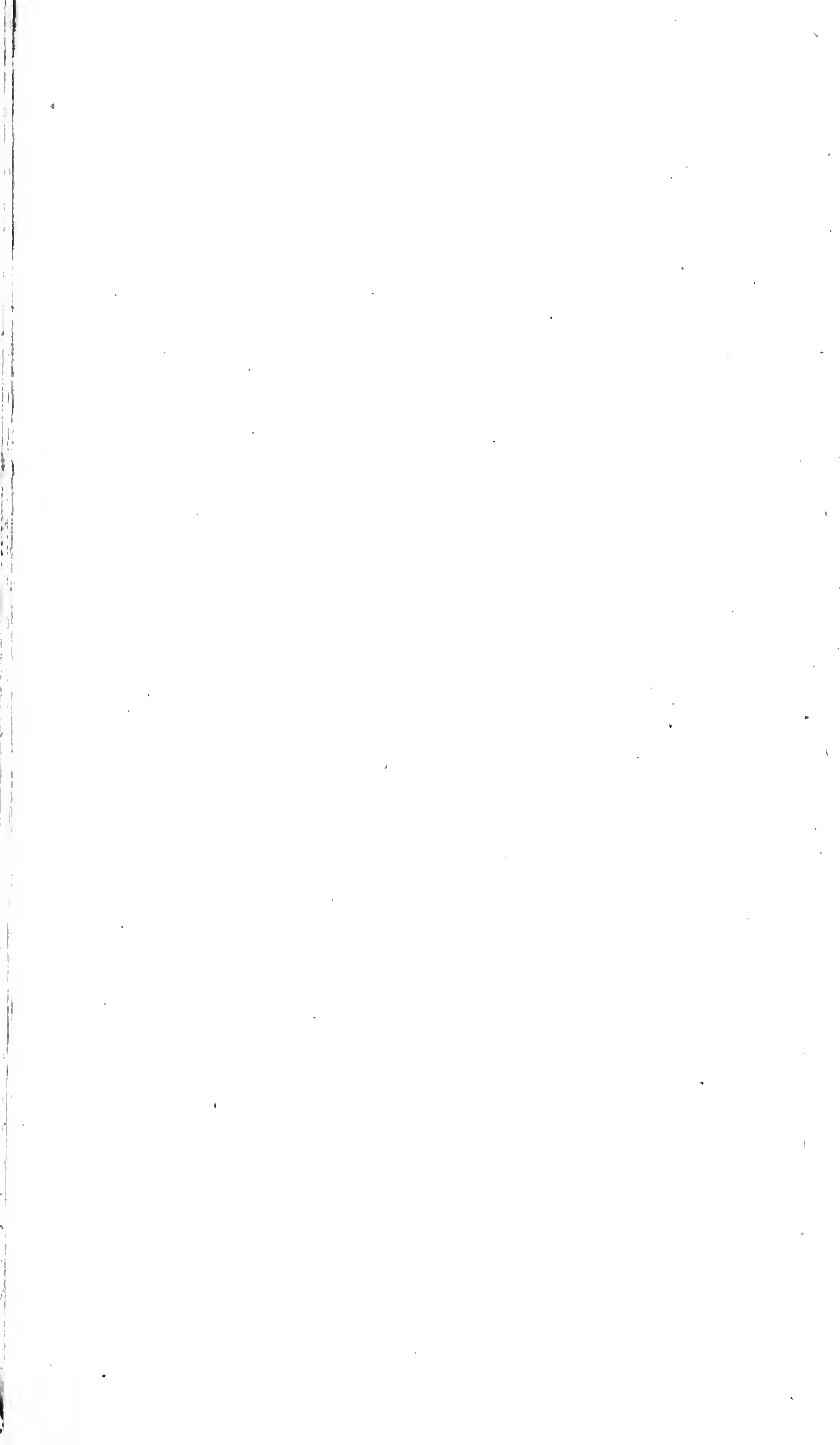
Much more fundamental are the facts about the training and fitness of teachers, the work of schools as related to the ends and objects of education, and distributuin of schools as regards the needs of the population and the broader aims of public policy.

There was a period within the memory of men and women now living when, in the United States, the average conditions of country life were more favorable than those of town life. Those conditions have changed with the great progress of industry and commerce, and the massing of wealth in urban communities, Engineering progress, and scientific knowledge have availed to aboli abolish slums and to standardize the conditions of life in the large towns. There has been steady increase in educational plant and opportunities, because the great town has been permitted, by the policy of the State, to draw upon its concentrated resources of wealth, to provide school facilities of a superior kind. Meanwhile the prevailing type of school facilities of a superior kind. Meanwhile the prevailing type of school in the country has remained the one-room, one-teacher establishment, far less effective in its relation to the rural community than the country schools of fifty or seventy-five years ago.

From the economic standpoint, the State is suffering through lack of a proper development of agricultural resources. This is not only true of great Eastern States like New York, Pennsylvania, and Virginia, but it is hardly less true of States further westward, like Ohio, Indiana, and Kentucky. Even in the prairie States there is marked absence of the kind of definite policy that would prevent rural decay.

A sound policy under which country life would flourish, would not be at the expense of the towns in the long run. On the contrary, the increased wealth, comfort, dignity, and happiness of rural life would sustain and enrich the towns. As matters stand to-day, the children of foreign-born parents, who are predominantly to be found attending the admirable schools of the cities, are having spent of public money, for their education and training, at least several hundred per cent, more per individual than the average child of older American stock, living in the farming districts.

The consequences begin to appear in a State like New York. In the earlier day the country districts developed leadership. At the present, time, the superior facilities of the towns and cities are producing the vast majority of those who are coming forward in the professions, in the control of capital and business, and in the management of politics and government.



I should not diminish in the slightest measure the free opportunities that are now afforded in New York City, let us say, for the elementary instruction of all the children, and for the advanced instruction of as many as choose to continue in schools. But it seems to me a most appalling thing that the State as a whole should fail to see what is at once its clear duty and its great opportunity. The small country district cannot possibly provide suitable educational facilities for its children.

The average population of a tenement house block in New York City is equal to that of whole townships in the country including villages. Single tenement-houses are often as populous as entire school districts in New York State. Suppose, however, that each tenement-house block was made a separate school district, and was obliged to provide its own school facilities. Obviously, the enormous development of education in the towns and cities is due to the unity of the municipal corporation.

I am not here to prescribe details of a needed reform. The principles, however, become evident when onr surveys the deplorable conditions. The State should regard its rural population and its landed domain as its two most essential assets. It should adopt policies which would stimulate rural life, and bring back the lands to fertility and to full production. The State of New York, for instance, is easily capable of from five to ten times as great a development in farm and garden production, dairying, fruit culture, and the like as the existing average annual output.

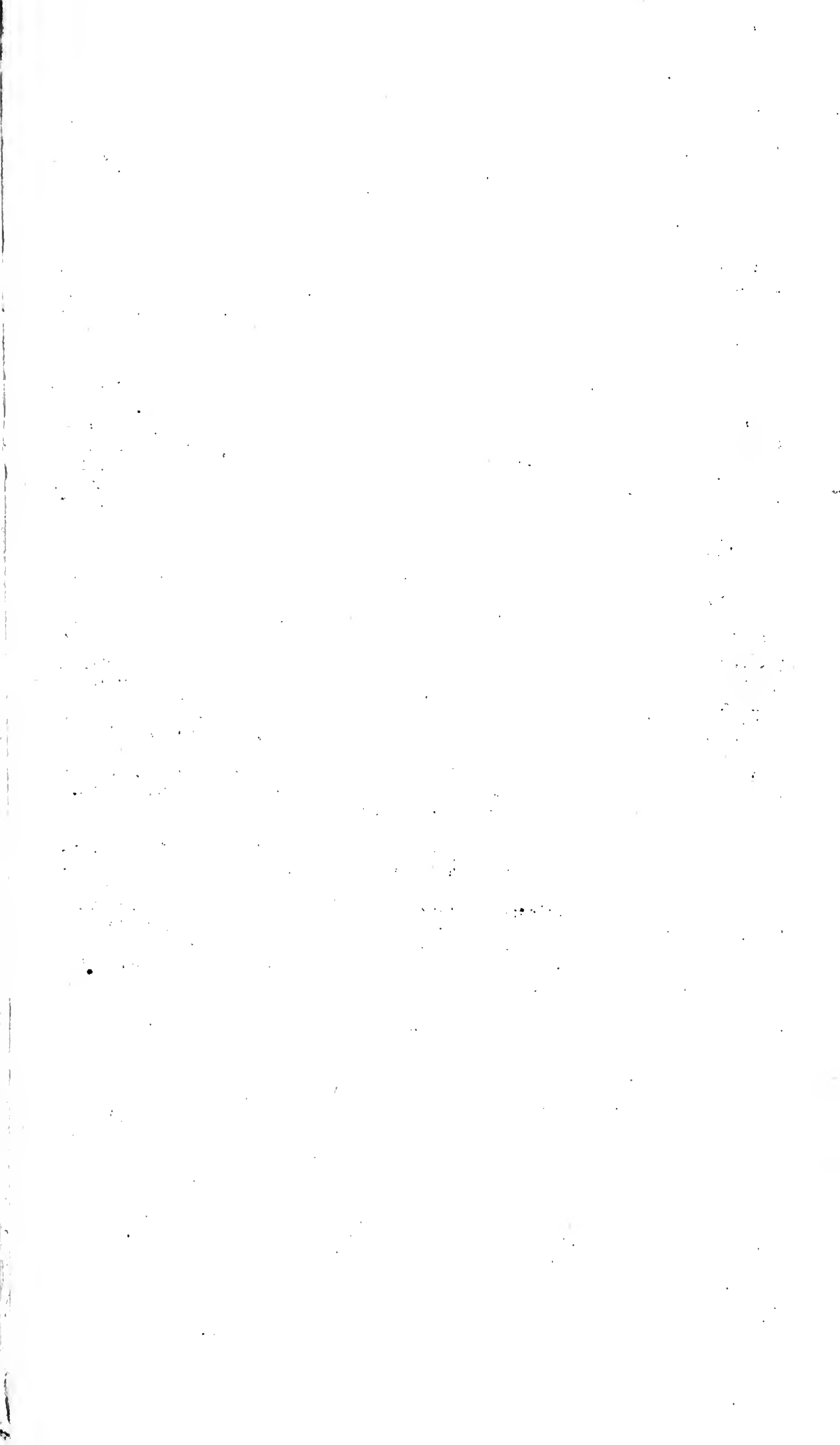
To bring about this greatly increased production would require a considerable period of time, and the careful adoption of a series of stimulating measures and policies. But the first and foremost of these policies should grow out of the principle that the farmer's children ar not to be penalized for sticking to the farm. The consolidated country school should not be the rare exception, but should be the universal rule. The burden of its creation and support should no more be thrown upon the immediate farm community than the burden of the graded schools of New York City should be thrown exclusively upon the parents of the children who are assigned to each particular school room. As much pains should be taken by the State of New York to create institutions for the rehabilitation, and the modernizing, of country life, as the authorities of New York City have taken in creating such marvelous institutions as the Washington Irving High School with a hundred vocational specialities, the City College for young men, Hunter College for young women, various manual training and technical schools, and so on.

The problem should not be approached in a drifting or dribbling way. It should be met squarely, on large lines, by men of vision and of courage.

When the State decides, -- under some kind of encouragement from the nation, because the larger aims of our educational policy should have deliberate national sanction -- when the State, I say, decides to meet the menaces of our peace-time civilization as boldy as we met the menaces of the war period, we shall enter upon an era of true conservation. In working out the principles of human conservation, we shall also develop and conserve our material resources, -- the soil, the forests, the water supplies and so on.

I do not believe in meeting the crisis caused by the shortage of teachers with mere palliatives and with pitiable, temporizing measures. I believe that we should turn the tables completely and meet the crisis by the adoption of bold policies. The profession of teaching is not desitned to decline, but on the contrary has ahead of it, in a future not long distant, such opportunities as should invite thousands of young men and women to train themselves for what is to be decidedly the foremost of the profession.

The schools henceforth are to be less narrowly academic, and more obviously and immediately a part of the general life of the community. Others more competent than I am will deal with specific measures, and I end, as I began, in expressing the belief that the present crisis will lead us to see the need of adopting large policies, in order not only that teachers may be paid a living wage and schools maintained, but that education in the broadest sense may be treated as the supreme object of statesmanship. The further continuance of our American institutions now depends upon universal training for citizenship; and upon the prosperity and success of our social and economic life, rural as well as urban. (Prolonged applause)



THE PRESIDING OFFICER, GOVERNOR HARDING: I have known for some time that there must be a great reason back of Mr. Shaw, and his wonderful success. I now know the greason. It's two-fold, -- first, because in his early life he taught school; second, because he did that job in Iowa! (Laughter and applause.)

You know men go to the mountains, -- in the olden days went to the mountains for the purpose of interpreting, but they always go out on the plains to get the resources with which to sustain great civilization. We are glad out in Iowa that the doctor went to New York. They needed him there! (Laughter)

The next subject on the program is: " A Practical Program for the Development of the Rural School." It's a big subject, and so they picked out a big man from a big state for the job of discussing it. His name "Finegan" is a familiar one. (Laughter) And whether this is the original or a relative (Laughter) will be demonstrated. It gives me great personal pleasure to present the Hon. Thomas E. Finegan, State Superintendent of Public Instruction of the State of Pennsylvania. (Applause)

"A PRACTICAL PROGRAM FOR THE DEVELOPMENT OF THE RURAL SCHOOL."

By Hon. Thomas E. Finegan, State Superintendent of Public Instruction of the State of Pennsylvania.

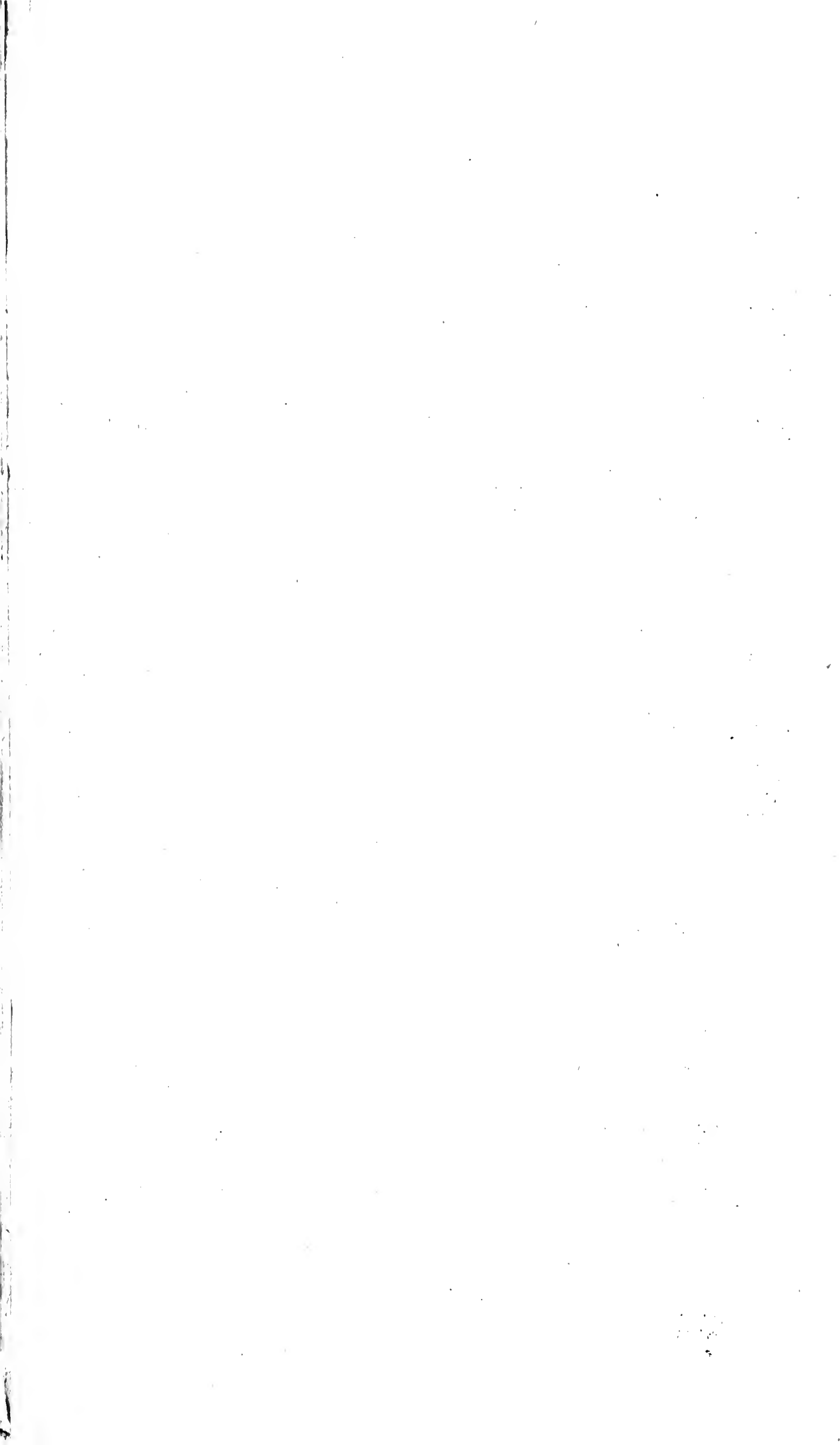
Governor Harding, Ladies and Gentlemen: My talk too, is extemporaneous, but not like the Governor's, nor the distinguished author's. If I had known that these men were to present the finished product that they did present, I should have endeavored to obtain the necessary assistance to have entered into competition with them. (Prolonged laughter and applause) Now I confess that I had a feeling of great uneasiness during the whole period of the Governor's address. Because he touched one aspect after another that related absolutely to my thesis, and I wondered if he would leave a single thing for me. Now, he did not! (Prolonged laughter and applause)

(Governor Harding, at this point, amid roars of laughter from the audience, presented Mr. Finegan with his, the Governor's, manuscript, from which he had spoken.)

MR. FINEGAN: (Continuing). Now I am sure that I could do nothing which would be more effective than read this address to you. (Laughter) And if the Governor had had a better teacher in penmanship (prolonged laughter and applause), I might have attempted the job. Governor, I appreciate your generosity, but it is an absolute impossibility! (Prolonged laughter and applause)

We have today a very definite American policy in education, and that's this: So far, that each state is held responsibile for its system of education; and so the states very generally, have adopted a platform on education, and we find this in our Constitution. saying, with some elaboration and some embellishment, as to the needs of education. You will find in the constitutions of nearly every state in the union a provision which in substance is this, that the legislature shall provide a system of free education wherein all the children of the state may be educated. Now that's constitutionally mandate presupposes that every boy and girl in the state under that provision shall be given an equality of educational opportunity, and notwithstanding the fact that one state after another, until nearly every state in the union has put that fundamental principle into its constitution, there is not a state in America which has yet complied with its provisions and given to the boys and girls of any state an equality of opportunity of educational affairs.

There is no other institution in America which makes so little progress in the last century as the rural school. That fact was pointed out by each of the gentlemen who preceded me. Now are we going to make progress? Are we going to comply with what has been determined to be the American policy in education, and give to the boys and girls who live in the rural regions the same opportunity for obtaining an educationnthat is providedfor the boys and girls who live in the cities and villages? And if we are, how are we to do it?



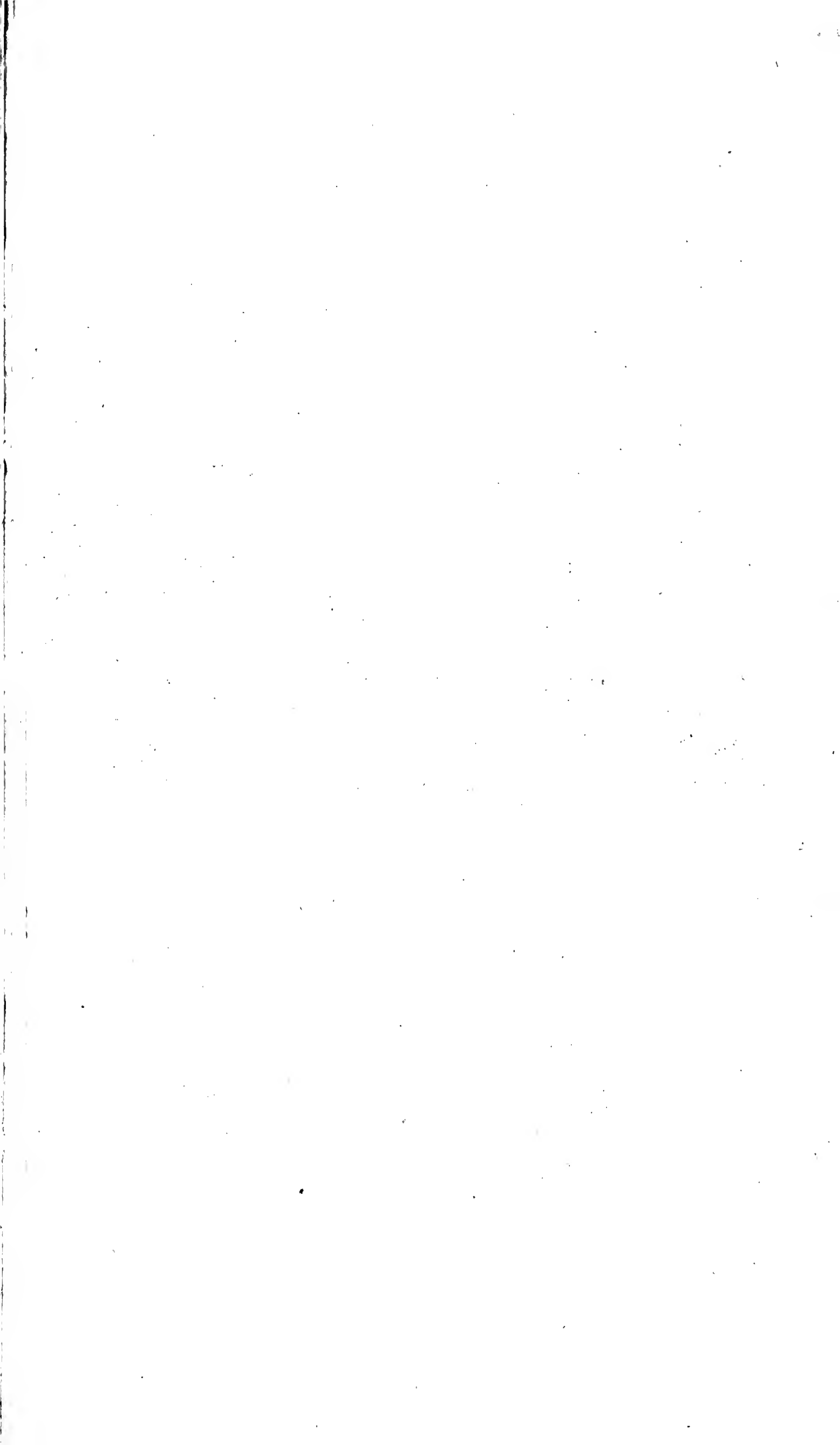
Now, there are certain factors which enter into an efficient school. If we provide these facilities, having these factors in the school, is it impossible to provide them in the country? What are they now? One of the more essential factors in the school is the period of time which the school is in session. Now, ladies and gentlemen, make no mistake about this rural school problem being one of the great problems in public education. Eleven million boys and girls in this country are in attendance upon the rural schools of America today. Eleven million! This is a problem which is just as vital to the city as it is to the country. The relative proportion of the people living in the country and the city changes with every census, and I am anxious to hear what the result of the census just taken will show. We have come up almost to an equal division, and I think the census of the current year will show that there are more people living in the cities than are living in the rural regions. So that it becomes a problem in which the people of the cities have quite as keen and vital an interest as the people living on the farms.

Now during the past two or three weeks I have been traveling somewhat out in the open somewhat, in four different states. And do you know I have not seen a rural school in session in any one of these states this month? The doors are locked. They have had the required periods of time of instruction which the law requires, and they close up their schools seven months, six months, five months rural schools in my own state; the period of time which the rural schools are in session, seven month, -- one hundred forty days; the period of time in which the city schools are in session, ten months, -- two hundred days. Can you give to the boys and girls out in the country districts one hundred forty days, and some of them only one hundred, the same efficient instruction, the same education, that you give to the boys and girls in the city when they have two hundred days instruction? Why of course you cannot. And so we must come to the proposition that schools in the country districts must be maintained for a period of time equal to that which was maintained in the city. If a boy or a girl living in the city is entitled to ten months instruction, then I say that the eleven million boys and girls living out on the farms, in the rural regions of America, are entitled to a ten months' period of instruction.

Now, -- is one factor, your period of time. Let's take a second factor,-- the equipment. I do not need to describe to any of you people the equipment of a country school. You see it. Every one of you have seen it. Compare it with the school buildings in the cities, with the equipments which are provided for the school buildings in the populous centres, and you will readily see that it is not possible in that little one room school, with the meagure equipment, to give to the boys or girls there that efficient instruction which can be given to the boys and girls who are in the better buildings, with the better equipments.

Now, right in connection with this same thing, look at what they are doing in the populous centres and schools, some of the things which they are doing. Look at the great human interest which the people express in the different things which are being done in the schools in the populous centres, because of the great aggregation of people that are brought together. The unfortunate child, the cripple child, the deficient child, the blind child, the deaf child, the tubercular child, the anemic child, -- all these different classes of children in the states, there are large numbers, and becaus you can get at them and segregate them and give them that special attention which their needs entitle them to. How about the country districts? Such special attention is an absolute impossibility. But is it possible so to organize the schools in the country districts that some human expression of a great state or a great nation can reach out to these unfortunate children? I think it is. So the second factor, the buildings and the equipment of the schools.

Now, a third factor, -- a course of study. You know what a country school makes me think of very often when I look at the course of study or program, the daily program, with fifteen, twenty, thirty children, of different grades, all the different subjects in the curriculum, and a program mapped out? Why it makes me think of a trolley station, where the trains are running out every minute or two to different parts of the city. And so you go into this little one room school with thirty children, with its program, and the children march up for their recitation, and they march back,



and another group come up for a recitation, and so it goes every three, four, seven minutes all day long. What kind of instru ction can a teacher give, with a school organized on a program of that basis? Now a course of study in any school should be connected in some way with the living conditions of the community in which that school is maintained, and of course you all expect that a course of study in a rural school will have something to do with agriculture, and with home making, and with these subjects concerning which we have talked so long; but it should have other features. We should have the same cultural features in the rural regions as we have in the city. We must develop in the boys and girls, -- Think of it, eleven million of them in this country! Are they not entitled to the same cultural privileges which the other other eleven million are entitled to and are receiving in the cities and the populous centres?

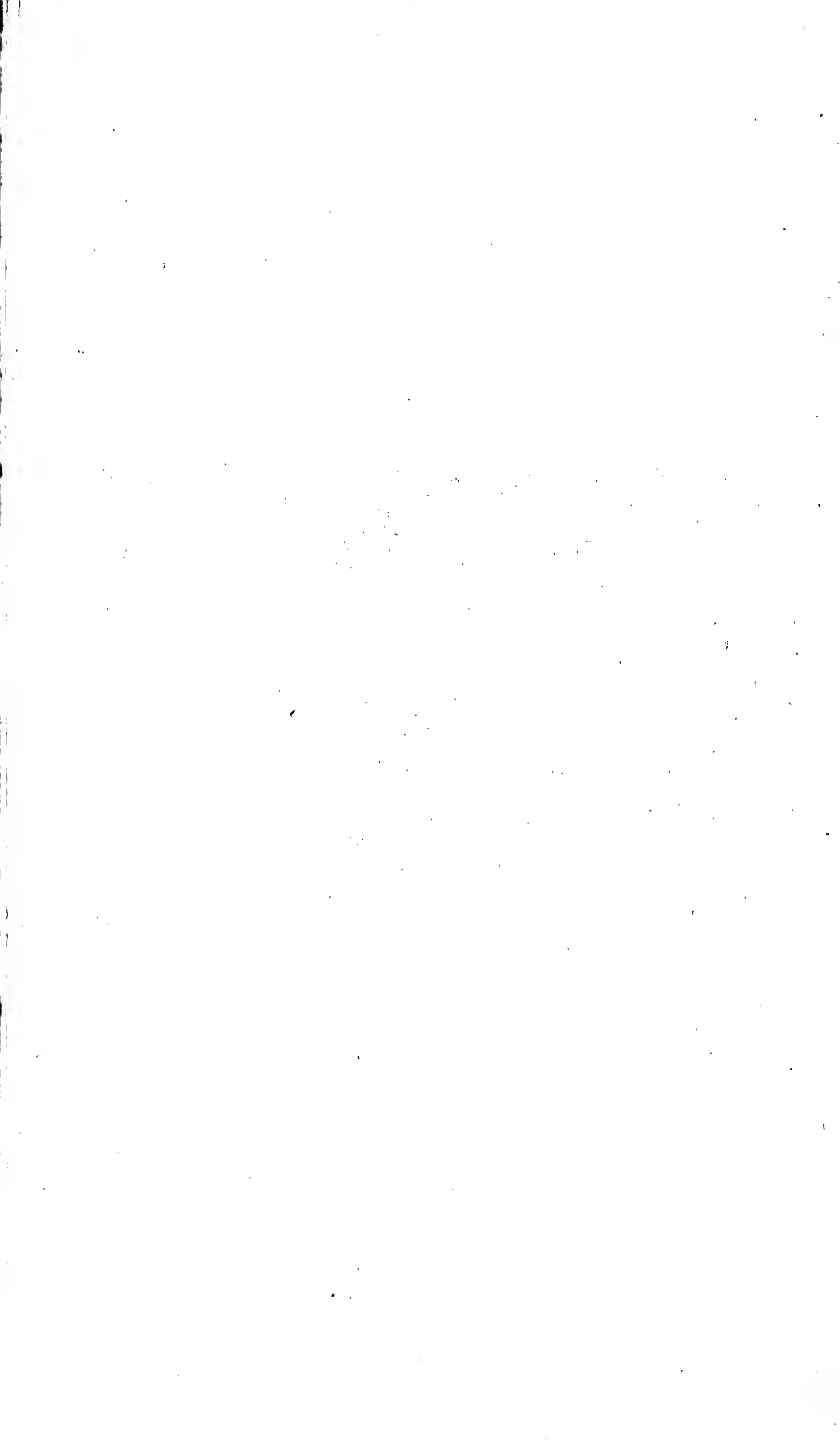
One of the speakers, and I am not sure but what both of them, referred to the physical conditions of the boys and girls in the country. In the year 1916 there were 133,000 young men in this country who applied to the War Department for admission into the regular army, and these young men had to undergo the usual physical examinations, and out of that 133,000 young men less than 20% of the boys were accepted as meeting the physical conditions prescribed by the United States government for admission into the army. You all know the revelations which an examination of the men who were drafted in the war showed; and you know further that the facts are that the boys who came from the country districts were not in as fit physical condition as the boys who came from the cities. Now any program for the country districts must include a comprehensive, scienfitic work on health instruction, -the usual physical training; but, further than that, the medical inspection which we have had is not effective inspection, just simply pointed out certain physical defects. That is essential of course, but there must be scientific instruction in health upon the same basis that instruction is given in English or Arithmetic, or any other subject in the curriculum.

Now one other point in an effective school, and that's this, -- the teacher. Now you know what the teacher is in the country districts. I am thinking of these eleven million boys and girls, and of the teachers giving them instruction, the great majority of whom have never had anything beyond an elementary course of study, and yet these young people, with that meagre instruction, with that meagre outlook in life, go out into these schools and are endeavoring to train and develop eleven million children into good American citizens. We should reverse our policy on rural education. Instead of going upon the theory that any person may teach in the country schools, we want to come around to the theory that the best qualified teachers in the school system are to be employed in the country schools. (Applause) And instead of going upon the theory that we will employ country teachers for the lowest compensation for which they can be obtained, we want to reverse the situation, and offer a premium in the compensation for teachers who will go into the rural community. (Applause)

Now remember this: We shall never have an effective body of teachers in the rural schools of the state until we come right to the proposition and say, -- We are going to have institutions in America whose sole business is the training of teachers for the rural school. (Applause)

WE have compromised with this question ever since schools have been maintained, and we shall never get these teachers until normal schools are established which are associated with some of the great consolidated schools in the rural regions, and training teachers for meeting the problems involved in rural life. (Applause)

Now how are we going to do it? NOt with the present school organizations that exist throughout. I wish the governor could have told you something about school consolidation. I would like to give him the rest of my time, as much as I would like to have it to let him tell you about it. I read only the other day in some paper a statement to the effect that it took his state seventeen years to get seventeen consolidated schools, but after they got their seventeen consolidated schools, it took them but six years to build three hundred more consolidated schools in his state. (Applause) And the Governor says they are building one consolidated school every day in the year in his state now! (Applause) When we get these consolidated schools, we can



map out a program by which we can train teachers, by which we can pay teachers, by which we can put in courses of study which shall give to these eleven million boys and girls in the rural regions of America the same type of education which is being given to the boys and girls in the cities and populous districts of America. (Applause)

THE PRESIDING OFFICER, GOVERNOR HARDING: Just along the line, and by the way, I want to say that this is the original and not a relative! (laughter and applause) because the relatives can read in several languages! (Prolonged laughter and applause)

Just along the line, if I may take a moment, in my state we have eleven thousand one-room schools. The last legislature made an appropriation of $100,000 to be used in assisting rural schools that come up to a certain standard, and they appointed or provided for a person to go about standardizing these schools, -- one-room country schools. If a pupil attends six months, that school, if it is standardized, it meets the requirements, and it is to get six days for each pupil, Half of the money goes to the teacher as an increase for salary. The other half goes for equipment in the school, -- must be spent for that purpose. Some of the county superintendents are here representing the states, and talking with them last night they told me that they did not have to go out and ask these schools to standardize now. They are coming in and asking for it.

Now we are not, out in Iowa, putting up this as the standard for permanency in the schools of the country, but if we say that if we can't get the one-room school up to a certain standard, and get a little state aid, something for them to work for, that consolidation will be increased rather than diminished; and at the same time we will be doing something for the boys and girls who are the victims of the one-room schools, through no fault of their own. And the division of the pay is very helpful. We require that that teacher have a first grade, and shall have had experience, so that it's going to help very materially along that line.

Now I want to be sure that there will be no misunderstanding about these consolidated schools. We are building, since the first of last July, the beginning of the change in our law which made consolidation easier, -- we have built from that time to this one school, -- what amounts to one school a day in the state, and we feel very proud of it. We have one county in the state now in which all of the schools are consolidated, with perhaps one or two exceptions, but one county that's absolutely consolidated.

COMMISSIONER CLAXTON: Is that on a township basis?

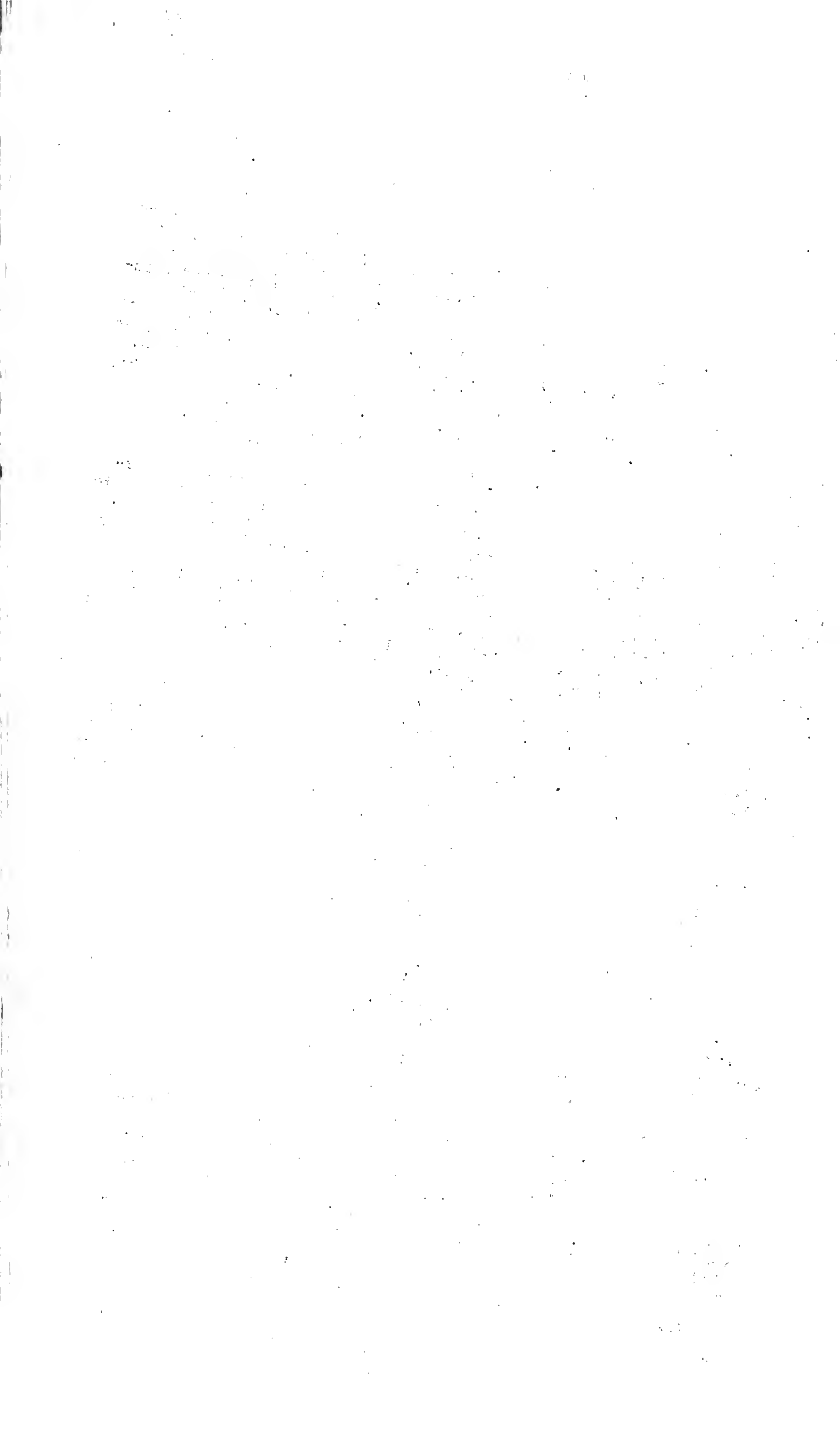
GOVERNOR HARDING: Well, the township line is not the line. They may go outside of the township.

Now before we come to the next subject, I am sure that we ought to have a little music. I don't know how it is with you, but when I am back here I enjoy the music. When I am down there (referring to the "Pit" of the theatre) I enjoy the instructor! (Applause and laughter)

COMMISSIONER CLAXTON: It is necessary to make an announcement here, which I will do immediately after the music, but I want you now to get some cards which the ushers will very quickly give you, if they are ready, and those of you who have not already registered will kindly do so, so that as you leave the theatre and pass out you may give the card with your registration, your name and address, and what you represent, if you are representing some particular organization, or if you are a delegate appointed by the governor, you will so state. Now will those be distributed immediately while the singing can go on, and then you can write it out while I make an anouncement or two immediately after the music.

(Whereupon the audience was conducted through some interesting and very enjoyable manual calisthenics.)

An announcement about the report. The report of the proceedings will finally be printed but it will be after the first of July because of the fact that the printing fund of the Bureau of Education of the Department of



the Interior is exhausted for the present. In the meantime, however, if there be those who would like to have a good typewritten copy of the entire proceedings of the meeting, they can be had at the cost of ten dollars. Send your name and address to my office and we will send them over to the reporter. I a requested to state that immediately after this meeting you may go across to the steps of the Treasury Department and have your photograph taken, possibly many of you would like to do that. I should be glad if you all do.

May I call your attention particularly to the meeting tonight and the program in the Woman's Building, the Continental Memorial Hall on Fifteenth Street. It is said that we must be able to sell education. I have observed that people who are asked to buy a thing ask what it is for, what's the good in it, and some of the values in education are going to be set forth tonight in the program, and again tomorrow night they are. "The Relation of Education tonight to material wealth, and the national strength and safety. There will be some time at that meeting for some discussion I believe. I must ask you to come here tomorrow morning promptly at ten o'clock. The program must begin at ten. One of the gentlemen who speaks must begin then and leave within twenty minutes after ten o'clock, so you will be here for the program tomorrow morning at ten o'clock.

I want to call your attention also to the departmental or sectional meetings this afternoon, which you will find on the sheets that you have immediately after the general meeting program. They are all held in the Hotel Washington, The section on State Departments of Education, on "Training the Teachers for Rural Schools," at which state superintendents of public instruction and others are particularly interested in, -- Education in Urban Communities, -- "Training the Teachers for City Schools."

THE PRESIDING OFFICER, GOVERNOR HARDING: Three boys sitting down here on the second row who did not play! They will report to the teacher at recess time! (Laughter)

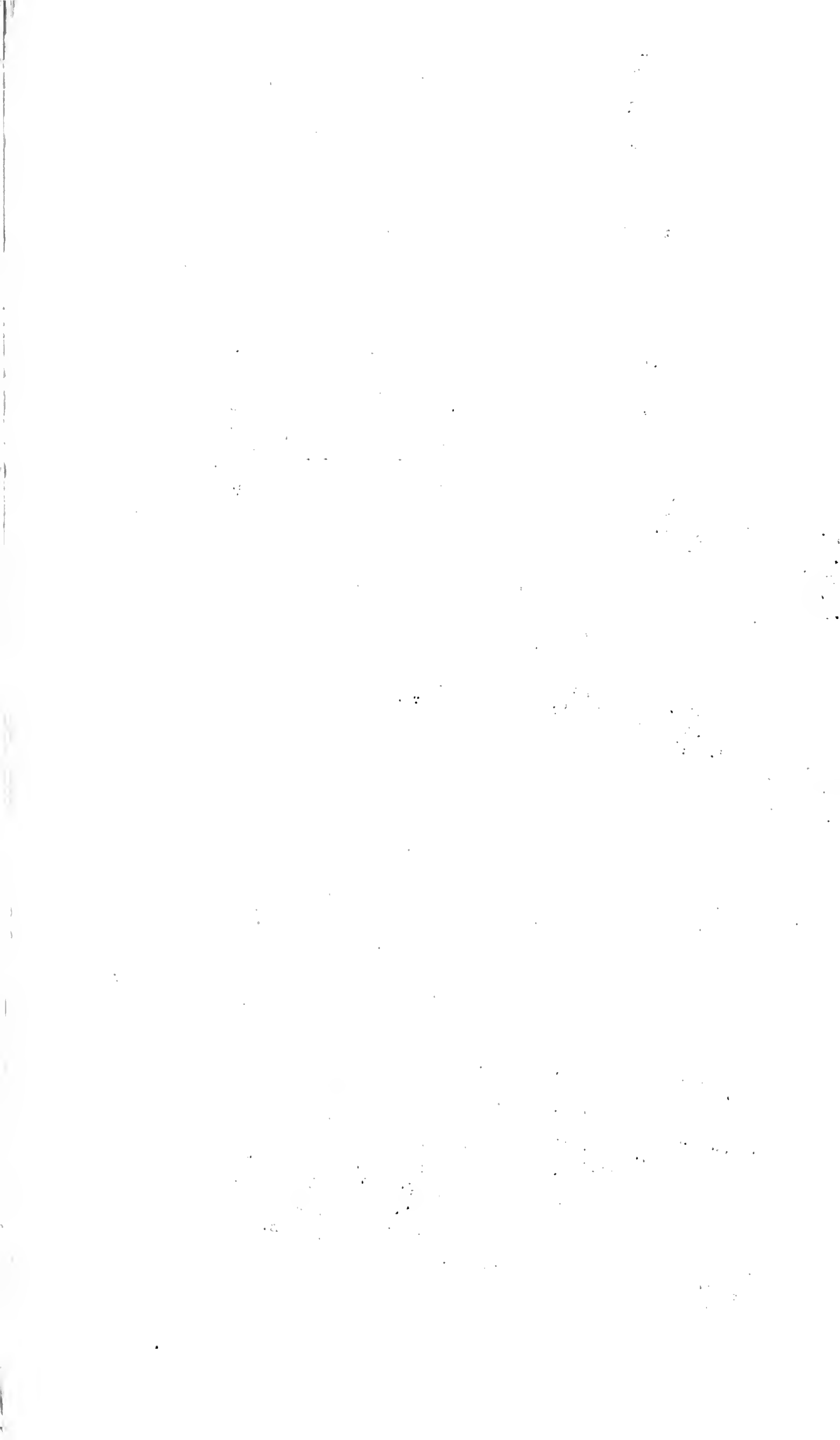
The next subject, -- "An Adequate Program of Public Education." I am not personally acquainted with the speaker; I have read his books; I was able to understand them!! (Laughter) Therefore, it gives me very great pleasure to introduce Dr. Frank E. Spaulding, Superintendent of Public Schools of Cleveland, Ohio, who will talk to us. (Applause)

## AN ADEQUATE PROGRAM OF PUBLIC EDUCATION

By Dr. Frank E. Spaulding, Supt. of Public Schools, Cleveland, Ohio.

Mr. Chairman, ladies and gentlemen: As the speaker called upon to follow the "original Finegan" I am very glad that he did not have, like the other speakers, the good fortune to get someone to assist him in preparing an address. It's hard enough for me as it is. Unlike him, and unlike the other speakers, I did anticipate the exigencies of this occasion, and got some assistance in preparation, but as you will see, my assistance was not as competent as the assistance that the other speakers secured. (Laughter) Fortunately, however, I think you will find that it resulted in ideas that are in complete harmony with those that have been expressed.

This programme consists of two parts: first, a brief statement of the objectives of American education for the immediate future; and, secondly, an outline of the general plans and means calculated to realize these objective. It need scarcely be remarked that this programme, in neither of its parts, is a creation out of hand; it is rather, for the most part, a formulation of the objectives that the most advanced practice in American education has already, more or less clearly and confidently, set for itself, and a systematic presentation of plans and means that experience has shown to be necessary for the realization of these objectives.



The simple, practical, but exalted demand of the British Labor Party for a programme of education which shall 'bring effectively within the reach not only of every boy and girl, but also of every adult citizen, all the training, physical, mental and moral, literary, technical and scientific, of which he is capable,' sets an educational objective none too advanced for America. Indeed, there will be those to claim not only that we have long had such an objective, but that we are realizing it.

The mere mention, however, of the scores of thousands of totally illiterate, and the hundreds of thousands of practically illiterate young men sent overseas to fight for justice and intelligent democracy, is sufficient evidence that the very first steps, even, in such a lofty objective, have not been approximately realized in America as a whole. The contemplation of this evidence, in the light of the most superficial knowledge of the conditions out of which it has grown, must convince anyone that America generally has never seriously intended that all American should know how to read and write even, which is assuredly the first step in bringing 'effectively within.. reach...all the training, physical, mental and moral, literary, technical, and scientific,' of which they are capable.

We have long deceived ourselves with words and phrases about 'free, public, universal education.' Up to the present time, we have barely the beginnings, here and there, of such an effective educational programme as these terms ought to imply. The educational task immediately before us is to make universally real the ideals that we have long boasted. How shall we do this?

There are three minimu, definite, comprehensive objectives that American public education should at once set for itself. They are: first, essential elementary knowledge, training, and discipline; second, occupational efficiency; third, civic responsibility.

Essential elementary knowledge, discipline and training, should be understood to include so much as results from the successful completion of the full elementary-school course in the best school systems -- a course requiring, as a rule, eight years of regular attendance, thirty-six to forty weeks a year. The details involved in such a course are too well and generally known to require enumeration here.

The present eight-year elementary-school course, as it is carried out even in the best school systems, is not here proposed as fixed or final ideal, especially in details, of the first objective of public education. It should be understood to be inclusive, not exclusive, of any improvements that may be made in content, in method, or in organization, affecting the latter years of the typical elementary-school course.

This first objective is the indispensable basis of the other two, occupational efficiency and civic responsibility; it makes the full achievement of these two practicable. Indeed, it does more than that: it affords direct and involuable preliminary training for both occupation and citizenship. Such training, however, can never go beyond the preliminary stage, nor merely on account of the limitations of time, but even more cetainly on account of the limitations of the pupils. Occupational efficiency and civic responsibility cannot be achieved by boys and girls before reaching fourteen years of age.

A programme adequate to the achievement of the first of our three objectives must involve the following four features: first, a minimum school year of thirty-six weeks; second, adequate laws, effectively enforced, compelling regular attendance, throughout the school year, of all children over a certain age, preferably seven, until the elementary course is completed, or until a certain age, preferably sixteen, is reached; third, effective public control of all elementary private schools, to insure the maintenance therein of standards equal to those maintained in public schools, and to ensure the regular and full attendance of pupils registered therein; fourth a teaching force, every member of which has a general education at least equal to that afforded by a good four-year high-school course, and professional training at least equivalent to that provided by a good two-year normal-school course.

The mere statement of these simple measures for the achievement of our first educational objective should be sufficient to convince any intelligent person of the necessity of their adoption. Yet, simple and obviously necessary as they are, their practical and earnest application would effect the most immediate and startling improvement at the very foundations of our public-school system. At a conservative estimate, this improvement would average, or total, not less than one hundred per cent. In justification of this estimate, and to get some definite conception of the changes that must at once result from the application of these four measures, let us examine briefly some of the present facts and conditions with which each one of these measures would have to deal.

In five states only is the proposed minimum standard year of thirty-six weeks now exceeded. In fifteen states the average length of the school year is less than twenty-eight weeks; in four states, less than twenty-five weeks, with the lowest maintaining its schools just less than twenty-two weeks.

These figures represent state averages. The reality is both better and worse than the average appears. Cities, in general maintain longer school years than do country districts.

The school year in the country schools of many states, and in some country schools of most states, is notoriously brief; only by extreme courtesy can the annual session be called a year. Even the thirty-six-week school year here proposed as a minimum standard calls for school on less than half the days of the year.

The proposed thirty-six-week school year should be applied, as a minimum standard, to every individual school, so as to make available for every child at least thirty-six weeks' instruction annually.

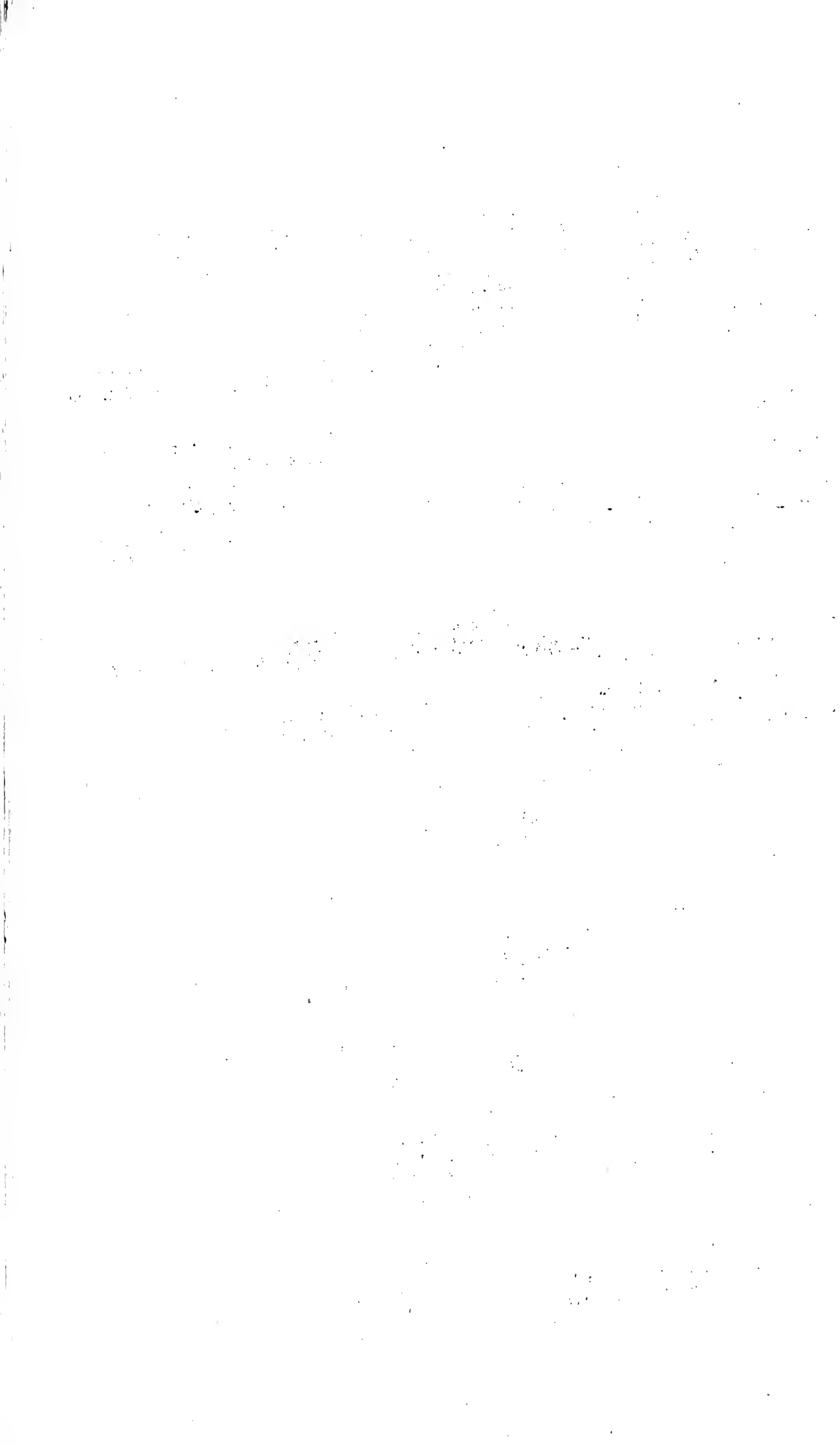
But even our short school years are not used to their full extent. Sixty states have laws requiring attendance, by children within the established 'school age' for sixteen weeks only; three others require only twelve weeks' attendance; one state requires attendance three fourths of the school year, another two thirds, and still another one half. Only twenty-eight states have laws requiring attendance for the full time that the schools are in session.

All states have at last enacted some form of compulsory attendance laws, though six states have taken such action only within the last four years. In several states, however, the compulsory feature of the laws is scarcely more than nominal.

Universally, school-attendance laws make, directly or by implication, some provision for private instruction, either in the home or in private schools, as a substitute for the public-school attendance nominally required. In general, such private instruction is supposed to be equivalent in extent and quality to that provided by the public schools; but in most states the laws are exceedingly vague on this point. Even more vague are they in providing adequate agencies and means of determining the extent to which children instructed outside are receiving instruction equivalent to that given in the public schools. Even in states where the laws are definite and explicit concerning both these matters, their actual observance is scarcely even nominal.

In no state, regardless of provisions or lack of provisions in the law, is there any adequate knowledge in the possession of public-school officials, or of any other public officials, concerning the content or the quality of instruction given, or concerning the essential conditions surrounding children who allege private-school instruction as a substitute for public-school attendance required by law.

That many private schools, regardless of legal requirements, habitually make little or no use of the national language as a means of communication and instruction is well known. That in many private schools the congestion



is far greater than in the public schools; that the equipment, the hygienic conditions, the education and professional qualifications of teachers employed therein are far inferior to those of the public schools of the same community, are facts well known or easily discoverable. On the other hand, that there are private schools offering advantages superior to those provided by the public schools of the same community is likewise a well-known or easily discoverable fact.

By no means do I contend that private schools on the average are either inferior or superior to the public schools for which they are used as a substitute; no one knows enough about private schools on the average to make any such contention. I do contend most emphatically that, after considerable study and investigation of this matter, extending continuously over nearly twenty-five years, I have yet to learn, not of a single state, but of a single city or school district anywhere in the United States, in which a private school might not teach, or neglect to teach, practically what it pleased, might not be as inferior in every respect as its patrons would tolerate, and still be permitted to serve as a substitute for the legalized public-school instruction locally maintained.

I contend further, and it seems wholly obvious, that the content, the quality, and the language of instruction, in every private school that serves as a substitute for a legalized public school, are matters of concern to others than the children and the parents of children attendant thereat; these matters are of deepest concern to the community, the state, and the nation. And any worthy educational programme for America must make adequate and effective provision for such knowledge and control, by duly authorized officials, of all instruction that serves as a substitute for the legalized instruction of the public schools, as will ensure to that substitute instruction the essential equivalent, in content, quality, and language, of public-school instruction.

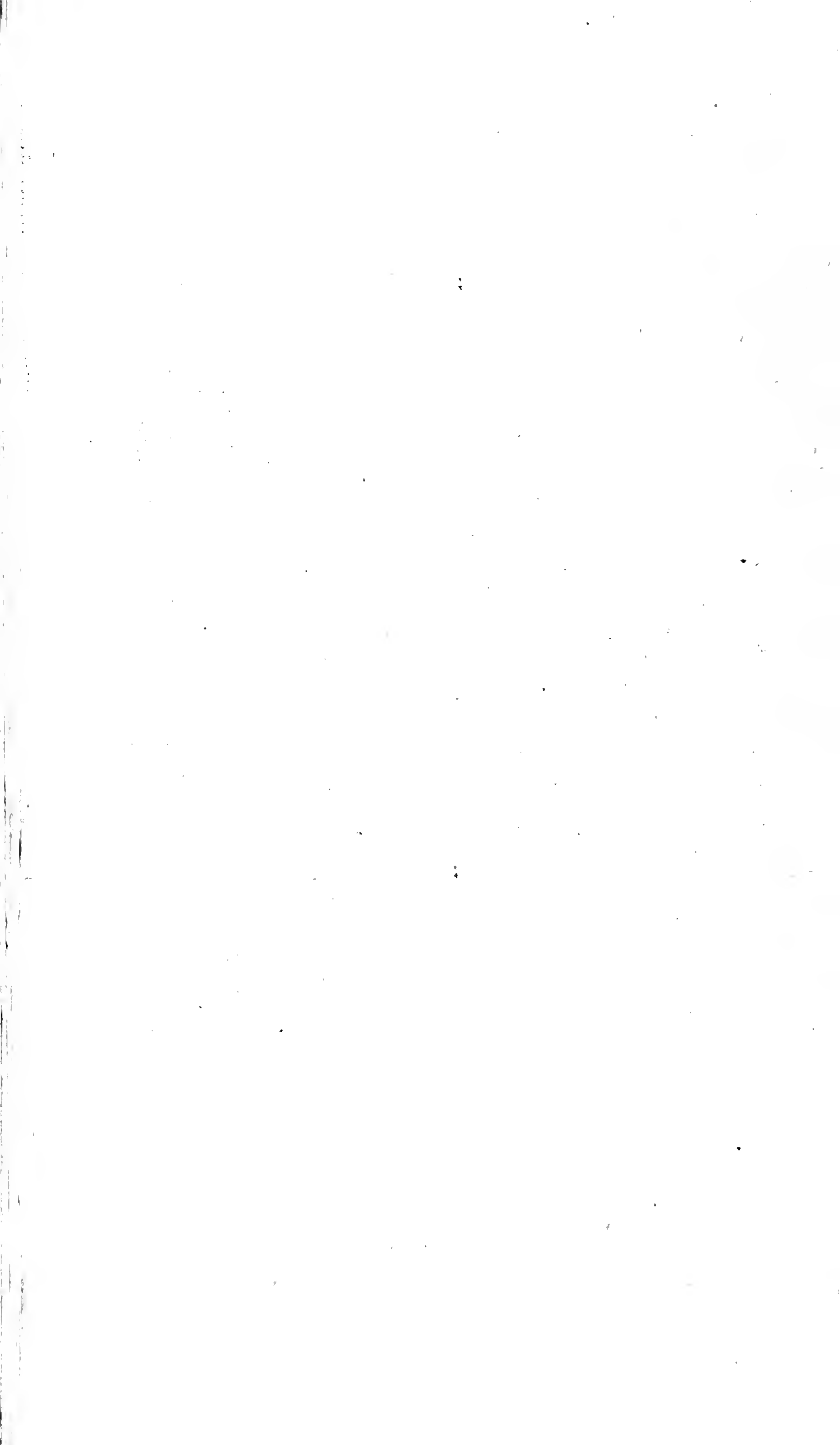
Partly because of the short school year, partly because only partial advantage is taken even of this short year, the amount of schooling that we Americans are getting is startlingly little. As a nation, we are barely sixth graders!

A nation of sixth graders, we are taught by tenth-grade or eleventh-grade teachers. No adequate data are available from which to calculate accurately the average schooling of all the public-school teachers of America. Such figures and facts, however, as are at hand warrant the conclusion that it can be but little if any beyond the eleventh grade, or third year of the high school, including in this average all the time devoted to so-called professional training.

According to the well-considered estimate of Dr. Evenden, in his recent study of teachers' salaries and salary schedules, 'About 4,000,000 children are taught by teachers less than twenty-one years of age, with little or no high-school training, with no professional preparation for their work, and who are, in a great majority of cases, products of the same schools in which they teach.'

The education of country school-teachers generally is several years less than that of city teachers; even so, allowing for one or two possible exceptions, it is extremely doubtful whether the average education of the whole group of elementary teachers in any of our large cities exceeds that of a four-year high-school course, including in the average all professional education as equivalent, year for year, to high-school education.

It is but the conservative expression of an undeniable fact, when we say that, on the average, in American elementary schools, the comparatively uneducated are set to teach the slightly less educated and the ignorant. Furthermore, this statement is no just cause of offense to elementary teachers, either as a class or as individuals.



How much education has America the right to expect anyone to bring to his task at $630 per year, the average salary of all public-school teachers in the United States, both elementary and high, according to the last figures available?

How low individual salaries go is not revealed by any records at hand; we should blush to publish them were they available. It is quite enough to know that the average salaries, both elementary and high, for certain whole states are below $300. And in no state has the average ever reached $1000, unless some unusually large increases of the present year may have brought them to that figure in two or three states. These are the facts that should offend. They are an offense, first of all, to American childhood and youth!

We may as well recognize at once and frankly admit the utter and increasing hopelessness of securing, at present wages, any considerable fraction of the required number of teachers who possess the higher qualifications herewith proposed. Let us acknowledge the inevitable; that average salaries must be increased by at least eight hundred dollars, that is, raised to two and one-half times their present level, if it is to be made worth while for capable women, and perhaps occasionally a man of fair capacity, to make the very modest educational preparation proposed, and then to devote themselves contentedly and loyally to the profession!

III

The definite pursuit of our second and third objectives, occupational efficiency and civic responsibility, should be simultaneous and should immediately follow the attainment of the first objective. This does not mean, let us remark parenthetically, that every boy should begin the learning of a trade immediately upon the completion of the elementary-school course; the boy who goes on to high school, to college, and eventually to a professional school, should be considered to enter just as definitely on the preparation for an occupation when he begins his high-school course, as does the boy who enters a trade-school or a shop as an apprentice. The main difference is that of the time required to reach the goal of occupational fitness.

Instruction designed to prepare for occupational efficiency and civic responsibility should cover a minimum period of four years, or until the eighteenth birthday is reached, for both boys and girls, with an additional year for boys. This instruction should be maintained by law, and attendance thereon should be required of all youth concerned.

For the giving of this instruction, two general types of schools should be maintained, each suited to the needs and choices of the youth who are to attend. First, there should be full-time schools for those who can devote their time chiefly to systematic study; and second, there should be part-time, or continuation schools, for those who are compelled, or who choose, to devote the major portion of their time to work.

The first type of schools would include high schools of all kinds,- academic, commercial, technical, trade, and agricultural schools, - indeed, any full-time school of secondary grade. Such schools should be sufficient in number, variety, and accessibility to provide four years of high-grade instruction for all youth desiring to attend.

The second type of schools, for those who are to devote only a minor part of their time to schooling, should be flexible in their organization, adapted to the essential conditions of employment. Two conditions, however, should be strictly maintained by these schools; their hours of instruction, for a given pupil, should not be less than eight per week, forty-eight weeks in the year; and these hours should be favorable, not following a day's work, nor in addition to the normal working hours of a week. In a word, the school hours, favorably arranged for study, should be included within the normal weekly working hours.

Within the above essential limitations, there should be flexibility in the arrangement of hours for the given pupil; as a rule, however, it would probably be found advisable to schedule not less than two nor more than four hours in succession. In the country, it might generally be found best to concentrate the year's instruction into three winter months, when schooling, not work, was made the chief concern of the pupils.

Whatever the detailed arrangement of hours, continuation-school courses should cover four years of progressively graded work. The work should be chiefly adapted to the two ends to be attained: it should be civic and vocational, not narrowly, but characteristically. These courses would necessarily include such 'liberal' studies as history, literature, geography, and something of mathematics; and the sciences would be given much attention.

In their vocational bearing, the courses should be adapted to the interest of the pupils immediately to be served, having regard not merely to the occupations in which the pupils might actually be engaged, but also to their possible future occupations. For girls, instruction in household arts and economy, and in the feeding and care of infants and children, should always receive special attention.

The training of young men for civic responsibility and vocational efficiency should culminate in a full twelve-month year of instruction, discipline, and training, to be carried on directly under the auspices of the national government.

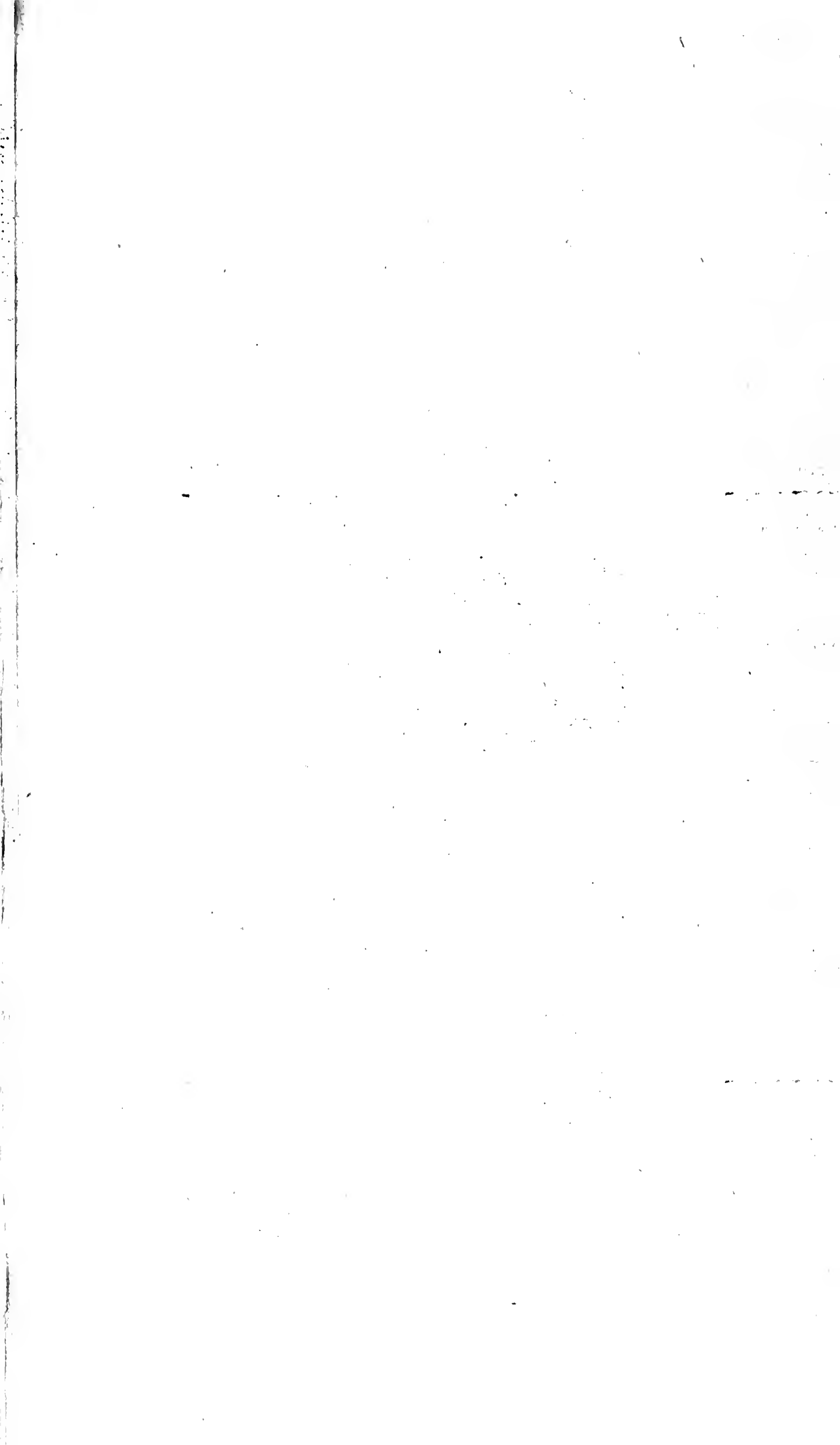
For this year of training, all made yough of the land should be mobilized by a complete draft carried out by the War Department, only those seriously crippled physically and the mentally incompetent being rejedted as unfit; for one of the fundamental aims of this course of training should be to make fit.

Some option should be allowed the individual concerned as to the age at which he should enter upon this year of strictly compulsory training. He should not be allowed, for example, to begin it before reaching the age of seventeen years and six months; and he should be required to begin it before passing his twentieth birthday. This option would permit most boys in high schools to complete their courses before entering on this year's training; it would also permit those going to college to precede their college work with this year of training.

Of course, there should be a fixed date, or dates, on which the year's training must begin. Probably it would be advantageous to fix at least two dates- say July 1 and January 1, or August 1 and February 1 - for the beginning of the courses. This would give a certain degree of stability and continuity to the organization of the institutes, which might prove advantageous; it would enlarge, for the individual student, the possibilities of adjusting to his particular advantage the time of his attendance; but, perhaps most important of all, two dates of opening and closing courses, rather than one, would minimize certain difficulties of adjustment that would necessarily attend the withdrawal at one time of a million men from the normal occupations and life of the country, and the return thereto of a like number.

Whether a modest or nominal wage should be paid the young men in training is a debatable question. Certain it is that the entire expense of the undertaking, including the maintenance, necessary personal equipment, and transportation of those in attendance, should be borne by the government. And adequate maintenance allowances should be granted dependents of students in training.

For this year of instruction, permanent centres should be established throughout the country. The cantonments that proved best adapted for military training suggest themselves as most suitable. Of course, these should be gradually rebuilt with permanent but plain structures, adapted both to the maintenance of the student body and to the wide range of instruction that should be given.



While the whole purpose of this year of government control and direction should be educational, in the broadest sense, every student should be required to devote one third to one half of his time to exercise for physical development and to military training. The remaining half of two thirds of his time should be devoted to such courses of study as he might select, the widest range of choice being provided.

The curricula of these centres of training for civic responsibility, which might well be called National Civic Institutes, should be prepared jointly by the Educational and War Departments of the government, the latter assuming responsibility for the military and physical training part of the curriculum, the former for the non-military subjects and courses of instruction. The curricula should embrace, besides a thorough course in physical development and military training, every subject of instruction, literary, technical, artistic, every 'cultural' and 'practical' subject, that any youth of eighteen or twenty might need or wish to pursue.

At the present time, and probably for some years to come, the annual enrolments in these institutes would include scores of thousands of illiterates and near-illiterates, a part of whose non-military instruction would have for its aim the achievement of our first and most fundamental educational objective. Indeed, so long as non-English-speaking illiterate immigrants are permitted to enter this country, every such male immigrant who is beyond compulsory public-school age, and under twenty-five years, should be required to spend his first year in America in one of these Civic Institutes. He would there learn our language and something of our ways and national ideals.

The corps of instructors and the equipment of these institutes should be ample and of the highest grade. In all respects, instruction, training, and discipline should be thorough and intensive, the non-military not less so than the military.

The immediate control of the student body should be exercised by a military staff under the War Department. So, also, should the military instruction and physical development exercises be carried out by especially qualified members of the military staff; the instruction in non-military subjects, however, should be under the direction and supervision of the Department of Education.

These institutes filled with a million young men, taken at the most permanently impressionable period in their lives, should easily prove to be the most prolific institutions in the world for the development of human resources. They should serve, not only to develop and to specialize normal talents, but to discover and to cultivate rare talents that might otherwise lie dormant.

The advantage to the individuals concerned would be no less than to the nation. In no sense would this year be a year out of the life of each one, a year simply donated to the service of the nation, or to preparation for such service. Quite the contrary: this year, considered solely from the standpoint of the individual's advantage, would prove to be the most profitable year in the life of every young man. Think what such a year would mean to three fourths of a million of youths who have never gone beyond the elementary-school course; a large portion of whom have never even completed that; tens of thousands of whom have never had any schooling whatever; very few of whom have acquired or are in the way to acquire any adequate training for an occupation worthy of their natural capacities.

The more favored hundred thousand or less, who have completed a high-school course, and the much smaller number of those who are going on to college or other higher school, would find this a most profitable year. It

would be a fitting culmination of the education of those whose schooling would otherwise terminate with the high school; while those planning to go on to college would find this year more than an equivalent, scholastically, for the usual first year of the college course, and of inestimable disciplinary value in preparation for the following years.

And by no means the least of the advantages of this year of training for civic responsibility would be found in the health and vigor resulting from living largely in the open air, from abundant physical exercise, from ample and wholesome food, from skillful medical, surgical, dental, and optical attention for the removal or alleviation of physical and sense defects, and from observing generally sound rules of hygiene.

But even greater than all the specific advantages, both for the nation and for the individual, which have thus far been suggested, would be the influences and effects growing out of the intimate associations of youth at the most impressionable age; of youths coming from every conceivable rank and condition of society, bringing together the greatest variety of experience of life, of labor, of responsibility, and of freedom from responsibility; bringing together every conceivable point of view and outlook, all the prejudices, the visions, and noble aspirations characteristic of their years; and all under the leadership and inspiration of the best teachers that America can produce. Here, indeed, are all the essential conditions for building a practical school of democracy worthy the name.

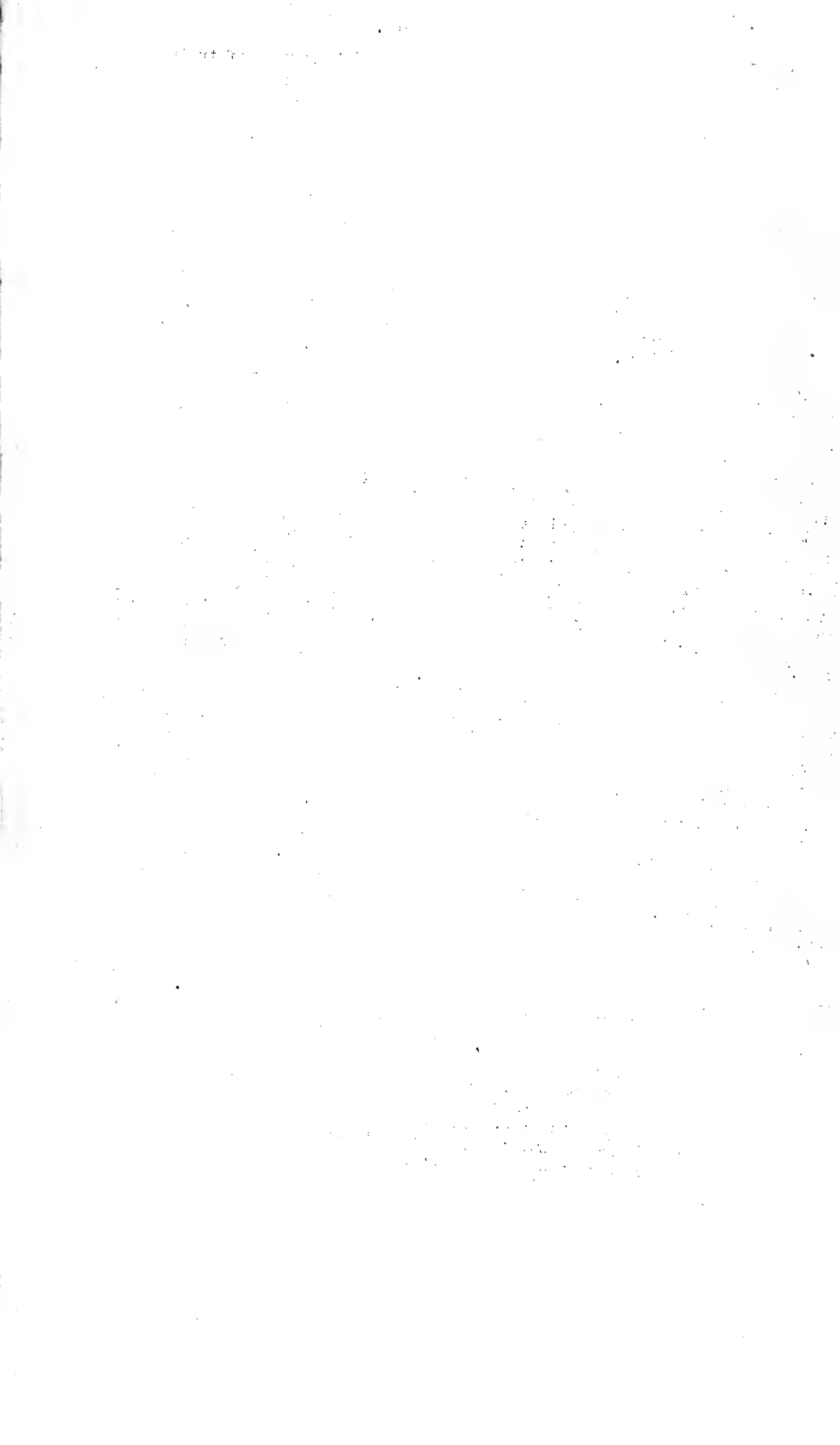
IV

This year of universal training for civic responsibility and occupational efficiency completes the proposed programme for the advancement of American public education, so far as this programme is to be required and universal. Beyond, however, and in addition to this required programme, there should be provided at public expense, and under public control, supplementing the provisions of private and semi-public agencies, all the varied and ample educational opportunities required to 'bring effectively within the reach, not only of every boy and girl, but also of every adult citizen, all the training, physical, mental and moral, literary, technical and scientific, of which he is capable.'

To this end state universities, affording not only instruction of collegiate grade, but the widest range of advanced professional instruction, should be fostered by the nation as well as by the state. Relatively, our whole system of state universities needs strengthening and development almost as much as does our system of lower schools. Only greatly improved state universities will be worthy to continue the work of the lower schools, strengthened and developed as proposed by this programme.

Crowning our whole system of public education, there should be established immediately at Washington the long-projected but never-realized National University, an institution which should deliberately aim, at the outset and continuously, to express the most advanced thought, to afford the richest, most advanced and varied opportunities for study - wholly beyond college grade- to be found anywhere in the world. Much of the immeasurable wealth of the resources of the departments of government, under proper restrictions, of course, should be available as laboratory material. All the results of the work of this institution should be made freely available to governments and to individual citizens.

It almost goes without saying, that such a National University should be entirely supported, and amply supported, at the expense of the national government. That expense would undoubtedly be large and constantly increasing; and so would the service that the institution would render. In a complete scheme of public education, such a high-grade institution is scarcely less essential than is the primary school; both are simply adapted



to the capacities and needs of the pupils or scholars that they serve; both serve and strengthen the nation.

V

Is this vast educational programme practicable? Indeed it is. It is necessary only for the American people to decide that it is worth while and that it shall be carried out. It is the next step in the campaign for enlightened democracy. Even now thousands of American children and youth are enjoying at public expense nearly all the advantages that this programme would afford them; but millions of others, just as worthy, and as educationally needy, are enjoying no such advantage. This is a democratic programme, a programme of equalization, a programme for bringing to the many these advantages that only the select few now enjoy. It is a programme for the development of all, not merely a small part, of the nation's human resources.

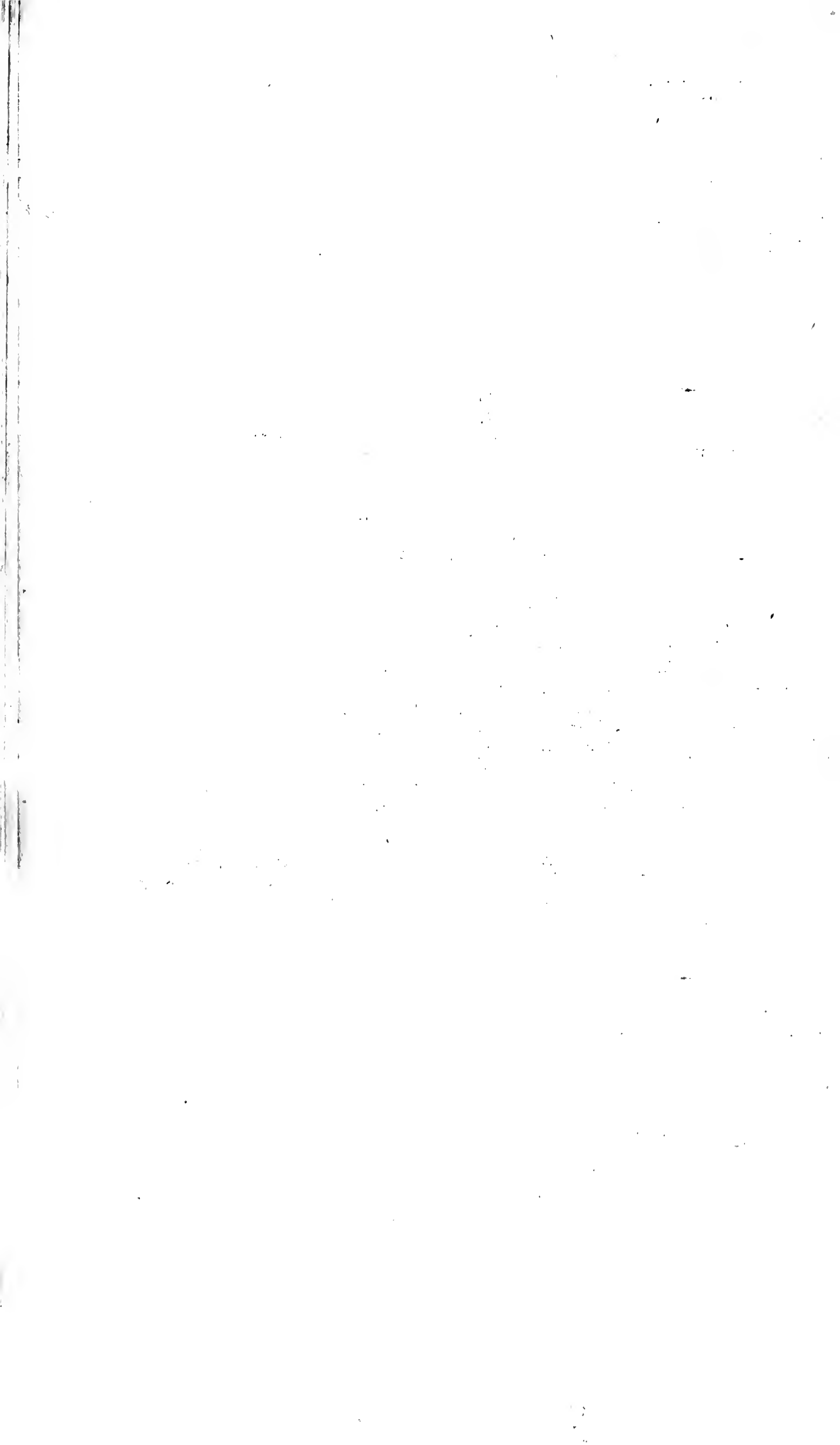
But the cost of it? Would it not be tremendous? No, it would be almost insignificant compared with the cost of war. And there is this difference, which should never be forgotten. The cost of war is the cost of destruction; there is no guaranteed return; indeed, the total cost may exceed many-fold the original investment; while the cost of education is returned many-fold, even in kind, in wealth-producing capacity to make the investing nation materially prosperous; but even greater is the return in intelligence, in public spirit, and in civic responsibility. Investment in the education of her children and youth, of her whole people, is the most gilt-edged investment that any state can make; unlike all other investments, it combines the greatest safety with the largest rate of return.

But while the cost of maintaining this educational programme would be small compared with the cost of war, or with the advantages that would accrue from it, the cost would be large compared with present expenditures for education. The total annual cost for maintenance of public education in the United States, in schools of elementary and high-school grade,- this is exclusive of the cost of buildings,- is now approximately $650,000,000. To carry out the programme here outlined would probably cost from two and one half to three times as much, exclusive of the cost of maintaining the national civic institutes, which would be an entirely new feature, and alone would probably cost approximately $500,000,000 annually.

Two and one half billions of dollars, the cost of this programme, is a large sum, it is true; but it is equally true that thirty millions of pupils is a large number; and it is still further true that, at this rate, the cost per pupil is extremely small - a little over eighty dollars.

But anyone who has even a superficial acquaintance with the present plan of educational organization and administration in America, and with present methods of taxation for educational support, will recognize at once therein insuperable obstacles to the realization of a programme like the one here proposed. The greatest and most fundamental obstacle is undoubtedly financial; next, perhaps scarcely second, is the tradition and pride of local autonomy.

While the total wealth and annual income of the nation is ample to finance this proposed educational programme, the wealth and income of many cities and country districts, taxable units in which perhaps more than half the people to be educated are found, would be taxed beyond any reasonable, frequently any practically possible, limit, were this programme attempted under present methods of educational support. For it is too frequently true that the taxable wealth of a given taxable unit, whether school district, city, county, or state, is in inverse ratio to the educational needs therein.



It is one of the almost sacred traditions of America that complete control as well as the chief financial support of education is a local matter. This feeling of extreme local responsibility has much to commend it; to it must be credited a great deal that is best in American education today. But this same feeling, perverted, is equally responsible for much that is worst in our education; for in practice it often works out to mean that a given community claims and exercises the right to maintain as poor and inefficient, not to say corrupt, an educational system as it pleases.

The time has now fully arrived when education generally should be considered and treated as of great, indeed the greatest, national concern. The crises of the war helped to make this fact stand out in clear relief. It became apparent that the failure of local communities to remove illiteracy and to provide technical training in sufficient variety and extent was a matter of national concern.

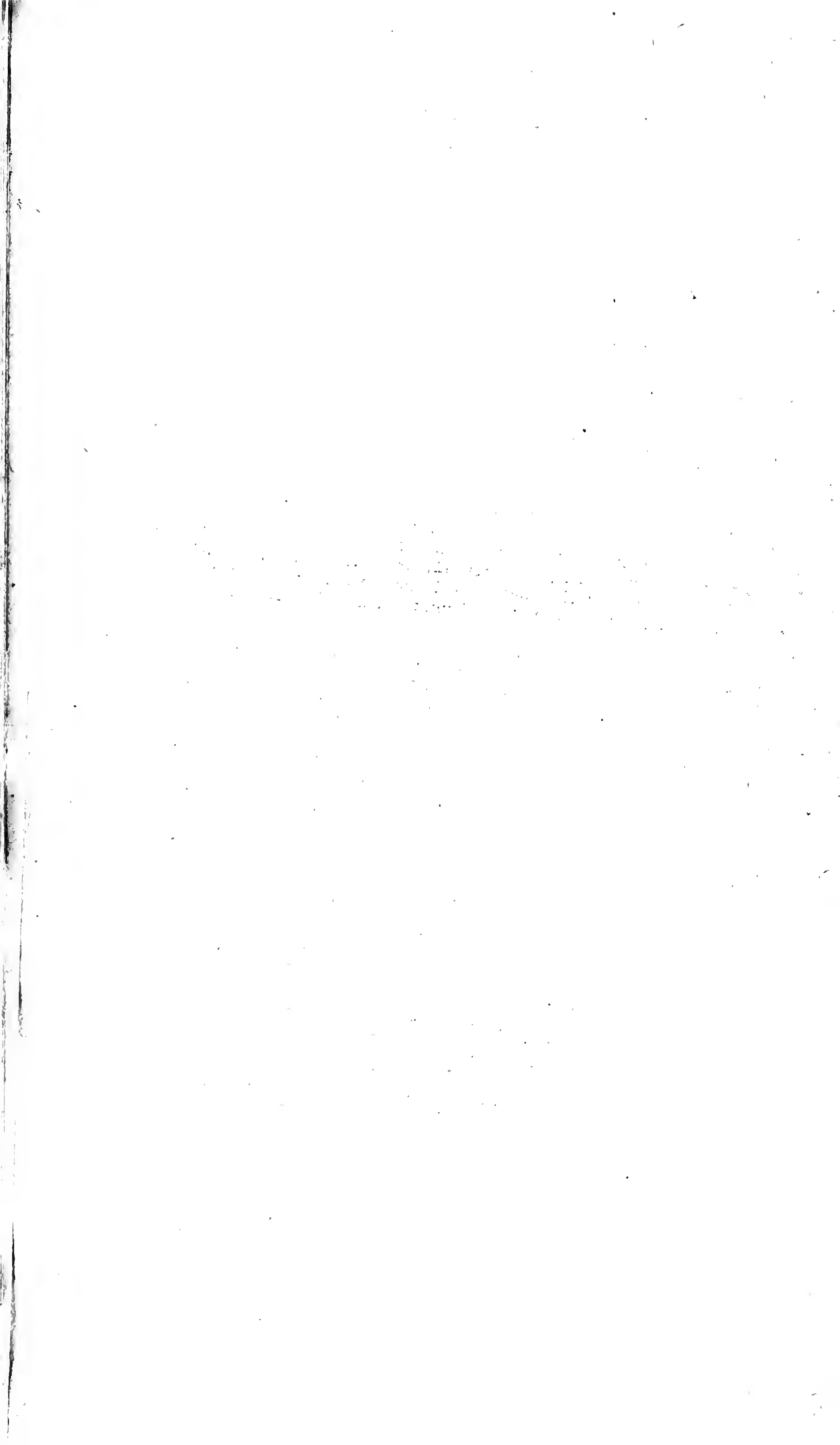
And the concern of the nation in the results of our weak and inadequate, locally independent educational systems, was by no means confined to the effect on military efficiency; the effect on our whole national life, on our unity of purpose and effort, were cause for far graver concern.

Let us not deceive ourselves; the gravity of the situation in which we found ourselves less than three years ago has not passed, has not even materially changed for the better.

The great task of achieving real national unity is still before us; the war's crisis disclosed how far we are from this goal, and brought home the supreme importance of attaining it. Since the war ended, the everyday tragic occurrences in our social, industrial, and commercial life only emphasize and keep before us the war's disclosure and lesson. In going about this task of achieving essential national unity, education must be our great reliance.

National financial support in considerable measure, coupled with a certain degree of national direction and control, appears to be the only practicable method of dealing with the large educational problems that confront our country. The necessary financial support should be given, and the direction and control exercised, in a way to encourage and increase the support and responsibility of states and local communities. This is entirely feasible by making the extent of national support dependent upon certain practicable degrees of state and local support and the observance of certain very general policies, fundamental to the attainment of the great objectives to be attained, and at the same time by leaving to the states and the local communities the greatest measure of freedom and initiative in devising plans of organization and methods of procedure and in adapting these to local conditions, traditions, ideals, and even prejudices.

The development of this proposed programme in full, even with wholly adequate financial support from the outset, will require several years. The one most important factor in the success of this, or of any educational plan,- qualified teachers,- will require time to develop. First, there must be the sure prospect of a wage sufficiently attractive to induce a sufficient number of people to prepare themselves adequately for the work to be done; next, there must be provided schools of professional training to prepare would-be teachers for service. The number, and in many instances the standards, of existing normal and special training-schools and colleges of education would prove quite inadequate to meet the requirements.



It is evident that the development of this, or of any other plan of education, national in scope and adequate to national needs, demands the establishment of a Department of Education in the national government, a department that shall be on a par with other state departments, having a Secretary at its head, who is a member of the President's Cabinet.

Let no one suppose that the establishment of such a Department of Education would mark an innovation. On the contrary, the present lack of such a department in the American government places it almost in a class by itself in this respect. In two-score governments, all over the world, there is found a Department, or Ministry, of Education, or Public Instruction.

America is distinguished as the one important nation of the world that fails to recognize education as one of the half-dozen or half-score great national fundamental interests and responsibilities. This is a startling fact; but the all-sufficient reason for adequate governmental recognition of public education in America is the simple reason that only through such recognition can there be assured to all the American people adequate preparation for the great tasks that are before them; that only through such recognition of education can the American nation qualify itself to discharge the unprecedented responsibilities that should be welcome, that will be inevitable.

The whole world recognizes today, not only the unprecedented responsibilities, but equally the unparalleled opportunities that are America's. May we not all recognize - all Americans, before it is too lage - that the only sane hope of rising to these responsibilities, of grasping these opportunities, must be founded upon the determination to prepare ourselves for them, as a people, as a nation?

We are not now prepared. We are no more prepared today for the great emergencies of peace that confront us than we were prepared three years ago for the emergencies of war. Education, hasty and hectic, was our chief resource in preparing for war. New education, deliberate, intensive, and sustained, must be our basis resource in preparing for peace.
(Prolonged applause.)

THE PRESIDING OFFICER, GOVERNOR HARDING: I am sure after this program has been outlined to us that no on can leave this meeting without feeling that they have something to look after when they get home.

Now. the next number on the program of the subject is "Economies in Education," and we are delighted to have with us this morning Dr. Charles H. Judd, Director, School of Education, University of Chicago. You all know Dr. Judd, and it gives me pleasure now to present him to you. (Applause)

DR. JUDD: Mr. Chairman, ladies and gentlemen, I am going to try very briefly to summarize what I want to say as vigorously as I can say it.

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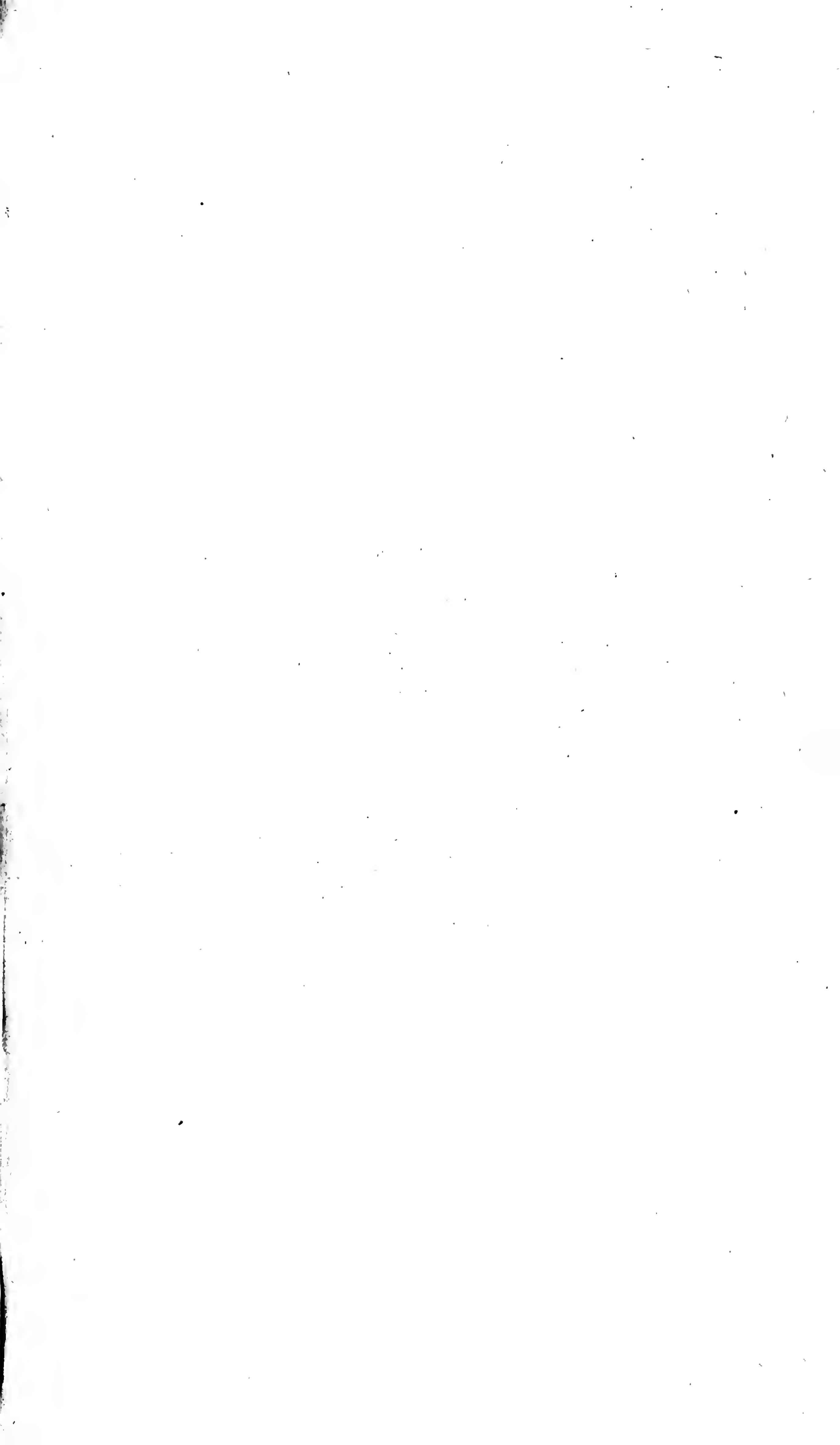


"ECONOMIES IN EDUCATION"

By

Dr. Charles H. Judd

Director, School of Education, University of Chicago.

The origin of the present crisis in American education bears date not of 1917 nor yet of 1914. This crisis has been in the making since colonial days. If there had been no war we should shortly have had to face practically every one of the problems which now confront us. The warbbrought to the surface our weaknesses and hastened somewhat the appearance of an acute situation, but the war is in no proper or fundamental sense the cause of our troubles.

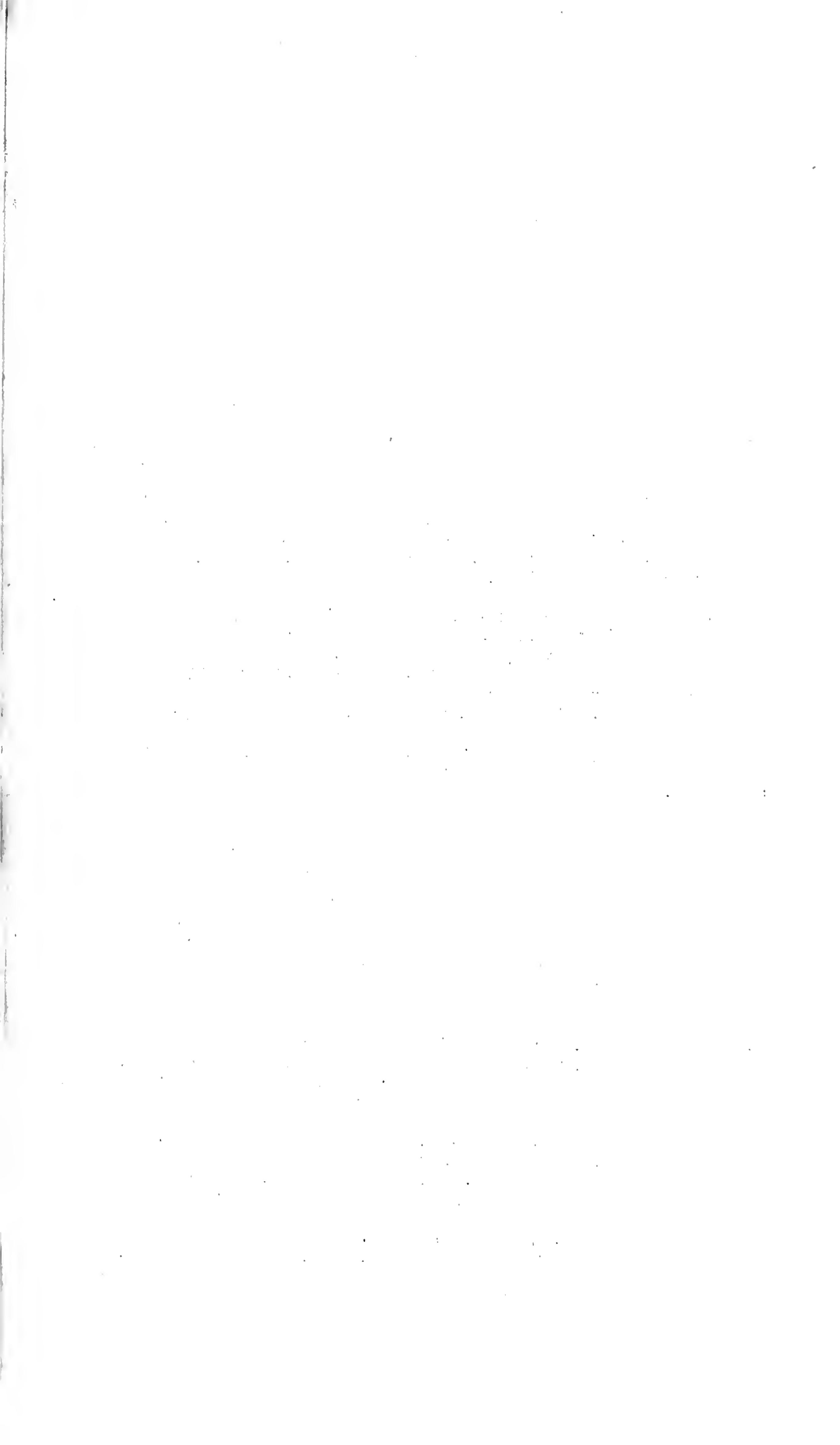
The present crisis is the product of our national evolution. A study of this evolution will show us that the causes which produced our most conspicuous virtues are also the causes of our difficulties. For example, we have expanded our schools, exhibiting an unbounded enthusiasm for broader courses of study and for unlimited acceptance into higher schools of all who wish to take advantage of them. We have paid for these expanding schools out of the public purse. We have a right to be very proud of our national generosity and of our liberal plans. On the other hand this very expansion has brought us to a grave condition in school finance. We are finding it difficult to continue what we have begun. If we are to cope with the problem which has thus arisen we must first understand it and then go about solving it in a fundamental way.

Consider the facts of expansion. In the last thirty years, while our population has a little less than doubled, the number of high-school pupils has been multiplied by six. Within the last ten years the number of high-school teachers has more than doubled. From 1909 to 1916 the number of high-schools increased from 5,920 to 8,906. Each of these schools, it should be borne in mind, represents a unit of equipment and up-keep.

These figures present a picture of one of the boldest experiments in civilization that has ever been tried, European nations have guarded the privilege of a higher education and have bestowed it only on those who are selected for public leadership. Even for these leaders Europe has never been able to afford the expense of making higher education free. Europe has never given a public schooling of higher grade to girls because the social machinery of that older civilization could not begin to stand the strain of supporting such an undertaking.

Our nation launched this great experiment without any serious counting of the cost. We have been not unlike those fraternal orders which in their youth organize pretentious insurance schemes at trivial cost to their members and get on for a time without thought or difficulty, but in their maturer years are overwhelmed by a striking demonstration of the eternal validity of the mathematical facts of life. We are confronted today by a mathematical fact. Our high schools are crowded. They cost per capita about twice as much as the elementary schools. They have not reached the limits of their growth. They stand as one of our gravest financial problems.

There are other examples which show that the American people are eager to provide liberally for education. In 1840, as the Commissioner of Education tells us, the young nation, struggling with its problems of material existence, provided what education it could for the people, but it succeeded in giving the average citizen only 208 days of schooling. Two hundred and eight days are not enough to train in the fundamental social arts, and they offer no promise of introduction to higher education. In the three-quarters of a century since 1840 that 208 days has been increased until now it is 1200 days or about six times what it was in 1840.



The counterpart of our enthusiasm for more days of schooling for the average man and woman appears in the somber fact that American cities are in serious financial difficulties in their efforts to maintain their public schools. A few months ago the Bureau of the Census reported that of the 227 cities having more than thirty thousand inhabitants, 147 are running far behind in their finances. They are spending per annum $3.48 per capita more than their income. The 227 cities have on the average a per capita indebtedness of $77.53. About 30 per cent of these ruinous municipal expenditures is for schools, and the proportion given to schools as compared with that given to policing, paving, and public health, has steadily increased during the last forty years.

Another striking series of facts appears when we consider the evolution of the different units of our educational system. The elementary school has aimed to meet the needs of all the children and in its efforts toward the most complete self-development it has emphasized its own work and its own organization and been almost entirely unmindful of the higher schools into which its pupils go. In fact in many cases the elementary school has thought of its interests as opposed to those of the high school.

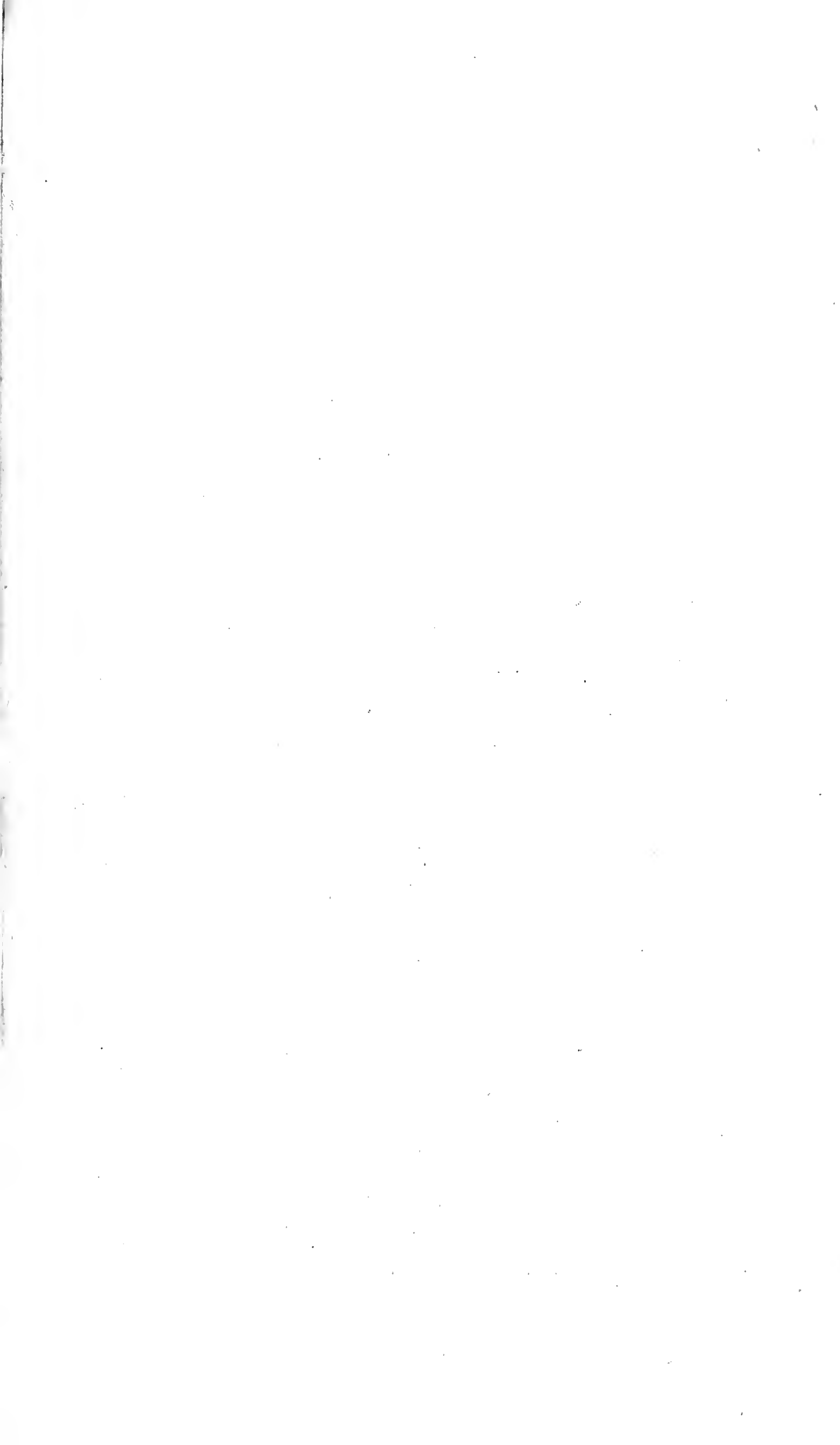
In like fashion the higher schools have gone their own way. Where there has been necessary contact, there has often been marked lack of sympathy. The college has criticized the high school and the professional school has been in turn critical of the college.

All this lack of coordination can be traced to the vigor and enthusiasm of the separate units and no one can legitimately advocate a reduction of vigor and enthusiasm. The trouble is that we have not evolved any large centralizing agency competent to comprehend under its unifying control all the disjointed elements of our complex system.

The contrast in this respect between ourselves and Europe is very impressive. Europe unifies its educational system by central national authority. I mention this example, not because I advocate imitation of Europe. Quite the contrary, I do not believe in forcing coordination by any external and artificial control. I believe rather that we should develop in an American way an American type of unity. This will mean conferences and democratic forms of centralized supervision, but until we find some device for securing unity our system will appear, in contrast to that of Europe, as a group of uncoordinated institutions. We are moving in the direction of centralization in the development of our state departments and through our voluntary agencies of standardization. What we need is a clearer conviction of the importance of bringing our institutions together.

I would that we might recognize the importance of taking a more earnest view of the common responsibility for the promotion of cordial interrelations. Not infrequently one hears educational meetings made up of elementary teachers moved to both mirth and applause by criticism of colleges. One hears the most intemperate remarks about poor teaching and idleness in colleges accepted as true. I always feel like rising in my place to ask those criticise so freely how they can allow themselves this freedom of destruction of friendly relations unless they are prepared at the same time to assume as citizens the responsibility for constructive policies.

The fact is we are too individualistic. In our enthusiasm each for his own institution we are complacent about a disjointed and fragmentary school system. The result is that pupils who must pass from one school to another wastes a great deal of time and energy and expierence serious difficulty in making individual adjustments just because we neglect institutional adjustment. The public is impatient and our financial support is in no small measure jeopardized. If we are to make successful demands for large support we must first cure the wastage which arises out of our individualistic enthusiasms.



Another fundamental fact which explains much of our present difficulty is that each community is in a very large degree in control of its own schools. We cherish the local school board and its rights as one of the most democratic of our institutions, and verily it is. The experiments that some American school boards have tried with the schools in their charge have contributed far reaching regarding the possibilities of unbridled democracy. I hasten to add that the public service of many board members who have lavished time and attention on school problems is also the most optimistic evidence that democracy can call freely for the services of its members.

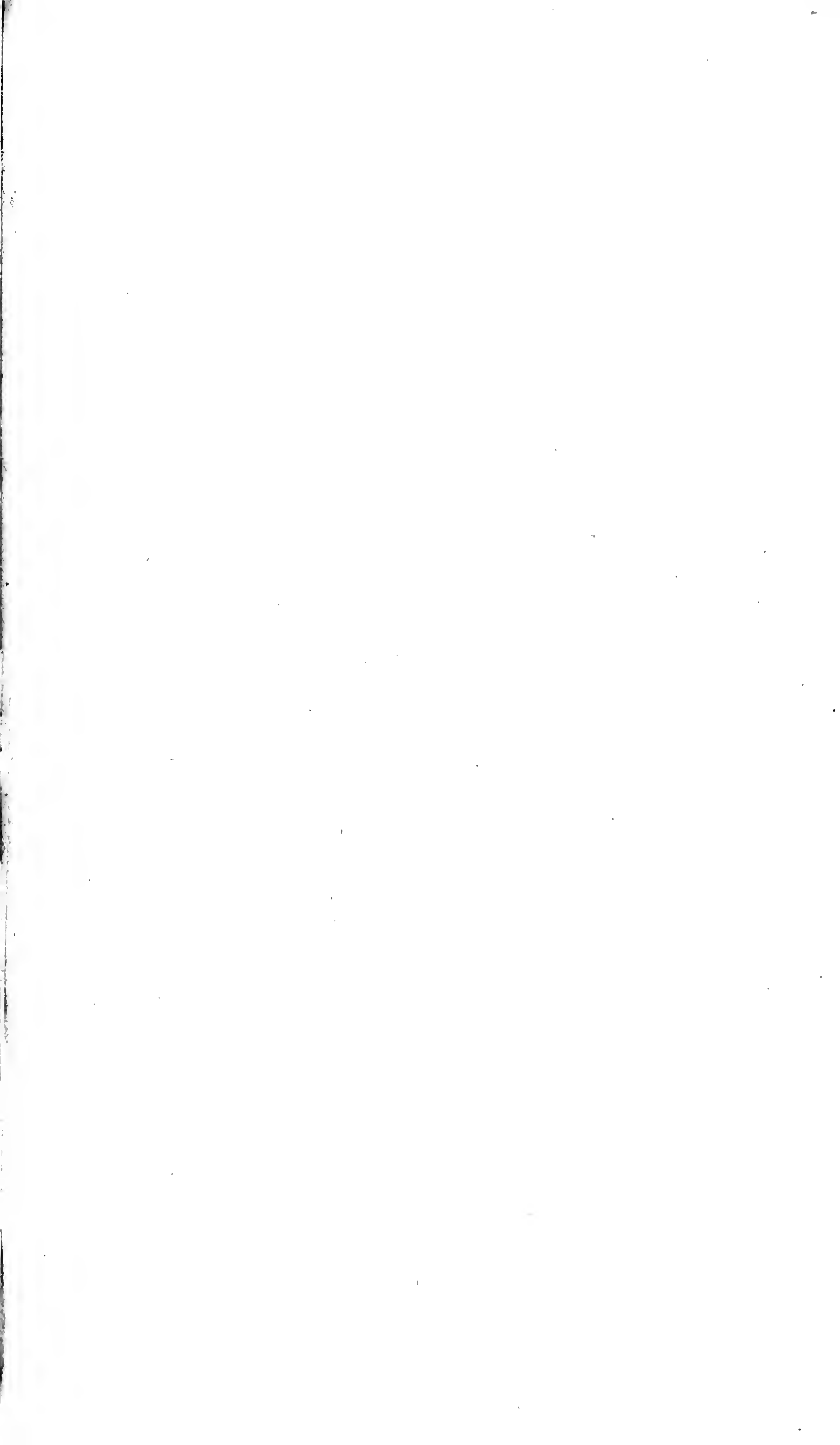
Quite apart from the virtues and sins of boards of education, it is evident on a moment's consideration that local control is sure to be inadequate to the larger needs of the schools. The small school district cannot train teachers. It cannot provide through its own limited agencies the books and materials necessary for instruction. It cannot secure unaided the supervision which it needs to make its school equal to the best in the country.

For these and other like reasons the individual school district must put itself under the control of the larger social unit. It must do this voluntarily, not through external coercion.

Here again we must, I believe, face the fact that the present situation is full of intolerable waste. The board which is narrow in its views or is dominated by selfish or partizan motives is a source of weakness to our public life and is responsible in no small part for our present diffculty. The time ought to be not far distant when boards of education can be held responsible by the public for high standards of action just as the teachers and pupils are held responsible in the classroom. Supervision of boards of education is a public necessity and will be welcomed by those who are interested in unifying and coordinating the American school system.

There is one more fact of our development which I think we must consider. We have not had standards for school work; we have been enthusiastic but vague. We have so long been complacent with our careless evaluation of results that in recent years when scientific methods have made it possible to determine how far teaching really accomplishes what it aims to accomplish in the classroom, there has appeared a disposition in some quarters to resist the movement toward measuring results, Our American habit of letting matters take their course without supervision here works to the serious injury of the schools. We must learn to respect standards, not in the interests of uniformity of products but in the interests of effectiveness. Where there are no measured results there will be much lost motion and waste. There is lost motion in many schools because of devotion to traditional modes of teaching and of organization. The school officer or the community which resists innovation because of mental inertia will have to be brought to account by exact scientific methods of measuring results. Those who attempt to prevent the development of the movement for the measurement of school results by all manner of false reports, by saying that measurement is in the interests of mechanical uniformity and that education cannot be analyzed into its elements or recognized by its results, will not long be able to stand in the way of the most needed and most rational type of supervision that has ever come to American schools, namely : supervision by scientific knowledge of what is being achieved.

The American educational system, as I have tried to show, has all along been careless of its fundamental needs. It has expanded lavishly and without proper assimilation of its units. It is full of incoordinations. It is local in its government and support and it is often indifferent to standards.

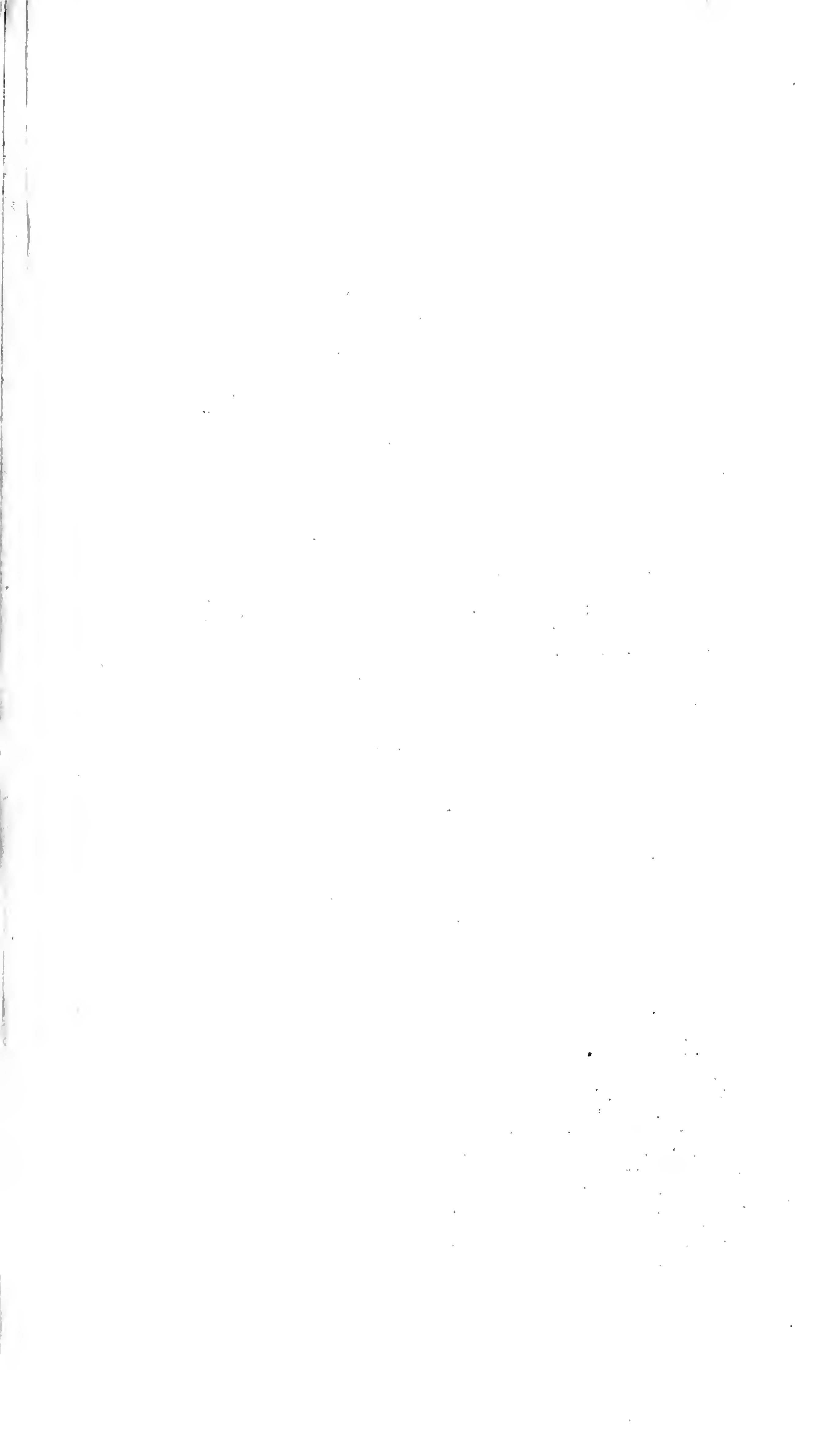


The severe test of a period of economic stress brings out the defects of the system and we now see as never before the consequences of our lack of foresight and lack of definite standards. We have no adequate supply of teachers. How could we expect to have? The incoordination of the school system has left us without adequate cooperation between the higher institutions and the lower schools. Lack of standards has made it impossible to discriminate between efficient service and its opposite. Local control has blinded us to the public responsibility for prividing in advance for the needs of the schools. We have left all these matters to the slow operation of a chance system of supply and demand. This chance system has broken down on every hand. First of all the young people of this country were suddenly convinced2by the war that education is essential to all who wish to rise in the struggle of modern life. Students are crowding into educational institutions in unheard of numbers. Our colleges are strained to their utmost capacity in the effort to accommodate students. Our high schools are running over. Education has received a flattering recognition which is embarrassing because of the strain which it puts on institutional resources. Curiosly enough, this same high regard for education which sends students into schools has, on the other hand, drawn the teachers away. The teachers of the country used to think of themselves as the poor brothers of society, dealing in spiritual things that must be given away or sold for a farthing. But during the war, in Washington and in France, the simple pedagog met his former pupils who had grown large in the management of industry, and pedagog and pupils learned a new lesson. It was the lesson of the money value of a trained mind. We must not be surprised to learn that the peddgog and pupil are now in partnership and that schools are hard put to it to secure the services of the pedagog because he is now able to ask a real price for the spiritual qualities which used to be marketed only on the table marked "remnants."

The situation as we find it today is by no means hopeless, but it is certainly by no means a matter for petty and temporary patching. This awakening to which we have been brought by the war ought to lead to reforms which will be of the most far reaching type. It is only through radical reform that we can put the system in condition to demand large support and to carry forward the broad and salutary lines of development which are suggested by our history.

I wish accordingly to take the remainder of the time which has been allotted to me in advocating three types of positive constructive economy which I believe ought to be put into immediate operation with a view to correcting organic defects in our present school system and with a view to furnishing a substitute in rational readjustment for mere chance expansion.

The first reform which I advocate in the interests of economy is a national plan for the coordination of the different branches of the educational system. As the matter stands today, there is tremendous waste in cost of operation and in human life because the elentary schools and high schools do not fit into each other's plans, because the high schools and colleges are not articulated, and because the colleges and professional schools do not know how to reconcile their conflicting interests. The case may be illustrated as follows. The elementary school has a seven- or eight - year organization which, especially in its last years, is wastefullin the extreme. There is a large amount of padding in the course of study, and an unwarranted duplication of work through needless reviews. There is much marking time because traditionally pupils in the elementary schools are not supposed to be able to do any of the work assigned years ago to the high school and labeled through this assignment, advanced. The traditions of the elementary school are narrow and originated in the day when boys and girls attended school only a few weeks each year and had no intention of going to the high school. The traditions have persisted partly because the



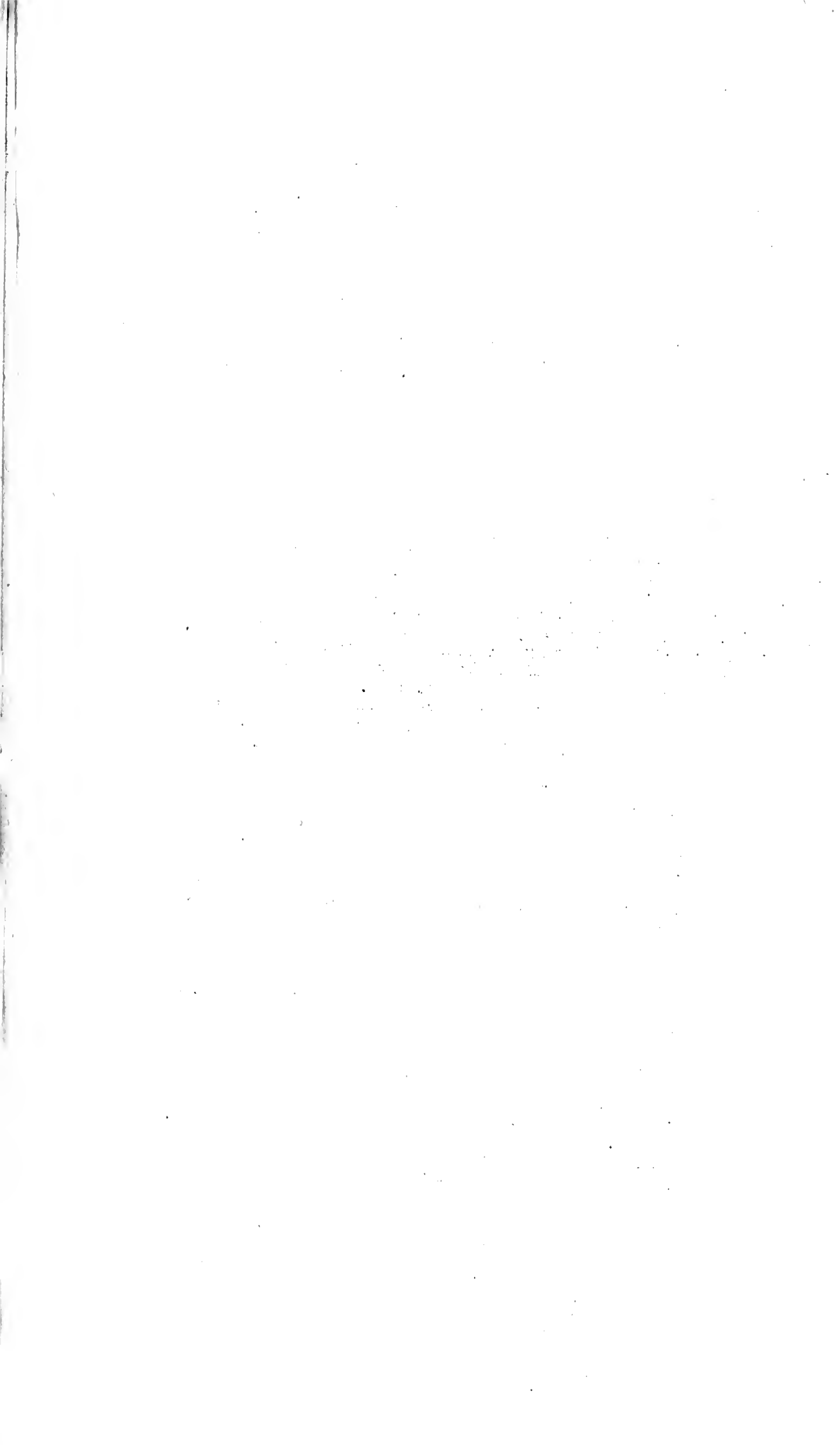
community is averse to change, partly because the buildings and equipment dictate a continuance of the present organization, and partly because the principals and teachers in these schools are jealous of anything that seems to be a criticism of their practices or an encroachment on their domain. In the face of all these insidious and petty forces of opposition it is going to take some kind of a genuine national movement to set up what we urgently need, namely, a six-year elementary school followed by an immediate introduction of pupils to advanced courses. Our schools will not be economical until the eight-year elementary school is taken back to Europe from whence it came., The seven- and eitht- year elementary school of American, while it possesses many unique virtues, is the home of indefensible waste of human live and intellectual enthusiasm. Quite spontaneously a change in organization originated about a decade ago in what is known as the junior high-school movement. This movement is halting and incoherent because it lacks broad national guidance.

What is said about elementary schools can be said most emphatically about college courses. Great possibilities of constructive reform are here. The need of broad nation-wide consideration of the inadequacies of the college is beginning to manifest itself in many ways, as for example in the fact that the religious denominations which have always fostered higher institutions are centralizing their educational policies. Formerly the denominations launched scattered individual institutions, supported them in a local and uncertain way, and allowed them to compete without regard to the results which they secured. These scattered colleges were without standards or settled policies. Today there is a new spirit in the support and standardization of these institutions. Whether this will result in a better coordination of the colleges with the schools below them and above, depends entirely on the wisdom of those now in charge of great funds and centralized boards of denominational supervision. One thing is certain in any case; the day of accidental, uneconomical competition among scattered institutions is to be followed by a day of effort to establish controlled cooperation.

Within the colleges, too, there is arising a new spirit of self-examination and reorganization of the courses. The vague idea that the sold duty of the college is to provide students with a good time and with womething called general culture is giving way to the demand for clear and useful purposes. I believe that the time has passed when there will be public approval of the traditional four-year college course beginning without definite purpose and leading vaguely to no clear goal.

If the elementary school is compacted into six years and the college is given a real purpose, there will naturally follow a series of readjustments in the related institutions. These readjustments will, I believe, give us a new system of schools, There will be an elementary school of six years and a school of youth of six years in length covering the ground now covered by the upper grades, by the classes of the high school and by the first two years of college. Following this will come specialized education of the higher types. At each level above the sixth year certain lines of specialization will branch off from the main trunk. The system will thus come to have unity and will at the same time offer diversity of opportunity.

The reform advocated in the last few paragraphs has to do with the elimination of waste within the schools. A second reform to which we now turn has to do with the better coordination of educational activities with other public undertakings. The fact is that in all of our great cities education is becoming at the present time an intollerable burden on property. The property tax in most cities, at least in the form in which it is now administered, will not provide for schools in the future without destroying property values. The schools are in competition with industry and public improvements. There is no need of obscuring the facts; cities cannot support schools by the present methods of collecting revenue.



The true solution of this matter calls for genuine statesmanship. No alliative measures will serve to do more than postpone the clash of interests. he schools depend for their life on a new plan of collecting and distributing ublic revenue.

The question which confronts us is this: How is a new plan to be worked ut? Local communities evidently cannot solve the problem. The existing ducational agencies of the country are so absorbed in routine that they canot devote energy to its solution. There must come from some source an gency to study profoundly and impartially the whole matter of public-school osts and public revenues. Furthermore, if the findings in regard to a new olicy on revenue are to be effective they must come soon and they must come n a positive form. They must go to the root of the matter and must establish a olicy for the long future.

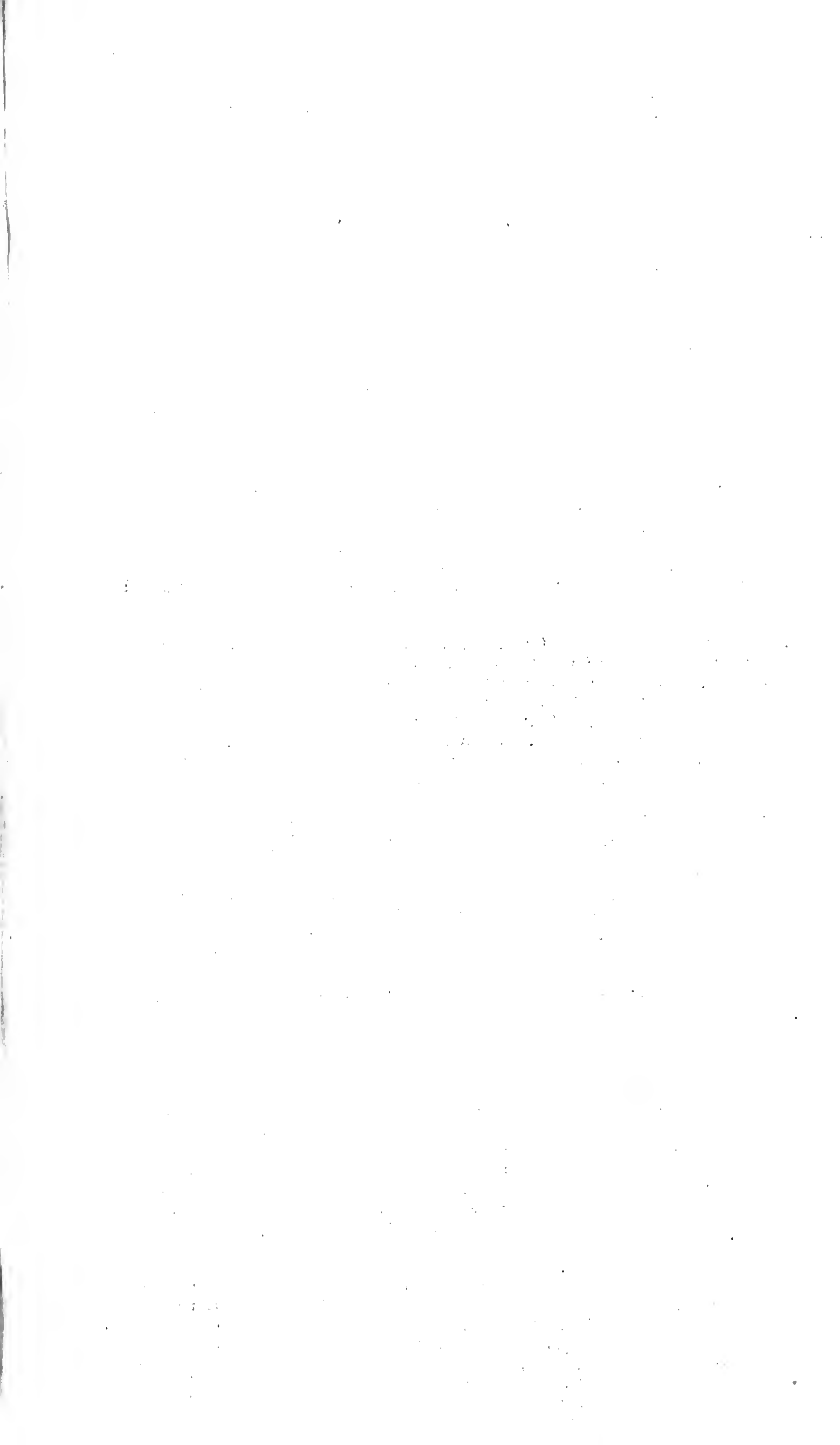
It has been suggested that federal funds be appropriated to tide the states ver their present distress. Such emergency appropriations will be most harmul if they prevent a fundamental study of the emergency. For my own part, I elieve that the American people need guidance in the development of a new olicy, not charity from the federal treasury. There ought to be set up a ational agency which will go into the whole matter of revenue as the Bureau f Standards has gone into the matter of commercial and material adjustments. here is wealth enough in this nation to carry out successfully the great ocial experiment which is characteristic of our civilization, the experiment f a free higher education for all. What is needed to make this experiment uccessful is adjustment, cooperation among public interests, and more economical rganization.

I believe that this national conference could do no greater service than o prepare a vigorous petition asking for the creation of a national commission o take up the problems of school revenues thus contributing national aid to he solution of problems with which our states and communities do not know how o deal. This national commission might be a temporary commission acting outside the Bureau of Education or it moght be an expansion of the present federal livisions which have to do with education. Personally, I believe a separate commission on this single matter is most desirable.

A third school reform which is to be advocated in the interests of econmy can be stated in both negative and positive terms. The fact h as been commented on above that as a nation we have never insisted on rigid evaluation of the results of education. We shall have to develop a discriminating nowledge of what is being achieved in the schools or we shall go on wasting out civilization. We must eliminate inefficiency and encourage higher types of performance. Two examples will serve to make concrete what I mean. We are guilty in this country of the most inadequate performances in the matter of teacher-training. There is no great civilization which tolerates so low an average of equipment among its teachers as does the United States. Call this, if you like, a symptom of our frontier life; say that we have had to do the best we could during the formative life of a vast country, but the fact remains that we have low ideals in this matter and in many quarters no ideals at all.

The consequences of this are upon us. Our schools are inadequately manned. Our people do not know how to demand or secure high-grade teaching. Our teachers are themselves outspoken in their unwillingness to have rigid requirements of success put upon them. They demand that tenure shall be permanent and that wages shall be adjusted solely on the basis of years of service. They organize to demand a flat wage and a removal of supervision. The organization promises its members that the merit systems of promotion will be overthrown,

The other example of lack of adequate appreaciation of results is to be found among the students in our schools. There is too often a lack of seriousness of purpose which comes in part from the carelessness of youth but more from American disregard for results. Our people have had lavished upon them opportunities which, as has been pointed out, Europe cannot afford even for her most select. These opportunities are accepted without hesitation and without the slightest recognition on the part of many of the students and their parents that each opportunity is paralleled by a stern obligation. I am in



portunities from those who, after reasonable trial to allow for the immaturities of youth, so grossly neglect their own interests and their work that y waste American opportunities and public resources.

This program of setting up and enforcing requirements is no trivial undertaking to be left to scattered communities. There is need of a national agency, strong and well supported, to bring these legitimate demands to the attention of the people. The private and local agencies which are now operating to put knowledge of school results on a solid scientific foundation need not be pressed or limited in the national campaign for better schools, but there should be a comprehensive and unified promotion of the measurement of educational results which will produce more effective service on the part of teachers and serious work on the part of pupils.

This paper, it may be said by way of summary, is a plea for economies in organization. If we are wise, we shall eliminate waste by coordinating educational institutions and by finding the true method of adjusting schools other public interests. We shall be guided in practice by exact measurements of results. Such measurements will make possible a wiser distribution public resources than has been common in the past.

The practical step to be taken by such a conference as this is, I am firmly convinced, that of promoting the development of a national agency of the type to take up at once the task of planning for our American schools more effective, more compact, and more economical organization than we now have. (Prolonged applause)

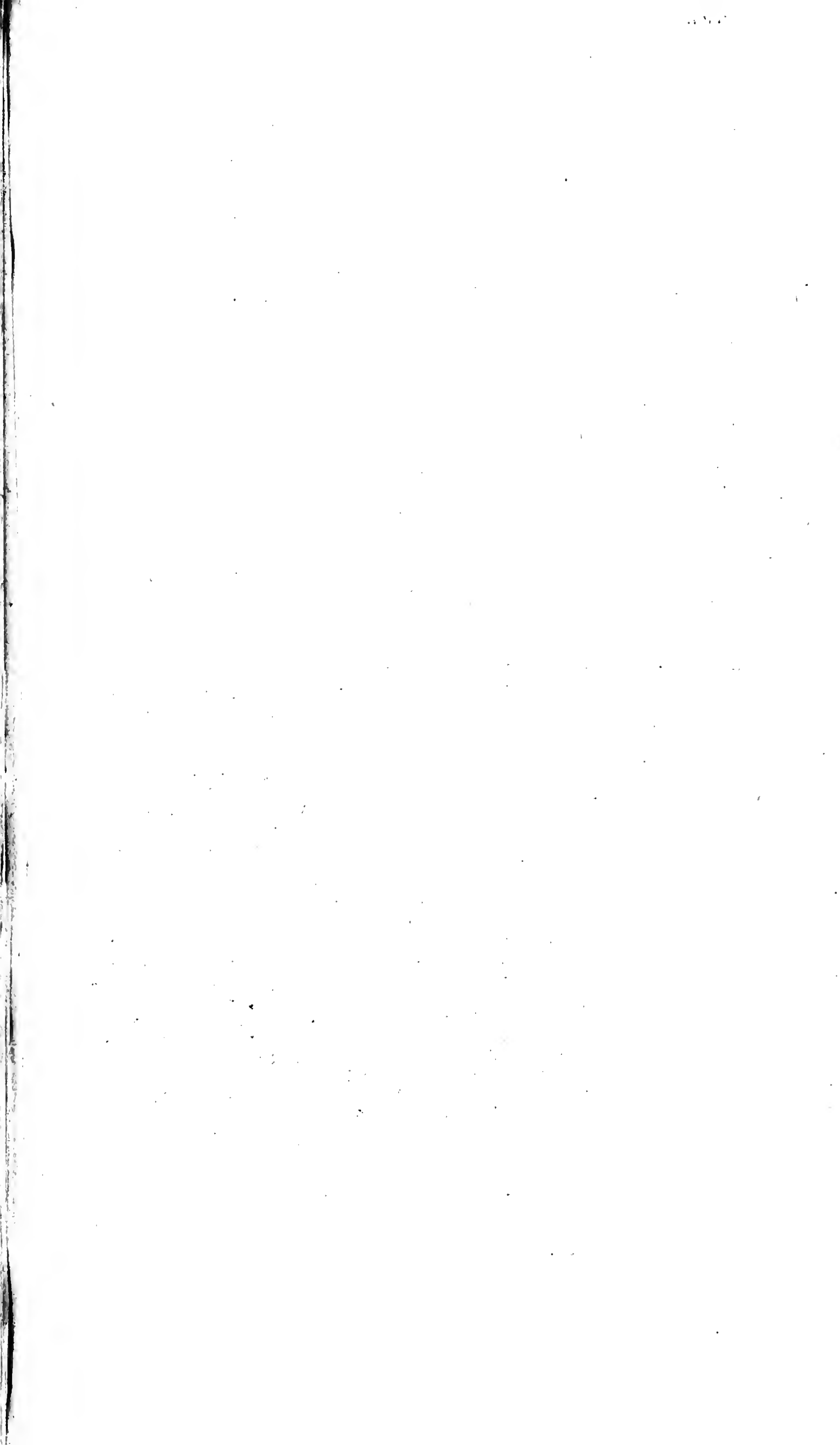
THE PRESIDING OFFICER, GOVERNOR HARDING: Dr. Claxton, before you make your announcement, I want, on behalf of this audience to thank you for the wonderful quartet that you presented here this morning, -- Dr. Shaw, Mr. Finegan, Dr. Spaulding and Dr. Judd. (Applause)

COMMISSIONER CLAXTON: And governor Harding! (Prolonged applause)

THE PRESIDING OFFICER, GOVERNOR HARDING: Now it is not time for you to talk! (Laughter) If this presentation of education by men this morning will be carried out into the highways and the byways of United States of America there is any question but that there should be 100% improvement in the public schools within the next year, and we are fortunate, Dr. Claxton, that we have you as a medium through which this can be done. (Applause)

COMMISSIONER CLAXTON: If Dr. Wood is in the audience I am going to ask him or rather to apologize to him, -- I asked him to be here today to make a report from a conference which was held by us here last week of certain persons who are interested definitely in the preparation of certain classes of people, particularly highway engineering and highway transport engineering, and they desired that their report should be presented to this meeting, but it will have to be at another time. Dr. Wood, I think, is probably in the audience. He came to represent them to make the presentation this morning, because he could not be here at another time, but we must be out of this building at twelve thirty and it is now twelve thirty! (Laughter) They have kindly extended the time for us these ten minutes, because of the fact we began late, because of their not having the theatre ready for us.

(Whereupon at 12:40 o'clock p.m., the Thursday morning session was adjourned)



THURSDAY EVENING SESSION.

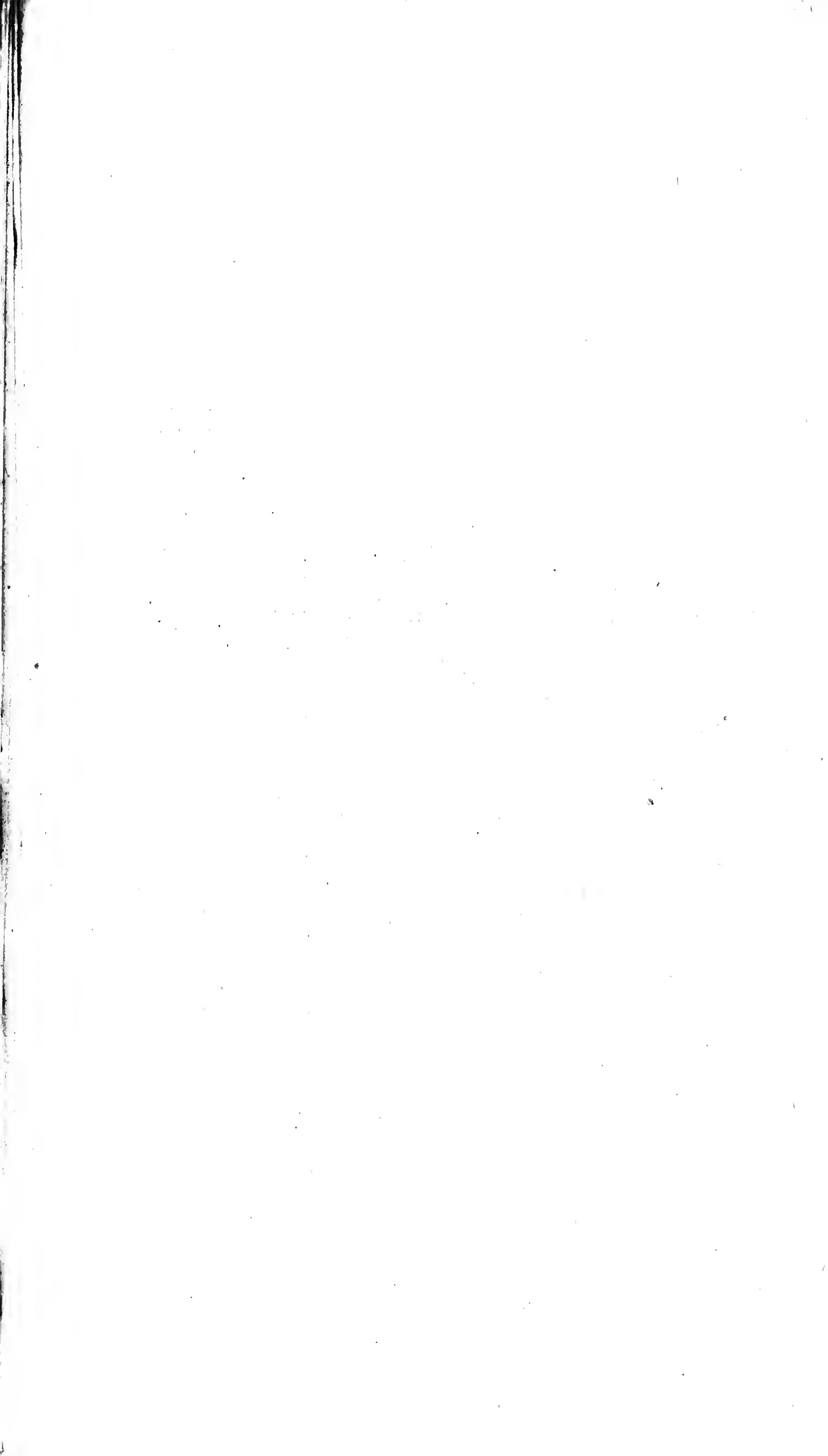
May 20, 1920.

(The Thursday evening, May 20, 1920, session was convened at 8 o'clock p.m., at Continental Hall, Seventeenth & D Sts., N.W. with the Hon. Joseph E. Ransdell, Senator from Louisiana presiding.)

COMMISSIONER CLAXTON: Friends, before I have the pleasure of presenting to you the presiding officer for the evening, I want to say just a few words about the program for this evening and tomorrow.

The purpose of this converence, as stated a number of times, is to impress, if possible, on the people of the United States the fact that the schools are theirs, that they pay for them; whatever improvements are to be made, they must make, and that it is worth doing. And I think we are having a most remarkable program. I am confirmed in that thought by the fact that at least a dozen people have said to me that it is the best program they have ever experienced at a similar meeting, that they have attended. It was said, however, by the Presiding Officer today, Governor Harding, of Iowa, that if we want the people of the United States to support the schools, we must sell the idea of education to them; and it was just that idea that I had in mind in making this program. Governor Harding said the merchant, the manufacturer, the people who have things to sell, advertise. But there is one further principle in it; advertising will not hold out long unless you can prove to the people that the thing advertised, and which they are asked to buy, has real value. Has education real value? We are asking for money in quantities never before thought of in regard to educational programs anywhere in the world. We were told this morning that we must have at least two and one-half billions of dollars for education, -- for public education in the United States, which is three times as much as we now have for that purpose. And Mr. Spaulding said, -- Of what value is it? Frequently when I urge legislative bodies of one kind or another to vote money for schools, they have said to me, in a section of the country where we did not have much money or accumulated wealth, -- Education is good, and I believe in it as long as we have ability to pay for it, but we must earn wealth first. The program tonight is devoted tonight to the idea of education in relation to the production of material wealth, and the national safety and strength. If it can be proven that education does produce wealth, that it's an investment for the sake of getting back much more than is invested, and if it can be proven that the strength of the nation and the national safety depend on it, then our point is well taken. We appropriate much money for the army and the navy, but if armies and navies without general education are valueless, then we may appropriate for the safety and strength of the nation, also for good citizenship. And tomorrow evening's program is devoted to that idea. Without patriotism, without good citizenship, without virtue, and high ideals, all that we attempt will go to pieces, and our government will break down, and Democracy will prove to be a myth and untenable thing; and if we are willing to pay for Democracy, then we should be willing to pay for it through education, if it has a relationship to good citizenship. And after all, all of these things are of value, as I said yesterday evening, only that we may attain to the higher life, to all that human life is for, and all that makes it worth living; and a part of tomorrow evening's program will be devoted to that purpose.

Tomorrow morning I am going to ask that you be present at the theatre promptly at ten o'clock, because one of the speakers must begin speaking immediately at ten. I think the text for all that we have to say here, in these three programs, might well be this, -- "Seek Ye First the Kingdom of God and His Righteousness, and all these other things shall be added to it." And the Kingdom of God for the present, and I think for the present man who has uttered there is the kingdom of intelligence, of knowledge, of skill, of strong purpose and good will, And all things wait on education. This is the central thing, which, if we shall buy and buy worthily and liberally we shall by the purchasing of it attain everything else that we would get only indirectly.



When the program was made, it was thought very fitting that the Secretary of Agriculture should preside at this particular session, and he promised to do so. Unfortunately he is detained in a hospital longer than he expected. He hoped to be away in time to preside this evening. Senator Ransdell has very kindly consented to preside, taking the place of Secretary Meredith.

Another change must be made in the program. Assistant Secretary Roosevelt who was to speak on the relation of education to the Navy cannot be present this evening, but he will speak tomorrow promptly at ten o'clock at the theatre.

Mr. Towner, who was on tomorrow's programme, will speak this evening.

One other addition is made to this programme, that of Dr. Mann, who will speak briefly in Relation to Education and the development of the Arts.

I take great pleasure in presenting to you at this time Senator Ransdell of Louisiana, who will preside.

OPENING REMARKS BY THE PRESIDING OFFICER, SENATOR JOSEPH E. RANSDELL,

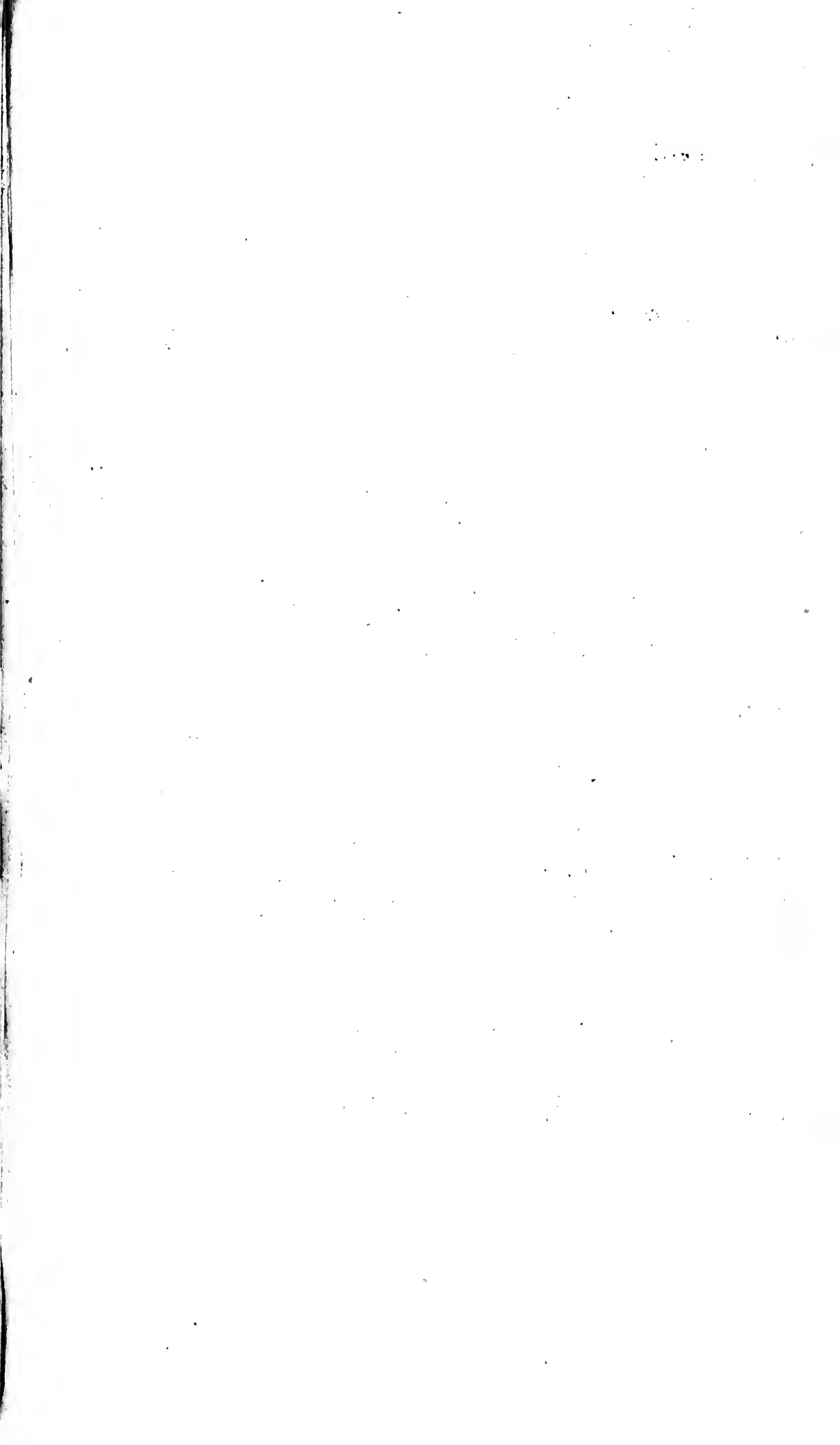
UNITED STATES SENATOR FROM LOUISIANA.

Commissioner Claxton, ladies and gentlemen, it gives me very great pleasure to have been selected for the very important post of presiding at this Educational Conference this evening. I am sorry I did not have more time to prepare, because the subject assigned me of trying to fill the place of the Secretary of Agriculture is a difficult and important one, and I would have been glad to devote some thought to the few words which I shall address to you.

Being asked to take the place of the Secretary of Agriculture, and seeing on the program that the first speaker is the President of one of the greatest Agricultural Colleges in America, I assume that you expect me to say a little at least about Agricultural Education. I wish to qualify myself for that position by stating that quite early in life I became a school teacher. It was about the first work that I ever did. My next work, in imitation or emulation of the Father of Our Country, was that of land survey way down in Louisiana. I practiced that for a while, made a little money out of it,-- nothing like as much as George Washington did. I then became a lawyer, and practiced law for sixteen years, until on my election to the House of Representatives in the fall of 1899 I gave up my profession of law, and since then I have been trying to make laws. Before I entered Congress, however, I became the owner of a plantation, a cotton plantation in Louisiana, and for nearly thirty years I have been trying to practice agriculture. Whenever I get a chance to run away from Washington for a few days I go down on my Louisiana plantation and study agriculture and nature. I amuse myself here in Washington by writing very frequent letters to my plantation manager, trying to discuss every imaginable thing connected with agriculture; and I can say, honestly, ladies and gentlemen, and you see I am qualified by having been a teacher, a surveyor, a lawyer, a law-maker, and an agriculturist, that in my humble opinion the science of agriculture is the most difficult of any of which I have any knowledge. It is the inexact of all the sciences. It requires the broader education, a more liberal eduation to attain real success than any of the so-called learned professions.

Now I doubt if many of you will agree with me, but did you ever think that a man who is a great doctor or surgeon, a great anatomist in the old world, let us say, or in the State of North Dakota, up next to the Canadian Line, is also a great surgeon and doctor and anatomist down on the Gulf of Mexico. The science of the human body is substantially the same in every part of the world. But I take it you will not contradict me when I say that a man might be a very successful practical agriculturist in North Dakota and make a very great failure, if he tried it down in Louisiana where I live.

I know a little something about raising cotton, and just a little about raising corn. Cotton is much easier to raise than corn, and I have been trying to study it for thirty years, but I would not undertake to practice any kind of agriculture in the northern part of the United States or the

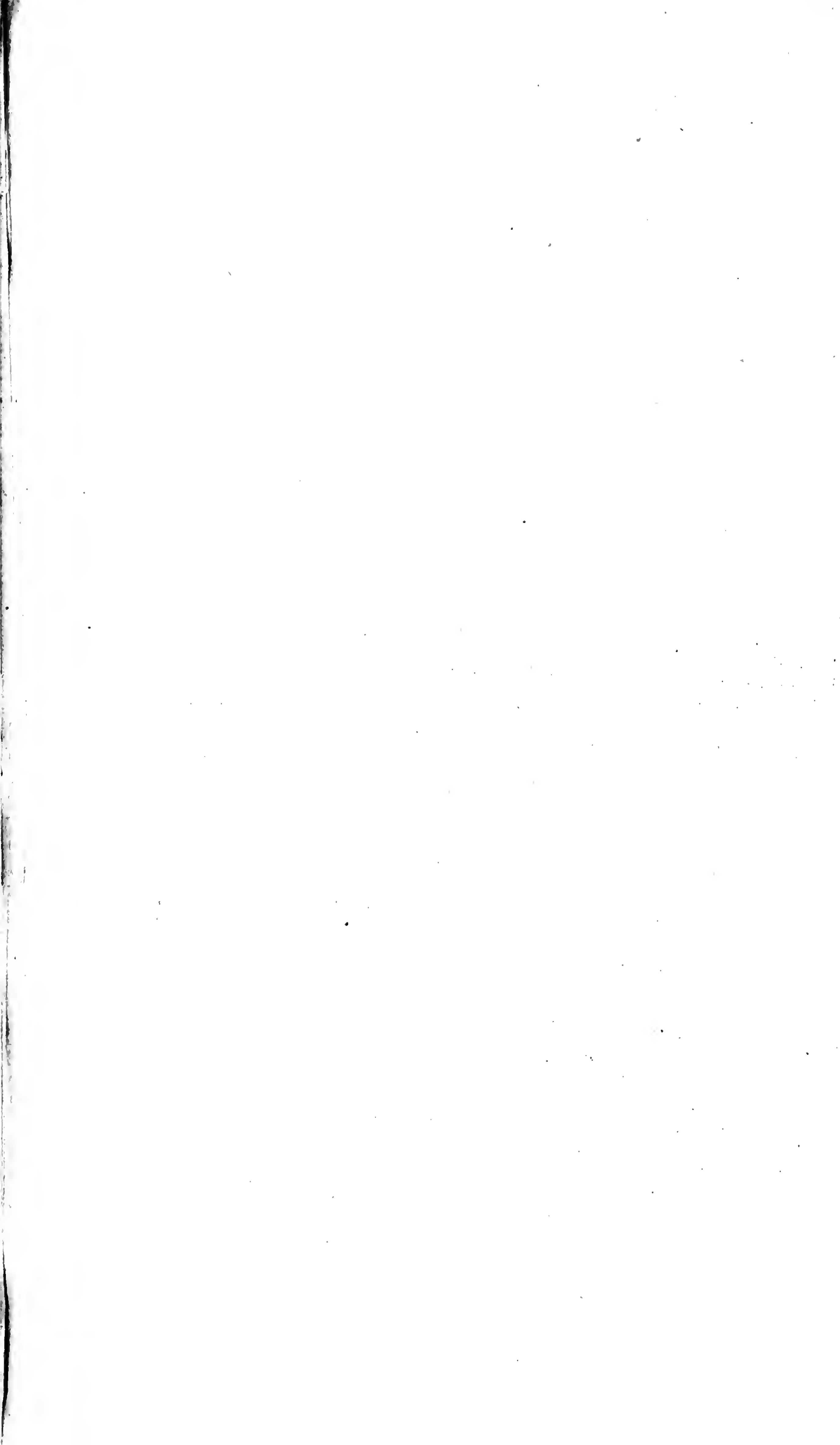


northwestern part, or the northeastern part, and if I should go to Europe I would immediately determine that conditions of soil, of planting, heat, cold, rainfall, or the lack thereof, the moisture and the aridity, -- a thousand and one things would be so different in these sections that it would be no use for me, without re-studying, learning again the business, -- it would be no use for me to try it.

Now that's one illustration. I will not give you others, but I can repeat the Agriculture is the most difficult, the most inexact, the most complicated of all the sciences, and therefore requires the highest education. There is no reason, my friends, why country people should not be as well educated as city people. As a matter of fact I believe they are better educated. They may not study books quite as much, but they study nature and nature has done more. They see the sun rise every morning, they see it set every evening. Many city people rarely ever see the sun rise, and a great many of them never see it set. The country people are close to nature, and I dare say if you were today to study a list of the men and women of this country or of any other country who are really doing things, who amount to something, you will find that a very good percentage of them, -- I am satisfied more than 50% of them -- began life in the country, were born and reared in the country, or at least born there, and spent a good portion of their lives in the country. It's a great thing to educate our agricultural people thoroughly, and I hope that every provision is going to be made for their education throughout the land.

Ladies and gentlemen, -- and I won't say, "fellow-educators," -- because I gave it up some years ago, -- educators of America, no class of people in this great Republic have more important duties, or more serious responsibilities than those that devolve upon you, unless it be the mothers of the land. I believe that the first and most important lessonsin life come from our mothers, -- God bless them. They never teach us anything but what is good and noble and true, and true if they be the proper kind of mothers, and most of them are the proper kind. And next to the mother the teacher is the one to receive the plant, to aid the young budding boys and girls;and his or her duty is to train them in the way that they should go. Are you doing that, my teacher friends? Are you really training these boys and girls submitted to your care in the way they should go? Are you making them better men and better women, because of your training? I hope so. There's great room for it in our Republic.

I recall my college days forty years ago, and the wonderful strides our Republic has made since then. I recall that forty years ago we had fifty million people in this Republic. Today there are 110,000,000. Forty years ago the estimated wealth of this, the richest and most powerful country on earth, was forty four billion. Today it is two hundred forty billion. The growth in population has been 120%; the growth in national wealth has been 550%. I recall that in those forty years there has been the most marvelous material advance during any forty year period in the history of mankind. I will not repeat it all to you, but just remind you of a few things. The great advances in electrical, science, the X-Ray, the telephone, wireless telegraphy the flying machine, the submarine, the horseless carriage that mother Shipton told us of in the nursery rhymes, "carriages without horses shall go and fill the world with woe! " They certainly go without horses, and I expect a good many of the joy-riders of today cause a good deal of woe. I hope not. But there has been marvelous advancements, and improvements of every kind and sort. The air is completely conquered. Dear Old Washington, Father of His Country told us we must beware of foreign alliances, but the submarine and the flying machine have placed Europe just across the street from us, so to speak, Whether we can avoid them or not I cannot say. In all material things the world has gone forward, literally by leaps and bounds, -- material things, bear with me, friends. How about the spiritual? What have we done with the finer arts, of literature, poetry, painting, sculpture? The pure, dreamy idealistic things of the intellect? What have we done to make ourselves better men and women? Do we love God better than we did forty years ago? Do we attend churches better? Do we observance the family tie better? Is marriage as sacred as it was then? Do we love father and mother as we did then? Oh, my friends, I fear not. I fear that in our mad rush for this wealth which has grown 550%, while our population was growing 120%, we have forgotten many of the spiritual things. We have become very worldly from luxury, very

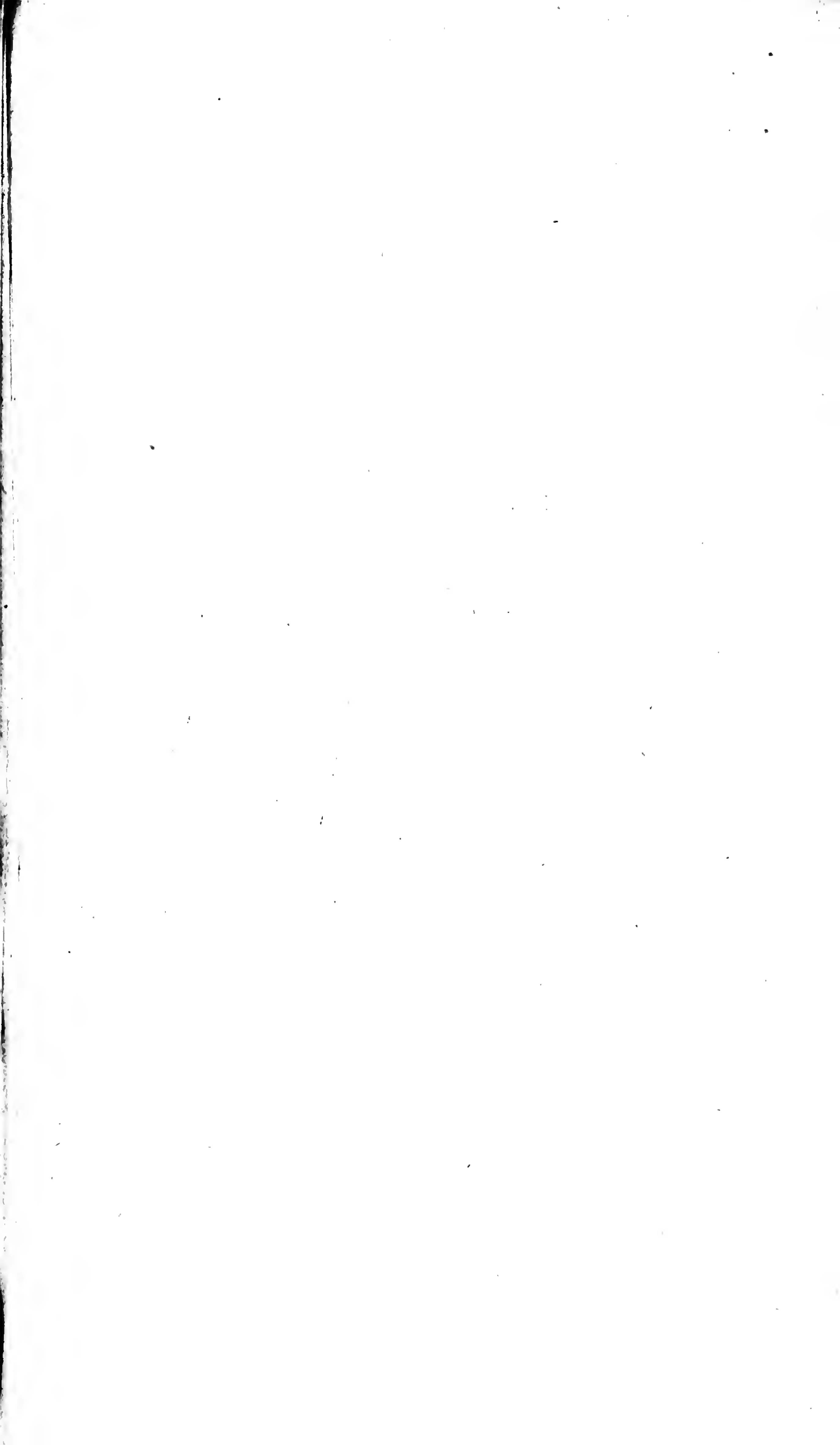


selfish, I fear, friends, that we are getting rapidly to that position of ancient Rome, which preceded its fall, when luxury and divorce was rampant in the land, when there were very few children in the Roman families, and the armies of the Empire had to be filled with barbarians. There is a bad spirit abroad in our land in many respects. Socialism is taught in many of our centers of learning. I.W.W.ism and Bolshevism have many adherents in America. Serious problems confront our people. You may say, "Oh, Senator, you are a pessimist!" But a very few years ago things looked very lovely in the old world, and one fine morning all the powers of darkness broke forth, and the world was engulfed in the most terrific war that ever afflicted it. Millions of people were destroyed, millions of them are starving to death today. If we can believe the statement of Mr. Davison, head of the great Red Cross Association. Russia went entirely to pieces controlled and destroyed in a way by the Bolshevists. I hope nothing of the kind is going to happen in our beloved America, and I do not believe it if we can just remain sane, if we can pay a little more attention to the true and beautiful and the good things of life. And oh, teachers of America, let me beg of you in your [illegible] schools and your colleges and your elemental institutions, and your colleges of higher learning, let me beg of you never forget to inculcate good morals among your pupils; teach them to love home; teach them the beauties of family life; make them to know that they must love their neighbor as themselves and their God as the friend of themselves and of their neighbor; teach them patriotism; do not under any circumstances permit anything bordering on disloyalty to state or disloyalty to the union. You have a wonderful opportunity. I hope and believe you will exercise it. (Prolonged applause).

COMMISSION CLAXTON: The first address on the program this evening is : "Education and Agricultural Production." The gentleman who is to deliver this address is President of the Iowa State College of Agriculture, and Mechanic Arts. He hardly needs an introduction at my hands. I wish to say of this gentleman that one of his predecessors, Dr. S. A. Knapp, went to my state many years ago and became a great pioneer in agriculture education. One of his first works was to establish the rice industry. Later he became a very great developer of the Boys Corn Club and the Canning Clubs among the girls and the Pig Club among the boys and girls. He was one wonderful product of Iowa to go South and benefit the Southland. His successor, or one of his successors in that office, is to talk to us this evening. When the war broke out this gentleman came to Washington and loaned his splendid abilities to the Republic. He did great and most valuable work. It gives me great pleasure to present to you Dr. Raymond Pearson, President of the College of Agriculture of Iowa at Ames, -- Dr. Pearson. (Applause)

DR. PEARSON: Mr. Chairman, Commission Claxton, ladies and gentlemen: I appreciate that it is a great honor and a great opportunity to stand before you for a few minutes this evening, and I thank Commissioner Claxton for the privilege. May I add a word of regret to what you already have heard because of the absence of the Secretary of Agriculture from our meeting tonight? It happens that I live in the same State with Secretary Meredith. I have known him for a long time, and I know well of his very deep interest in just the subject to which we are giving our attention at this time. He will regret as much as any of that he cannot be here, not to displace the very able chairman of the meeting, but to preside in the discussions, and without doubt he would contribute something well worth our hearing.

The subject assigned to me is Education and Agricultural Production. Knowing something of the thought of the Commission of Education in making up the program for this series of meetings, I shall omit what might be called the human side of the question, and adhere as closely as I can to the material side, -- The relation between education and not "agricultural life," but agricultural production.



# EDUCATION AND AGRICULTURAL PRODUCTION

By

Dr. Raymond A. Pearson,

President, Iowa State College of Agriculture and Mechanic Arts, Ames, Iowa.

We have made a good beginning in agricultural education, and the intimate relation between such education and agricultural production is well known to all those who are familiar with this work. There are in the United States sixty-nine land grant institutions and in sixty-seven of them agriculture is taught. There is at least one such institution in each state. There are fifty-seven agricultural experiment stations, and in most states these are operated as a part of the agricultural college. The colleges were founded under the Morrill Act, passed by Congress in 1862. The experiment stations are established under the Hatch Act of 1887 and succeeding legislation. The value of the equipment used in the different states for agricultural education and research work varies from a very small amount to about three million dollars, practically all of it having been provided by state appropriations.

Agriculture also is taught in a very few other institutions of higher learning, and investigations relating to agriculture work are carried on in a limited number of institutions in addition to the regularly established agricultural stations.

In the land grant institutions, agriculture is conducted along four different lines: research, collegiate and post graduate instruction, sub-collegiate instruction, and extension work. Researches are conducted principally by trained scientists, and most of the investigations are conducted for the purpose of solving special problems of immediate importance to farmers.

Collegiate and post-graduate instructions is adapted especially for those who will engage in farming operations and for those who will become teachers and investigators.

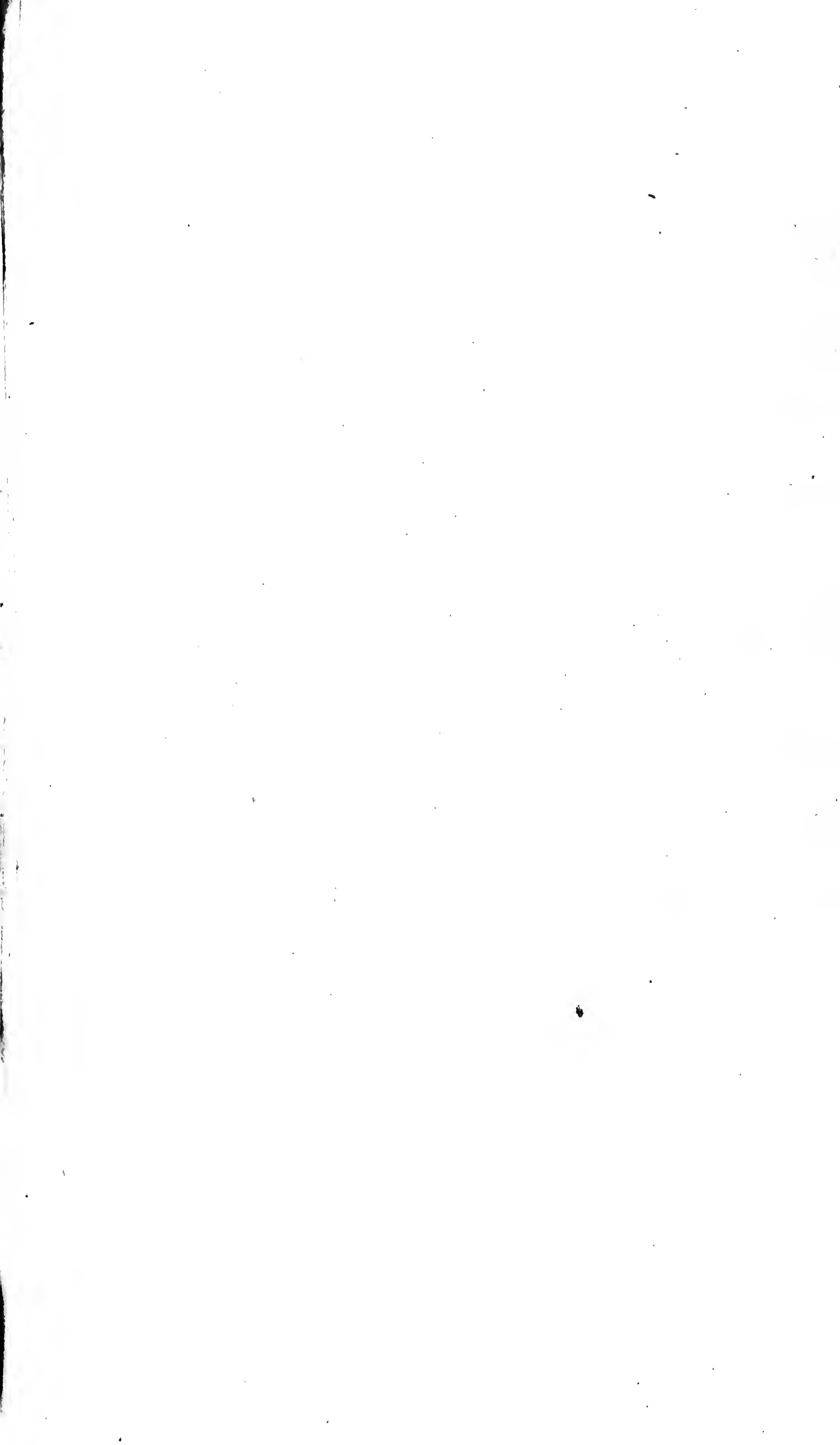
Sub-collegiate instruction is adapted especially to persons who, for one reason or another, can not take collegiate work, and generally the sub-collegiate instruction is given in the form of short courses lasting from one to twelve weeks. In some cases it continues throughout the college year.

In both collegiate and non-collegiate work much emphasis is now being given to the preparation of teachers of vocational agriculture as provided for by the Smith-Hughes law.

Extension work, which is conducted throughout the entire state and especially in cooperation with the Federal Department of Agriculture under terms of the Smith Lever Law, provides a few days of instruction per year to farmers and their families in their own neighborhood and bearing directly on the local problems.

The number of agricultural teachers and investigators engaged in one state varies from perhaps 15 to 20 to about two hundred fifty. The number of students in agricultural courses in different states varies from perhaps a score or two to about fifteen hundred. This does not include students in home economics. In recent years the student enrollment in agricultural courses has greatly increased. Since the war the increase has been checked and in some states there has been a decrease on account of the exceptional industrial activities and attractions.

In the early years of agricultural colleges, very many students did not return to the farms after receiving their education. In these days, they do return. It is doubtful if a larger percentage of men trained for any line of work enter upon that work after leaving college than is the case with agricultural students.



In such an industry as agriculture, where men work widely apart and each must plan and conduct his own affairs, it becomes necessary to provide more thorough education in the interest of securing good technical results, than is the case with the more concentrated or centralized industries, such as manufacturing. In this latter one man does the thinking for many and his plans are well carried out through the aid of superintendents and foremen, by workers who are trained to do perhaps only one thing and who need spend no time in making plans or in overcoming difficulties. With this thought in mind, then it is seen that an enrollment of perhaps one thousand students in agricultural courses in a state, meaning about one hundred graduates per year, is very small as compared with the number of men engaging anew in farm work each year, usually between five and ten thousand. If each farm in the nation is operated by one man for an average of twenty-five years, then for the six million farms there will be required an average of two hundred forty thousand new farm managers or operators annually.

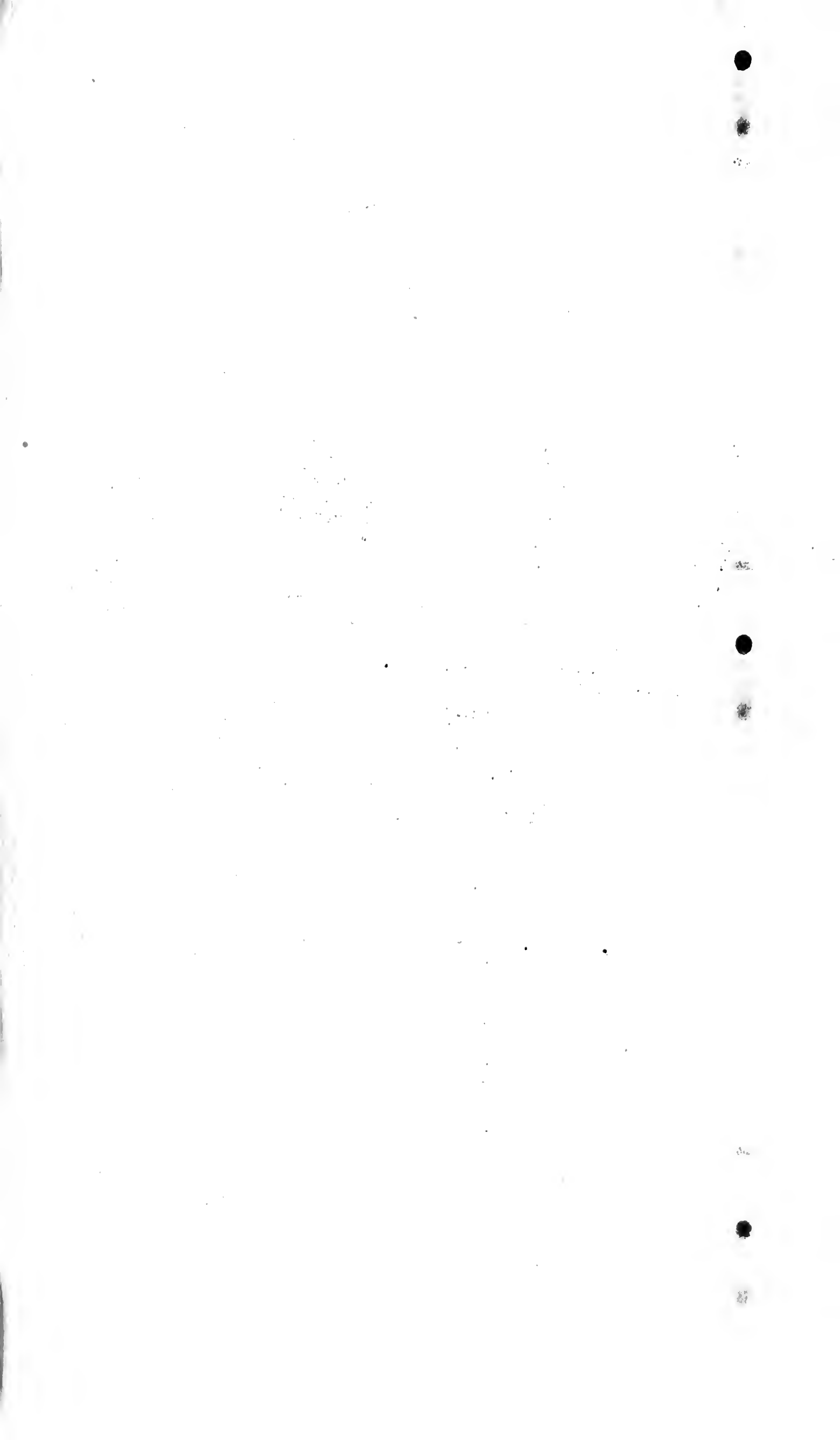
Appropriations for agricultural education, including research, also vary between wide limits in different states, the figures showing but a few thousand dollars in some states and ranging in other states up to one million dollars per year. From the United States the institutions receive about three and one-half million dollars per year as income from the Morrill Fund; about one and one-half million dollars per year from the Adams and Hatch Acts for agricultural experimental work, and over two million dollars per year under the Smith-Lever Act, for extension work, besides a small but increasing amount under the Smith-Hughes Act for the preparation of vocational teachers.

Under this topic there should be mentioned, also, one of the most productive agricultural educational agencies supported by public funds,- the United States Department of Agriculture, having appropriations of about thirty millions of dollars annually.

There is a widespread misconception of appropriations for agricultural purposes. The most serious mistake is in assuming that all funds appropriated in the name of agriculture are so used. When the money appropriated to the Federal Department of Agriculture and used for Weather Service for the benefit of shipping and for meat inspection and food inspection to protect consumers from frauds that would occur after the food articles have left the farm, is subtracted from the total appropriation only a moderate amount remains for bona fide agricultural use. In the same manner, appropriations for agricultural educational institutions are frequently charged to agriculture when in large part the money is used for general educational purposes in the interest of public intelligence and good citizenship such as by teaching English or civics.

Another serious mistake is in the belief of too many people that vast amounts of public money are locked up in the physical equipment of agricultural institutions. These institutions were founded more than fifty years ago. Few if any of them can point to equipment that has cost as much as one dollar per person now residing in the state. Even at this amount, the annual charge for equipment investment would be only about four cents per person per year.

In very recent years, and especially since we have had the stimulus of the Smith-Hughes movement through the Federal Board, agricultural instruction has been introduced in a limited number of high schools, consolidated schools, and in some cases in the lower grades. This movement now is making rapid progress. In one state consolidated schools are being completed at the rate of almost one per day. These schools are rendering highly valuable service where they are well organized and conducted with the right attitude toward the industry they are supposed to serve.



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Three Great difficulties or dangers now confront agricultural education. First, the danger that comes from the use of untrained and unsympathetic teachers, especially in the public schools. Teachers having the right kind of preparation are being secured by many schools and can be secured in a short time by any school, and a great wrong is done not only to the pupils but to agriculture when other teachers are secured. The second danger is in the growing neglect of agricultural research. Instruction in agriculture never succeeded until research got under way and material was provided for the teachers to use. We have become so enthusiastic on account of the results of teaching that we seem to be forgetting to maintain the research work. Some of the very best scientists are leaving experimental work. Important projects have had to be abandoned.

The most serious difficulty now is the loss of many members of agricultural staffs because of better salary inducements elsewhere, especially in farm and commercial work. It seems that during the war it was learned that professors are not a class of long-haired, sleepy, impracticable people. Their ability and alertness now want to get many of these men at their commercial values. They are leaving the colleges constantly at salaries fifty to one hundred per cent above what they have been receiving. Of course they can not be replaced by others of equal ability. Of course, also, the institutions can not at will increase their funds. Therefore, they are confronted by this dilemma. The standards of the institutions must be lowered because of less experienced or less competent staff members replacing the better ones, or the work of the institutions must be limited so that attractive salaries may be paid to a smaller staff.

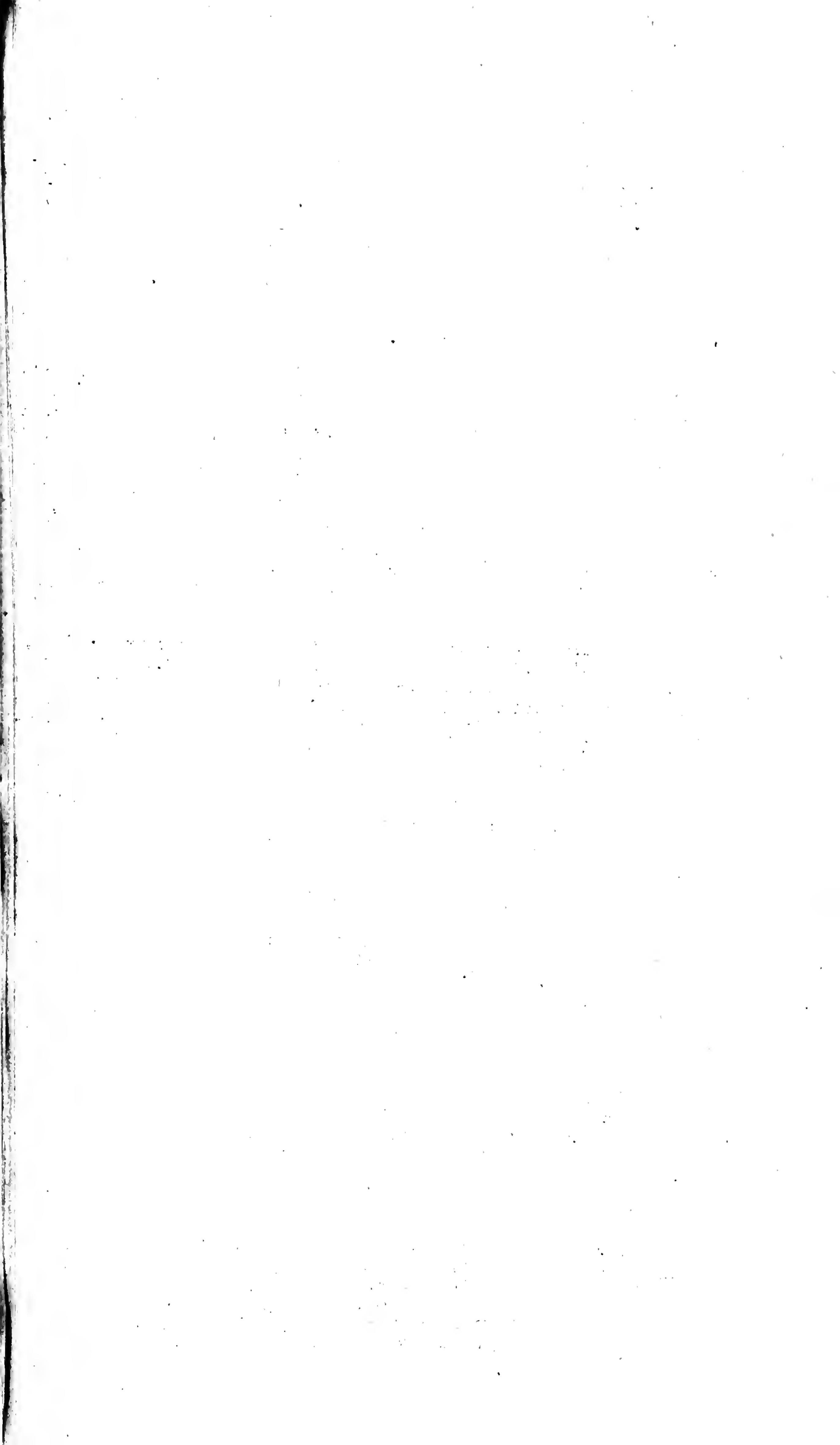
The lowering of standards would have its effect on work now in hand, but far worse it would be a most emphatic warning to the brightest students of today to prepare themselves for other work than teaching or investigation, and thus the future would be affected no one knows how much. Already some institutions are limiting their work. Steps are being taken to eliminate certain lines so that with a fixed income more money can be placed in other lines of work.

The great question in the minds of leaders in the field of agricultural education is this,- Does the public wish to maintain the work on a strong basis and in sufficient measure to meet the demands upon the institutions? They ask merely that the public shall be informed, first, as to the importance of agriculture, and second, as to the dependence of agriculture upon education. And they would expect to be content with the result.

As to the first, the public needs to be reminded that agriculture furnishes all of our food. Some people seem to think that food will come as surely as the rising sun. Those persons have too prominently in their minds the conditions of a few years ago, which never can return, when much more food was produced in our country than we could consume and when our farms were flooding our markets with food and flooding the markets of other countries as well.

The public should be reminded that our clothes also are agricultural products; and incidentally it ought to be known that agriculture produces about two-thirds of the raw materials used in all our industries - not including forest products; and agriculture provides about half of the buyers in the country. In other words, it needs to be brought home more forcibly to the public that agriculture underlies our prosperity. It is the mother of industry.

Besides the food and clothing and business created by agriculture, cities depend upon the country for their new blood. In the last decade of record there was a large gain in urban population,- about twelve million persons. Thirty per cent of this was due to migration from rural to urban districts. About forty percent was due to immigration, and one need not make comparison between the quality of citizenship provided in recent years from these two sources.



The dependence of agriculture upon education has been illustrated many times during our short history. At one time or another, almost every important crop and almost every important kind of animal has been in danger of complete annihilation, due to some disease or insect pest. The Government has acted effectively against these agricultural calamities, but the work of the Government and the succeeding work of states and individuals has been along lines established by science and made clear through education. The losses created by the cotton boll weevil before fairly successful control measures were effected would make all the appropriations for agricultural education since its beginning in this country appear to be insignificant. The same might be said of hog cholera, or of the hessian fly. Today we almost hold our breath as we wait for the scientists to complete with work and tell us what to do to check the wheat diseases "take all" and "Flag smut", and the corn borer and the alfalfa weevil. All of these have found places to establish themselves within the United States and each one threatens dire disaster if it gets under way in sections where the greatest damage might be done.

The problem of conducting agriculture in a business-like way now is troubling very many farmers. They ask for education, without which they feel they are incapable of overcoming the enormous difficulties and handicaps of the day, including changing demands of the markets, scarcity of labor, and constant changes in methods of production. Farmers are distrubed about the flights of prices. They are blamed for what they can not control. They do not understand that the production of sugar is so low as to justify the recent advances in price, nor do they understand that the production of meat is so large as to justify the recent fall of prices, especially when it seems that all other prices are advancing. But they do know that something is wrong in the field of agricultural economics and they most earnestly desire to have the facts so that they may better plan their work for the future.

Education relates directly to the constant lesser losses occurring on farms. It is a common experience for a crop to suffer to the extent of ten to twenty-five per cent on account of a pest which could be controlled if the farmer could but know the life history of the pest and the right remedies to apply at the right time. Similarly, losses are occurring because of ignorance as to improvement of varieties of plants and animals. All these items loom to great importance when the intelligent farmer reads reports from across the seas indicating that preparations are being made to send into this country vast quantities of agricultural products produced on virgin land and often by the cheapest labor, to be sold in competition with our own productions. Unless farmers know how to farm with the utmost efficiency they readily see how they will be damaged by such competition. If the farmers are damaged, the whole country will suffer.

The greatest need of education in connection with agriculture has to be with the development of a system of permanent agriculture. This means a system of agriculture that does not wear out the land. Our nation is not yet one and a half centuries old. But we can point to large areas where the fertility has been so depleted by the removal of crops that the land now can not be farmed profitably. In this connection we ought to think of Egypt and of Palestine and recall what has been written about milk and honey in great districts which now are barron wastes.

The value of natural resources in this country is beyond computation. From the first it seems we have had little regard for this wonderful supply of wealth. Some needed to be destroyed to make place for necessary operations. But we have allowed natural gas to be wasted at the rate of billions of cubic feet without any need whatever for this waste. We have allowed timber to be destroyed needlessly. The farmers of our country have been consistant

with all the other people when they have used farming methods that resulted in depletion of fertility. We have not yet learned how to establish a system of permanent agriculture. Our nation should realize the importance of research and education, much of which already has been accomplished, in the interest of saving fertility and returning fertility to the soil. But we have hardly started on this subject and perhaps it is more important than any other to illustrate the relation between education, including investigation, and agricultural production.

Mr. Chairman, in these few minutes I have attempted to draw briefly a picture of agricultural education as now conducted. I have attempted to point out some of the difficulties, and I have suggested as best I could that if the public can be brought to realize the importance of agriculture to our national welfare and the relation between agriculture and education and fundamental investigation, that we need have no fear but that the public will provide the necessary support to maintain this work on a strong basis. (Applause)

COMMISSIONER CLAXTON: I am going to remind the chairman, the speakers who are not on the program, -- that their time is limited to twenty minutes except one, whose time is limited to fifteen.

THE PRESIDING OFFICER, SENATOR RANSDELL: I wish it were possible for Dr. Pearson to reproduce that magnificent address he has just given us in at least a dozen places in every state in this union. I am sure if he could do so the results would be wonderfully beneficial.

Dr. Claxton has told us about how much money we need, and he has done it very eloquently. Dr. Pearson tells us that we do not pay the teachers half enough. I am sure I do not have to persuade this audience of the truth of that statement. I wish it were in my power to see that you get very much better salaries, for I am sure you are all under-paid; and all I can say that as one lawmaker I will do my part, and as a taxpayer down in Louisiana I shall gladly assist to see that the teachers down in that section are better paid than they are now. (Applause)

The next address is to be given us by one of the great war heroes which our country developed in France. This gentleman, with the rank of Major General, developed the famed Thirty-second Division of the American Army which he whipped into shape in the State of Texas, carried it across the ocean into France, and was its leader until the close. For gallant and most meritorious service in the Argonne-Meuse Section he was given the Distinguished Medal. For unusual tactical service in another part of France he was made Commander of the Legion of Honor. After returning to America he was made Assistant to the General Staff, and he is now charged with the very important service of education in the army. It gives me the highest pleasure to present to you Major-General William G. Haan, of the Army, who will talk to you on: "Education in the Army." (Prolonged applause)

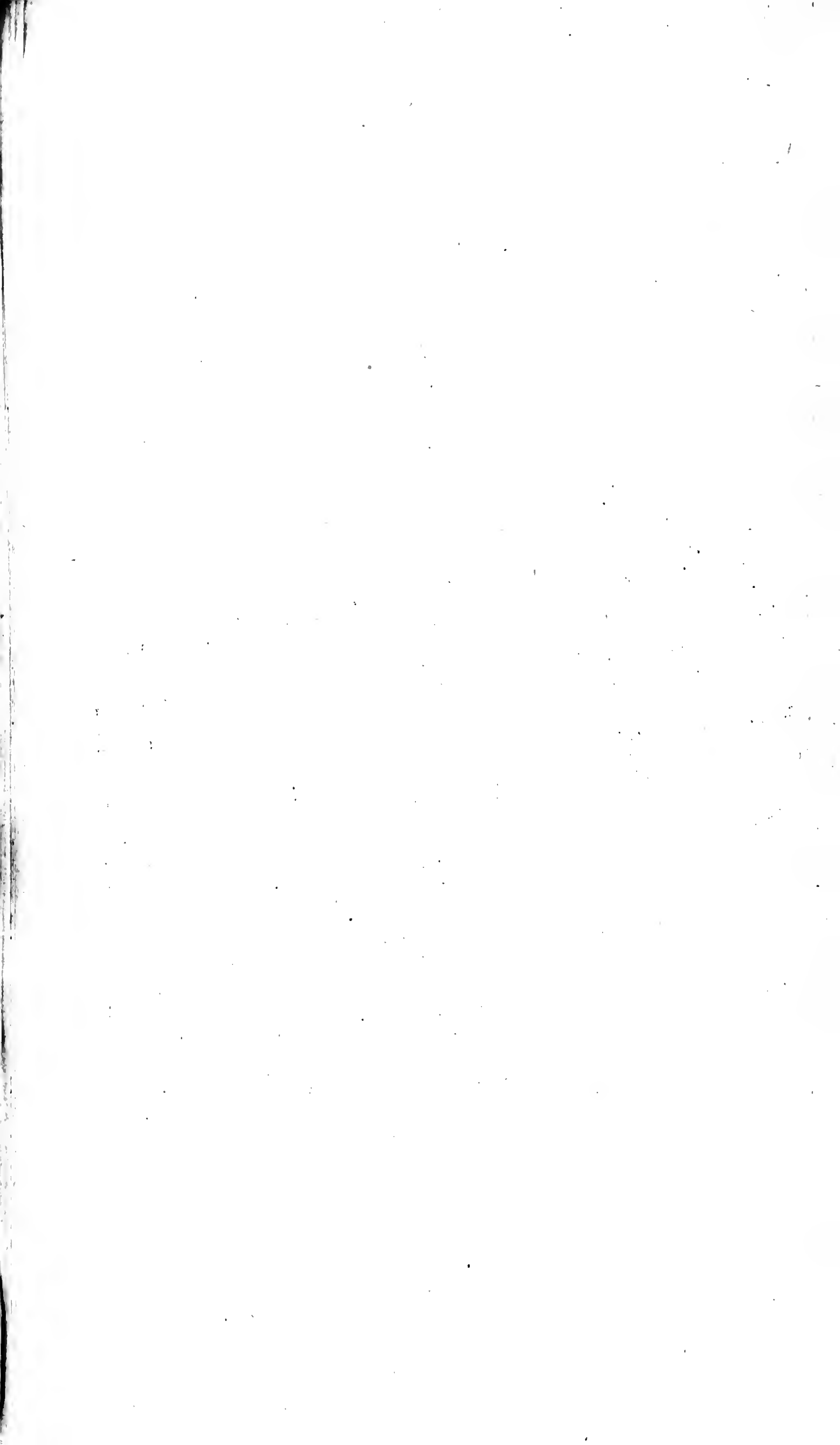
EDUCATION AND THE ARMY

By

Major-General William G. Haan, Director War Plans Division, U.S.A.

Mr. Chairman, Mr. Commissioner of Education, ladies and gentlemen and fellow-teachers. I wish to correct one statement of the speaker who preceded me, and that is there are some agricultural schools now that he did not mention. We have some in the army! (Laughter)

The subject that was assigned me was: "Education and the Army". From this I assumed that I might speak of the necessity of education in the army, and then give a little description of how we are trying to give some education in the army. To an audience such as this it is not necessary to do more



than to refer to the (insert address) (Unable to secure address from the Bureau of Education, after repeated requests.)

THE PRESIDING OFFICER, SENATOR RANSDELL: If you will all be patient, we have two more speakers on the program. We were to have been honored this evening by an address from a very distinguished of the House of Representatives. I was honored by his friendship when a member of the house, and am sorry indeed that he is not going to talk to us this evening. But those of you who attend the sessions in the morning will have the great privilege and pleasure of hearing Congressman Horace M. Towner, of Iowa, and I can promise you in advance a treat from this gentleman. Now he has almost taken away from me a chance of telling you a little story about what happened in the House of Representativrs a few years ago, when he was present. I am going to tell it anyhow. A certain Democract was anxious to say something pretty hot to the Republicans, and parliamentary rules prevented him from speaking in plain language; so he illustrated by a story. He said: "When a young fellow asked his girl to marry him she told him to go to father, and she knew that he knew that father was dead, and she knew that he knew the kind of life father led; and he knew perfectly well what she meant when she said, 'go to father!'" (Laughter) I think Mr. Towner heard that story.

We are next to have an address on a thoughtful and interesting subject by a gentleman who has been a great student of everything connected with the subject that he is going to greet this evening. I had first the pleasure of meeting him something like a year and a half ago at a large meeting in the interest of the Merchant Marine of this country. He and I were brother officers of that association. He is a very distinguished member of the American Federation of Labor, -- Vice-President of that Association, President of the International Photo-Engravers Union of America, a close associate, warm personal friend, and co-laborer of Mr. Samuel Gompers, This gentleman did wonderfully valuable work to this nation during the trying times of the recent war as a member of the War Labor Board. I now present him to you, Mr. Mathew Woll,-- Mr. Woll. (Applause)

## "EDUCATION AND THE WAGE EARNER

By

Mr. Matthew Woll, 8th Vice-Pres. American Federation of Labor; President, International Photo Engravers' Union, Chicago, Ills.

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Mr. Chairman, Ladies and Gentlemen: The subject of education, its importance to our nation and to our national existence, is perhaps best demonstrated in the great crisis through which we have recently passed, because perhaps the most impressive revelation out of that great war demonstrated the value of education. In Russia and in Prussia the world saw a great tragedy. In the one country, because of the lack of universal training; in the other because of a misdirected and a false education. And so in our own country, our strength and our weaknesses were reflected in the excellence or in the deficiencies traceable more or less to our educational facilities. I need but refer to the scores of thousands of illiterate and the thousands upon thousands of practically illiterates, the youths sent across the seas to fight for peace and intelligent democracy; to demonstrate that our system of education has not yet reached its first step in the lofty ideal as a whole that, there is vast room for improvement in our educational systems. We believe that now is the time to look into future opportunities; now is the time for us to prepare to meet the great opportunities which are presenting themselves, and to be able to bear efficiently and capably the great responsibilities that now confront us.

On the question of the ideal of education, which the wage earners favor,

the records of organized labor are quite complete. We believe that the noble mission of the school should be to teach the development of men and women, and their life, not alone as individuals, but as aggregates, to teach the science underlying the experiments upon which nations are conducted, one as between the other, as between the mass of the people whose general propositions are recorded in the history and the industrial development of the land, whose deductions lead to happiness, or misery, and whose verification comes often too late. We believe in that sort of education which makes the worker and his children feel that society is doing all within his power that it can to remove artificial barriars and obstacles, and remove all except those that are perhaps in the nature of things, and to give them a helping hand in the path they may have chosen. That's the sort of education that we favor, the education that will be an incentive towards the promoting of Americanization, loyalty to our government and to its institutions. After all, the perpetuity of our nation, its institutions, all depend fundamentally upon the education that is given to the generations and generations to come, and if we are derelict in promoting that, or in giving the opportunities to our people for securing educations to fit them to life their lives as useful citizens, then we have failed to respond to true Americanism.

Now, the labor movement was perhaps the first articulate agency which expressed itself for universally free publicly taxed education. In its beginning, well, we met opposition on the part of educator and more hostility on the part of the commercial interests. But we continued the agitation regardless of opposition until today we have realized the great free public school system. Perfect? No. To be improved upon? Yes, extensively. Nevertheless, a great start made.

The American labor movement in its entire history has not taken a single act with reference to the school question which has not made for the benefit of child life, for the upbuilding of home, for promoting of a greater Americanism, greater Americanizing understanding, greater American loyalty. I shall not burden you with the reading of the declarations of the American Federation of Labor bearing on the public schools, of its constant -- shall I say agitation, at least permitting of school attendance laws against the opposition of commercial inter sts. I shall not burden you with a reading of its entire program on educational matters, in which I believe each and every one of you who has given the subject of education any thought or consideration are bound to agree with. May I only indicate that in the very first year of the organization of the American Federation of Labor this declaration was pronounced: "We are in favor of the passing of such legislative enactments as to enforce by compulsion educating of the children, that if the state has a right to execute certain compliances with its demands, then also has the state a right to take its people to the proper understanding of such demands." That declaration was made forty years ago by the American Federation of Labor, and I challenge any other institution of present day existence and of importance in our society that has recorded itself likewise.

And the American wage-earners have been ever since true to that declaration, and they have fought to bring into reality those ideals expressed even early in its struggle for existence and economic improvements.

While the American labor movement and the American wage earners are vitally interested in the public school system in all matters pertaining to the educating of child life, because, after all, the great mass of the children are the off-springs of the wage-earners, and why should they not be especially interested and concerned in all that concerns their livlihood and welfare; as I say, not only have we been concerned with the question of improving the school room, making it more sanitary, to safe-guard the life and health of the child and permits its education, in order that it may be better equipped in future life, to meet the battles of life; we have too great a concern with those instruments, those human instruments which must bring the education to our children, to those human agencies which impart the knowledge to the children of the wage earners. We know the human struggle; we know what the teaching force of America has to contend with; we sympathize with them; we realize the grievous conditions under which they exist, as wage-earners familiar with all suffering and sacrifice that the human race must go through. We welcome them to our ranks. We urge them to associate and affiliate and to come with us, Oh, not to disturb our educational systems, not to interfere with, not abandoning the highest ideal

in these great institutions for the promoting of Democracy and intelligent democracy. We ask their affiliation, their association with us in order that through their representation in our states and central bodies in our national councils, that we may have their beter judgment, their better advice, predicate upon their experiences in educational matters, to help us formulate policies and establish and control our practices and procedures, which will be helpful to our educational institutions. And so too we welcome them to our fold in order that they may understand the grim realities of life, in order that they may know what the child of today will have to contend with as a man or woman of the future to come, in order that education may not be alone theoretical, but that it may also partake of the practical. And hence we urge the organization of the teaching force and their affiliation with the American Trade Union movement. Oh, I know that our activities and our appeals to the teachers, to organization and affiliation with the American Trade Union movement is largely misunderstood, its purposes wrongfully interpreted, -- and why? And why? What purpose? What have we done? I dare say that American labor has done more for educational institutions than any commercial institution to which the finger may be pointed. We feel, too, that only in that way will there ever come a redress to the teachers and their present rightful condition. We know unorganized, unassociated, leaving themselves entirely at the mercy of what is called public opinion, they may wait for a later period until redress is going to be had by them. We know that only redress comes to those who gives articulation to their grievances, who makes the public feel and realize that there is a grievance, and there is a condition that must be righted. We feel that there will be no redress come to the teachers unless they are organized, and thru their organization manifest the grievances under which they labor.

Oh, it is said that if they associate with the American Trade Union movement that it subjects them to the most disastrous policy of strikes as an association of labor. May I say, first of all, that the American Federation of Labor has no authority of any kind either to initiate or to control or to declare off strikes? The American Labor movement as a whole leaves autonomy to each and every group, permitting them to do as they choose. Tothe contrary, it urges that all engaged in public employment should not resort to strikes, that whileit is their right to give up their employment individually and collectively, and that good judgment, wise counsel and their relations to the public demands that they ought not exercise that they ought not exercise that right, but ought to appeal to the political agencies and political activities for the redress of grievous conditions; and we in turn agree to give voice to their grievances and to help in our support in order that those agencies may be impressed. But isn't it rather peculiar that the great teaching force which everyone today admits is underpaid was well illustrated by one of the speakers here this evening shifting their employment in public perhaps the grandest public service of any commercial enterprise, -- what does that indicate? I am told that during the past year, the year of 1919, approximately 140,000 teachers gave up their service as teachers and entered the commercial field. Is that a strike? No. But it is equally as bad as a strike and worse, because that number of teachers was lost entirely to the teaching forces. Much rather would I see 140,000 school teachers cease work tomorrow and compel a complaisant public to act, and many of our state legislatures and public school boards and municipalities forced, and commercial interests to be taxed, to meet this great wonderful agency and give the teachers a square deal. Oh yes, public opinion will right conditions, but unless we are going to be more demonstrative than we have been in the past I fear there is going to be long time before the teachers will receive that consideration which their position in society and their relation to the importance of the institutions of our government warrants they ought to receive.

Oh, I would be the last to encourage a strike, and yet if I knew tomorrow that a strike would bring relief to them, much as I would hesitate to do it, I think it would be warranted. Oh, I have been going to moving picture shows, and I would see the inscription on the screens, urging the necessity for giving the teachers better pay, and you would imagine there is a great public demand,-- and I believe there is, and a splendid response from the audiences. I fear there is going on today a system of sabotage, a condition not premeditated in any concerned form, yet nevertheless as dangerous, as harmful to our educational institutions as though a practical sabotage had been directly put in vogue. The teaching force is becoming smaller; it is becoming less efficient because it is underpaid, and that is the philosophy, the law of nature of things underpaid,--Workmen, whether they be of the brain or of brawn; and you receive

the consideration that you pay for. And so, if in our society we want a good teaching staff, if we want a competent teaching force, if we want to develop our educational institutions to their highest possible degree of perfection, then let us pay the price as citizens, and make it possible for those engaged in that high profession and art to improve that situation.

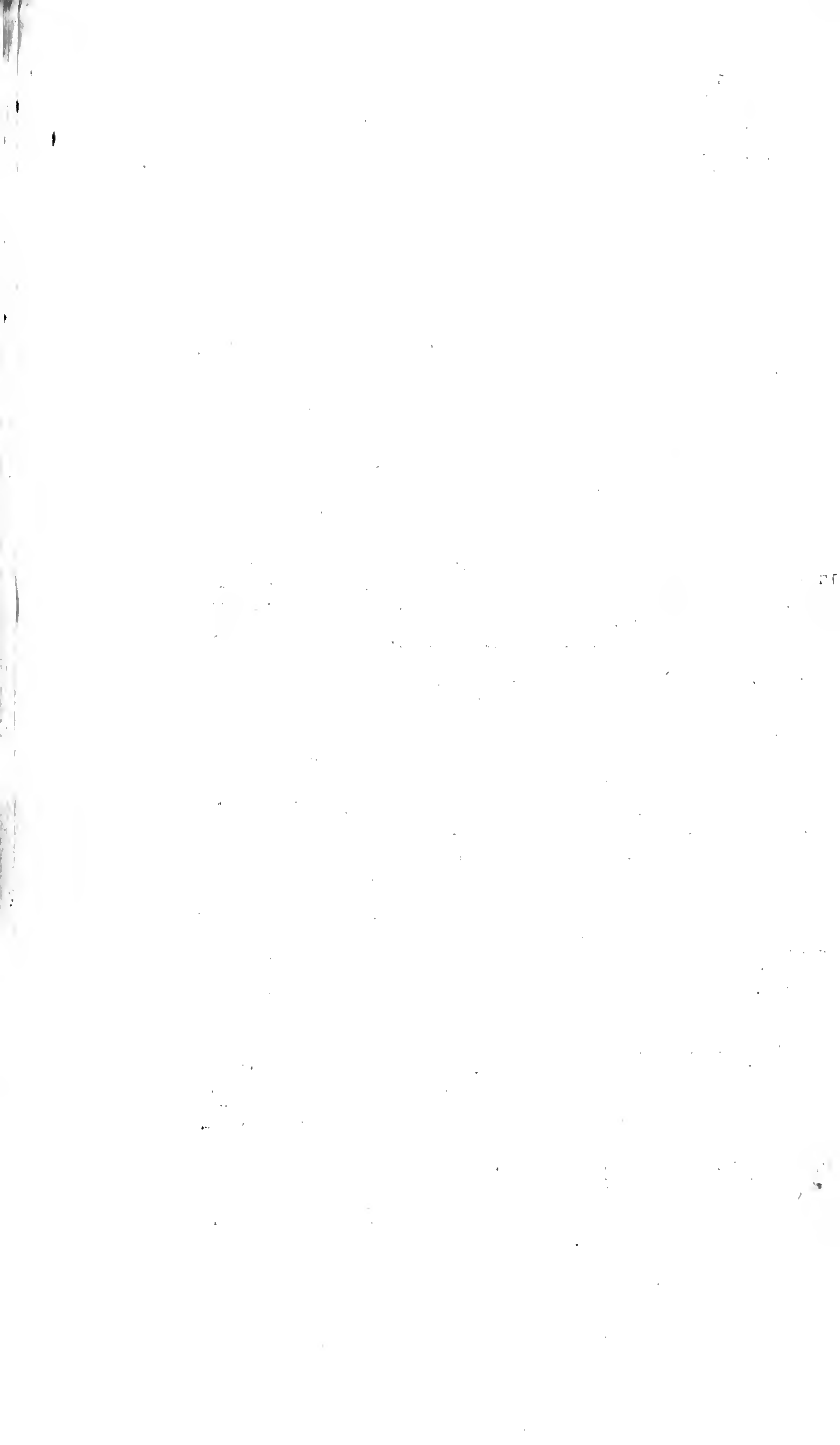
I don't know that I should burden you further in the matter, except that organized labor realizes the value of education; it knows that the public school system is especially devised for the benefit, the enjoyment and the happiness and the development of the children of the wage-earner who are unable to send their children to private institutions for private tutorship. Oh yes, the men of wealth have but little care as to what may become of our free public system. Their opposition today to free public schools is the same as it was forty years ago, excepting it has changed its form. Today we may find commercial industry taking away the brightest teaching forces, the brightest element in teaching, at the same time opposing every move toward increasing taxation, in order that the institutions may live. I say that the greatest crime that is being committed today against Americanism, I say to you, the worse element in our society today that makes for the destruction of Americanism, is the element that opposes proper taxation in order that our educational institutions may grow and develop and bring into existence the greatest teaching force, the greatest educational system upon which, after all, our whole conception of Democracy and its institutions fundamentally depend. I thank you. (Prolonged applause.)

THE PRESIDING OFFICER, SENATOR RANSDELL: Ondy one more address. I hope all will be patient. I now present a gentleman to discuss education in relation to invention and research. This gentleman is one of the most prominent and best known educators in America. He is now engaged in educational research work in the city of Washington. Prof. C.R. Mann. (Applause)

PROF. MANN: Mr. Chairman, ladies and gentlemen. As I came in this evening an old colleague of mine said: "Well, Mann, which speech are you going to give tonight? " And I said, "I am sorry, I had to write a new one this afternoon, because they assigned me a new topic, -* "Invention in Research." Now, invention in research, -- the importance of invention and research has been very much impressed upon this nation by the war. I attended recently in Philadelphia a conference between a college man and industrial organizations, -- as to how the colleges could develop better high-grade technical men for service in industry. Particularly they were interested in the service that was required of men in research. The figures indicate that the demand for research, the amount of inventive power and research at the present time are about four times the supply; and it's a very serious matter as to where those men are going to be obtained, and how they are to be trained, as they are needed immediately. Well, the National Research Council is working on this problem and has made some very careful studies of the situation in the colleges.

I want to point out one additional idea, or make one additional suggestion tonight as to how this output of men of research training, and men whose inventive capacity and ability have been developed, can be brought out. The American people, you know, are fundamentally an inventive and ingenius people. Those traits came with the pioneer spirit, and are necessary to the building up of a new country and a new nation. Small boys can ask more real questions, and do more ingenius things than we can answer or take care of in many a day. It is not for lack of inherent ability, and innate original ability, that we have not an adequate supply of research men and inventive men at the present time. You know that the figures of Prof. Cattell show that in spite of the great inate inventiveness of America the number of great research scientists produced here, or men of high grade in science, is less than it is in the other countries; and therefore there is something needed to stimulate the training of men for high grade invention and science.

Now the war took a cross section out of our population. In examining that cross section of men, at least with a great deal of care and a great deal of detail, Mr. Haan has mentioned some of the things that were discovered, and I want to mention just one further fact which bears on this question of training for research.



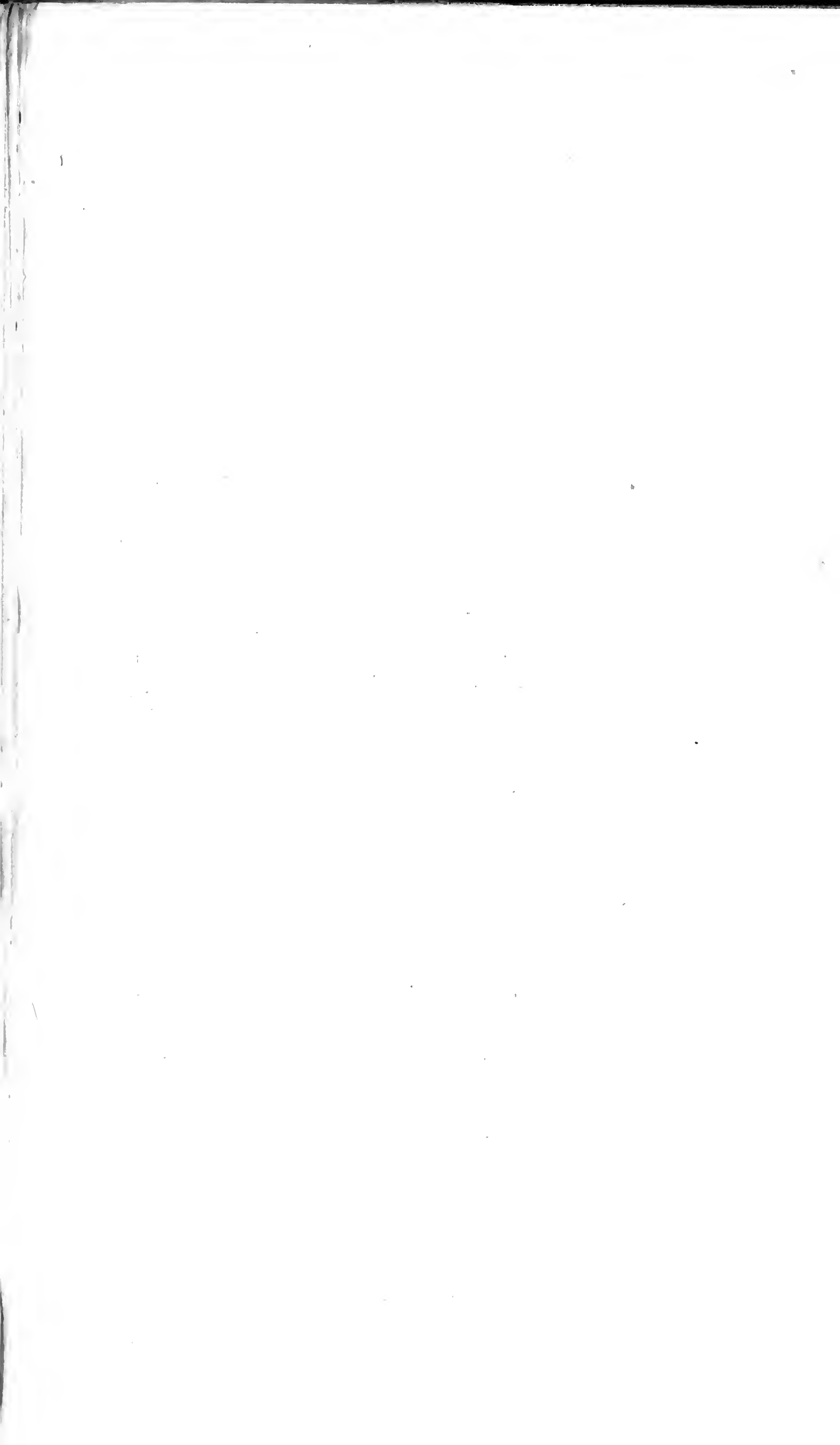
The psychological tests, I am told, which were carried out or applied to nearly three million of our young men, indicated that about ten percent of the men of intelligence of grade A, which is the grade from which our research men came, -- that about ten percent only of those men are in the colleges, an ninety percent of them do not go to college. Now the colleges are searching themselves very carefully to pick out men of Grade A intelligence and develop them into research men, but they have only ten percent of the men in the country who have that grade of intelligence. Now the colleges have 1% of the population, -- of the school population, and ten percent of the Grade A intelligence. Therefore, the Grade A intelligence that we are seeking to develop is about ten times as frequent in the colleges as it is outside. Nevertheless, there is 90% of it scattered around at large, which is not being trained in the colleged for the advanced research work.

Now I would like to suggest that that 90% is a mine that is worth working, and that we ought to study ways and means of getting at that 90% that is scattered around outside, and is not being salvaged, and saved and developed for the technical work and research work that lies ahead. I would suggest that a great deal of that research ability is lost because of the discouragement that comes to small boys and small girls in the schools in the reparation which is put on this spirit of inquiry and investigation which manifests itself very early in life. I have noticed a great many children who were very inquisitive and inquiring and investigative and experimental in their attitude before they went to school, and they gradually lose that attitude as they develop, and by the time they reached high school or college, they became thorgughly routine students, with that spirit largely unihilated. I would suggest that there be given more attention in the elemental schools and the high schools, more opportunity for the expression of that spirit of inquiry which is such a strong characteristic of our people: and if that opportunity is given I feel sure that more research ability will be developed and more material for the right type of research will come to the colleges and the colleges will be able then to meet the demand which is upon them.

Now that is the one idea that I want to leave with you this evening, on the subject of development of invention in research, namely, that 90% of our research talent never gets to college at all, and that a great deal of that can be saved and developed by more attention to the, -- more opportunity I mean, for the development of that in the elemental school and in the high school.

I would sau that it has been a great privilege in the past years to be associated with General Haan in this work in the army schools. We have there, as he said, 110,000 men of an average of 5th grade intelligence, or fifth grade schooling, I mean. We have all grades of intelligence. Now we are studying those men with a great deal of care, and we expect to find in those 110,000 a number of men of striking ability, and we hope to be able to contribute to colleges some really able men whose training they can finish, and thus add to the nation's stock of research and advanced scientific men; and I feel that the school system can do no greater service to the country than work as we are working to find those men amongst the illiterates, and I may say that we have some very promising illiterates, who are no longer illiterate, but who have become literate. If the elemental schools would work out this problem of picking out and finding the really able children, and allowing them to expresstheir ability freely, and not to repress it, they can do a great service toward the development of invention and research. I thank you. (Applause)

COMMISSIONER CLAXTON: I am going to ask you to be patient, all of you, for about three minutes more. President Wood, of the Agricultural College, now the University of Maryland, has a brief report to make, which will thus get before you and before this conference, and as soon as he has made that I am going to ask you to remain for just one minute after that for a statement about tomorrow afternoon's program that is necessary for you to know. Dr. Wood.



# CONFERENCE ON HIGHWAY AND HIGHWAY TRANSPORTATION ENGINEERING EDUCATION.

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By.

Dr. A. F. Woods.

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The United States is facing a critical situation on account of the lack of transportation facilities. The unusual development of automotive traffic during the war and since that time has resulted in the serious injury and in many cases the complete destruction of thousands of miles of what were understood to be first-class paved highways.

The inability of our railroads to meet the demands placed upon them is forcing a greater use of our highways which are ill-prepared to stand the heavy traffic which must be borne. This serious economic problem has, therefore, created an educational problem of unusual significance to our colleges and schools of engineering.

Of the five thousand engineers which are graduated annually, fully one-fourth are absorbed by the state and county highway builders, the rest being quickly taken up by American industries. Many more college trained engineers must be obtained within the next three or four years in order that the vast Federal, State and county programs of road construction and repair can be carried on without waste and without the attendant loss to the now overburdened taxpayer. Not only are well trained engineers needed to do research work, to design and to build our new roads for the motor truck, but there are needed men who can successfully administer these roads.

This leads us to the second educational problem, that of highway transportation. The automotive interests are seeking men who can sell transportation. To meet that particular need, a large number of men are required to manage the motor truck fleets; competent engineers who can be entrusted with fleets of a half a dozen or more trucks, each truck carrying from three to seven tons of high class merchandise.

Again, the driver of a $5,000. seven ton truck carrying $25,000. worth of commodities over all kinds of roads in all kinds of weather cannot be the mere chauffeur or mechanic that we are forced to tolerate today. Thousands of these men must have general and vocational training commensurate with their responsibilities.

Our colleges of engineering are now full to the overflowing, and many hundreds of men are being turned away. Engineering faculties are being depleted. Therefore, the additional teachers and the increase of plant necessary to meet these new demands places a responsibility upon our boards of trustees, upon our legislatures, and upon our citizens in order that the colleges and universities may rise to the occasion. Because of this situation and by request of the highway and highway transport interests of the country, the United States Commissioner of Education called a special conference of about seventy of the leading representatives of engineering schools, State and Federal road organizations, executives and managers of the automotive and tire industries, and other experts to meet in Washington. The conference convened May 14th and 15th of this year and was well attended.

As a result of the deliberations the following resolutions were passed:

"Whereas, American science and industry has forged a new unit of highway transportation which is destined to bring about a far reaching change in life and thought not only in this country, but in the world, and

Whereas, the problem of highway engineering and of highway transportation engineering are so closely inter-related as to demand not only the highest type of trained men to guide them, but an appreciation of the entire problem of highway transportation by both highway and transportation engineers, and

Whereas, the American people have seen fit to meet the needs of highway transportation with appropriations for hundreds of millions of dollars for

better highways, which can only be expended efficiently and intelligently as we comprehend in the fullest extent the economic relationship existing between the roadbed and the motive unit, and

Whereas, these problems calling as they do for men of the highest collegiate and vocational preparation, can only be solved as our educational institutions are able to meet this need with increased facilities for research, study and practical application.

Now, Therefore Be It Resolved, That we, the representatives of education, industry and government, assembled in national conference at Washington, D.C., at the call of the Hon. P.P.Claxton, Commissioner of Education, to discuss this subject and to formulate recommendations concerning it, do hereby concur in the following statements:

That there is no one domestic activity of more vital import to the people of the United States than an efficient and economical administration of our highway program.

That there is a pressing demand for trained men not alone to guide this program, but also to undertake the problems of the production and economic use of vehicles over the highway.

That this need can only be met by increased educational facilities for turning out these men.

That the entire subject is one which should be closely co-ordinated and a permanent committee made up as hereinafter designated, should be appointed by the Commissioner of Education to consider this problem in its several aspects and to bring about a fuller understanding of it on the part of the people of the country.

That the component parts of this committee should represent the Bureau of Education, the Bureau of Public Roads, the Motor Transport Corps, the State Highway departments, the automotive industry, the State or private educational institutions, as the groups best equipped to furnish the technical information needed and to work out these great public questions."

In view of the conditions brought out in the resolutions, men of means, as well as our State legislatures should come forward immediately, and materially assist those institutions of learning whose aims and character show that they are best fitted to prepare the men who are to rehabilitate our broken-down highways and who will conduct the activities of a new method of transport which is so vital to the welfare of the nation.

COMMISSIONER CLAXTON: The point in this report is this: I have asked it to be read here and you to listen to the last part of it as an important matter that here is a new burden put on higher education, and therefore on all education below it, at a time when we are wanting money for everything else, and this is only one of forty or fifty particular things.

A gentleman here this evening came here by direct request, appointed and sent here to have him get out of this conference some kind of help toward preparing people for a particular kind of thing to wit: the paper pulp industry in the United States, in which they need educated men as never before, and there are others of the same kind. The sum total of these small things will make up a large part of the program of education, and the burden placed on the nation now at a time when it needs the money, -- the statement that I want to make about the program is this: This conference will not be successful if we simply come here and listen to each other and confer with each other. Frequently when I have gone away from home on a long trip and come back, Mrs. Claxton asks me if it was worth the time and expense. I reply, "I don't know until judgment day." Judgment day for this Conference comes very largely next winter, when legislatures meet, and in the years to come, as the program here outlined shall develop. Now in order that it may, it is expected that the five conferences, or five sections that have been meeting, will each meet tomorrow, and report which will be handed to me, I hope, at the morning session at Keith's Theatre. But tomorrow afternoon the conference again meets in four other kinds of sections, all at the Washington Hotel. One is a campaign section, the discussion of how to appeal to the people and sell the program that you shall prepare; and, second, with relation to health and education. The three Educational Extension Americanization illiteracy,-some of those things that need to be done immediately for people who have already passed the days of childhood and early youth. Last of all, the question of salaries and revenues. And it is expected that those conferences will also report brief resolutions, and they will all be given to a committee which I will appoint tomorrow and read at the morning session, who will take all of these resolutions and put them into one definite form, eliminating the things that would be superfluous, those things that would overlap or from the different sections, but make it all into one statement, and series of recommendations or resolutions, and that will go out as the result of this conference to the people of the United States.

Let me ask you once more that you will be present tomorrow at ten o'clock, tomorrow morning, as the session will begin then.

I wish to thank Senator Ransdell for presiding tonight.

THE PRESIDING OFFICER, SENATOR RANSDELL: What is the further pleasure of the conference? If there is nothing, we stand adjourned until tomorrow morning at ten o'clock.

(Whereupon, at 10:17 o'clock p.m., the Thursday Evening Session was concluded and adjournment taken.)

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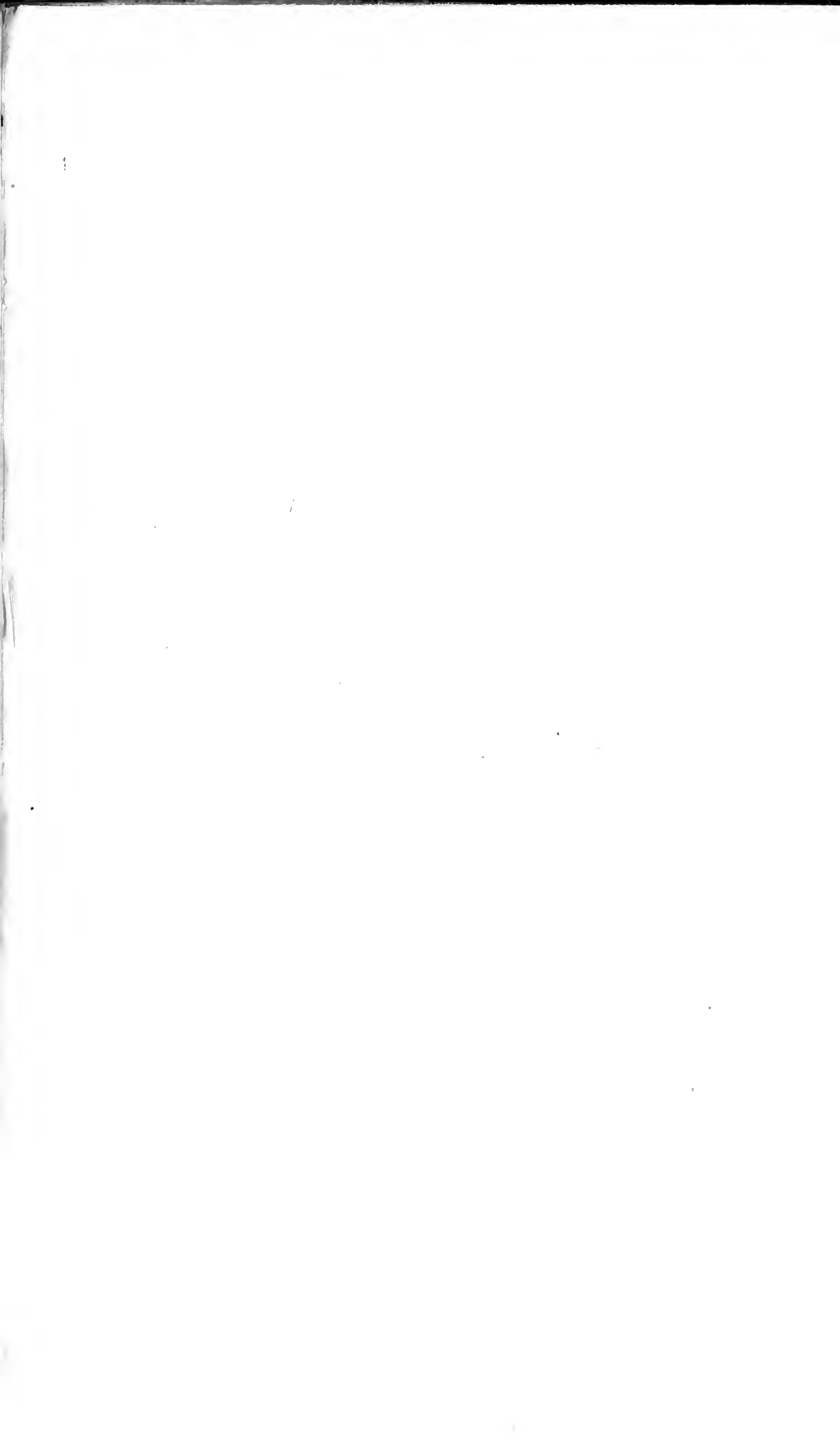

FRIDAY MORNING SESSION.

May 21,1920.

(The Friday Morning, May 21, 1920, session was convened at 10:00 o'clock a.m., with the Hon. Bainbridge Colby, Secretary of State, presiding.)

COMMISSIONER CLAXTON: Gentlemen, the Secretary of State, who is to preside is detained, but I understand will be here in a few minutes.

I am going to ask that you let me take a little bit of your time to call attention to the fact that the resolutions which have been drawn up by various sections of the conference will be presented here, and that the following persons at the close of the meeting this morning should be here at this left-hand side of the stage, to take these resolutions as submitted, and to work them over for final adoption: Superintendent Carey, of Wisconsin; President Howe, of Chase Institute; Dr. McKinney, Mr. Towner, who conducted the schools of Kansas City, and the Chairman of the Committee of the Press Section, -- I am not sure just who that is. Those gentlemen will meet at the end of the session this morning, and bring their resolutions with them.

Now I am going to ask that you meet this afternoon, after the various sections, -- that you will meet at four o'clock in the larger room on the roof garden in the Washington Hotel. I will make further announcement about that, so you will be sure of it.

(After a pause) I think we shall not wait for the Secretary of State. This conference was called for the purpose of considering the emergency in education in education in the United States, and the new interest, the new responsibilities, resting upon the people of the United States for the improvement of their system of education, a better opportunity for the education of all of the people for Democracy in the new hour. It occurred to us that it would strengthen our cause very much if we knew it would be brought to us at this time the new interest in education in some other countries, especially those countries Democratic like ourselves, who have participated more or less in the war and are cognizant of the fact that there is need for greater attention to education at this particular time; and therefore, we have arranged a program this morning so that we may have brief statements in regard to the new interest in education in some of the Democratic countries with which we are most closely allied.

The general topic of the morning is:the "The New Interest in Education in Some Other Countries." We shall have the pleasure of hearing first from the British Ambassador, Sir Auckland Geddes, who will tell us the increased interest in education in Great Britain. I take great pleasure in presenting to you the British Ambassador. (Prolonged applause, all standing.)

THE NEW INTEREST IN EDUCATION

2. IN GREAT BRITAIN

By

Sir Auckland Geddes,
the British Ambassador.

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Address delivered at the National Citizens Conference on Education, Washington, D. C., at the General Session, Friday, May 21, 10:00 A.M.

Mr. Chairman, Ladies and gentlemen: I propose to do a thing this morning which I practically never do, and that is read a paper instead of making a speech. There is a good deal to be said, and I do not want to weary you, therefore, I will speak closely to the words I have written. They are the shortest set of words that I could find to cover the ground.

RECENT CHANGES IN BRITISH EDUCATION.

SIR AUCKLAND GEDDES, BRITISH AMBASSADOR TO THE UNITED STATES.

WASHINGTON, D. C. May 21st, 1920.

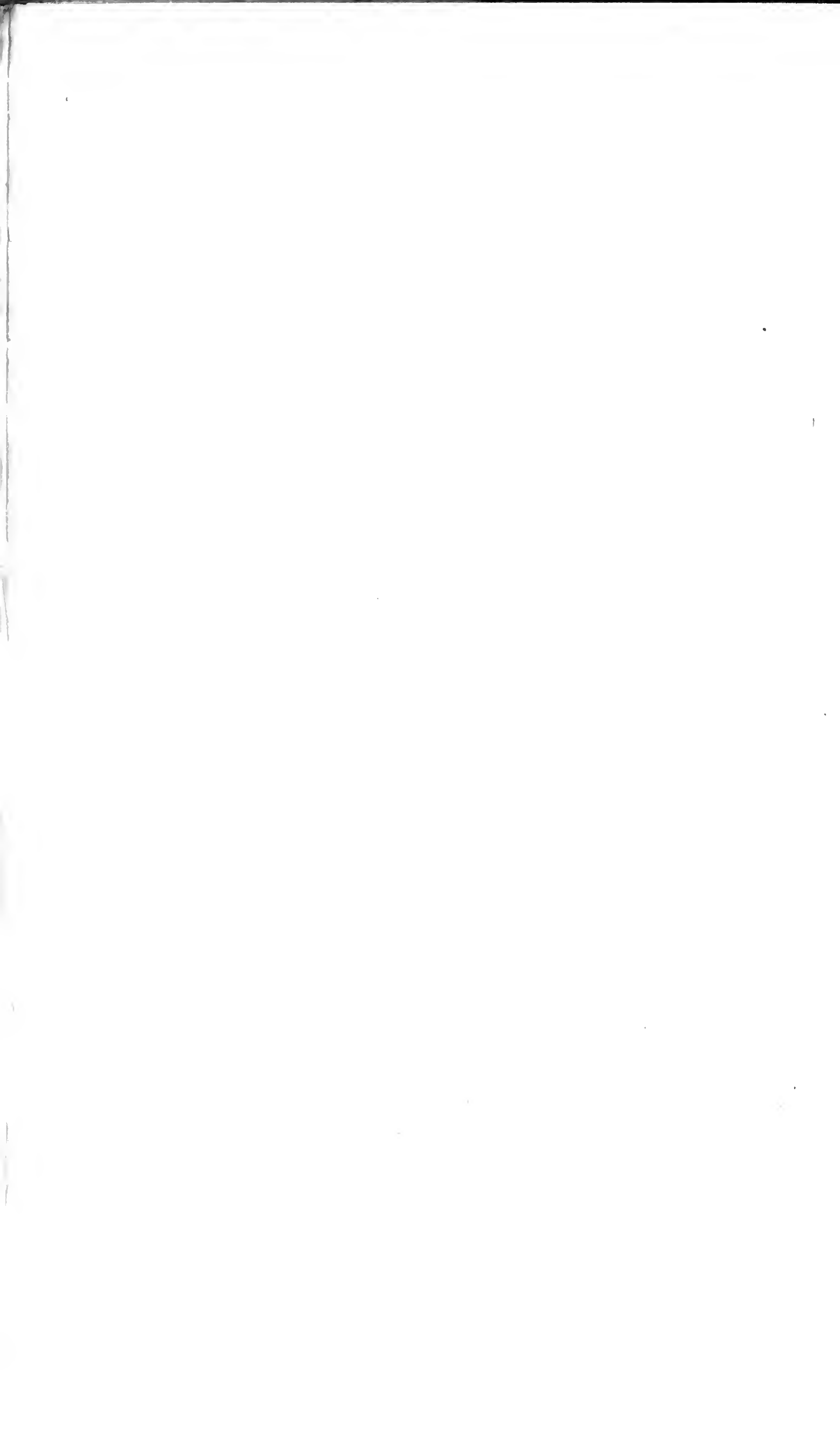
May I preface my short account of certain changes which are taking place in British education by a short profession of faith?

I do not believe that in matters educational any country can copy the forms and machinery of education thought out and elaborated by another country. I have held to this faith with tenacity and not without pugnacity on occasions when I as an educationist was asked to adopt methods in vogue in other countries. I said then as I say now - 'A system of education to be effective must grow out of the soil, out of the genius of the people. The most I can do is to familiarize myself with the methods and ideals of other countries and then in its own good time my mind will sift out the good in them from the bad, the applicable from the inapplicable, and will apply them to its own problems.

Knowing that I hold this belief I feel sure that you will exonerate me from any supposed desire to thrust upon you for acceptance any educational form, pattern or ideal, and you will accept me for what I am, a simple reporter, who is glad to have this opportunity of telling you of what he knows, has seen and thinks.

One further warning and then my path is clear. No reporter who deals with a subject about which he is an enthusiast can, however hard he may try, avoid colouring to some extent in its passage through his mind the matter which he reports. I therefore ask you first to credit me with a desire to report accurately and fairly, next to debit me with a certain incapacity to report otherwise than as I see things after they have been soaken in the dye vats of my understanding.

Here at once we come to the very heat of the problem of education, for the peicd of education of the individual is marked, whether we will it or no, by the transformation of the mind, colourless perhaps in early childhood, (though I am not quite sure of that), into the rich and inexhaustible dye vat which wecall the educated mind. There are other processes in progress simultaneously, but the end of eduction is to turn out minds that see facts in a certain colur. You professional educationists may question the accuracy of my belief and may say that I am juggling with words that I am calling prejudices colours and that everyone knew the effect od education is to get rid of prejudicies. I used to believe that, only I know now that



Sir Auckland Geddes,



I was wrong. The effect of education is to produce a set of super refined prejudices which are not really prejudices in any ordinary meaning of the word, so I shall content myself with repeating that the educated mind in an inexhaustible dye vat. It will dye anything.

The path is now clear so let us begin. The war showed us Britions many things in a new light and one of the most important things that we saw or thought we saw was that ,the old social order which had stood the test of time was not going to stand much longer and that in order to make the transition from the old to the new possible without catastrophe we had to get busy first to bring every adult female as well as male into the circle of responsible citizens, next to do our utmost as speedily as possible to equip these citizens or at all events the recruits to their numbers with educated minds.

It was this thought that made Mr. Fisher, British Minister for Education, say in February 1917- "The proclamation of Peace and Victory will summon us not to complacent repose but to greater efforts for a more enduring victory. The future welfare of the nation depnds upon its schools."

Then we who were in Parliment set to work to modify the law to give the following results:

1. To extend the age of compulsory attendance without exemption to 14, or to 15 or 16 by local by-law.

2. To provide medical inspection and treatment and physical welfare before, through and after school to the age of 18.

3. To establish nursery schools for children between two and five and six.

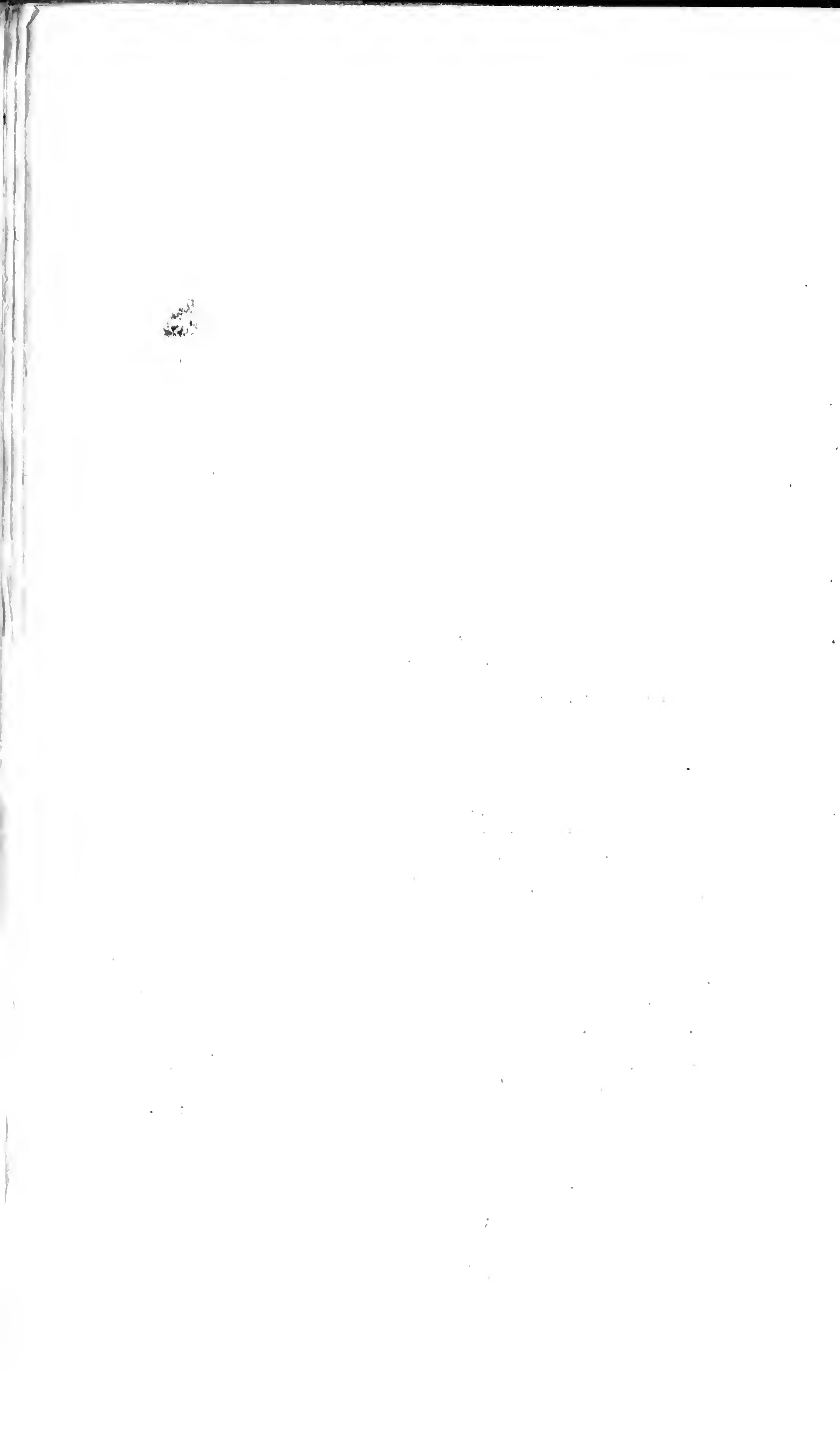
4. To establish a system of compulsory continuation (part time) school attendance ultimately to 18.

5. To arrange for the promotion of poor but able puplis by a system of scholarships and maintenance grants past the higher rungs of the educational ladder in the hope that in the future the nation may have the best mental capacity of all its sons and daughters to draw on for its service instead of having to content itself with such brains as a comparatively limited class happen to produce.

Incidentally we made a certain number of administative changes. We concentrated the supervision over the activites and welfare of children and adolescents in the hands of elected local education authorities. We also dealt with the inspection and supervision of private scjools. Next we did our best to decentralize control by preserving and strengthening the independence of local authorities, by extending their powers and functions. The control of these authorities was designed to be made effective by central insist ence on minimun standard with encouragement through grants to advance as far as possible. Finally the cost of education was divided equally between local and national taxes.

This represents in brief form our attempt in the field of education to provide the facilities to make possible the realization of the ideals for which the war was fought. Ifind it difficult to conceive of any educational scheme more fully imbued with the spirit of sane democarcy.

One of our ideals has perhaps been more unsparingly ridiculed than the rest- the proposal to found nursery schools. I notice the ridiculers



are either childless or else are the sort of people who maintain at considerable expense their own homes the very sort of bursery school which we are setting up for the use of all. It is easy to make merry and to draw pictures of tiny tots with horn rimmed spectacles toiling with great tomes, but the facts are otherwise. The purpose of the nursery shcools is not even to teach the three R's, but by sleep, food and play to provide the opportunity for little children to lay the foundations of health, habit and a responsive personality, which is just what every nursery in the world is supposed to be doing.

I have not time to enter into many details, but it is necessary for me to say this- that physical training is to form part of the weekly work of each pupil up to the age of adolescence.

The secondary school (age range at least 12-17, may be 10-18) has not been neglected and the arrangments there are of considerable interest. Their work tends to fall into two parts, the generalized part up to about 16 and the part which may be specialized above that age. The curriculum for the generalized part may be summarized as follows:

This must provide instruction in the English language and literature, at least one language other than English, geography, history, mathematics, science and drawing. The instruction in science must include practical work by the pupils. In addition, either within or without the formal curriculum, provision must be made for organized games, physical exercises, manual instruction and singing.

For girls, needlework, cookery, laundry work, housekeeping and household hygiene are culpulsory subjects.

For the specialized part of the curriculum, if that be taken, the work is founded upon the general education before 16 and consists of specialization along lines on which the pupil has already shown ability. In every course there must be a substantial and coherent body of work taken by all pupils in one of these three groups (A) Science and Mathematics (B) Classics, viz: the civilization of the ancient world as embodied in the languages, literature and histry of Greece and Rome, or (C) modern studies, viz: the languages, literature and history of the countries of Western Europ in medieval and modern times and the settlement and development of North and South America.

In all advanced courses adequate provision has to be made for the study and writing of the English language and of history and geography.

A word perhaps may be useful on the subject of science teaching in the secondary schools. It has been laid down that 'the course should be self contained and designed to give special attention to those natural phenomena which are matters of every day experience'. In fact the object of the science cours is not to train specialist but to give some acquaintance to each child with the principles involved in the daily observed phenomena from the ringing of an electric bell to the construction of a modern building and to give a first peep to enquiring eyes into the Fairyland of science, so that those who have special aptitude to tread its thorny and stony tracks delight and may not be ignorant of the paths which lead in its direction.

Beyond the secondary schools stand the Universities, but of them I have not time today to speak. Not that there is nothing to say about them. There is more perhaps than ever before. They are palpitating with new life, new thought, new energy. But of one side of adult education I must speak - adult education for people who have to earn their daily bread and can only devote a small part of each day to educational studies. - I do not mean technical education. That on the whole is fairly well provided for in most parts of the country - but historical political economic and cultural education. There is a widespread and growing demand for this in all parts of the country. - [illegible] histo[illegible] [illegible]

National machinery has not yet been elaborated to meet this demand, but in countless ways in countless places facilities are being provided. Soon the situation will begin to clarify itself and as it clarifies will come a [illegible] coherence that is still lacking.

So much for the machinery. I have sketched it in its broadest outlines only, because the machinery by itself is nothing - it is the spirit which gives life, and that you may begin to understand one spirit which inspires our educational machinery I must ask you to bear with me while I describe for a few moments the ideals which animate the new Britain. First you must realize that Britain is thoroughly democratized. Its Government is in fact more immediately and directly under the control of the people than that of our country. Outside observers are inclined to think that because the head of our State is a King there is some mysterious subtraction from the peoples power through what I hear some of you call 'The King business'. It is not so. We like calling our hereditary president a King because its his old home with a wealth of association and because we have the deepest affection for him and admiration for his and his family's service to the State, but in truth and in fact King George has a good deal less direct power than the occupant from time to time of the office of President of the United States. Next our Cabinet is day by day responsible to Parliament. If it cannot find a majority there to support it on all matters of principle it must go out of office or else get a new Parliament that will support it returned by the electors and finally the Government has to appeal to the people through a dissolution of Parliament at least once in five years and when it does appeal practically every man and woman has a vote.

The day to day responsibility of the Cabinet to Parliament and through Parliament to the people has this effect - politics are a staple interest at all times to all men and all women. We have of course periods of more intense interest and periods of less, but the general level of interest is fairly high. These facts color the whole of our educational practice. Education with us is tending to become less and less directed towards the conscious end of simply fitting a man to earn his daily bread. Man does not live for or by bread alone. If he does he is hardly worth keeping alive. He is a member of a family, a tradesunion, a club, a city, a nation, a church. He is a human personality with something more than a pair of hands condemned to toil at will of another. He has intellectual and aesthetic taste (only too often cramped and undeveloped) and moral principles. He believes in liberty, justice and public right and has shown himself prepare d to give his life for these things. Each is a citizen and every citizen regardless of his social position or wealth has claims which are prior to all economic on him-claims of opportunities to enable him to fulfill his manifold responsibilities as a member of widening social groups from the family to the community. His responsibilities are no less if he be a ship's riveter than if he were a naval architect. The locomotive fireman is no less a citizen than the railway director or the most wealthy railway shareholder.

In short the aim of education in Britain cannot be vocational - it must be nothing less than a preparation for the whole of life. If you followed my brief summary of the machinery of education you will have noticed the stress laid both in primary and secondary schools upon the English language, English literature, geography and history, with, in the later stages, some science and some knowledge of at least one other country. You will have noticed, too, the drawing, the music, singing at all events, and games -games for character, organized games for team work. All directed towards the making of the citizen.

There is of course a danger which has to be avoided. through the spirit in which this education is given. We all know, who does not, the type of half baked, half educated puppy, male and female, who from the pinnacle of doleful experience attained between the age of 20 and 25, looks down with pitying contempt on all the grown and hearty men who have dared to say a good word for life since the beginning of the world. (Applause) Young prophets- and who that is young is not something of a prophet - tend to be prophets of woe, which they tell us can only be escaped by what we elders call revolution. Young thinkers, speakers and writers are apt to suffer most uncomfortably from

Let me quote from Robert Louis Stevenson:-

"It would be a poor service to spread culture, if this be its result, among the comparatively innocent and cheerful ranks of men. When our little poets have to be sent to look at the ploughman and learn wisdom, we must be careful how we tamper with our ploughman. When a man in not the best of circumstances preserves composure of mind and relishes ale and tobacco, and his wife and children; when a man in this predicament can afford a lesson by the way to what are called his intellectual superiors, there is plainly something to be lost as well as to be gained by teaching him to think differently. It is better to leave him as he is than to teach him whining. It is better that he should go without the cheerful light of culture, if cheerless doubt and paralyzing sentimentalism are to be the consequence. Let us by all means fight against the hide-bound stolidity of sensation and sluggishness of mind which blurs and discolorizes for poor natures the wonderful pageant of consciousness. Let us teach people as much as we can to enjoy and they will learn for themselves to sympathize; but let us see to it, above all, that we give these lessons in a brave vivacious note and build the man up in courage while we demolish its substitute, indifference."

I hope now that meaning is gradually emerging from my heterodoxy - that the cultured mind is like a richly filled dye vat and that the object of education is to select the dyes. A moment's thought and we can name four of them, - courage, cheerfulness, sympathy and some humility. These are spiritual dyes; there are also historical pigments which are so different that they are really of a different kind and should be thought of separately. To make my meaning plainer let me take an example from my own experience. Twenty and more years ago there were two brothers, one largely educated in England, the other in Scotland. The English educated, as a boy, hated and despised the French; the Scottish education, at the same age, admired and sentimentally loved them. Both minds were approximately equally cultured but they were differently charged with colour. The explanation is simple; for centuries England and France were enemies, Scotland and France allies. The school histories of England and Scotland reflected this and the result was as I have said. (Laughter and applause) So you can pass through the whole range of the results of education and you will find the same sort of thing true.

Anyhow beyond the machinery of education and the avowed purpose of education and the spiritual aspect of education stands the colour of education. As a matter of fact the most vitally interesting thing to foreigners in connection with any national education is this thing I call its colour. It ultimately matters more to your State Department than any other thing in the whole range of their manifold duties to know the colour of the education being given in the British Empire, in France, in Germany, in all the countries of South America, yes, in all the countries of the world, for if your Secretary of State knows, let us say, the French colour of education, he will know how that nation will be thinking ten years hence.

Now the present British educational colour I can tell you something about. It is strongly anti-mulitarist and is as it has always been intensely friendly to you. As a matter of fact it is almost too sentimental about you. It presents you so favorably as to misrepresent you slightly and the result is, the common people of England are apt to be surprised, perhaps even a little disappointed when you are most yourselves, but at any rate it is a most friendly and appreciative colour. I trust that nothing will ever happen to change its tint, but I would be less than candid if I did not say this:-

The teachers of England are in the main young men whose minds have been ploughed and harrowed by the war. Their eyes see things less through a veil of tradition and custom, and if there ever were a time that could be fairly called anxious in this particular respect it is this time. The same I believe is true with the parts reversed. Now, is the day both for political and educational statesmanship so to think and so to act that the colour of the historical education given in the schools of all lands is fair and true and sympathetic to the real virtues that every great nation posses and when it

has to deal with their vices and backslidings as it must (every nation has black pages in its history), it should see that the perspective is kept true and fair and the extenuating circumstances honestly presented. (Prolonged applause)

There is still one thing more. Beyond the machinery effects of education, beyond its avowed purpose, beyond its spiritual, beyond its colour, stands last greatest and most precious of all- the care of the ego. I used to tell my assistants to remember that those ten words of Walt Whitman's "Nothing, not God, is greater to one than oneself is" contained if they would only dip deep enough into them all the Law and the Prophets for them to remember in relation to their pupils.

There is another saying of Walt Whitman's that a teacher has to remember "There is no object so soft but it makes a hub for the wheel's universe." Stevenson's comment on this is: - "Rightly understood, it is on the softest of all objects, the sympathetic heart, that the wheel of society turns easily and securely as on a perfect axle."

This completes my survey for the heart of the British public made wonderfully sympathetic by the war. Shining through its Department of Education is the organ which will protect and nourish the millions of young British egos each more important to itself than God - remember they are young - and will provide the axle upon which the great educational machine of its own creating will revolve as it shapes and moulds the future not only of the pupils entrusted to its care but also of the nation which it is my high privilege to represent here among you. (Prolonged applause, all standing)

COMMISSIONER CLAXTON: For the Secretary of State I have been requested to make this explanation: He was detained in reaching the theatre this morning because of about the time he was leaving home he found it necessary to go to his office as he had not expected to do, and a very important matter important matter has come up requiring him to return immediately, and he has therefore asked me to make this explanation to you and tell you how much he regretted he could not sit with us and preside over the meeting this morning.

Our traditions of education from the beginning have been very largely those that have come to us from the Mother Country. and it has been a great pleasure, and I am sure it will be a lasting memory for us to have this morning this account of the new interest in education in Great Britain.

For many years our interest in education in the Republic of France has been increased more and more. For certain phases of education , we have looked to that country, and the interest has been raised to a very high degree, because of their faithfulness to the idea and their devotion to the cause of education through the untiring years of the war, and returning to it now for the rebuilding of the nation. We have the pleasure of having with us this morning, as the representative of the French Embassy, Prof. Chinard, of the University of Paris, who will tell us of the new interest in education in France. (Prolonged applause, all standing.)

## THE NEW INTEREST IN EDUCATION IN FRANCE

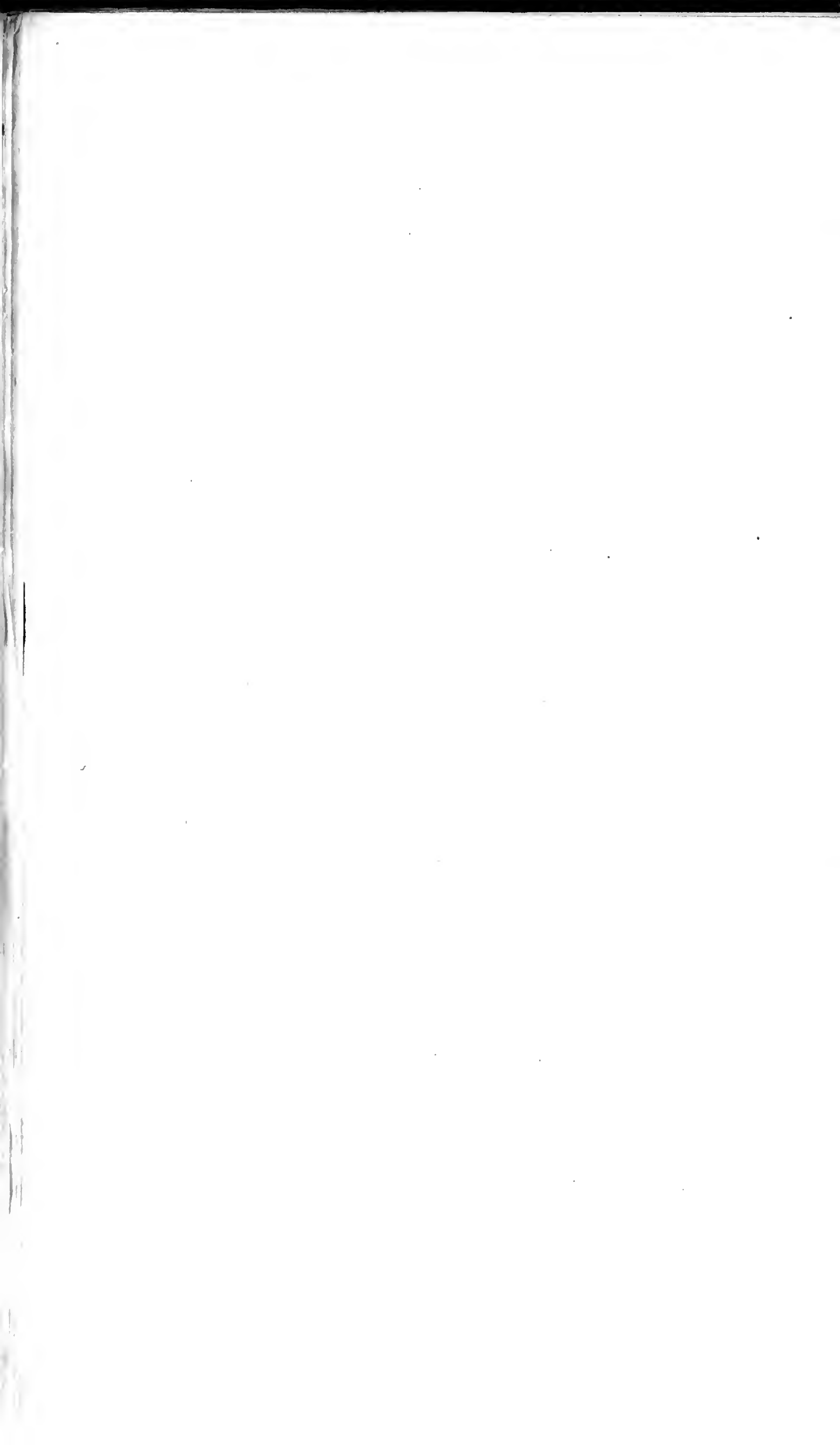
By

Prof. Chinard, University of Paris.

Mr. Chairman, ladies and gentlemen: If your Chairman permits me, I would like to make a correction to the introduction. I am, it is true, from the University of Paris, but at the present time am also very closely connected with John Hopkins University, and consequently I am your neighbor.

The French Ambassador was unavoidably detained in New York, and he asked me to convey to your Convention his best heartfelt wishes for the success of your meeting. (Applause) Those of you who know the deep interest always taken in educational matters by the French Ambassador will deeply regret his absence, and I am sure I am going to disappoint you. I shall do my best, however, to acquaint you with the life, aspects and recent changes and developments of the educational system of France.

(At this point speaker read from manuscript which was not turned over to the Bureau of Education to be given this office. Repeated efforts have been made by long distance telephone to get in touch with Prof. Chinard but it has been impossible to get him. If possible to secure his manuscript at a later date it will be immediately sent and can be added to the bound copy.)



COMMISSIONER CLAXTON: The interest the French people take in education the faith they have in it for the rebuilding of their nation, will be very helpful to us here in these United States.

When we were making up the program, I asked the Pan-American union who could represent and speak for all the Latin-American countries, that we wished to have such person on this program, in order that we might know something and have it presented to us here to take away as a part of the impression of this Conference upon the country, -- the American Republic to the South of us, that we are more and more interested in, and more and more closely connected with in so many ways, are doing in education; and I was immediately informed that the Minister from Uruguay, Dr. Jacobo Varela, who has taken such an interest in education, and had so much to do with it in his own country, could speak for Latin-American countries, and he very kindly consented to do so; and I have great pleasure in presenting to you the Minister from Uruguay. (Prolonged applause, all standing).

## THE NEW INTEREST IN EDUCATION IN LATIN-AMERICAN COUNTRIES

By

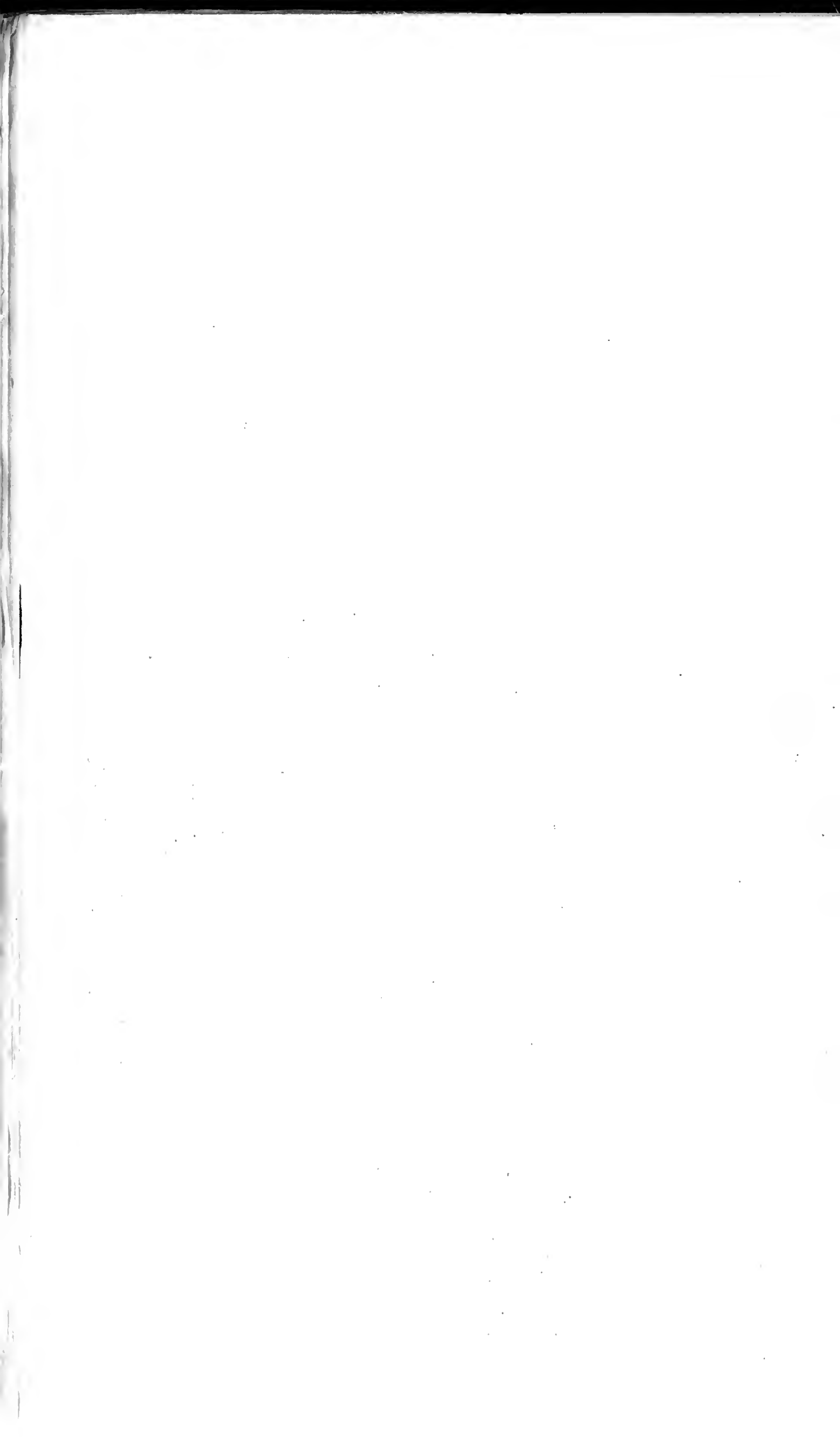
Hon. Jacobo Varela, the Minister from Uruguay.

It is difficult to speak of the educational situation in Latin America as a whole. In the Continent of the South there are many nations with similar problems to solve, speaking the Spanish and Portuguese languages united in history and in ideals. Nobody wishes more energetically than I the solidarity of the Latin American peoples among themselves and with the United States, your great country. Many benefits will be assured to all the Americas from this understanding and closest friendship. But my interest for this ideal does not prevent me from seeing that with reference to educational matters Latin America is only a geographical expression. There are regions in which public instruction is in a rudimentary condition, and disheartening the proportion of illiterates. The climate, the sparse population not only prevent the diffusion of education, but also of the other blessings of civilization. The efforts of wise Governments and the work of time will bring surely progress and culture to those lands, but at the present time, the education in said lands is interesting only to study the means to bring about ameliorations. In other countries, education has attained a high degree of progress and development.

If you take the Latin American peoples as a whole, the total figures could not show the significance that they would have if the progress had been more uniformly distributed. Their primary schools, however, counted by tens of thousands, and their secondary schools, equipped with advanced material, number more than seven hundred with a student population in this grade, excluding Brazil and Mexico, estimated at 125.000. There are also 400 normal schools and numerous agricultural, commercial and industrial institutes.

In my own country, the Republic of Uruguay, primary instruction has received preferential attention from the Government and from the people. Our public schools are our national pride, the principal institution of our country, our hope in a better and enlightened future.

The methods are advanced, practical, adapted to our necessities; great care is devoted to the health of the pupils and to physical exercises; the new buildings have all the comforts required for the new conception of pedagogy. The school is not like a prison, regarded with fear or with displeasure by the children; to learn joyfully is our formula, and we realized it. The number of our schools in Uruguay has grown in recent years in a proportion so wonderful that shows perfectly our interest in the matter.



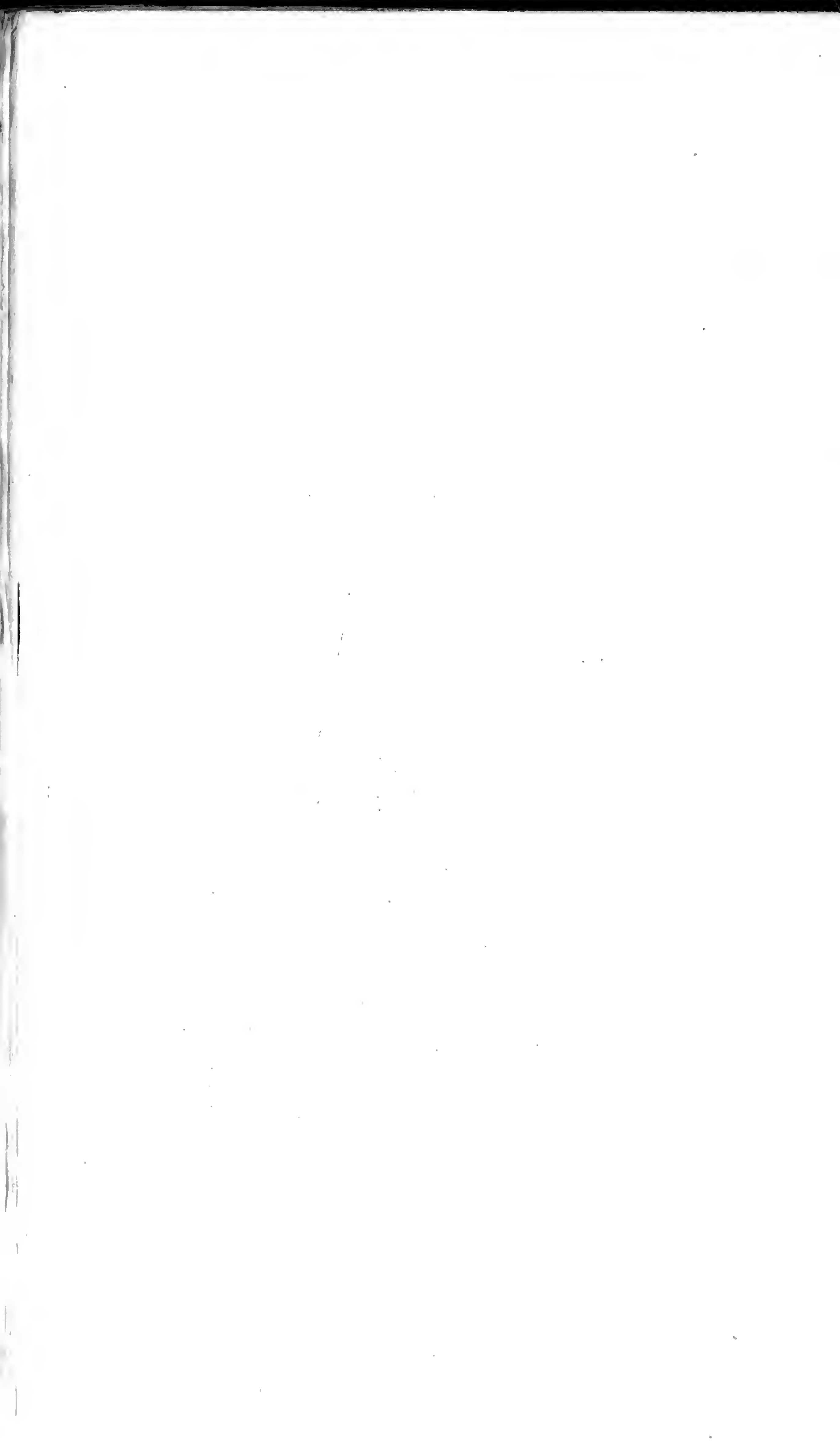
Today we have three times more than in 1906. It is, I think, a good record in 14 years.

Better than figures, I would like to find, in order to impress your minds, some fact having the force of a symbol, which may show how ardent is the feeling of my people for education. Montevideo, the capital of Uruguay, is a modern town with all the attractions of civilization. Lord Bryce has said of Montevideo, as reminded the other day in the "Sun and New York Heralk", that it is the place in Latin America in which a European would like to remain for life. In this town that has, I venture to say, some of the charms of your wonderful Washington, may I say of our Washington?- there are not the profusion of commemorative monuments that adorn the capital of the United States. There is in Montevideo till now, perhaps, only one great artistic monument erected by the gratitude of the people to the memory of one of their servants. It is not destined to honor the memory of some warrior, of some "caudillo" who became famous in the past in the then cronic South American revolutions. It honors the reformer of the public education, the champion of educationnextended to all classes. This fact shows the predilection of the people for the leaders of public instruction. Do you not think that a people that has such inclinations is in the right way? I am proud in saying that it is the monument to my father. By a happy conception of the sculptor, the monument shows on one side the figures of a group of children and of rustic men receiving the benefits of education, and on the other side the same group some years later transformed by the influence of the school, in respectful attitude before the effigy of the Law. Of this magnitude, in fact, has been the influence of the expanded education in my country.

I cannot resist to the desire of expressing to you the part that in this great work belongs to your country for its inspiring example. More than forty years ago, my father, a young man anxious of more culture, arrived in the United States on a voyage of business and pleasure. He also desired to study the spirit of your lofty democracy and to be able to bring back some of your welfare to his then unfortunate native country, devoured at that time by incessant civil wars, and by the ambitions of politicians and domestic militarists as dangerous as international militarism. His vocation was not fixed at that time. Fate put him in touch with the then Minister of the Argentine Republic to the United States, Mr. Sarmiento, one of the greatest men ever produced by Latin America, and one of the first educators of our Continent. What must I do for my country? -asked the Uruguayan- You must study the education in the United States, and follow this example and inspire enthusiasm for this cause in Uruguay.

The counsel was followed, and began a formidable campaign in Uruguay in favor of compulsory public instructions, free, rational, without distinction of so called social classes, or religions or factions. Great was the resistance opposed by prejudice and by blind ignorance ; but the fruit of the victory has been priceless. We have won in the struggle the true self-government. We have now a system of government conceived by ourselves for our necessities, good government in the book of the Constitution and in the reality of the facts, pacific people, respectful of the laws, anxious for learning and loving the great ideals as proved during the war with the unlimited and virile adhesion to you. All this is the final result of the expanded education.

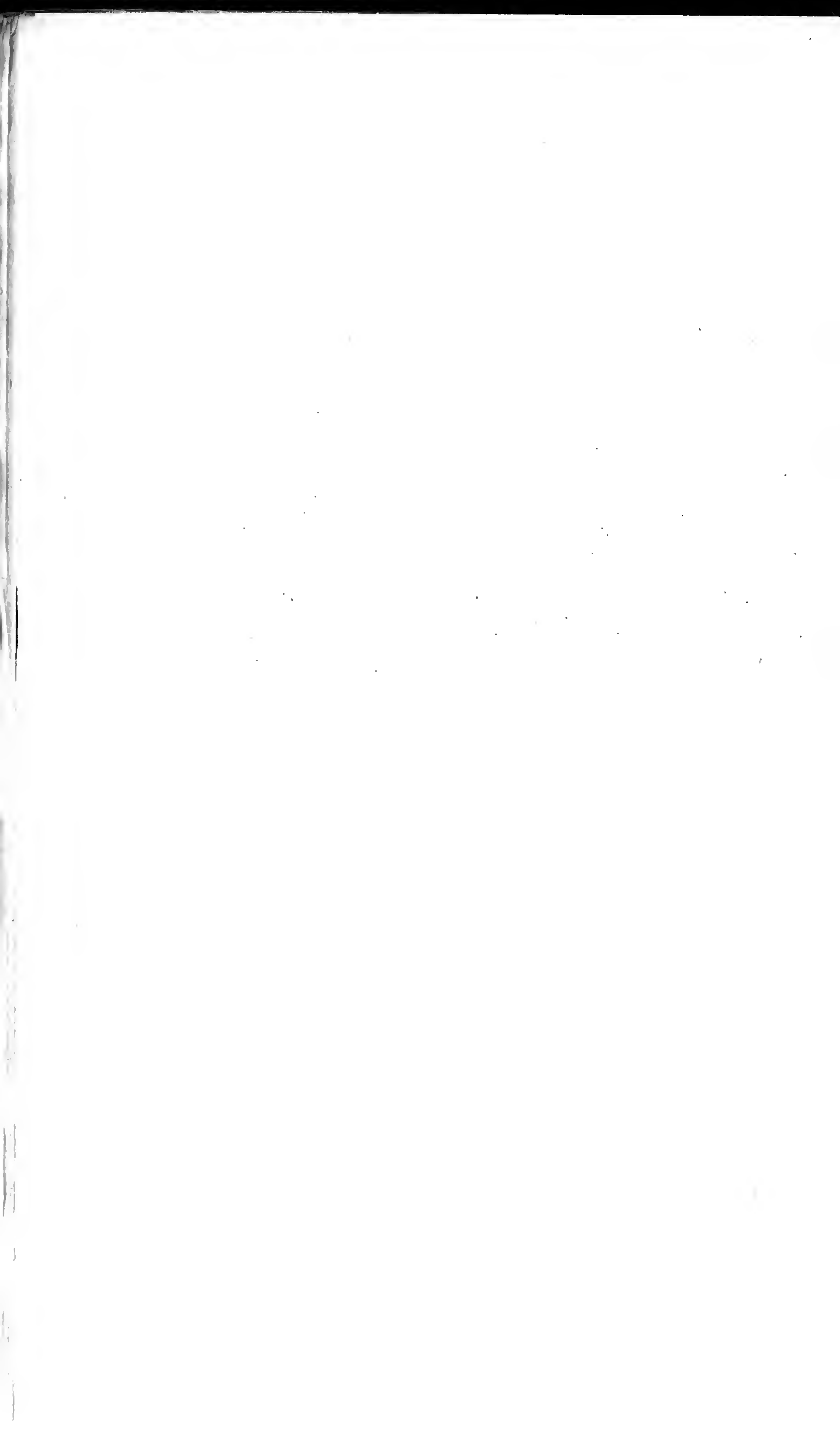
It is necessary to inspire passionate interest for public education in all classes, in all countries. The work is above factions and frontiers and has a human character in the present moment of history. We must show that the life of men is not complete until he has made an effort in favor of public education. I agree with the statement of the wise men of old, that the destiny of the individual is fulfilled only with the begetting of a son, the planting of a tree and the writing of a book. Written a book or to do something in the interest of public education, whether in money, in actions or in propaganda, or even in that constructive sympathy so helpful to the



missionaries of this noble ideal. Indiference is almost a crime. The people in all democracies must demand of all candidates in public elections, representatives, governors, mayors, not mere promises, not pompous programs, but his record in the pase in favor of public education. This duty nobody has the right to escape. Without convocation all the citizens were and are mobilized for this great crusade.

For several years I was a member of the National Congress of my country. Absorbed in international and financial problems, I did not give the attention that I wanted to the educational necessities of the country. I would be, however, ashamed if I were obliged to say that I did nothing in the matter, but this is not the truth. I am gratified to say that I proposed and obtained from the Congress an increase in the salaries of school teachers. The teacher is the master-key of the school. The course of study may be excellent, wise the organization, but if the teacher is not at the height of his mission the effort will be vain and sterile the work. No matter how potent may be the influence of the family, nor how great the vitality of the race, if the teacher is incompetent, the people will soon be on the road to decadence.

The teachers are among the first citizens in a democracy. Democracy without education as its corner stone is a contradiction in terms. How can a people govern itself when it is in a state of ignorance? Usually, so-called democracy in ignorant nations is only a mask for despotism; that has been in the past the sad fate of several Latin American peoples. Work work for education and true democracy will appear as naturally as the fruit of the tree.



COMMISSIONER CLAXTON: The Republics of America, -- the Democracies, are all new, and they all look hopefully to the future. The same kind of spirit and program helpful to one is helpful to all, and it will be an inspiration to us, I am sure, the words that have been said by the Minister from Uruguay.

This program this morning is divided into two parts. This first part tended to give us at this time a message from the other countries so much interested in education, those with which we are so closely connected. It was hoped that we might have a message from Canada direct, and I invited the Minister of Education of Ontario, who unfortunately, because of other duties, could not accept the invitation. I wanted him to tell you of some very recent legislation that is very progressive. I had the pleasure of being in Ontario at Toronto, about a year ago, at the meeting of the Ontario Teachers' Association, and I learned there at first what of course I already knew at second hand, and through our office, that they have provided for a universal system of high school education; and within the next few years high school education will be practically as common in the province of Ontario as elementary education. They regard it as necessary for the productive life, for industry, for agriculture, and for citizenship, and I wanted the Commissioner of Education of Ontario to tell us about that particular phase of their new progress in education.

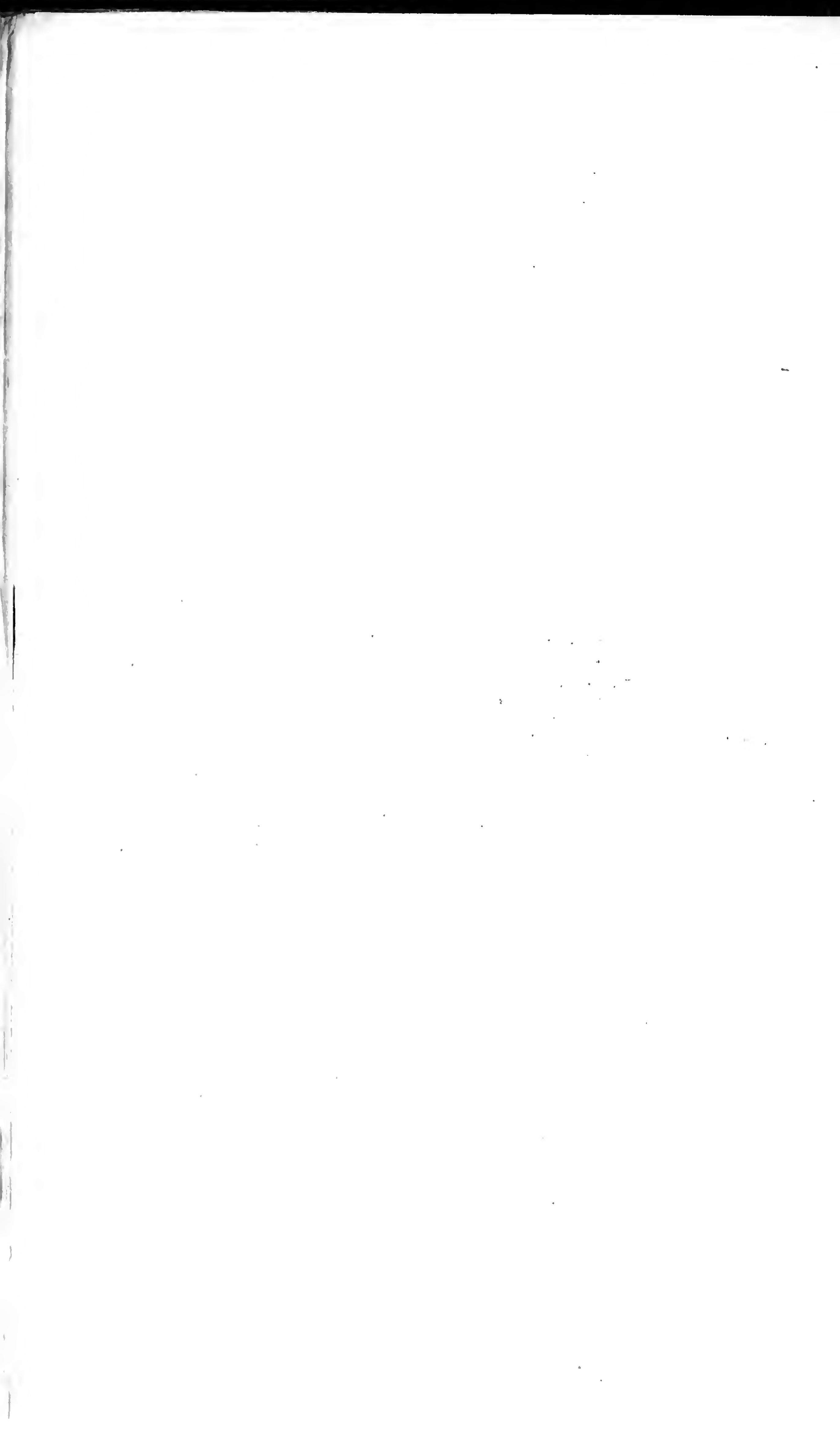
The second part of this program this morning contains two subjects. I am going to ask first a man in Washington, and our Congressman whom we have learned to know in all parts of the United States, as the friend of the Public Schools, as progressive in his thoughts, as the friend of the American school teacher,-- I learned to know him soom after I came to Washington as Commission of Education. For the last eight years he has been the consistent friend of the Bureau of Education. Some years ago, when I had given testimony to the Appropriation Committee of Congress for the Bureau of Education, I happened to be, while the estimate was still under consideration, before the Education Committee for another purpose, and I briefly outlined the estimates, the purpose and their amount, and immediately Mr. Towner, of the Committee, moved that the Committee on Education put itself on record for the entire program as submitted. (Applause) I have asked him to speak to you briefly on "Education as a National Interest." I take great pleasure in presenting Hon. Horace M. Towner, Representative from Iowa. (Applause, all standing.)

## EDUCATION AS A NATIONAL INTEREST

By

Hon. Horace M. Towner, of Iowa.

Mr. Chairman, ladies and gentlemen: I assume that every man in America who is an American citizen has an interest in education. I would be justified in assuming from that that there was a national interest in education. However, I presume that the subject which I am expected to discuss goes further than that. It means, as I interpret it, -- What can the Nation, the National Government do to aid and assist the states in the education of their people? Immediately when we consider that subject we are met with the Constitutional question, -- the Constitution of the United States does not give to Congress the power to control education, and the national government has no power except that which is given to it by the Constitution; so that initially we find that the National Government has no power to control education in the United States; but we find that there is another provision of the Constitution which allows Congress to make appropriations from the National Treasury for anything that in its judgment will make for the general welfare of the people of the United States. And so a great many years ago we commenced making appropriations from the Treasury of the United States and in other ways in aid of education. We commenced by granting immense tracts of lands to states in aid of education for the establishment of their common schools. We established the land grant colleges of which you heard last night, and we supported them with grants of lands and with appropriations directly from the Treasury. We have also from time to time put within the various bureaus and departments of the government, educational interests, and have granted to them funds to carry on their work. But unfortunately we

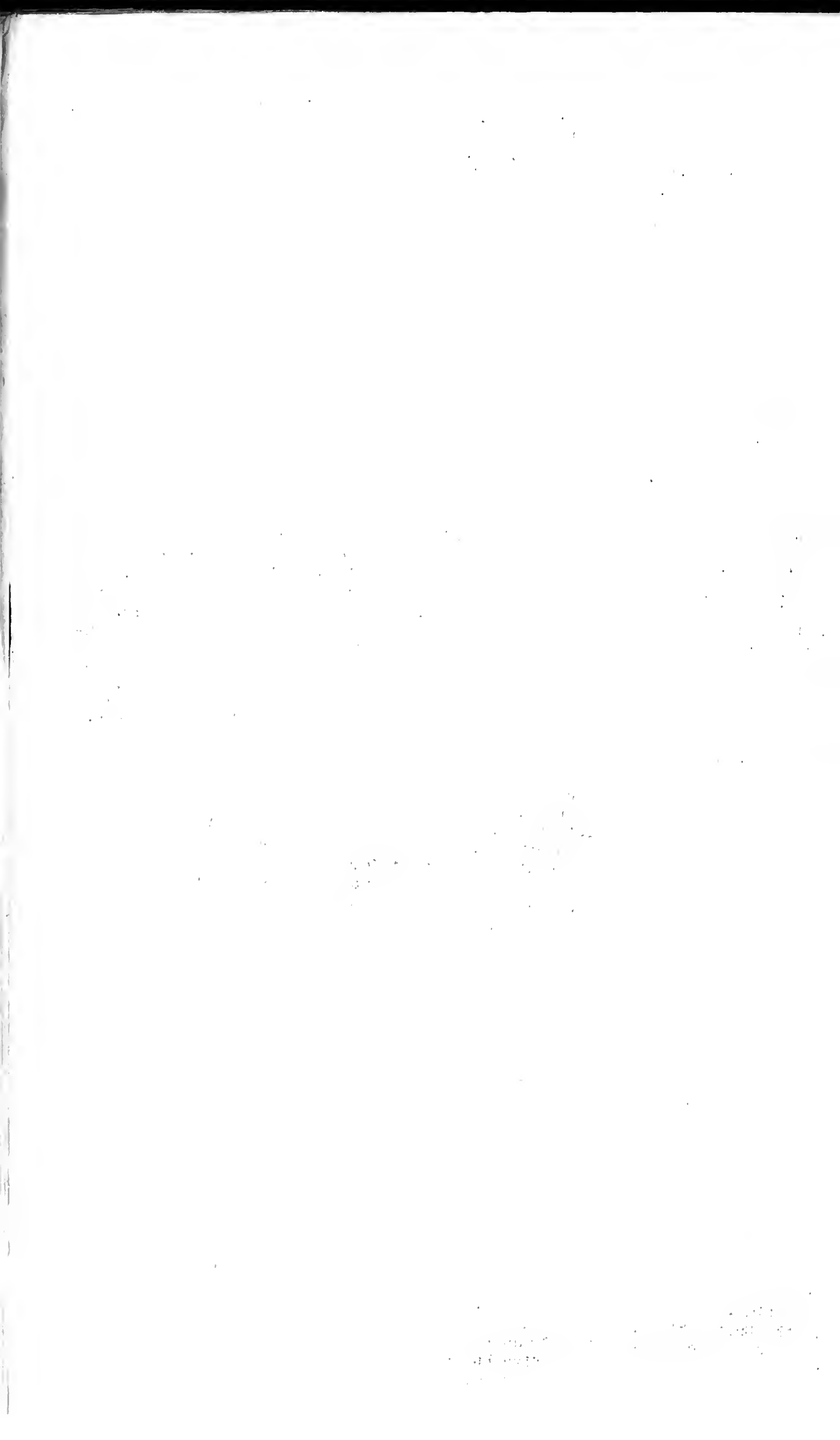


have never done what we ought to have done years and years ago, have created a Department of Education. (Applause) With its chief as a member of the President's cabinet. It is a disgrade to the United States that it has not been so before. It is a disgrace to the United States that it stands almost alone among the nations of the world in not making education one of the prime interests, and departments of the government, with its head and chief as a member of the cabinet or the ministry. Our present Commissioner of Education ought to be now a member of the President's Cabinet. (Applause) Because there is no other, and no greater interest in the United States or anywhere else than the education of the people. (Applause)

Let us consider just for a moment some of the objections to this. They say that by the creation of the Department of Education, and by the appointment of a Secretary of Education, it will be placing education and the common school system within the control of the national government. I have already said to you that we could not control it, and we do not intend and have no idea or suggestion of controlling education by placing in the cabinet. It is true that we have the right to grant to certain members of the cabinet powers. For instance, we may grant to the Secretary of War powers because the Congress grants to the United States and to Congress control over the army and the navy. It is true that we grant to the Postmaster General certain powers, because the Postmaster General has within himself authority from the Constitution of the United States, but we have created the Department of Agriculture, of which you heard last night. Congress has no power to control agriculture, and does not seek to do so, and in the creation of that Department we said it was for the purpose of fostering agriculture, And so we grant annually hundreds, -- no, not hundreds of millions, but tens of millions of dollars, for the support of the Department of Agriculture. Not to control agriculture, -- no one has ever suggested that; no active control has ever been exercised by any Secretary of Agriculture, but for the purpose of aiding and fostering and elevating and making effective the agricultural interests of the United States. And so we have done with labor. We have created the Department of Labor and made its chief a secretary and a member of the President's Cabinet. But he does not seek to control labor. It is to foster and protect and elevate the interests of the laboring men of the United States that this is done. And may we not aid the states and foster education and assist it just as these other interests have done? Is it possible that it is considered that the development of agriculture is of greater interest to the people of the United States than the development and encouragement of education? Is it more important that we should appropriate millions of dollars every year for the reduction of hog cholera than that we should appropriate something at least for the reduction of illiteracy? Are hogs and cattle are of more importance and interest to the people of the United States than their own children? I think that question answers itself. And so I take it, I believe that whenever the question is fairly and satisfactorily examined, it must be the judgment of intelligent people that we should, as a duty and as an encouragement and to bring about efficiency in the aiding by the national government in the cause of education in the United States, consolidate these various interests, and make them more effective by the creation of a Department and the appointment of a Secretary.

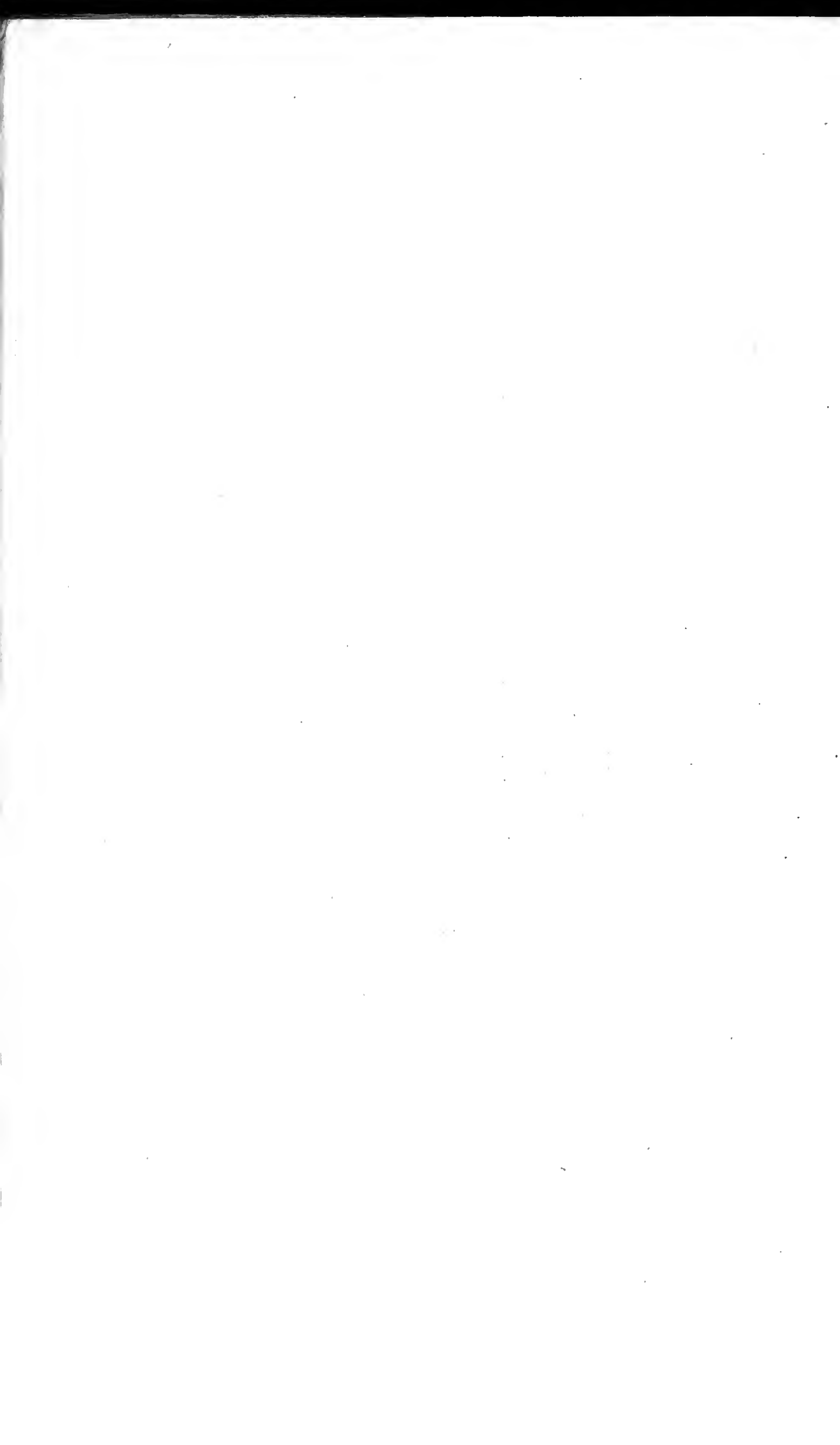
Now we have about fifty different departments of the govenment, not departments, but sections, divisions and bureaus, devoted to educational purposes. We now appropriate, Mr. Commissioner, more than $125,000,000 a year from the national treasury for educational purposes. They ought to be co-related. They ought to be brought together. Those interests must be brought together, and considered together, when we adopt, as we shall very shortly, a budget system. (Applause) And then when this is done, I hope that almost immediately will follow the law which will create a department of education. (Applause)

I am sure I need not say to this audience the necessity, -- the tremendous necessity that exists for aid from the national government at this time. We have, as we all know, and deplore, a condition of affairs in the United States which is nothing less than a crisis in educational matters. The ceneus of 1910 was rather a satisfactory ceusus. We found there were only five million five hundred thousand people in the United States that could not read and write, and we found there were only three million five hundred thousand men and women who could not speak or read or write the English language; and we we said, -- "Oh, we are getting



along fine! fine! We have one hundred millions of people, and of course this small percentage of illiteracy is nothing to be particularly alarmed about. It is true it places us in ninth place among nations of the world; that most of the civilized people are ahead of us. But then we are prospering; we are getting along finely. Everything is going along all right; until the war came, until the examination of the registrants for the purpose of determining the availability of the young men between the ages of 21 and 31 years of age for service in the defense of the United States, when it was found that 24% nearly one-fourth of all the young men of the United States compelled to make answer, to make disclosure, to subject themselves to examination, -- that nearly one-fourth of the young men of the United States could not read intelligently a newspaper, could not write him a letter to their parents, or read one which they had received, could not read the signs and notices and orders that were posted about the camps. Thousands of them could not understand the orders that were given, did not know what "halt!" and "forward march!" meant, and "shoulder arms!" That was the condition that existed, and then, if there is anything on earth that would make us believe that education was a national interest, we found out that our national defense was impaired by illiteracy and ignorance, --25%, 250 men out of every 1000, 250 thousand out of every million, and those that had been already pressed into the service, because they were ignorant, were taken out of the ranks and sent to soldiers' schools, and those that had not already been sent into the ranks were placed in schools or sent where they might become educated enough at least to understand the necessary duties of a soldier and learn how to spell "cat" and "dog" and be able at least to sign their names and know that when the officer said "halt!" that it did not mean "forward march!" Such is the illuminating disclosure that was made at that time. I am sure I regret in the presence of these foreign representatives of other governments to make a confession of a condition in the United States. Do you say to me that that isn't a national danger? Do you say to me that when these conditions exist the safety of the public is not placed in peril both because one-fourth of the men, who, under these conditions, we call to the service cannot efficiently serve in defense directly of the country, and because in a free government which depends upon the choice of men, that choice must be intelligently exercised if it is safely exercised. We cannot entrust this precious treasure of liberty which we have gained at such great cost, and which if we are willing to preserve at any costs, -- we cannot entrust this to the men who cannot read the ballots which they cast. (Applause) And who must be told how they will vote before they cast their ballots. Of all the danger that can be imagined, to me there is none greater than this. This Republic of ours which we so love, which we so hope to preserve, which, as you have heard today is to most of the world holding its promise of perpetual liberty and happiness for the people of the world, if we would preserve these things we must preserve an intelligent manhood and womanhood in America. Unless we can do that, I believe that we ought to understand at once that we cannot tell whether or not this Republic can preserve itself and perpetuate its present form of government. If the Repulbic can preserve an intelligent citizenship for the determination of its duties and the defense of its rights, then I believe that the Republic will be eternal. But if it shall fail in this, if it shall allow the majority of its people to become ignorant and illerate, or even a determining portion of its people to become so, then I fear that under present conditions in the world, and under the influences that are everywhere trying to overthrow established governments, there is at least great danger that the Republic will fail, dishonoring itself, bringing upon itself the condemnation of mankind and the maledictions of history. I cannot believe, my fellow citizens, men and women, that you will refuse to do your part in staying, in preventing any such calamitous conditions from following.

Now I cannot speak longer about these matters. There are two or three other things that I would like to discuss. I cannot do this. It is for us, I believe it is the duty, as I understand it, of everyone of you primarily, because you are the educators of America, to do what you can to bring about better results. Are you directly interested? Yes. But you are interested still more than that. We have now a crisis in the common school system of the United States, and the difficulty with us in America is that when we set up a piece of machinery we carefully watch it in its inception, we see what defects exists and remedy them, and after it is in successful operation, after we have overcome the initial difficulties, we say, "Oh, the thing is working finely," and then go away and leave it. And that's what



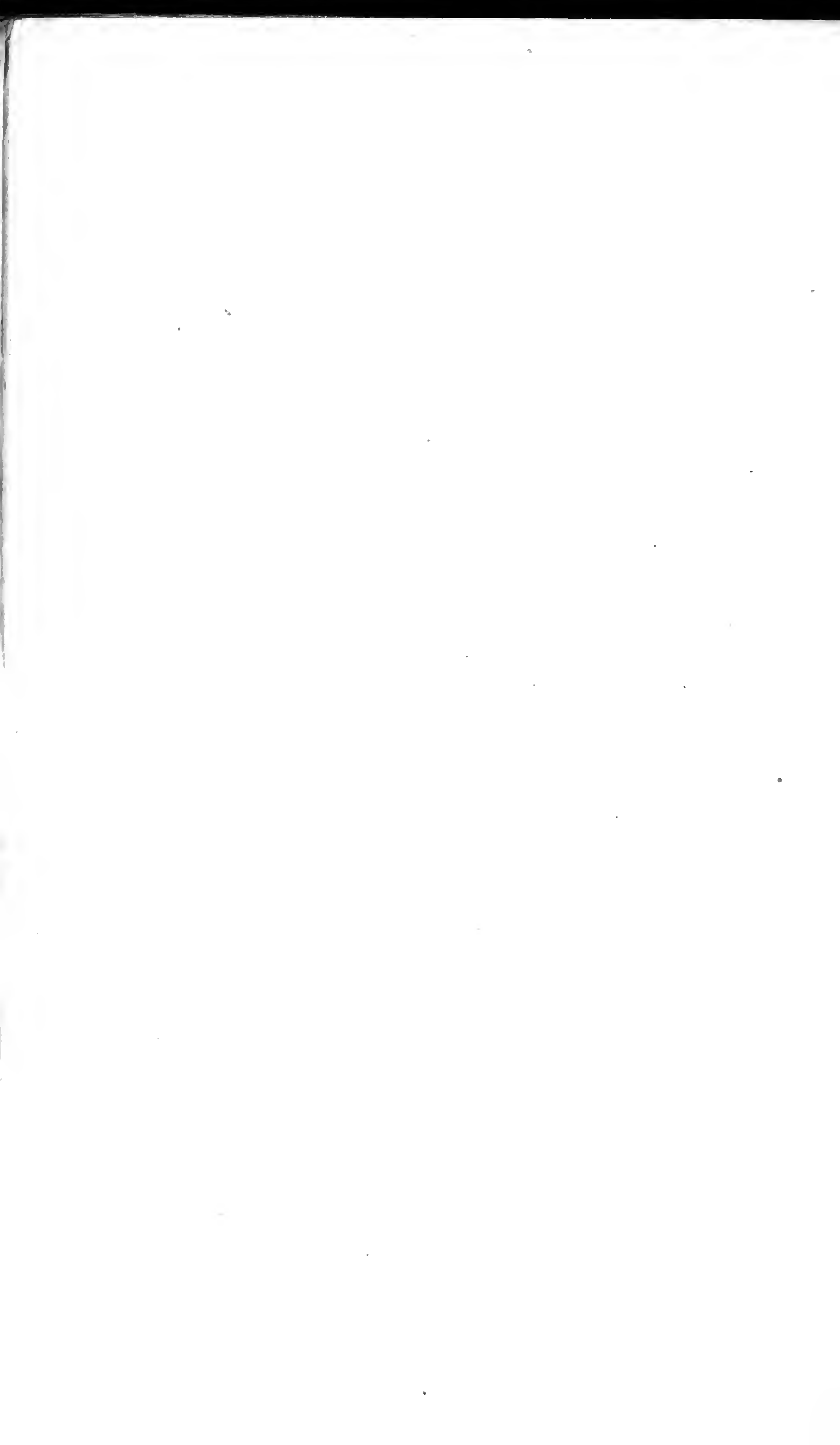
we have done with the common school system of the United States. Do you suppose that unless we have done that that we would allow present conditions to exist, when the average salary paid the school teacher in the United States was only $640 last year, and we paid the scrub woman, working in the public buildings in the District of Columbia, $240 more than that every year, and the carpenters throughout the United States received an average wage of more than twice that, and the brick layers of the United States received an average wage of more than three times the average wage of teachers? Is it any wonder that eighteen thousand of your schools are closed? Is it any wonder that forty-two thousand of them are taught by teachers that are incompetent to teach, and ought not to be allowed to enter a school room as teacher? Is it to be wondered at that two hundred thousand young men and young women who never even have gone through the grade schools are now teaching school in the United States? That's the condition that exists, because the people of the United States have gone away and left the common schools to take care of themselves. I hope that the interests, -- I hope that the feeling of the people of the United States will be so aroused that we will bring back to the profession the best thoughts, the best men, the best women, the most splendid service and devoted service that can be rendered the state.

I understand that in Ohio they require the teachers to support the Constitution of Ohio and the Constitution of the United States of America, and forever to obey its laws. I wish that that were required in every state in the union, because I do not care to pledge you to these things, because I know you, first of all, will do them, but because it would then be recognized that there was a state interest in education, a national interest in education, and that the teacher in the smallest school-house out on the prairie in the woods was a representative of the United States government trying to help the people of the United States.

In that magnificent speech delivered by Hon. Wendell Phillips, at Harvard, he said, "Despotism looks down in the poor man' cradle and knows that it can curb your ambitions and crush your will, but Democracy sees in that baby hand the ballot, and prudence bids it place intelligence on the one side of those baby footsteps and integrity on the other, less her own hearth be imperiled." When the hearthstones of America will become imperiled. it will not be from foes without, it will be from foes within; and the most deadly foe to the safety of America and to the perpetuity of our Constitutional government is nothing but illiteracy and ignorance and the indifference of the people to the common school system of the United States. I hope to see that condition remedied, and I call upon you to go out into your respective districts and act as evangels of the government of the United States trying to awaken the people to the conditions that exist, just as Paul Revere did when he went out through the communities of Massachusetts to warn them of the British danger that would come perhaps on the morrow.

Gladstone, was perhaps the greatest English statesman, if not the greatest statesman of any nation of the 19th Century. He appreciated fully the position and the responsibilities that America occupied, and in the splendid tribute to America which he made several years ago, he said: "America will become what we are now, the head servant in the great family of nations, because her service will be the best." I believe that prophecy will come true. I believe that in a large extent it is now true. But if we will gain that place and keep it, our service must be the best to our own people, and I think no other single act of service can equal in importance and in vital interest the cause of the education of that people, and as you are today enlisted in the great army devoted to furthering the interests of education, I bid you in this great work God-speed and complete success. (prolonged applause, all standing.)

In the section of country that I know best where my heart has been and must continue to be, we have not been able, as we have thought until recently, to do what we would like to do, what others thought we should do for the education of the children of the people. After the war, we were comparatively poor. A friend of mine, a great educational statesman of the south, was accustomed to speak of the forty years of wandering in the wilderness, of poverty and uncertainty, but we are emerging and we are



interested in education as much as any section of the country. I was about to say more, because it's a new and larger interest just coming into its fulness. We call a public servant in the south a statesman in proportion as he is interested in and manifests his interest in education. (Applause) A year or two ago I received in my morning mail at the Bureau of Education a letter from a man who said he was to be the secretary, he thought, of a governor about to be, or who had just been elected, and the thing he was most interested in was the education of the people of his state, and the improvement of the public school system for that purpose. In the south we are a rural people. The State of South Carolina is as rural as the others, and when we speak of education we mean principally the rural schools, and the improvement of them is our first interest; and we have great pleasure today -- I have great pleasure in presenting to you the Governor of South Carolina, the Hon. Robt. A. Cooper, who will talk to us on "The Rural School and the Rural Teacher." (Applause, all standing.)

## THE RURAL SCHOOL AND THE RURAL TEACHER.

By

Hon. Robert A. Cooper, Governor of

South Carolina.

Mr. Chairman, ladies and gentlemen: I regret that I was so situated that I could not attend all the meetings of this conference from the beginning on, day before yesterday, until its conclusion. I am gratified that I can be here today, and say a few words on the subject assigned me. As I understand this subject, we are to consider it, or we desire to consider it in its relationship to our general educational system, because the rural school, or the provision for education in rural communities, is necessarily a very important part of our educational problem. To neglect the education of any part of the population, as so well said a few moments ago, not only loses to the community and the state the effective service which that community could render, but also creates for other communities better favored, a problem and a hindrance. So we had as well look the matter squarely in the face. We are beginning to realize in my section of the country that it costs less to provide education than it does to support and endure ignorance. (Applause)

I was interested a few years ago in some statistics from a mountain county in one of the southern states. In less than twenty years the taxpayers of this particular county had spent something like $120,000 in the prosecution of persons who had violated the law with reference to intoxicating liquors. And the persons who had gathered the statistics, and who was making some comment with reference to them said this: That would have been enough money, and more than enough, to have provided adequate educational facilities for every person put on trial, as well as the members of his family; and had the county, instead of being put to the necessity of spending this large amount of money in the prosecution and conviction of citizens who had within them potential good, on the contrary had directed its efforts to providing adequate educational facilities, not only would the taxpayers have been in a better condition from a financial standpoint, but the moral strength of that community would have been a great deal better.

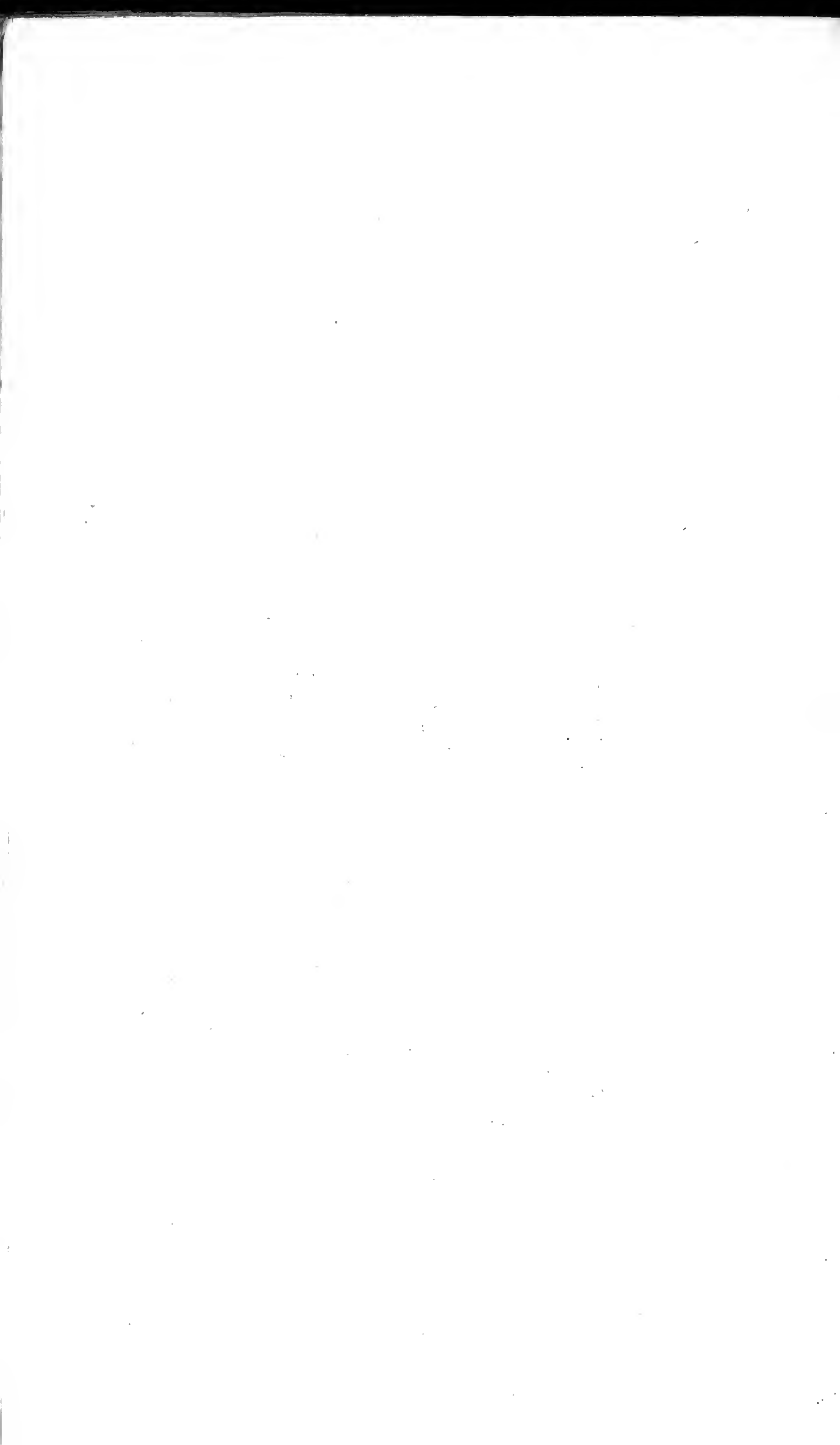
So that in speaking of the rural school we cannot forget that it is necessarily the centre of rural life, and determines the standard of that community, not only in its political life, but in its social and economic life. We are carrying to our people, or trying to do it, this message: Without educational facilities, it matters not what may be the amount of the appropriation to sustain your rural school, to make rural life more attractive, and to give to the average person who is engaged in agriculture, a larger life, is not a burden, but on the contrary becomes of your dividend producing investments. Now so much in a general way.

What is the trouble with the rural school anyhow? The chief trouble with it is it is not equal, does not furnish equal education facilities to the school in the industrial or more densely populous community. And what is the effect? Why, men are doing what they ought to do; they are doing what their duty compels them to do; they are moving to the city and to the town for the purpose of securing for their children the best educational advantages. What does that mean my friends? We have today the problem of the high cost of living, caused by reason of the fact that we are producing less than we are consuming. We are producing less than the world needs, and until we get back to the fundamental proposition that we must increase the volume of production, we will have this problem. How are you going to do it? Do not criticise the man who leaves the rural community. He is doing what he ought to do until his state has provided him with educational advantages which permits to his children an equal chance in life. He ought to get away. (Applause)

So that I look upon this matter as the fundamental need in our education. Something was said a while ago about the salaries of teachers, and the figures given you were the average of all the schools, I presume in the high schools and primary schools of the country, in cities and towns as well as the rural communities. I would like to see if it is available. It made a statement as to the average salary of the teacher in the rural community, because the amount of salary provided determines our estimate of the value of the services, and our interest in it. We can have in this country what we want. That's one lesson the war taught us. We may have what we want. In my own state, if you will pardon me, -- I mention it only because I am familiar with it, -- during last year, the year 1919, I did not know before very much about what we were doing in the way of contributing financially to the support of the state and national government, and I find that that little state, the smallest in all the south paid in taxes for state county and municipal purposes, and tax to the federal government, more than fifty millions of dollars. I am not going to tell you how much of that was spent for education. If you want to know, I am going to require you to find out! (Laughter) I am going to ask you, however, to come down and see us in about two years, and we will be glad to tell you what we are doing! (Applause) It is not because we are not able to do it, but, my friends, we have not appreciated the value of the rural school, of its fundamental part in our educational system, and we have had no concern whatever with the rural teacher.

We are hearing something today, in these days in our country, -- you heard something a while ago, and I can endorse it, about those in our country who are not friendly to and not in sympathy with our institutions. Some probably would destroy the institutions of this government if they could. You do not find that in the rural community. It is not there. The greatest asset, the greatest potential asset in this country today, in sustaining the institutions of this government, you find in the rural communities. You find there pure Americanism; you find there a population anxious to have a larger life; to perform a larger part in the support of our institutions, and ideals. We cannot afford to neglect that. We must provide them with educational facilities. Let me emphasize it, -- educational facilities equal to that in any other section of the state. Now if you do not do it, my friends, they are going to have it; they are going to move, as I said a while ago, to the towns and cities, and then they becom a part of the consuming rather than the producing class. That's the problem as we see it in our section, and we have undertaken to put on a campaign to meet it.

Something else, -- if you create in the rural communities of this nation that thirst for knowledge which can be created with less stiumulation and less encouragement than in the industrial communities, you have not only provided something for them, but it is biggest asset. for institutions for higher education. If you would increase the force of a stream you must go to its source. You cannot add to it in any other way. You must go to its source and create there the forces that you would have to throughout that whole process and the whole system.



This was inadvertently left out of the Friday Morning Session of May 21, 1920



I want to say something about the rural teacher, speaking as one interested just as you are, not as a teacher, but as a person, who, from observation and from reading and studying the problem, I have sympathy with this person. It is less attractive today for the rural school teacher than any person I know of. You know, when we sent our soldiers to France to help fight the battles for liberty it was no trouble for them to go over the deep; it was no trouble really for them to break the line of resistance on the part of the enemy. Do you know why? Because they knew that back of them was the sympathy and the support of one hundred million people. The rural teacher could handle this problem much better if he had that feeling. Now I have an idea it is not so much his compensation that discourages. That's bad enough. But that is not the whole thing. Not only is he inadequately paid, but he knows and she knows that the public in general do not appreciate, and if there is anything that will discourage, if there is anything that will break the morale of a people, of an individual, it is the fact that those whom they are serving do not properly support them. So my friends, we want to appreciate this individual, this man or woman, who is grappling with this rural problem in the school room.

And then that school must be the centre of the life of that community. It is not a kindergarten; it is not a nursery. A while ago I was glad to hear the British government has provided a nursery outside the school-room. This is not a place for children simply. It is a place for the training of children for the duties of life. I contend that the organization of the rural school is not complete until everyone who is interested in it is related to it either as instructor or as pupil. If you are living in a rural community, and if you are unable to help the teacher in his or her work, you ought to become a member of the class and learn something from her. Either be in service as instructor, that is, as an assistant, as a part of the faculty; if you cannot do that, its very evident that you need some instruction yourself. You ought to become interested in that school and make it function properly.

Now I have not the time to speak of what should be the scope of that school, but certainly we should not stop when we have provided instruction, as we understand it ordinarily. Go into the average community and see what are the sanitary conditions. Oh, that's a problem for the Board of Health? That's true, but the rural teacher and the rural school ought to be vitally interested in that, because the atmosphere in which the pupils live has a great deal to do with the way in which they receive instruction.

And not only that, but the social side of life; my friends, this is true, not only in rural communities but all over this country. Our form of entertainment is so different from what it used to be! We now must have a dance or some athletic game to etnertain our friends, or go to a theatre. It's all right; I'm not criticising that; but certainly there ought to be something in our program, some form of entertainment, that would appeal to our intellectual side. Some interest created and becoming a part of our social life which promises the real improvement. Now, I am appealing to you today on behalf of all the citizenship of this country when I make that statement. I saw a statement a few years ago that impressed me very much. A woman had written a very obscene book, and one of her friends who read it was horrified and she said to her: "Why, why, did you write that book." "Well," she said, the public demanded it, and I filled the order." We will do what the public demands. Let us create a demand for healthy, sound, literature and good reading. (Applause)

One other thing that I want to say in reference to this subject, and that is this: This country is becoming rich. To my mind there is one danger in it. The very moment that our material prosperity becomes disproportionate to our educational facilities, -- I don't care how rich you may get, how many billions you may be producing, when your material prosperity becomes disproportionate to your educational facilities, you need not point to your colleges and universities, you need not point to your armies and navies as being the sustaining strength of this government.

When that conditions comes and is allowed to continue then civilization is doomed, unless all history is false. So in this day of our prosperity it becomes very important that we strengthen our educational facilities at the most important place, and that is in the rural communities.

I am sorry the United States census was not completed before we had this conference, or at least before I made this talk. If you find a town or a city that is an incorprated town or city where the population has become less or has decreased in the last ten years, you readily conclude at once that that town or city is a failure. Something is wrong. I am not going to conclude that at all. I find out what has been the condition in the rural communities surrounding that place. I am sure, my friends, that we are going to find a decrease in our rural population, and it is because we have not provided our rural communities with adequate educational facilities. That is one of America's problems. I am glad to stand here and state that to you in behalf of that particular division of our population.

In the South, prior to 1861, our people all lived in rural communities. I heard a gentleman say who grew up in those days, once that when he was a boy he had very little respect for the man who did not live in the country or in London. He would excuse him if he lived in London, but he had an idea unless he lived in London he should live in the rural community. My friends, that is changed. It is changed. I repeat it again, because we have not properly supported the rural school.

One other thing and I am through. The rural school and the rural life promises to the average man something that every man and woman wants, something that human nature always has craved and always will. That is, the means of self-expression. I believe that one of our problems in industrial communities and industrial life is due to the fact that the average man is not satisfied to be a part of a machine to be known as simply a part of a community. It's in the rural life, in the rural communities, where a person may have self-expression. He has a chance of development that he cannot have elsewhere, and we must keep a sufficient proportion of our people in these communities, and if they are an essential part of our civilization, it's due them that we shall provide them with the attractions and the facilities necessary to give them the largest life.

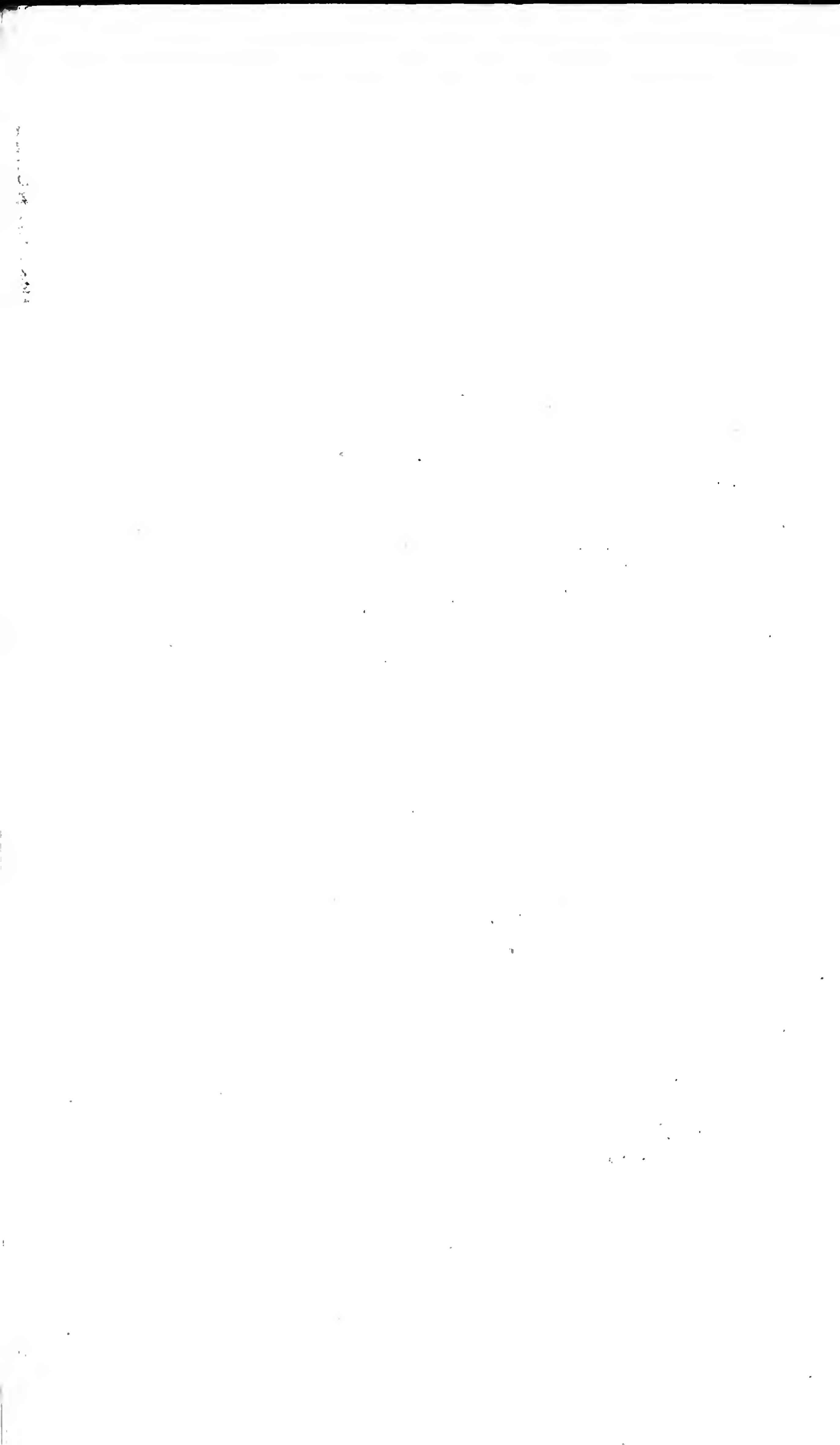
My friends, I thank you for this opportunity. I am glad to say these few words to your Conference, in the hope not that I could give you information, but in the hope that I might to some extent give you inspiration, and let us meet this all-important problem as we should, recognizing always this fundamental fact that if the grass grows in the streets of our cities, if we can have a prosperous, contented, rural population, the country is secure. But when we fail in the rural community, it matters not whatever means of defense you may have; you must build up there and sustain that, or our position is false. (Prolonged applause)

COMMISSIONER CLAXTON: Now, if you will kindly remain for a very few minutes, we will be adjourning shortly.

MR. H.E. MILES, (representative of the National Association of Manufacturers and the National Industrial COnference, speaking from the floor): I represent 5,300 manufacturers, and rise to ask a question of this Educational Conference.

COMMISSIONER CLAXTON: We would be very glad to have your question, Mr. Miles.

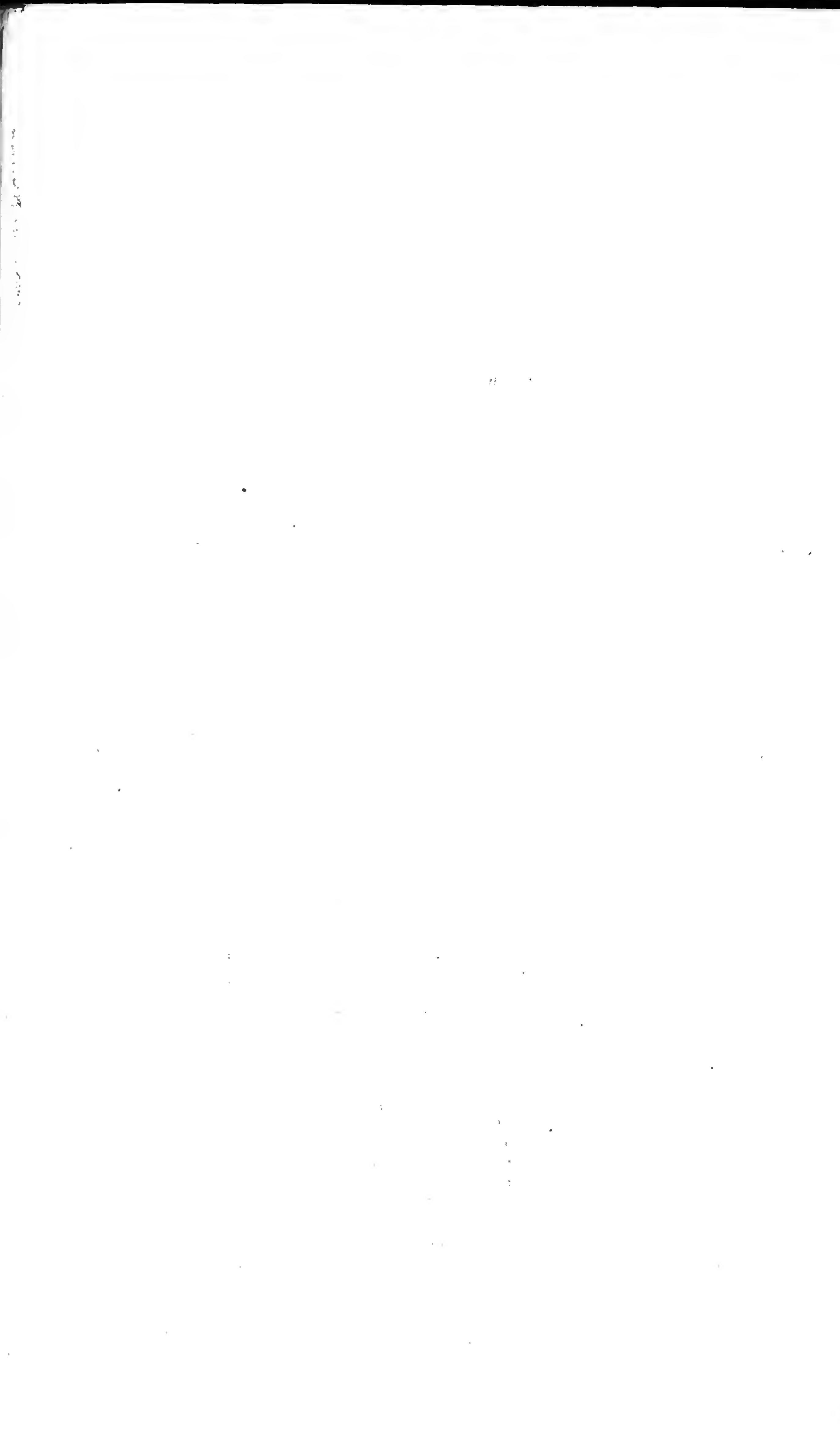
MR. MILES: I want to know from someone in authority why American business is not at this conference. I would like to put the question after the fashion of the mentality of the men who want the question answered. We have heard from Uruguay, and we have heard from Europe. In God's name why haven't we heard from home? Mr. Chairman, I would like to know whether American business is not here because, as in years gone by, the educational authorities of America think it's better to work the business man than to work with him; or isn't he here because of the five hundred thousand business men who are anxious over the business situation, and are talking



among themselves about the business situation? The executive capacity of the educators responsible for this meeting could not discover in one or two months, one man from business who could come here and would come here and give to the wonderfully sweet and beautiful educational mind here represented, the contribution of business upon this subject. A ghastly failure this conference will be in the respect entertained for it in the minds of all the people of America that neither of the great groups of business men are represented here. It is to be regretted that the teacher group must go back without knowing the powerful, the earnest desire of American business for the improvement of our educational system, and the means whereby they think the salaries, for instance should be increased from twenty-five to fifty to eighty percent; and as a part of the change that there should be the improvements in our educational system, in the bringing about of which the business men of America cannot be left out. My friends, you have left them out. They are not here. Their word is not expressed. You can leave them out in your program, but they cannot leave you out of their program. They cannot do it. Why are not they here, Mr. Chairman?

COMMISSIONER CLAXTON: I will be very glad to attempt to answer Mr. Miles' question. In the first place, a great many of them are here. (Applause) I have had the pleasure of meeting representatives of great industries, representatives of chambers of commerce from across the ocean, One of the first men that spoke in our sectional conferences was ____________, representing the business men of _________ (Applause) with a message of large practical value. Second, every chamber of commerce of importance in the United States was asked to send representatives, Rotary Clubs, Kiwanis Clubs, all kinds of business agencies. Why not? Also representative women, -- they are on the program; they have been represented. Perhaps the business interests are not so well represented on the program for this reason: A number of them were invited, -- in particular one Mr. Schwab, of whom we have heard as a business man of some importance. (Laughter and applause) He was invited but could not be present. Also one Judge Gary, who has been rather prominent in the business life of the United States! (Applause) He was invited but could not be present. Quite a number of others were invited. They found it impossible to attend. Finally, a program has to be made up, and when our program was made up it was found that it was full. Possibly it has been over full. I confess the weakness of making the programs a little longer than they should have been. But it was done in order that, as nearly as possible, every interest of the people of the United States might be represented; first, the general educational interest then the interest of those who are engaged in production of various kinds, agricultural production, industrial production. We tried to have represented as strongly as any, those who are interested in wage-earners as such, and finally those who are interested from the standpoint of statesmanship in citizenship, and those who are interested in human culture, and it was the largest regret that I have had in regard to the conference that a man outstanding in the business world, the production, the industrial world, was not on the program.

I think your question, Mr. Miles, is very well put, not knowing, as you probably did not, the reason for it. I was also very regretful that after some business men were here, men directly interested, that we could not give them place on these programmes. It could be done only by displacing those who were already there. There are sectional conferences, however, four that have been in session, -- five until now. Yesterday all persons in the audience and in the conference were requested to distribute themselves in the sectional conferences according to their interests, and I feel quite sure there was opportunity for them to express themselves with regard to the various phases of education. And I was just about to say that this afternoon there are four sectional conferences in which the Conference as a whole will be distributed in a different way from what it has been in the conferences in the last two days. The first of these sectional conferecnes this afternoon is in the Salon des Nations, it is called, in the Washington Hotel. It is the campaign conference. It is headed here: "The Appeal to the people," and I am asking all who are definitely interested in making the campaign, to give briefly in a sentence or two, probably not more than two or three minutes, can be given to most of the addresses or the suggestions, -- any suggestion that they have to give in regard to carrying forward this Educational Campaign, that this Conference is supposed to initiate, or rather to help forward. The second is on Health Education, to be presided over by Dr. Hugh S. Cummings, Surgeon General, Public Health Service, and I am sure that all business men are greatly interested in



that, not only because it has direct relation to their work, but because of the interest that they have already manifested in so many ways in the health of their people. The next is: Education, Extension, Americanization, Illiteracy, in the Sun Parlor, on the roof of the Washington Hotel. Last of all, to which many persons will come who are interested from the business side, because they are the people who can help solve this particular problem, the salaries of teachers and revenue. Mr. Miles has said we wish to work the business men. We wish to ask them how the work can be done.

MR. MILES: Do I understand there is a representative of business as such in this program?

COMMISSIONER CLAXTON: I believe there is not, sir. But we put such persons as promised to be here on the program. Their names are there merely to make a beginning of the discussion of the program, and I am asking the business men who are here that they will attend those particular conferences. I was asked, after it was wholly too late, to make a separate section on industrial education. After all, that would have been out of harmony with the purpose of the conference, which I think I need not explain again. This is not for the purpose of discussing education technically. If so, it would have been made up, -- the program, -- chiefly of those interested in the particular kinds of education. But it is a conference of citizens, and those of us who happen to be teachers or school officers are here as citizens rather than as educators. directly. The Governor of South Carolina, I think, expressed, better than it has been expressed, the spirit and purpose of this conference. He said it was not difficult for the American soldiers to go over the top, and to break the lines, because they went with the momentum of a hundred millions of people behind them, whose good wishes and whose hearts were with them. And that is the purpose of this conference, that the school officers, and the school teachers who are to meet this great agency of Democracy, may feel that they have the people of the United States that we, the people of the United States, are giving them our prayers and our support. It is a purpose to me -- I say this in addition, -- it is expected, let me say this once more, -- it is expected that this conference will be followed by many citizens conferences throughout the country, and the purpose of this conference is only that they may be finally brought together a statement and a body of sentiment, or the recommendation that will come out as the national will, so to speak, on this great subject.

I have been asked a number of times how many persons, not teachers help in this matter. I will ask those to attend this particular section this afternoon on "The Appeal to the People." Teachers cannot carry forward the educational campaign, if I may call it such. I have asked if the conference is successful a number of people have been kind enough to say they considered it a successful conference, -- I have said it will be proven whether or not it is successful when legislatures have adjourned next year, and further, in the years to come. If there shall be a stronger interest, better coordination and more intelligent efforts in the school systems, and the other educational agencies in the United States. Once more let me thank Mr. Miles for asking that question. My good friend, -- I know his spirit in doing this and in bringing it up as he has, and to say once more, that it was the regret of myself and others in making the program, that until the program had finally to be printed and go to the public, it was not possible to find a man that we wanted to put on the program, or at least none of those who had been invited accepted the invitation. When an invitation is sent we must wait for a reply, and then you send another, you wait again, and the days had gone by until the program had been made up. I know, however, and Mr. Miles will agree with me, that the great heart of the business people of the United States are with us.

I stood

I stood not long ago on a platform in which one of the principal business men of the United States spoke. We talked about the increase of the teachers salary. He said the salaries of teachers ought to be three times what they are. None of the rest of us dared say so much, and I believe he was the largest taxpayer in the city in which he lived. We know that we have their hearty cooperation.

One other thing. The program for this evening is, in a way, the climax of programs of the entire conference, certainly in the interest. It will be presided over by the governor of Maine. Those who will speak will speak to two subjects, -- Citizenship and Human Culture. After all, they are higher, in a way, than mere produdction or material wealth, and other things that minister to the comforts of life; and I hope that the great majority of you can stay and be present at the Woman's Building, Continental Memorial Hall, this evening at eight o'clock.

Now if those present whom I named in the beginning of the conference today, will kindly meet for a few minutes on this side of the house.

You are dismissed.

(Whereupon, at 12:35 o'clock p.m., the Friday Morning session was adjourned.)

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MINUTES OF FRIDAY EVENING SESSION, EDUCATIONAL CONFERENCE

May 21, 1920.

The Presiding Officer, COMMISSIONER CLAXTON: There has been handed to me a telegram, the substance of which I gave to some of you in the meeting this afternoon at the Washington Hotel. It has been handed to me with the suggestion that I read it here. It has definite relation to the work of this conference. The telegram is sent by Commissioner John H. Findley, to Dr. W. S. Smith, who is director of Americanization work for the state of New York. The telegram reads as follows:

"The Governor has signed both bills. In approving bill for employing teachers in English, history and civics, he states:

'I regard education as the best remedy for mistaken or false political conceptions. The particular bill and the appropriation carrying $140,000, making a total of $300,000 next year for teaching English and other subjects,--history and civics, to foreign-born people in the State of New York.'"

The sentiment which the Governor expresses here is not a new one in the history of these United States,--"I regard education as the best remedy for mistaken or false political conceptions." From the time of the adoption of the Constitution, and earlier, all of the great statesmen of the United States have regarded it as the only guarantee or the only remedy for ignorance and for false ideas, and this is the thing that we have in mind tonight. It is the reason that this particular topic is put on the program to be discussed by the able persons who are to discuss it tonight,--men and women who have given their thought and their lives largely to this subject. In a democracy everything waits on the character of the citizenship. We have committed our desting, our private weal as well as our public welfare, because one is always bound up in the other; our wisdom and virtue -- or ignorance and lack of virtue -- as the case may be. to all the people, and in a democracy there is no safety except in universal salvation, and education for citizenship has been from the beginning a thing of fundamental importance to us and of prime consideration in the United States.

I have invited here this evening to discuss this subject three or four persons. First, from the standpoint of the new group of persons coming into active citizenship, with the power and responsibility of the ballot, a woman who is giving her life to the question of women's suffrage, (name) Then I invited Bishop Sheehan, Rector of the American Catholic University, who is here with us.

When I was campaigning for education and for improvement of the schools in my native state, Tennessee. the one man standing out above all connected with the drive on whom I could always depend for the most generous aid was Bishop Thomas F. Gailor, who is now presiding bishop of the Council of the Episcopal Church. He was one of the first invited and promised to be here this evening. He was here this morning but had to leave unexpectedly in order to make an engagement in the West about 6 o'clock this evening.

Representing the churches' interest, the organization and federalization of churches, we have with us Dr. Robert L. Kelly.

There is one thing higher than citizenship--that is human culture, sweetness in life, and I have asked a man whom we all know has a knowledge of personality and citizenship, that has stood for education in highest ideals in culture, Dr. Bryan, Commissioner of Education in the State of Idaho.

We are extremely fortunate in having presiding this evening the Governor of Maine, Hon. George Milliken.

MINUTES OF FRIDAY EVENING SESSION, EDUCATIONAL CONFERENCE

May 21, 1920

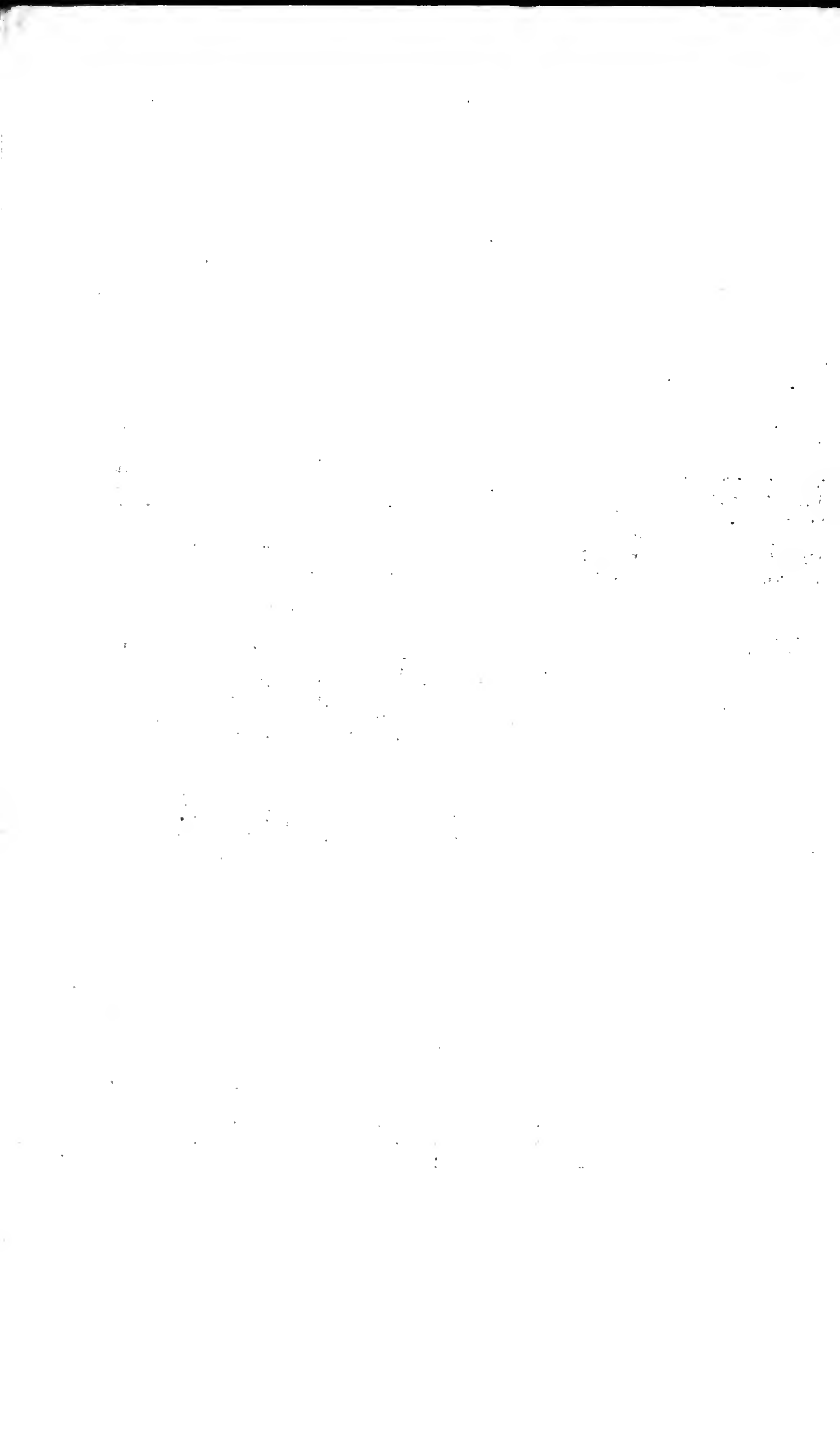


GOVERNOR MILLIKEN: Ladies and gentlemen: I have seven excellent personal reasons for interest in education--one of them in college, five in public schools and one at home too young to go to school. But it is not for these reasons, nor for any other personal reason, that I am here. I take it that you are here from your various states, and representing your various activities in community life with the same point of view which was held by those citizens who, from time to time, assembled here during the war for conferences upon various subjects of public importance. What we were asked to do at this conference, if we had assembled here two years ago it would have been for one of these purposes connected with the war. We might even have been asked to do so trivial a thing as to save walnut shells and peach stones, as we were at one stage of the conflict, because these articles, ordinarily mere refuse, were for the time being valuable because of their availability for manufacturing charcoal for gas masks. Whatever was important for the national defense, whatever was needed by munitions works, and for use overseas, became a matter of first duty for all citizens to furnish. It was not a question of academic belief about war. The American people did not believe in war and do not believe in war, and did not desire war. It was the fact that we were in an emergency, that the welfare and safety of the world and our nation depended upon applying all of our great resources to the problem of winning that war.

Somebody has suggested that the next great military struggle will be in the Pacific, and that Australia will be the prize. Perhaps this is an ideal topic for speculation, but the next war is not in the Pacific, the next war is in the making. It is now on. It is to determine, not the military question, but the question as to whether these citizenship of ours that has come through the strain of warfare will stand the strain of peace and will resist the tendencies to self-indulgence and to ease and luxury, and whether in the next generation this democracy of ours, this citizenship on which our democracy depends, will prove itself to have been worth saving.

And so it is from the point of view of national defense, I take it, that we are met here in Washington, or, as the Commissioner has no pointedly said, "The life of the Democracy depends upon its citizenship." The military emergency through which we have passed was never so serious an emergency as the emergency of citizenship in time of peace, because military disasters a thousand times worse would not have equalled the utterly irretrievable disasters that would come if our citizenship fails in its character.

I do not know whether any of you have ever had the experience of being in a crowded hall and hearing a sudden cry of "fire" in that crowd. If you have, you know what the words mean. In the physical contact which bodies in the crowd, in the rush for the door, in the panic of such action, but the feeling of panic of fire that runs through the crowd in these circumstances is as real a force as any physical force in the universe, and it is that force that is determining the future of our citizenship, because it is that force of community life and community personality impending on the lives of growing boys and girls, and on the lives of those aliens who come among us from other lands; that is settling the average of what the character of these coming citizens will be--determining as absolutely and as definitely as any problem of mathematics can be determined. And it is because the life in school is probably the greatest in the development of the common as well as the intellectual life of the average boy and girl than any other influence. It is from the point of view



of national defense that I ask you to hear the able and thoughtful addresses that you will hear this evening.

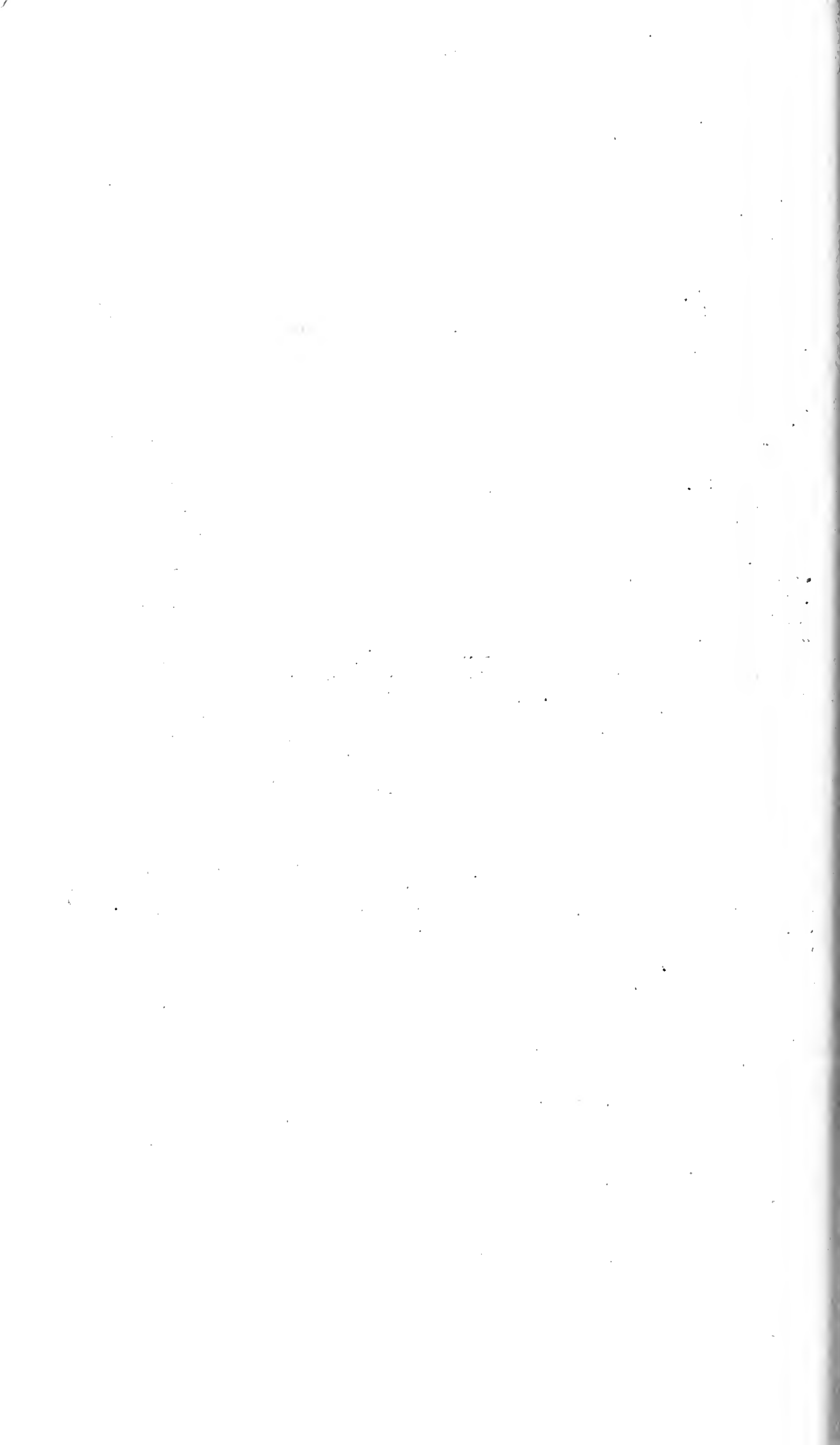
To overcome the tendencies toward destruction is the situation in which America finds herself at the present moment. Shall we say the tendencies within our national life tend toward destruction, because it is in the communities in which you and I live and thousands of communities over the country that that battle will be determined, according to whether the community life is intelligent, is wholesome, is uplifting, or the contrary; according to whether the influence of that community life, felt more largely perhaps through the schools than in any other way upon the boys and girls, is wholesome or the contrary. So the future of America is safe or not.

The first speaker of the evening will discuss the topic, "The Interest of the Churches in Education" and I have the pleasure to present Dr. Robert L. Kelly, of New York, Director of American Education Department of the Interchurch World Movement of North America.

DR. KELLY: Mr. Chairman, Mr. Commissioner, Members of the Conference: I note in this evening's Star that the Vice President of the United States in his keynote address at Indianapolis the other day, made the observation that the time has now come when the lines of demarcation between the three federal departments be drawn a little more closely than they have been during any period, and when one department ceases to interfere with the prerogatives and functions of the other departments. I presume I may cite this quotation from the Vice President without laying myself liable to the charge of partisanship, particularly in view of the fact that I wish to use the observation merely as an illustration. It is true that we have three departments in our federal government--the Legislative, the Executive, and the Judicial. It is certainly desirable that each one of these departments maintain, in so far as it is possible, its proper place and carry out its function as provided for in the Constitution and interfere as little as possible with the other departments within constitutional limits. It also, however, is certainly very desirable that all of these departments work together for the common good for the upbuilding of this great republic, and it certainly would be a great calamity if any one of these departments should cease to function.

Now, just as there are three great departments in the federal government, I call your attention to the fact that in the social structure of this country, of which we are proud to be citizens, there are three fundamental agencies--The Home, the Church and the School. They have a common task; they are partners in the same work. They have essentially the same ideals. Each one must maintain its identity but each must work with the other two. When I am asked to answer the question, therefore,--"What is the interest of the churches in education?" I have simply to reply that the interest of the churches in education is the same as the interest of one partner in the work of the other partners for the common good. In a certain sense these two great agencies, particularly, the church and the school, were born in America at the same time. They have been cooperating since their birth and the interest and progress of one is bound up in the interest and progress of the other. As institutions they are not responsible for their original partnership, but that partnership has been revived and revised and restated from generation to generation and from decade to decade, although the form has been somewhat changed.

We all know that in every backwoods community of pioneer days there were first erected a few log cabins which were destined to be the homes of the settlers, and, secondly, there was erected a log cabin which was to be the meeting-house, or the chapel for those same settlers. And



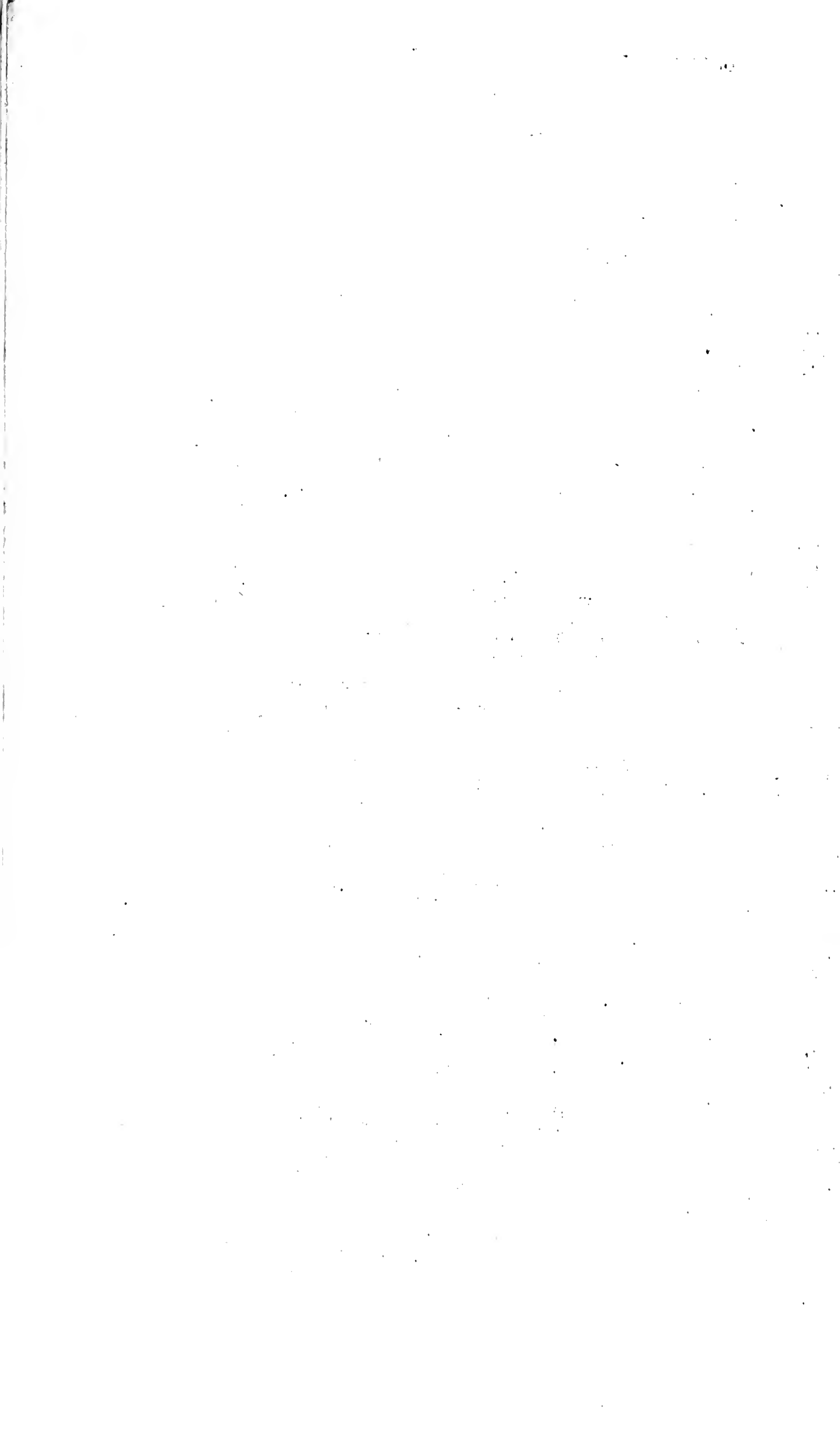
immediately thereafter there was erected another log cabin which was to be the school. And those three agencies represent the fundamental ideals if this republic of ours. To adopt the words of the British Ambassador in this conference this morning, "This is the way the system of American education grew out of virgil soil. These are the elements which make up the genius of the American people."

"A splendid illustration of this close partnership between religion and education is found in the organization and progress of the colonial colleges. Those colleges, which were founded early in New England, and in the Middle States, and in the South--Yale and Harvard and Kings and Princeton and William & Mary and the rest. It is a significant fact and a historic fact well known to you that they were all founded by the churches, and they were found for a definite purpose, although that purpose expressed itself in dual form. To use a quaint quotation from the charter of Yale, the purpose of that institution, and indeed of all of those colonial colleges, was "to fit men for public employment in the church ans civic state." This was their dual program. The founders of those early educational institutions did not descriminate between the function of religion and the function of education. And that those institutions were true to their trust is indicated by the type of product which they produced. On the alumni lists of those colonial colleges are to be found such names as John Hancock, Samuel Adams, Thomas Jefferson, Alexander Hamilton, John Adams, James Monroe, John Marshall, James Otis, Josiah Quincy--men who, with others like themselves, laid the foundations, the civic foundations, of our republic.

And at the same time that those colleges were producing such men "fit for employment in the civic state"--at the same time and in the same classes there were graduating Increase Mather and Cotton Mather, and Jonathan Edwards and Samuel Hawkins, Nathaniel Adams, Timothy Dwight, Joseph Bellamy--great outstanding apostles of righteousness, who, together with others like themselves, laid the ecclesiastical foundations of this republic of ours. Religion and education were wedded in the inception of educational work in this country. Since colonial days hundreds of colleges have been founded across this continent in every state except three or four by the churches and today, out of more than 500 such colleges--standard colleges recognized by the Commissioner of Education and by the other standardizing agencies of the United States, more than 400 of them are organically connected with the churches or are affiliated with the churches, while most of the other 100 were founded by the churches and maintain today the most kindly and intimate relationships, of an unofficial character.

It is true also, my friends, that the Cmerican public school came forth from the same sort of impulse, namely, the religious impulse. Horace Mann, as we all know full well, was a minister of religion as well as a minister of education, and no better confirmation of this vital relationship between these two great American ideals need be cited than that preamble of the Ordnance of 1787 which provided for the government of the Northwest Territory, words with which you are familiar, words which no doubt you could all join me in repeating in a common chorus, and words which ought to be burned into the imagiation of every American boy and girl--"Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."

And in the great State universities of the Meddle West tonight, those universities which enroll tens of th'usands of students, and which, so far as their organic structure is concerned are as far removed as possible



from the influence of the Church.

Those great state universities have enrolled, among other students, from 60 to 70 percent of the young men and women who form the total enrollment and they came from the homes of church members. Those who have visited our land-grant colleges in recent years and months with the view of testing the temper of them and determining the spirit of them, and with the thought in mind as to whether or not those great state-supported institutions these fundamental ideals of education were still being maintained, testify that in those institutions are to be found some of the healthiest, sanest, most hopeful religious life to be found in any centers anywhere in this country. Even today it is true that religion and education are wedded in our common aspirations and purposes.

The British ambassador named this morning as super-products of education as the things which the British people prize more highly than knowledge as such,--he named qualities like these: courage, humor, sympathy, loyalty, humility. Those, he said, are the super-products of British education. I suppose we would all agree that there has never been a greater American teacher than Mark Hopkins. And on his fiftieth anniversary at Williams College, after he had had the experience of 50 years to judge as to what are the important elements in educational procedure, Mark Hopkins said "Christianity is the greatest civilizing, moulding, uplifting power on this globe and it is a sad defect of any institution of higher learning if it does not bring those under its care into the closest possible relationship of it." And I declare to you tonight, ladies and gentlemen, that it is my conviction that no more disastrous thing could happen to our civilization, and because of the influence we may have in the world in the next generation, no more disastrous thing could happen to the world in this great struggle to which the Governor has just referred, than that the tie should be severed that binds together religion and education. It will be a sad day if American education becomes dominantly militaristic. It will be a sad day if American education becomes dominantly vocational (applause) if by vocational you put the making of a living above the making of a life, and in these days, when the minds of men are bewildered and unsettled, it certainly behooves us carefully to see that those fundamental ideals of American education are maintained and perpetuated.

A Brisish subject located temporarily in the late Ottoman empire remarked the other day to an American citizen: "Wherever the Germans go you will find an arsenal; wherever the French go you will find a railroad; wherever the British go you will find a customs house; and wherever the Americans go you will find a school house." Now, if the school house is indeed the symbol of America's message to mankind, then we must use, if we can, great care and wisdom in selecting the forces that play within and about the school house.

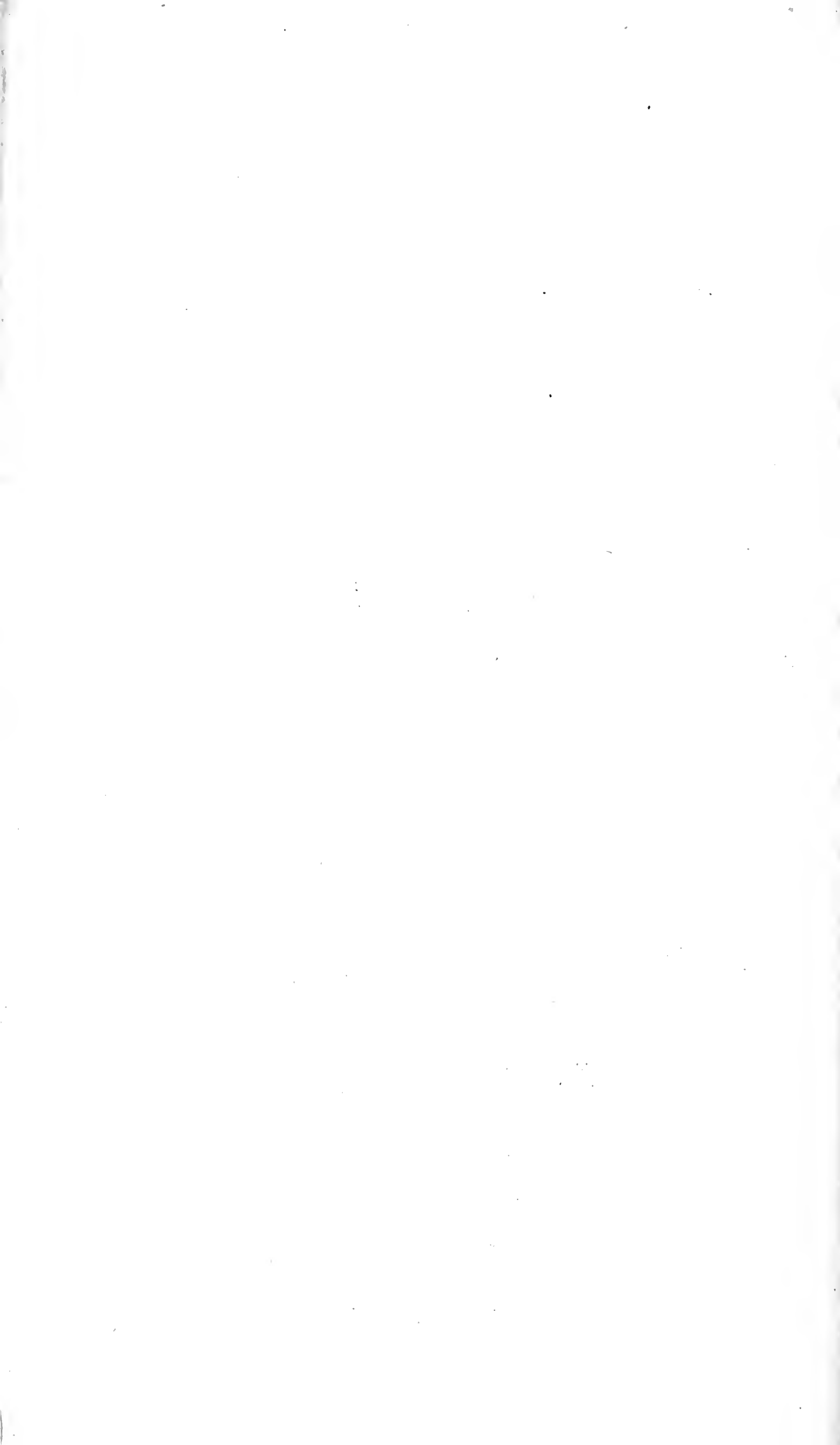
And so, ladies and gentlemen, I come to you tonight as the representative of certain organizations of churches who are interested in education to say that the churches are the friends of the American teacher. But they are not recently converted friends. They have been the teachers' friends from the beginning, and they expect to remain the friends of the teachers to the end. They have at least one tie in common, and one tie perhaps, that is not likely to be severed soon, and that is, that the salary of the preacher is even less than the salary of the teacher. (Laughter) So the churches today are trying to show their friendship to the teachers, and they are not attempting to show that friendship merely by lip-service, by sympathy, and by prayers--although I assume the teachers would approve of and appreciate all those methods of showing friendship; but the churches of America today are attempting to show their friendship by

contributions of cold cash! Since the Armistice day many denominations in this country have put on great forward movements, hoping thereby to be able to render a greater service to this bewildered world at home and abroad. These forward movements are essentially educational campaigns. Their main purpose to be sure is to assist in every legitimate and possible way in extending the influence of the Golden Rule, but their method is primarily and almost entirely the method of education. As a condition of these campaigns of education these churches have recently had great financial drives, as illustrating the fact that they are really interested in the progress of American education and of all those other elements of American life which are joining together to develop our civilization. To be specific, since the Armistice, the Methodist Episcopal Churches North and South have raised one hundred and sixty-five million dollars for their forward movement. The Southern Baptists have raised ninety millions of dollars. The Presbyterian Church North has raised sixty millions of dollars; the Episcopal Church forty millions of dollars, and the Interchurch World Movement, which is conducting a drive just at the present time, which has not been completed, already has subscribed one hundred and eighty millions of dollars. I do not name all of the denominations that have been engaged in these drives, but those which I do name have already raised, since the Armistice, a total of five hundred and thirty-five million dollars for the development of these forward movements. Now the greater portion of this money is to be invested as endowments in schools and colleges and is to go to the increase of professors' salaries and teachers' salaries and in carrying on religious education among students of tax-supported institutions of all grades. As an illustration of the carefulness with which this work has been done, may I cite the case of the Interworld Church Movement, which is now conducting a survey of American education of so comprehensive a type and so thorough in its methods that when the data are all accumulated there will be the largest accumulation of facts, bearing on higher education in the United States that has ever been brought together at any one time in all the history of American education.

For three years the Association of American colleges devoted itself to the definition of an efficient college, and at the end of that three years, two hundred and sixty college presidents in this country unanimously agreed to the definition indicating the elements that should go into an efficient college. That efficient college was made the basis of the budget which the American Education Department of the Interchurch World Movement has completed, and those churches now have a scientifically constructed budget which calls for an expenditure during the first five years of four hundred million dollars for American education, and some eighty-nine millions of that are included in the campaign for 1920.

These churches have the facts. These churches are constructing a budget upon the basis of those facts, and these churches hope to make a valuable contribution to the progress of American education.

Furthermore, it may be said that they are just the beginning of this great cooperative movement. Simply the first steps have now been taken. There will be greater things. The up-shot of it all will be that narrow sectarionism, thank God, will be eliminated from this country as the years go on, and the churches will combine in a cooperative movement which will make them more efficient than they have ever been before in developing the educational interests of our great republic. They wish to assist in this great process of Americanization this process of Americanization of our neighbors who come to us from across the seas--the men and women and the boys and girls--this process of Americanization of our own boys and girls, including that twenty-five percent of our own boys who cannot read or write, and that thirty-three per cent of our own boys who are not now qualified for combat service. The churches offer to help



FRIDAY EVENING SESSION

May 21, 1920.

in adding color to American education, and recur again to the Ambassador's phraseology of the morning, and to help in every way and any way possible in further developing that outstanding quality of American and English education, that outstanding quality by virtue of which these two great nations have undertaken to instill in the minds of their youth the ideals of liberty, of justice, and of righteoueness, the things which have distinguished American education and British education from the education of some other peoples. Certainly educational citizenship, if it is wise, cannot ignore the aspirations and interest of the churches. The churches wish to assist in maintaining the integrity of our institutions and in restoring the happiness and prosperity of mankind. (Prolonged applause)

THE PRESIDING OFFICER, COMMISSIONER CLAXTON: To speak on the topic, "Education and the Suffrage" I now have the pleasure of introducing Mrs. Maud Wood Park, of Louisville, Ky. (Applause)

EDUCATION AND THE SUFFRAGE

By

Mrs. Maud Wood Park, Chairman, Board of Directors, National League of Women Voters, Louisville, Ky.

Mr. Commissioner, Ladies and gentlemen: I should be glad to claim Louisville, Ky. for my birthplace or residence, if I did not have one that is somewhat different from that, which I will leave you to guess as I go on.

When the dilitory thirty-sixth state has ratified the Woman's Suffrage Amendment, this country will see such an expansion of suffrage as has never before been granted by any organized and orderly government. Revolutionary China and revolutionary Russia did for a time extend suffrage, to numbers of persons probably greater than the number who will be enfranchised when the suffrage amendment is ratified. But revolutionary China and revolutionary Russia were not in a condition to continue the right which was temporarily extended. We know the United States of America will continue the completest citizenship of women which it is shortly to grant. Upwards of twenty millions of women willbe entitled to vote when the franchising is extended to all the women of the country. Approximately three fourths of those voters will be new voterss. If you remember the statement about the total number of illiterates in this country, which some member of the Commissioner's force has compiled, those five and one-half million totsl illiterates who, if they were put two abreast, and started in a line of march, would make something like -- to march something like twenty miles a day, would take over two months to pass a given point. Now if the women who are to be the new voters were put in a similar line of march, they would take over six months marching at the rate of twenty miles a day topass a given point. That will perhaps give you an idea of the enormous extension of suffrage that is to come very shortly in our country. It's highly proper that persons should be asking, -- tthoughtful persons, -- both men and women, -- what the result of this tremendous extension of the suffrage is going to be. Its natural that men and women should say: "Are the women as voters, going merely to duplicate the vote of men? And by their vote add numbers without changing percentages? Are they going to faillto vote, and thus make no definite

effect upon the result of suffrage, or have a destinct and distinctive contribution, as women, which they are going to bring to the country when they become, from one ocean to the other, citizens who are also voters?" Those are questions which nobody can answer finally at this time. It's always dangerous to prohecy about large numbers, and yet so far as experience goes in the countries and the states, in which women have already voted, that experience leads to the expectations that in certain directions women will have a somewhat different contribution to bring from that which has been brought by men in the service of the nation. Some special contribution nearly always has lain in the direction of women's special qualities.

Now I do not want to enter the argument as to whether the differences that we do recognize in certain psychological qualities of men and women are fundamental and ineradicable, or whether they are merely advantitious. I grant that to any statement that I may make upon this subject there are often glaring individual exceptions, but by and large I think the world agrees that women have some qualities in greater proportion than men have those qualities, and that women have other qualities in greater proportion than woman possesses those same qualities. Dr. Anna Howard Shaw used to say: "Women know more about some things and men know more about other things, but men and women together know all that is known about everything!" (Laughter)

Now it's in connection with those things about which women know more that I believe their special contribution to the government of this country is going to come; and I want briefly, if I may, to enumerate some of those qualities, and I am going to enumerate only the good ones. I think some of them would have to be classed as liabilities rather than as assets, but tonight I am speaking only of the assets which women possess I believe, to a rather greater extent than men.

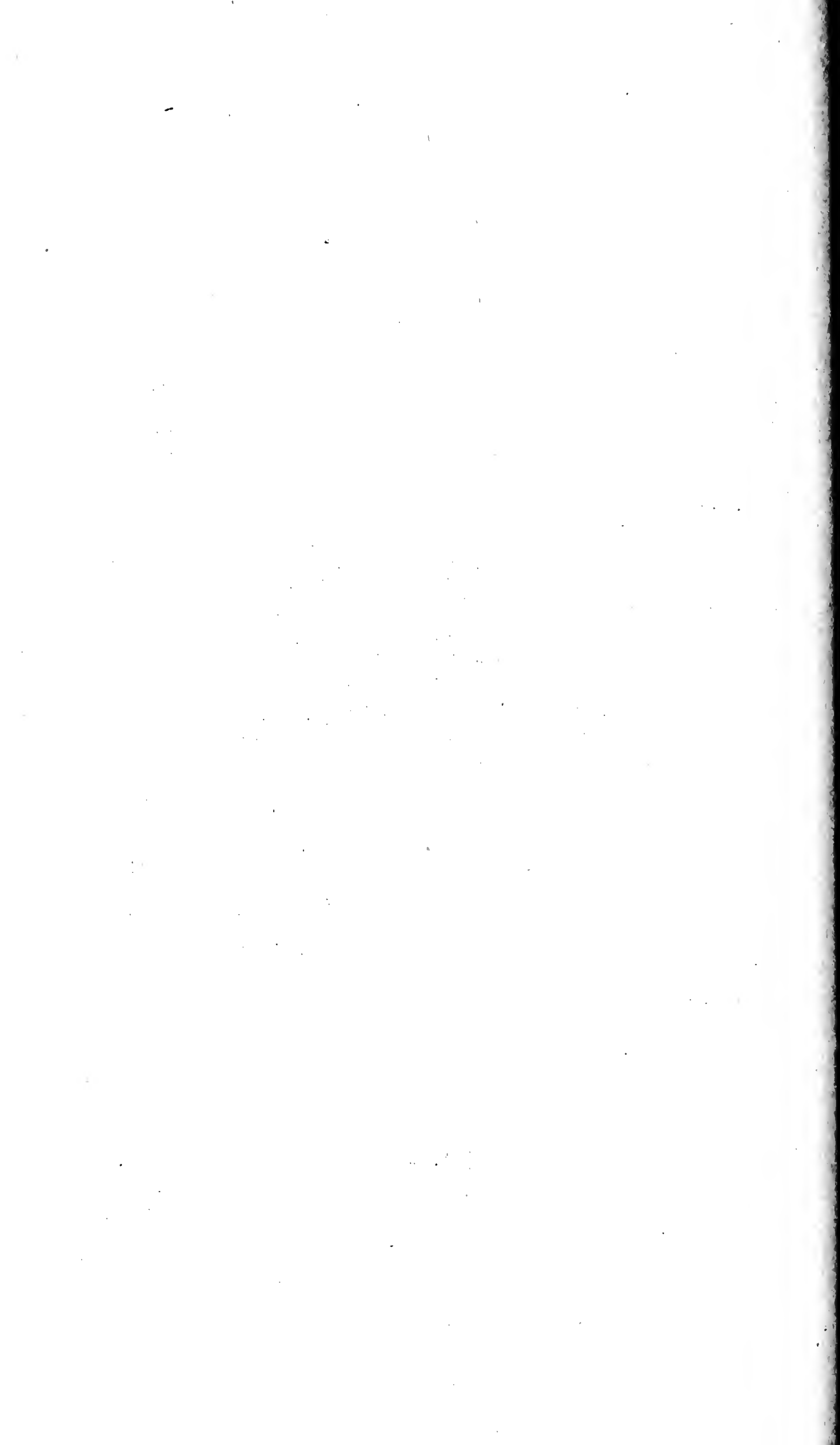
In the first place there is the habit of persistent and continuous industry, which women's experience in life has trained them to follow out. Women who are home-makers, womeh who do their own housework or who superintend housework, know that you cannot wash the dishes, for example, on Monday morning, and expect them to keep washed the rest of the week. The work has to be done again at noon and at night on Monday, and then all over again on Tuesday morning, noon and night, etc. Women who have the care and training of children, as most women do sometime in their lives, know that you cannot make children well-behaved or good all at once; it has to be done line upon line and principle upon principle: and so the women get the habit of doing the same thing over and over again; and realizing that it must be done over and over again if finally good results are to be achieved. Men, on the other hand, I think are more likely to go out and do some good and glorious thing, and then want to stop off, -- after doing some one great and glorious thing, they want to stop off and take a rest! (Laughter) A rather well-known writer traced that tendency of man back to primitive days, when the villager went out and shot a bear, let us say, and dragged it back to the edge of the camp, and a woman took the creature at that point and skinned it and prepared the flesh for food, and the skin for clothing or tents, as the case might be. Meanwhile, in the words of this writer, the man lay down on his mat and went to sleep! (Laughter) Now, there is a great deal of that sort of thing in modern life, and in the differences between the way and the man and the woman function. The men like to work hard and then they they want to lie down on their mats and go to sleep! (Laughter) And that's one of the reasons why so many splendid outbursts of civic enthusiasm flare up and fizzle out! (Laughter and applause) It's because the reformers who had the power of the vote have been largely men, and after they have accomplished their reform, they have taken a few minutes to life down and go to sleep. Now then, the women, with the other sort of training, I believe, are going to bring into our public life that habit of persistent industry in keeping after the concerns of the public that they have developed in keeping after the concerns of the home.

In the second place, I think we should all agree that women are more likely to see the human side of public questions than are men. Women have had the care of the children, of the sick persons, of dependent and defective groups in society, very much more than men. They have learned a sympathy and an understanding for human weakness that men do not so easily possess, and that, after all, is going to be a very valuable contribution to the future of human society, to the future of societyin this country, if the women are able to make the human side of public questions as important as they ought to be in the consideration of our statesmen.

In the third place, women have a tendency to put more emphasis upon moral issues than have men. They have had to teach the children that right is right and that wrong is wrong. They have not been tempted to compromise as men have been tempted to compromise by the strongest competition of business life. They have been looking at the absolute right and the absolute wrong of things more steadily than have men. And again, that is a quality that I believe is going to be of great value to us in our consideration of public questions.

Now the reason why I emphasize these three ideals to you tonight, is because I think they are all three traits that tend to combine in the subject which we are gathering here to discuss, the subject of education which is of such enormous importance to women, both as teachers and as the persons who have the home training of children. They do deal more directly and in more larger numbers with the needs of those who are in the ordinary sense being educated than men deal with those persons. They realize the importance of the stitch in time that saves nine later. They realize the economy of expenditure in the early stages, and do not consider it waste if it prevents far greater expenditure in the stages that are merely remedial of ill or evil, not preventive. Women do understand the waste of letting things go; and education is one of the subjects, -- is the subject perhaps in which that kind of economy counts for most.

So far as the organization of which I have the honor to be President Chairman is concerned, we are only in our new form of organization three months old. We have succeeded in organization, we are its daughter, which is over fifty years old in this country, -- The National American Woman's Suffrage Association. But organized as the National League of Women Voters. We are only three months old, and in those three months we have given some evidence I believe, of our interest, and abiding belief in the necessity of education. In the first place we have planned to educate ourselves and all the other new voters who want to be educated. We are planning in our program of work, citizenship schools for the new voters, one in every voting district of every state of this country, if it is possible to bring that about. (Applause) Now we planned those schools because we realized that women were serious about this question of using their suffrage for the benefit of the nation, and therefore we did not think so much of what the result was going to be for men. But I was interested and delighted not long ago at a dinner at Pittsburgh to hear one of the members of Congress, one of the Members of the House of Representatives from the State of Pennsylvania, say with regard to our citizenship schools that he had in the first place been rather opposed to our Association because he thought there was no particular need of it; but that having had occasion, as a speaker, to go several times to those schools in different parts of his own state, he had come to realize what he hadn't thought about before. I was very glad that it was a man that said this because it sounds rather ungracious on the lips of a women! (Laughter) So please understand that I am quoting a member of the Congress of the United States when I say what I am about to say. He said the truth of the matter is you women are coming into your suffrage all at once, and you have never been expected to know anything about government. Therefore you are not assumed to say that you do not say that you do not know ordinary things, and you are willing to study them, and to learn about them. On the other hand, he said the men have come into their suffrage automatically, most of them, at twenty-one. It has been taken for granted



that they know all about the government in which they are going to be voters, and that nobody has talked to them very much about the responsibility of the new duty. Consequently after they have been voting a few years they are assumed to say they do not know what they are expected to vote upon, and they are not willing to study. Now, he said, you women, by starting these schools of citizenship, and I hope this may prove to be true, I do hope with all my heart that these citizenship schools all over the country are going to bring about a re-birth, a rennaisance of interest in our great public questions, that ought to count enormously in the future of this country. We hope and pray that that may be the case, and we mean to keep persistently at this business of educating ourselves, in order that we may account to the country, thru our votes, as real assets, and not as liabilities.

Now, in the second place, we are just about to present our platform of federal measures to the platform committee of the national political parties. We have already presented them to the political committees wherever we have been able to find such bodies, and we expect to present them to the regular platform committees at the political conventions. Our program is essentially a woman's program. We think -- we found that there was no object in our presenting general issues, but just those questions which were those of primary and distinctive importance to women. The first of those subjects is the natural and most important one of child welfare, and the second is equally natural and equally important one of education. Now our plank which we are requesting both the political parties for education, carries the following requests:

First, a federal department of education; second, federal aid, where necessary, for the removal of illiteracy and for increased salaries for teachers; third, thorough instruction in the duties and ideals of citizenship for the use of our own land and for the newcomers who comes to our shores; that is what we are asking of the political parties in the way of an educational plank.

Matthew Arnold once said if the world ever sees a time when women come together purely and simply for the good and benefit of mankind, it will be as a power such as the world has never known. Now, I believe most firmly that when the women of this country have the opportunity to do so, they will come together for the benefit of education, and I believe that they will come as a united power for the promotion of education, such as this country has never before had. (Prolonged applause)

THE PRESIDING OFFICER, GOVERNOR MILLIKEN: To speak on the topic "Education for Citizenship," I have the pleasure of introducing the Right Reverend Thomas J. Shahan, Rector, Catholic University of America, -- Bishop Shahan. (Applause)

"Education for Citizenship"

By

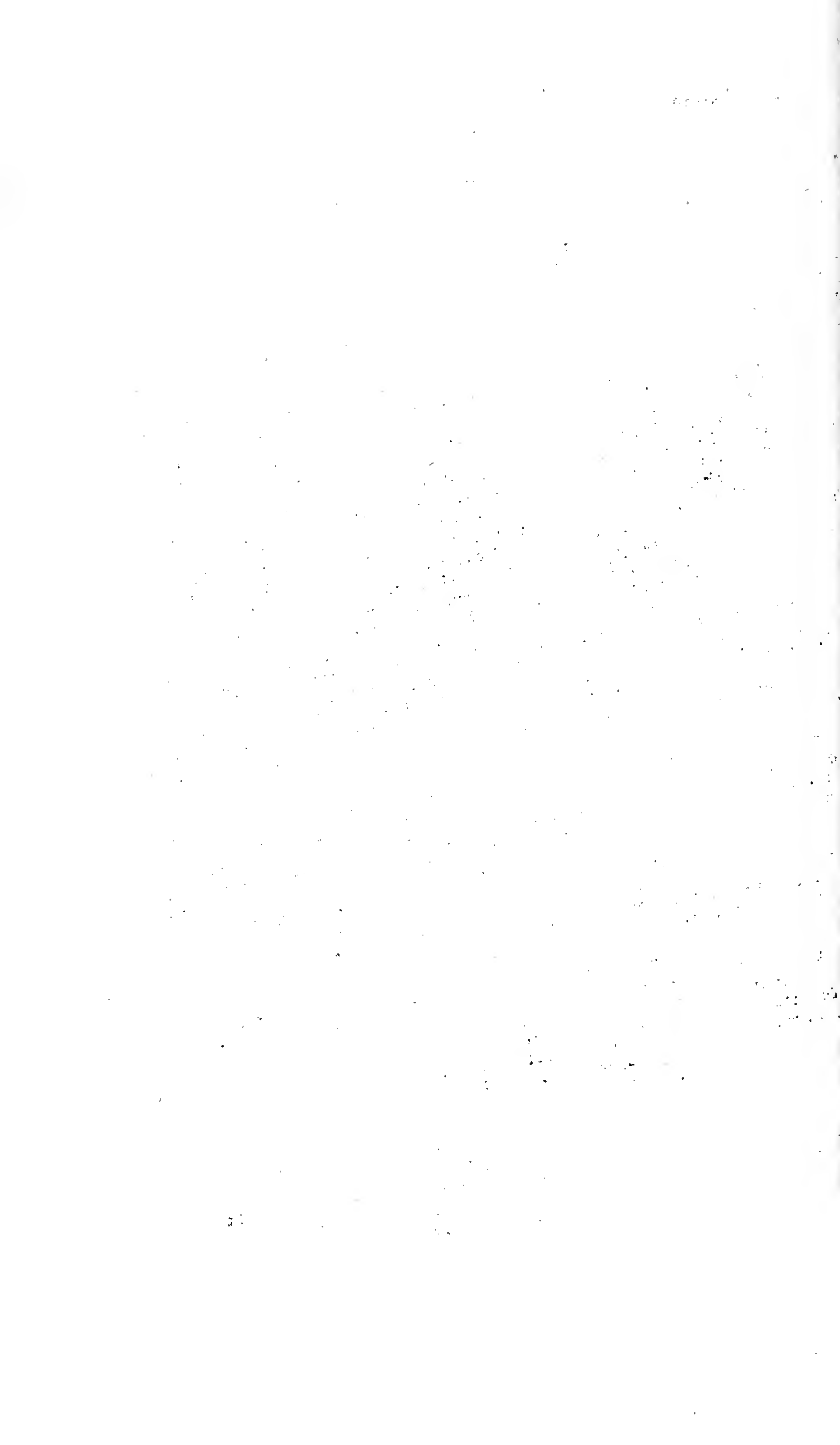
The Right Reverend Thomas J. Shahan, Rector,
Catholic University of America, Washington, D. C.

When we speak of citizenship we mean of course our traditional American citizenship, that choice flower of our public life, from George Washington to Abraham Lincoln. Its roots are still intact and its high spirit is still abroad, wherever the great world-shaping documents and facts of our political life are known and honored. That citizenship is the heir of the best thought and the widest world-experience of mankind from Athens to Westminster, and in one short century has realized the longings of all lovers of liberty, East and West, through the ages. In one hundred years American citizenship has renewed the political face of the world and if there be yet a few convulsive struggles of oppressed mankind, it is largely owing to the very fact of American freedom that there are political convulsions and that the just claims of oppressed peoples are not formally and definitely extinguished. Yesterday, it was Brussels, Belgrade, Prague, that stretched out imploring hands to Washington as to their only hope in face of conquering Prussian imperialism. To-day the world is noisy with the clamors and protests of other oppressed peoples whose love of liberty is as keen and as just, and whose subjection cannot be defended on any but Prussian principles of imperialism. In a few generations our American citizenship, this lively American sense and practice of our public rights and duties, has subdued a whole continent, has overcome all obstacles that nature and ignorance could offer; has interpreted, purified and elevated itself amid gigantic tasks of material development; has fully assimilated several foreign human stocks; has rejected many brilliant temptations to walk the paths of opportunism and error; has kept substantially sane and true its judgment of all public life outside its own limits; has cherished on all sides a spirit of healthy progress, social unity, and moral elevation; has followed the ways of peace though not in folly, servility or selfishness; has contributed richly to the arts and sciences, and to every phase of intellectual life.

In a word, American citizenship has made the world happier and better in many ways, and in turn has never ceased to absorb the best that the world had to give, whether man-power or brain-power. As far as American citizenship shed its influence in this world, political tyranny sickened, if it has not died. It is the fixed star of freedom in the firmament of modern history, and its warm light must one day re-vivify all peoples and nations now hold unjustly in the grasp of that imperialism from whose talons we were the first to escape, and escaping closed to it forever, we hope, the doors of the New World.

If this be a true description of American citizenship, it follows first, that it needs no apology for its present condition and temper; second, that we must not tolerate any obstacles to its normal beneficent action. The new heresies that sin against the traditional or usual concept of American citizenship should be followed up, challenged, and destroyed root and branch as anti-American, and thereby inimical to the general welfare of mankind.

The new, bad, and inhuman philosophy of life and government which has come among us quite recently should not be allowed to poison the minds of our youth under the specious but dishonest pretext of free thought and free speech, for that privilege, or that right, if one will, cannot be wisely conceded to thought and speech evil in themselves and used solely

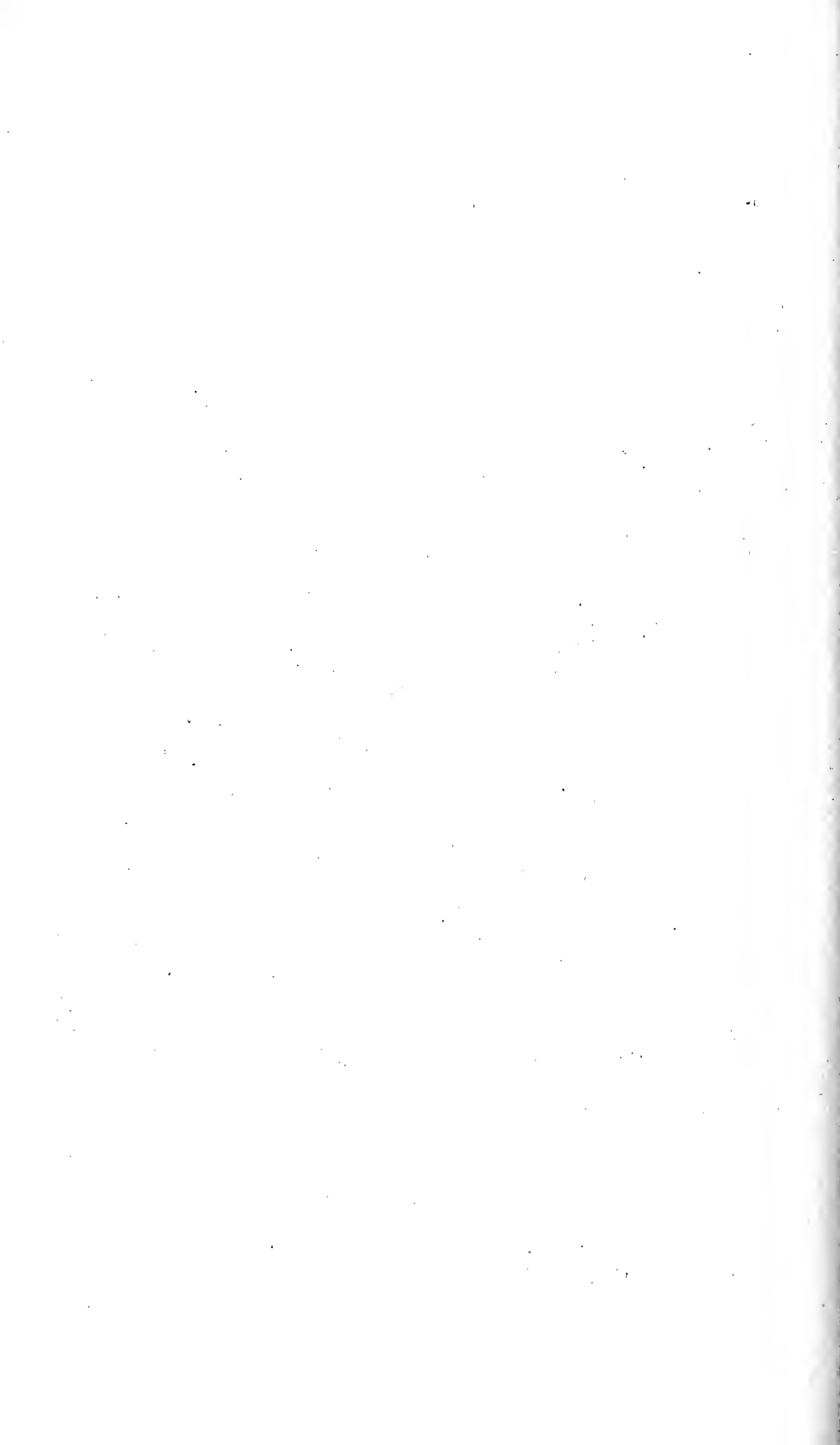


to destroy our common platform of safety, under the pretext of a broader humanitarianism, a world-citizenship that proscinds from the immediate natural strict duty of every American citizen to conserve and transmit his glorious inheritance!

Between American citizenship and European citizenship there is a specific difference, ocean-wide, literally and morally. We cannot think in the same terms, for our American political experience, like our American constitution and government, differs profoundly from that of Europe. Their political development has been mainly one of endless wars over a thousand years in the same small cockpits and for the benefit of the same type of men. Deep, sullen, patient, ineradicable invdictiveness has long prevailed in vast human strata of Europe, as now throughout Russia, which at the first dawn of freedom began a huge saturnalia of destruction and ruin. Hatred and revenge are the gospel of millions rendered quasi insane by centuries of various oppression, and ringed around by many forms of wrong. Humiliation also is written across the forehead of most great nations of Europe, ---defeats; losses of territory, population, resources; dynastic troubles; transfers of allegiance, of religion, of advantage and opportunity; treacheries and betrayals without number, all the known evils of an immemorial secret diplomacy. Since the days of Charlemagne, for example, a narrow strip of land from the Alps to the sea has been dyed to saturation with human blood, and over it have raged all the political passions and vices, all the social and economic conflicts, all the religious bitterness and antipathy, all the personal ambitions and vagaries of irresponsible rulers, vindictive factions, and nameless miscellaneous selfish misgovernment.

How different the origin and growth of American citizenship! Its enmities have been those of nature, i.e., distance and physical obstacles; its conquests those of knowledge and labor, the peaceful conquests of exploration and transportation, and intercommunication; the incredible development of the forces latent in the elements of nature, the discovery and uses of the raw materials and essentials of industry and commerce; the growth and movement of harvests that stagger the imagination; the constant knitting together of all human elements and forces within easy range of a broad humane democracy! The evidence and the honor of our traditional American citizenship lie in this immense complexus of universally beneficent facts, for they are its proper fruit, and as they stand have so far never been met with in other political forms and conditions.

The hard fortune of war has recently brought us into intimate touch with the problems and desires, the traditions and the mentality of the chancelleries of Europe. By these relationships also our American citizenship has entered temporarily into contact, social and economic, with the mentality and the ideals of the peoples of that Old World, whence all of us have issued, however remotely. This close contact, along the cruel unatural lines of war, could not be helped, but let us soon return to our own difficult and numerour problems, and take up the only properstudy and settlement of them, a study and a settlement based upon our American traditions, spirit, history and ideals. For we of the United States, are pre-eminently the New World, with all that the pregnant term implies, and mankind yet looks to us in the spirit of those multitudes who quitted the Old World and took up life anew on this side the Atlantic while yet the radiant figure of George Washington stood before all men as the incarnation of that human love of freedom which has been for ages a will o'the wisp. Sympathy with Europe, yes; aid and comfort, yes; encouragement and charity, yes. But let us not be drawn closer to the maelstrom of its politics or its statesmanship, for they are decidedly not kin to American citizenship, and are without exception all tarred over with an unclean imperialism, all one long sad chapter of the strong, rich and masterful beating down the weak, the poor and the lowly, enslaving them, and dooming them to a toil without hope, reward or end.



Naturally, one of the best means of civic education is the true history of our own country. Its great crises and problems are so near to us; its great figures yet so visible in the background of national life; the great documents and monuments of one marvelous century are yet so intact and legible that there ought to be no fear of our misunderstanding the deeds, the principles, and the spirit of men who founded this Republic, and with divine aid and great human wisdom conducted it rapidly to greatness. We ought not to tolerate those histories of recent date in which the American Revolution is set in a hostile unsympathetic light, books filled with "suppression of truth and suggestion of falsehood", the works of men who would "re-write and teach the stories of those heroic days as alien interests wish." It needs no Cicero to proclaim the influence of historical teaching. The Great War has taught us to what extent the historian can penetrate the mind of a great people, and hurl it blindly and recklessly against unoffending neighbors. Our American history, such as we have received it from the men who in great part made it, or knew its illustrious makers, should be widely monumentalized, so to speak, with the conscious purpose of making eloquent by natural and local effort our public buildings, great natural sites and objects, and every occasion of visualizing the salient facts and truths, and the real spirit of our public life. The arts would profit greatly by this high and noble propaganda. What more patriotic subjects for the walls of our new railway stations than the great oration of Patrick Henry or the Battle of Lexington? Ages cannot wither such themes nor custom stale their moral force, nor ought they ever fade from the consciousness of our people. This was the America that fascinated the peoples of Europe in the golden half century that followed the Revolution and caused all men to look upon us as a political Eden.

Individual freedom, vast and delectable as the prairies or the forests, was the dominant note of this first century of American history. Its apostle was the frontiersman who went forth to conquer nature with his rifle, his Bible and a package of newspapers. He was the disciple of George Washington, the Adamses, Marshall, Monroe, Jefferson. The old pagan concept of the State as many would have us take it over from Europe, or rather from that pre-war Prussia we have overthrown, an absolute omnipotent juggernaut, was both foreign and offensive to this original American citizen, to whom all centralism and imperialism were very odious. In this respect we are drifting away from the type of American manhood that built our nation, secured its frontiers, and wrote our bill of rights in a few immortal principles. Under specious pretexts and often by reprehensible means, our traditional American concept of individual and local freedom, rights, duties and responsibility, is greatly imperilled in recent times. The family, the home, and the natural rights of parents are injured by legislation, actual or proposed, that ignores the fundamental rule of American democracy, viz., that the State has no right to restrict the liberty of the individual beyond the limits necessary for its own protection and preservation. Nor will it do to say that new times and conditions, industry and commerce, inventions and discoveries, have created a new order of life in which the American individualism of our golden age can no longer be tolerated. In this personal freedom, for which he defied kings and aristocracies, the American citizen has ever recognized the primal irreducible element of his political life. Pride in it, and exercise of it, have colored our national life, so to speak, in every decade, and wherever the American citizen set foot on his vast patrimony. Indeed, it is true that to this great freedom of initiative, unequalled in human history, we owe the development of American wealth and power, of invention, discovery, and enterprise in all its forms, whereby the whole world has been benefited, the range of civilization widened, and

immense latent forces loosened in the heart of mankind. This vast freedom of initiative made and makes the American citizen of the original type a natural enemy of all monopoly whether in business or in politics, and the same general temper is to be observed in his attitude toward religion. We cannot therefore imagine him inclined to a state monopoly of education, for which reason our American life has until recently been spared any serious endeavors to change the fibre of our traditions in this respect. We may also believe that as he looked about in the United States and observed the incredible development of education, owing to private initiative and religious zeal, the immense and costly equipment, the personal toil and sacrifice, the rare idealism of the teachers, the secular benefits conferred upon poor and struggling communities, the healthy mutual rivalry, the facile Americanization of multitudes otherwise destined to become politically drift and refuse of their time; as he observed their happy insistence on the highest morality anchored in religious belief, and thereby secured the joyful acceptance of civil loyalty; as he made note of their alacrity and ardor in responding to the call of the American State whenever the hour of its supreme peril was at hand, and in offering their lives for its safety and welfare, he would cordially agree with the educational principles set forth in the following brief paragraph from the recent Pastoral letter of our American Catholic bishops, read in all their churches, and accepted by all their people.

> The State has a right to insist that its citizens shall be educated, It should encourage among the people such a love of learning that they will take the initiative and without constraint, provide for the education of their children, Should they through negligence or lack of means fail to do so, the State has the right to establish schools and take every other legitimate means to safeguard its vital interests against the dangers that result from ignorance. In particular, it has both the right and the duty to exclude the teaching of doctrines which aim at the subversion of law and order and therefore at the destruction of the State itself.
>
> The State is competent to do these things because its essential function is to promote the general welfare. But on the same principle it is bound to respect and protect the rights of the citizen and especially of the parent. So long as these rights are properly exercised, to encroach upon them is not to further the general welfare, but to put it in peril. If the function of the citizen, and if the aim of education is to prepare the individual for the rational use of his liberty, the State cannot rightfully or consistently make education a pretext for interfering with rights and liberties which the Creator, not the State has conferred. Any advantage that might accrue even from a perfect system of State education would be more than offset by the wrong which the violation of parental rights would involve.

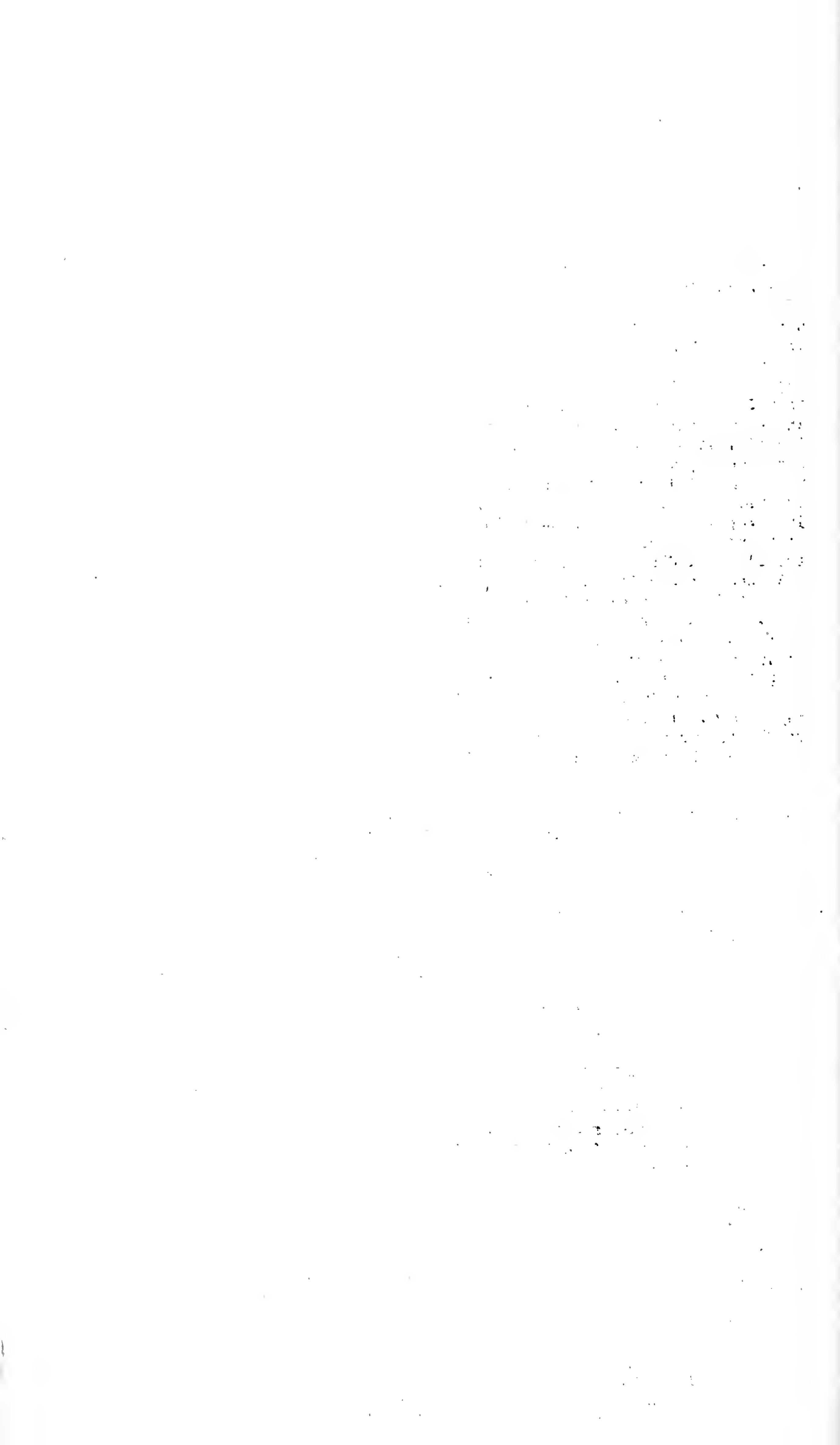
The chief burden of American citizenship is the maintenance of law and order, the very framework of our society without which it must decay or collapse. Now all law and all compliance with law, where they do not rest upon force, must rest upon certain convictions as to what is good or bad, true or false, just or unjust. In other words, if we would have social peace and progress, there must be some code of morality, some fixed principles of conduct, which shall bind all citizens in their innermost conscience, and by their rock-like truth compel the voluntary adhesion of all to the action of rightly constituted authority. Our American society has hitherto accepted, broadly speaking, principles of Christian morality, as

exemplified in the Gospel, the Ten Commandments, the best Christian example, and the immemorial teachings of Christian ethics. On the whole, our legislation has presupposed and confirmed the obligatory force of Christian principles and temper, both as to private conduct and public life. Our people have not yet written definitely into their lives, their laws, and their institutions, any other ethical standard or spirit, pagan, agnostic, or opportunist. In this sense, we may yet be described as a Christian state, and Christian morality may yet be said to be the inner sustaining force of American life, in theory at least, in lingering admiration for its civilizing power, and its incomparable grip on mens' souls, and in sheer incomprehension of any order of life which would prescind from it or reject it, logically and generally, as for example the Bolshevist regime in Russia or the recent Communist fiascoes in Europe. In as far as our political propaganda against the Prussian state appealed with success to the American conscience, it was along the lines of Christian morality on whose tenets it based its accusations, and whose spirit it invoked when it preached to Berlin charity, mercy, pity, respect for the non-warlike populations, their lives property, and welfare. We may take it for granted then, that American citizenship cannot be maintained at the high level of the past unless the education which produces it and sustains it be itself ensouled with the morality of the Gospel and of the best Christian thought, example and teaching. This seems a truism in view of the prevalent world conditions described by Pope Benedict: lack of mutual good-will, contempt for authority, class-conflict, pursuit of the perishable goods of this world, and utter disregard of the higher and nobler things of life.

After all, the best security for American education and thereby for American citizenship is religious training. For this we have the authority of George Washington in his Farewell Address:

> Of all the dispositions and habits which lead to political prosperity religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism who should labor to subvert these great pillars of human happiness --- these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect them. A volume could not trace all their connections with public and private felicity. Let it simply be asked: Where is the security for prosperity, for reputation, for life, if the sense of religious obligation desert the oaths which are the instruments of investigation in courts of justice? And let us with caution indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious teaching.

n The great primal fact of God as our maker, ruler, and judge overshadows and conditions the whole range of being. The persuasion that we are made to know, love, and serve Him offers a working philosophy of life, a compass on its stormy sea. The burdens of life are borne more cheerfully when the common heart turns easily Heavenward, and amid the pressure of private sorrow and public disaster fights the demons of envy and discontent with the weapons of faith and love. The advancing centuries bring many improvements of human life, not all of them unmitigated blessings perhaps, but so far they have not affected seriously the heart of man. His years on earth are yet few and trou[illegible] his thirst for perfect happiness ever un-quenched, his mistake of symptoms fo[illegible] causes persistent through all time. It is well for him if he have been taugh[illegible] from youth to look on the endless cross currents of life, with Christian eyes, if he can learn to say with the good gray poet,



I see the wrong that round me lies,
I feel the guilt within;
I hear with groan and travail cries,
The world confess its sin.
Yet in the maddening maze of things
And tossed by storm and flood,
To one fixed trust my spirit clings;
I know that God is good.

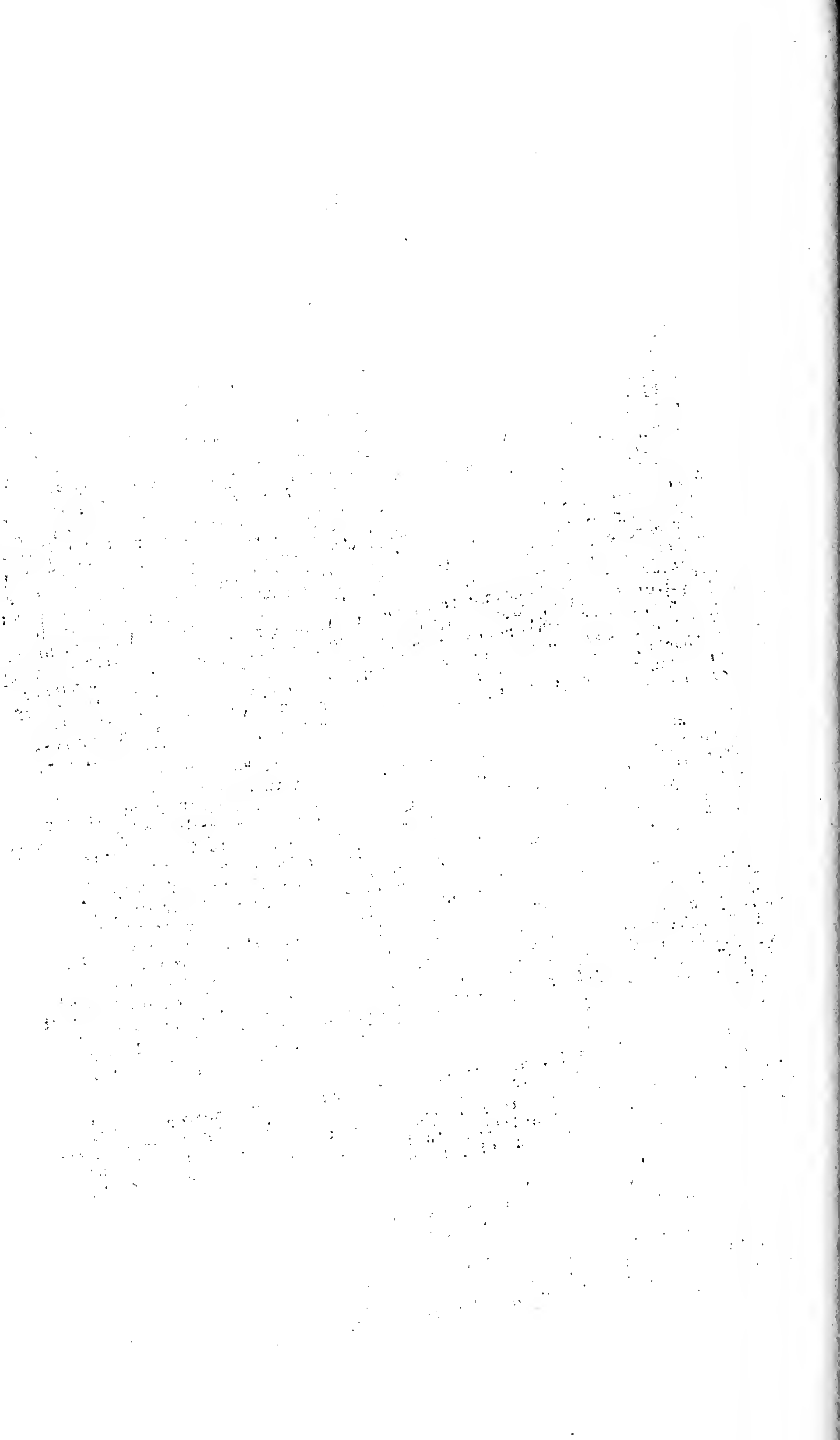
"Neither education nor philanthropy nor science nor progress can ever take the place of religion," says a certain good man. These merely intellectual agencies are no substitute for a supernatural faith that is a distinct light and guide from that of human reason. Something higher and nobler than flesh and blood, something eternal and immortal, broods over this world for the regeneration of man unto a destiny with God that the human mind within its own natural limitations can neither grasp nor comprehend. The man who knows the world as God's own work and every way related to a divine purpose escapes the hard pessimism of our modern life and its cold intellectual culture in whose unhealthy light hope and ardor soon wither on the ashes of faith and love. Training in religion offers the highest motives for conduct, and exhibits the best examples of a good life, and in the holiness and justice of God presents the highest sources and sanctions of respect for authority and obedience to the laws. "Only too well" said Pope Benedict recently, "does experience show that when religion is banished human authority totters to its fall - - - - Likewise, when the rulers of the people disdain the authority of God the people in turn despise the authority of man. There remains it is true, the usual expedient of suppression by force; but to what effect? Force subdues the bodies of men, not their souls."

But what considerations can equal the example of Bolshevist Russia? Here is the largest and richest of the great Western states a prey to every form of wrong and oppression that the imagination can conceive. Property, personal freedom, life, all rights and obligations are trampled under foot, while a new insane order of life is offered to the world. And the main idea of this revolution, the most ominous in history, is war against God and against every form of religion. Its blasphemous philosophy threatens us every hour, and its active world-wide propaganda ought to cause every sane patriotic mind to weigh well the true reasons and the real conditions of its growth and its power. It is the triumphant antithesis of the Christian order of life, and in its entirety the movement lives and thrives on hostility to religion. Could there be a better commentary on the sentiments of George Washington as to the close relations between the Christian religion and the public and private welfare of our people?

American citizenship, both at home and abroad, is henceforth charged with a heavy burden, the burden of development on all the true inner lines of our wonderful history, and the burden of the overseas world that has fallen down upon its duties, its opportunities, and its golden hopes. In regard of the domestic burden, may we not say with Shakespeare

"To thine own self be true,
And it must follow as the day the night
Thou canst not then be false to any man."

We must conserve and perfect our American concept of virtue, private and political, a divine gift, it is true, but developed amid the immensities of nature and apart from the diseased social conditions of the Old World.



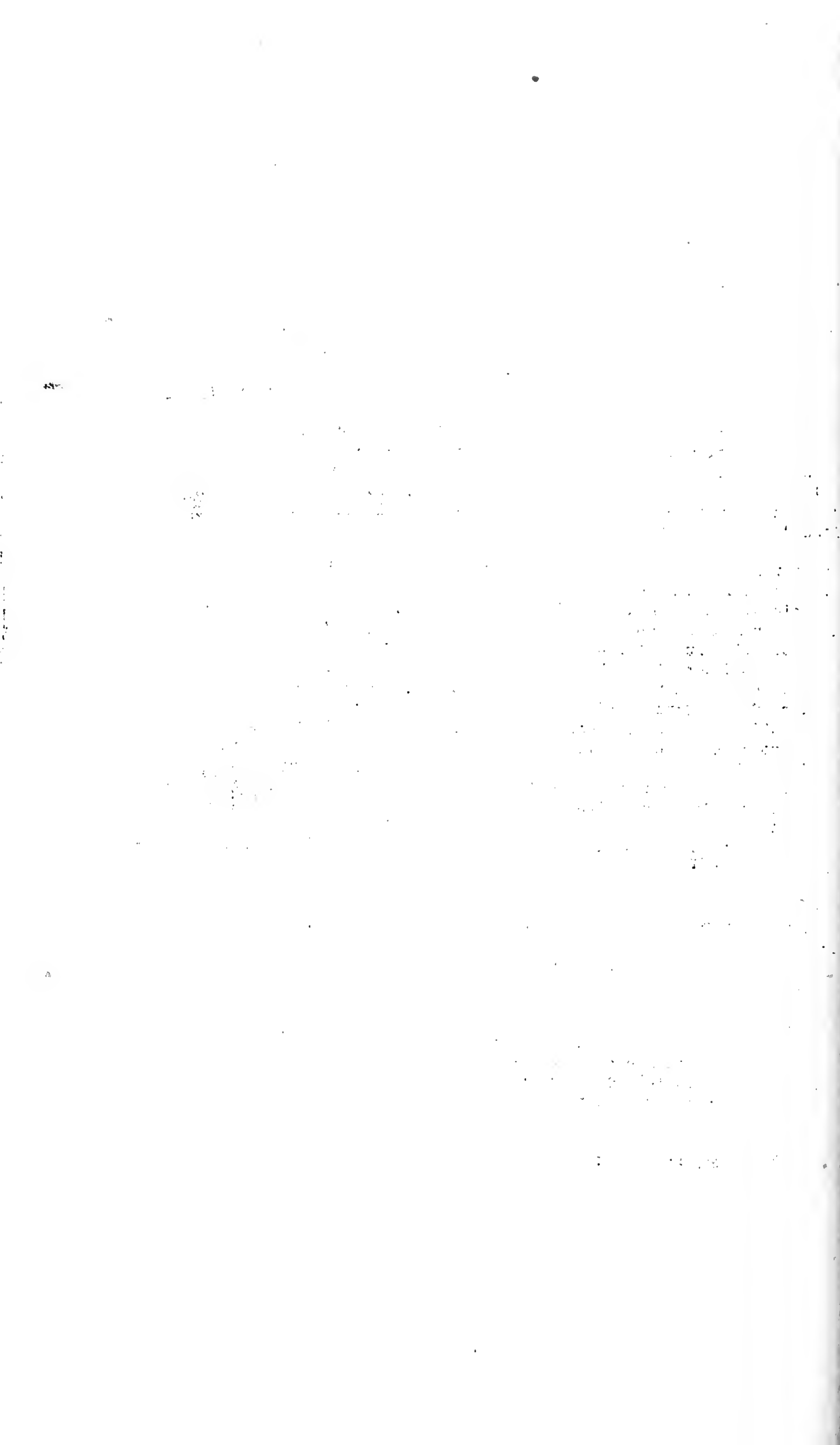
We must gather in, unite, and assimilate the human elements forever attracted by the lode-star of our freedom and our prosperity, but let us atone for past neglect by wisdom, regularity and humanity of our new philosophy in respect of the immigrant. We must imbue the mind of American youth with abundant reliable knowledge, elementary, technical, professional, liberal, in due proportion, and with due respect to conditions and circumstances, avoiding the pitfalls of the doctrinaire and the shallows of sciolism. We must recognize and enforce the great basic truth that the American man liveth not by bread alone nor for material ends only, but that he is a child of God, endowed with duties and rights which he must deal with morally, self-reliantly indeed, but in all conscience as before his Maker and Judge.

As to the world-burden imposed upon our American citizenship, we shall best meet its demands by the development of those national traits which distinguished us amid the scenes of conflict. The American citizen will be ever unselfish and self-sacrificing in face of the urgent needs of suffering humanity, but he will not be lacking in prudence, good sense, and moderation. He will not substitute himself for those who can and ought to work out their own salvation, nor become the common carrier of the sorrows and woes of all mankind. In the coming years, asthe new political order of Europe develops, he will need to walk warily to avoid entanglements in a world habituated to them and wont to free itself by ways and means that are not congenial to American citizenship must hold its own in the world by its traditional spirit and principles, concerned first with its own security and identity and watchful ever lest its fibre be changed and a pure humanitarian service and temper take the place of our national consciousness, self-respect, and domestic obligations. (Prolonged applause)

THE PRESIDING OFFICER, GOVERNOR MILIKEN: The final speaker for the evening has for his topic: "Education for Human Culture." I have the privilege of presenting Hon. Enoch A. Bryan, State Commissioner of Education of Idaho.

HON. ENOCH A BRYAN: Mr. Chairman, ladies and gentlemen: I do not yet quite know why one should have been selected to say the final word on human culture in this conference, -- why this should have been assigned to one, who for a quarter of a century, has devoted his time to scientific, technical and industrial education in one of our land grant colleges. We

(Whereupon, the speaker read the following address.)



By. Hon. Enoch A.Bryan, State Commissioner of Education, Boise, Idaho.

We have discussed during the past few days educational obstacles, objectives and ways and means.

Education has come to have a large place in the activities of the civilized races. Elaborate machinery has been designed a multitude of men and women enlisted in the cause, and a great financial budget has been provided. Sundry ends to be attained have been pointed out and emphasized during this session, but, after all, it must not be forgotten that the great ulterior end is human culture.

It is well, before we separate, to emphasize the fact that a more complete manhood, a more perfect womanhood, a greater humanity, includes and is paramount to all other ends. We are apt to foget this when we fix our eye too steadily on nearby objectives.

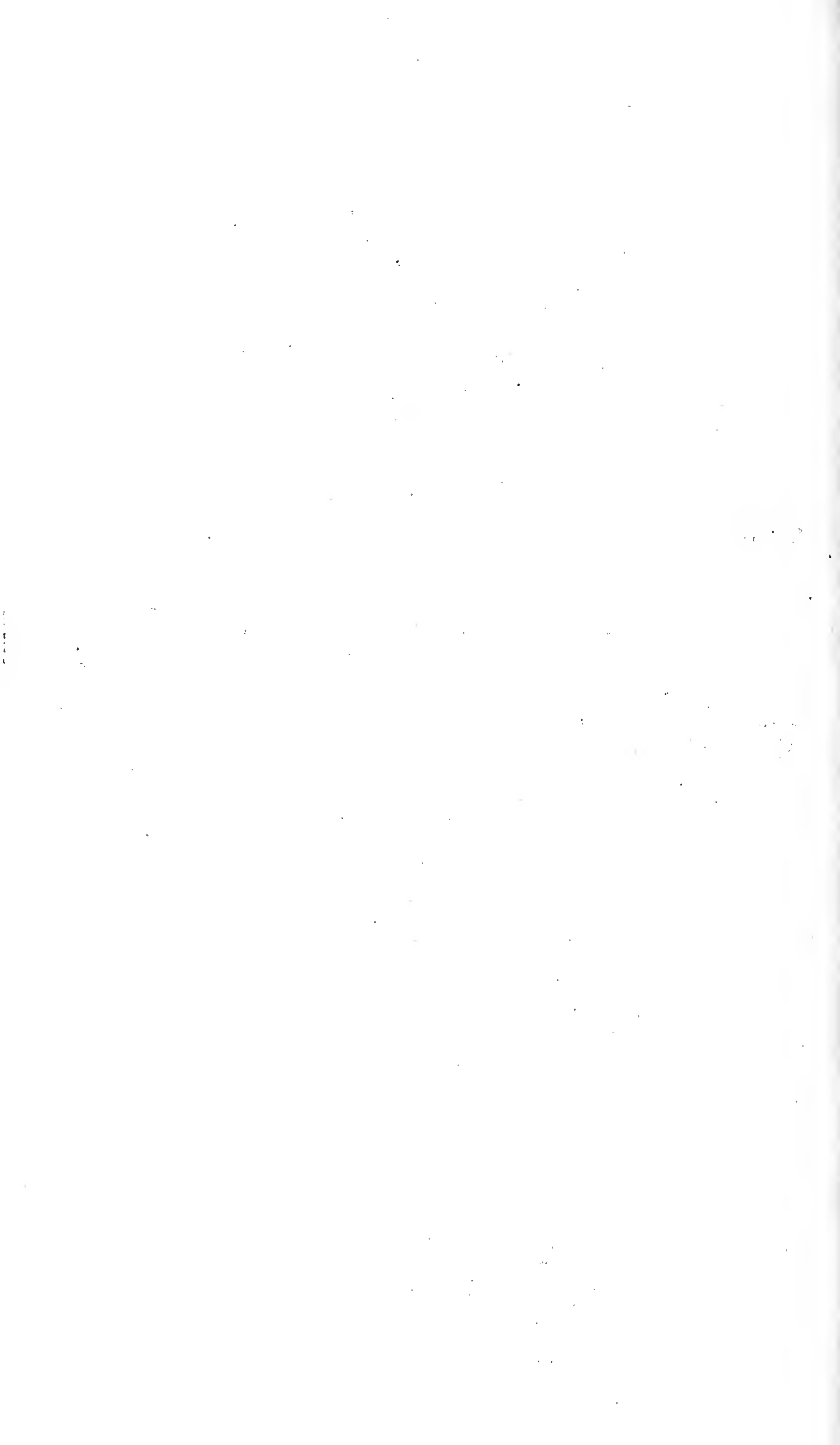
Getting ready to earn the daily bread is good and preliminary. Skill in the trades and handicrafts is good. A command of the primary instruments for gaining knowledge is good. A sound and well developed body is good and a great source of human happiness. Efficiency, mental and physical is a great good. Civic ability and responsibility are essential in any organized society. Scholarship, in its broadest sense, is a precious possession in any commonwealth. Religion, in its broad sense, is a worth end, if not ofstate, at least of human education.

Some of these incentives are near and the incentives to their attainment are great, others are more remote, more idealistic and their more complete attainment is for the few.

But there is somewhat, not fully indicated by these, and yet contributed to by all, a sort of universal good of all individual and racial strivings. We call it human culture. It is the desire and effort for self expression, self enlargement, self perfection, always in sight- never fully attained unti. "I want to know", "I want to do", "I want to be". These are man's instictive answer to the divine command. "Be ye therefore perfect."

We are a practical people. Man must have food, clothes, shelter. We will prepare him to secure these. He must till farms, build houses, build cities, traverse the land and the sea, dig out for use the previous and useful metals and minerals, span the floods, tunnel the mountains, fetch and carry about the earth his commodities; he must fly in the air, dive into the sea, print the news; communicate by wire and without wire with his fellow manl he must turn and overturn and in doing so must create armies and navies and slay his fellow man by the millions. And that he may do all these things, we will equip him with the knowledge and give him the occupational and technical efficiency to accomplish all these results. He must found states, make laws, hold courts, and establish a police. We will therefore train him in the laws of the ancients, in the experience of the race and states that have passed, and in the experience and conditions of the men and people that now are, and we will help him to ascertain what they are saying and thinking about and striving for. We will also teach him the structure and functions of his own body and those of other animals and plants and train him to be strong and of good health.

But why must he do all these things? To what end must he be fed and clothes, and build and farm and transform this material universe about him? Why must he create and destroy.



material universe about him? Why must he create and destroy, organize and administer, construct and overthrow and develop physical and mental power? For Human culture, we answer. And just as we do not aim at holiness and try to lift ourselves into Heaven by our own bootstraps, but rather lift up the man who has been wounded by thieves and pour into his wounds wine as an anticeptic and oil as a soothing protection from infections, so we use this multitude of actions and reactions of our physical and human environment as the means whereby we may grow into more perfect beings and a more perfect race. Our deeper striving for human culture is like that of the apple-tree for perfect fruitage, like the strivings of the rose for fragrance and beauty.

"These temples grew as grows the grass". Culture is the subconscious, ever present, ever pressing motive in all our educational undertakings.

A little while ago, under that great and wise selective draft law, ten millions of our fairest and best - the youth between the ages of twenty-one and thirty-one - stood forth at their country's call for its defense. They were deemed the fittest, and they were the fittest to defend the Nation, and so the duty which rests equally upon all of making the ultimate sacrifice for all rested upon them. And with an heroic calm they stood ready for the sacrifice, strong and supple of body, courageous of mind, full of hope - they were indeed our fairest and fittest. But what a shock to the Nation was it when thirty-four per cent were rejected on account of physical defects - most of them preventable.

So now our schools are to address themselves to a new task, namely, the preservation of the health and the development of the bodies of childhood and youth. It is a great task and worthily will we undertake and accomplish it.

We have boasted much of our schools in the past, have decried illiteracy, pointed with pride to increasing percentages of literacy and have loudly proclaimed universal knowledge as the panacea for all our ills, economic, political and social. But we have been rudely awakened to the fact that mere literacy and the life which ninety per cent of our people are to live are not close to each other; and that the schooling did little to fit our people for their life work. We have learned more than this, what we had overlooked before, namely, that in the common materials about us and in the common operations of life are to be found very fit and very useful instruments by and through which a more rational education may be attained. We have learned that the living book of Nature, once open, does not close when the door of the school room closes for the last time behind the youth, but that it remains an open book and becomes the source of continued growth. We, therefore, have highly resolved to reject no useful instrument of education and to carry into effect presently more fully an enlarged program in which vocational training and guidance, or, as I would rather call it, industrial education will have a larger place.

We are not at present going to lose our faith in scholarly attainments, literary appreciation and skill, mathematical knowledge, scientific technique, linguistic proficiency, or philosophic acumen. These ends will forever have a large place in the school curriculeum and measurement of results will long be taken from these standards.

Of late years, we have talked much of citizenship as the prime objective in public education. We are not likely to over do this. Yet, after all, our relation to the state is not the only, nor even the chief end of man. It is important to ourselves and others that we be good citizens, obey the laws, pay our taxes, vote on election day, stand by the Constitution and support the party of our choice. I grant you that civic duties go beyond these, but the phrase "citizenship" does not embrace the whole duty of man I would point out too that the common prescription for the preparation for citizenship, which includes a large dose of American history, much study of the .. laws and constitutions, sociology and economics, etc. is not the only one of value. I have known men whose minds have reached the point of saturation with these studies whose citizenship was at least questionable. Geometry also offers an excellent training for citizenship. So does foot ball.

But all these things which I have recited - bodily development, mental development, book knowledge, vocational skill, civic efficiency, etc., to say nothing of universal military training, are after all, as I have indicated, only more or less perfect means of the great end - human culture.

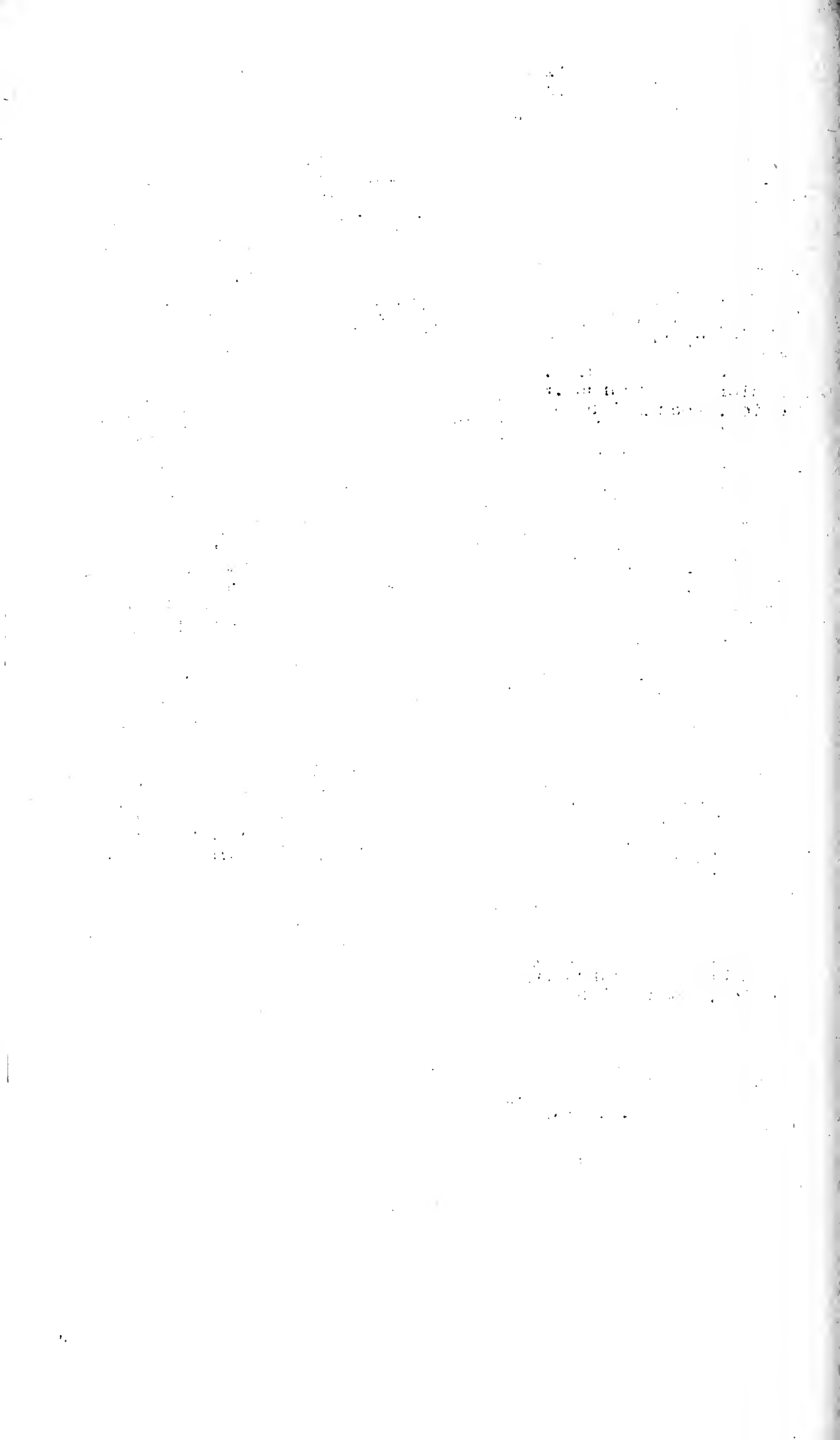
Now, it is not two generations ago since the doctrine of "Culture" and "Discipline" as the chief ends of education was held almost as a sacred dogma. And yet there was almost more falsehood about this doctrine as it was then held and advanced than about any other educational tenet of the Nineteenth Century.

The rise, progress and decline of this doctrine marked the end of the long reign of verbalistic education. It came as a belated defense and excuse for a regime in university and school education which had had a perfectly natural origin and development and which, nevertheless, outlived its usefulness.

The utter waste which attended a psendo-linguistic education, the worship by its devotees of certain subjects as the sacred and sole means of mental development and discipline, the pride in the possession of a body of purely gramatical and verbal knowledge, the waste of time and strength of college graduates over grammars, dictionaries and texts in their pitiful attempts to qualify as scholars, will in course of time be looked upon as the wonder of Nineteenth Century education. The doctrine of "Disciplinary Values," the falser doctrine of the danger to discipline and culture which would come from a useful, or, as they called it, a "utilitarian" subject, have likewise perished.

But in the downfall of the pseudo-culture theory, we have stood in some danger of keeping our eyes too intently fixed on the foreground. We are not past the time when the literature and the life of Greece and Rome and the Jews may find a proper place in the schools and in scholarship. We accept the vital importance of linguistic studies - even of the German language. Accepting as we do the necessary use of practical subjects, technical and scientific subjects, vocational training and physical education, we will also hold fast to music, art, literature, philosophy and religion. The material world and all that that implies must be used in education; but so must the spiritual world and all that that implies. Nor do these "metaphysical" instrumentalities belong only to higher education. From childhood up they have their proper place.

What I am saying ... conference ...



What I am trying to say in closing this long and useful conference is that educational organization and instruments are here to make men and women. The true, the beautiful and the good should enter into every educational process. From the stage of their literacy up to the most profound scholarship, human culture, in its degree, is the goal. The clear perception of the facts in the case, straight thinking from premise to conclusion, confidence in the verities, self control and self direction, moderation, consideration for others, freedom from prejudice, poise, are marks in the varying degree of that human culture which at every stage merges. There is no step of the conscious process of education which ought not and does not have its corresponding degree of the ultimate product. Organizers, administrators and teachers should hold steadily in view the Grand Objective - Human Culture. (Prolonged applause)

THE PRESIDING OFFICER, GOVERNOR MILIKEN: Is there any further business to come before this conference?

A MEMBER: Mr. Chairman, I have been requested to present this brief resolution:

(Resolution to be inserted not handed to reporter.)

I move a rising vote of appreciation in regard to this resolution.

(The delegates arose amid applause.)

COMMISSIONER CLAXTON: I assure you of my appreciation of that vote. It is only a part of the duty of the Commissioner of Education, -- some little part of the great duty which it happens he could perform. Is there any other business?

A DELEGATE: I have been detailed to ask if I may have one moment for an appeal for those who cannot help themselves.

COMMISSIONER CLAXTON: You may sir. That's chivalry.

THE DELEGATE: Mr. Chairman, this is our city. Those who labor in it are our servants. Those who do the work of education in it represent not only this city, but the nation as a whole. The teachers in this city, I have been assured, from information conveyed to me, are insufficiently paid. It is hoped that Congress, by October will have for them a wholesome increase. Meanwhile, they approach the end of the year in which their compensation has been insufficient. They face a vacation in which payments do not come, and they are about to appeal, or have already done so to Congress for a $500 bonus for relief in this emergency, and, sir, I ask your permission to offer this resolution:

(Resolution to be inserted not given reporter)

Sir, I move the adoption of the resolution.

COMMISSIONER CLAXTON: You have heard the resolution.

(The resolution was seconded by two members of the Conference.)

COMMISSIONER CLAXTON: It is seconded twice. I could get it seconded a good many times if you would let me call on certain people here.

A DELEGATE: Mr. Chairman, in view of the fact that this conference is a general conference, and not a specific conference, and in view of the fact that many members here might make the same request, that their salaries are inadequate, -- my own salary is inadequate; I would like to have a bonus, and I would for this assembly to vote that bonus in some fashion. In view of these facts, Mr. Chairman, I move to amend by referring this resolution to the General Committee on Resolutions.

COMMISSIONER CLAXTON: Is there a second to the amendment?

A DELEGATE: Mr. Chairman, may I say a word?

COMMISSIONER CLAXTON: You may.

THE DELEGATE: The people in the City of Washington have no voice. My friend could go home and talk to his Congressman and get relief. The people of this city have no vote, no voice. They are our

servants. They depend on us. It is our business, the business of everyone of us. (Applause)

THE PRESIDING OFFICER, COMMISSIONER CLAXTON: May I make a statement. I imagine the motion is offered on this principle, that the United States out of its treasury, pays at least half of this fund. It determines what the other shall be, and the City Council, for the purposes of educational appropriation, are the representatives in the lower house and the Senators of the United States, coming from everywhere, and the citizens of Washington have no kind of power to instruct or to request except as begging these people who represent the states, communities from which they come, as well as the whole of the United States. Very frankly, when this was first presented to me, I took the position which the gentleman who has made the amendment took. I saw no reason, after further reflection, why we should not, if you desire, pass this motion. There is, I believe, no second to the amendment. All who favor the motion, --

(The question was called for.)

(Whereupon the motion was duly put and unanimousely carried. )

THE PRESIDING OFFICER, COMMISSIONER CLAXTON: Any further business?

A DELEGATE: I should like to say that these men who have no constructive program as yet, -- they are full of enthusiasm, and they want you to know that we are all going to cooperate.

THE PRESIDING OFFICER, COMMISSIONER CLAXTON: I was just about to say a word about what I know to be in the interest of a large part of America, -- of a very large part of our people, -- that group of certain young men who were called from their occupations, some of them volunterring before they were selected, others in obedience to the policy adopted by the United States Government, going when called, devoting themselves to the defense of the country, for the cause of freedom and Democracy, two millions and more of them crossing the seas, willing to die, many of them dying, others injured, returning to this country, all taking the risk for the sake of Freedom and Democracy, knowing, as most of them do fully appreciate, that there can be no freedom without the education of man, and that Democracy can oome and stay only where there is a high degree of intelligence and freedom. A group of young men impressed, as no other group of men in all the ages have been, as to the value of education. Hundreds, -- thousands of men and women of all kinds telling them of the importance of education, and they themselves seeing it, returning to this country, with an almost pathetic desire for an opportunity for the kind of thing that many of them had been deprived of; and in so far as I know, devoted to the cause of freedom, Democracy, and of the great agency through which they can come. In our campaign, if we shall call it such, that is to be persistent until equality of opportunity may come to all the children of all of the people of these United States and to the grown up men and women also until there shall be no forgotten man, no abandoned and neglected woman, and no lost waif of a child. We shall depend on them, after the women, if I may say it , on this magnificent body of young men, whom I believe many of them, most of them will be willing to sacrifice as much for this great constructive principle as they were ready to sacrifice for Freedom and Democracy and for the safety of the country. It is Freedom of Democracy and the safety of the country for which they will work. (Applause)

..Is there anything further? If not, this First NationalnCitizens' Conference, the first ever held in this country, so far as I know, the first of its kind on the scale ever held in the world, is now adjourned.

(Whereupon the First National Citizens' Conference was adjourned sine die at 10:08 o'clock p.m.)

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SECTIONAL CONFERENCE OF STATE SUPERINTENDENTS OF PUBLIC INSTRUCTION.

Morning Session, May 19, 1920.

## SUGGESTIONS AS TO MEANS OF RECRUITING TEACHERS.

1. Salaries must be raised to reasonable living wage.
2. Qualifications must be raised and salaries graded on training and experience.
3. Better housing conditions for teachers and social recognition of the service.
4. Make profession attractive for more men teachers.
5. Furnish employment for twelve months in the year.
6. Certificates based on training and experience to be issued by the State.
7. Security of tenure.
8. Graded salaries increasing with successful experience.
9. Pension system financed by the State.
10. Equalized support assuring specific amount for each pupil.
11. Provision for training of teachers in service.
12. Subsidy for teachers taking normal training.
13. Teachers participation in school administration.
14. Enforcement of compulsory educational laws.
15. Wide-spread publicity for need of trained teachers.

Afternoon Session.

## SUGGESTIONS AS TO MEANS OF RAISING SCHOOL REVENUES TO MEET THE EMERGENCY.

1. Give 50% of all fines and forfeitures to support of schools.
2. Poll tax to be levied or increased.
3. Collect royalties on Natural Resources and Public Utilities.
4. Tax on banks and corporations.
5. Inheritance tax.
6. Proceeds of sale of school lands.
7. 50% of income tax and excess profit tax to support of schools.
8. State to guarantee fixed sum per child to be educated.
9. Distribute school money on basis of ability and effort.
10. Federal aid for state school systems.
11. State to furnish 50% of school revenues.

Respectfully submitted,

A. O. Neal,

Secretary.

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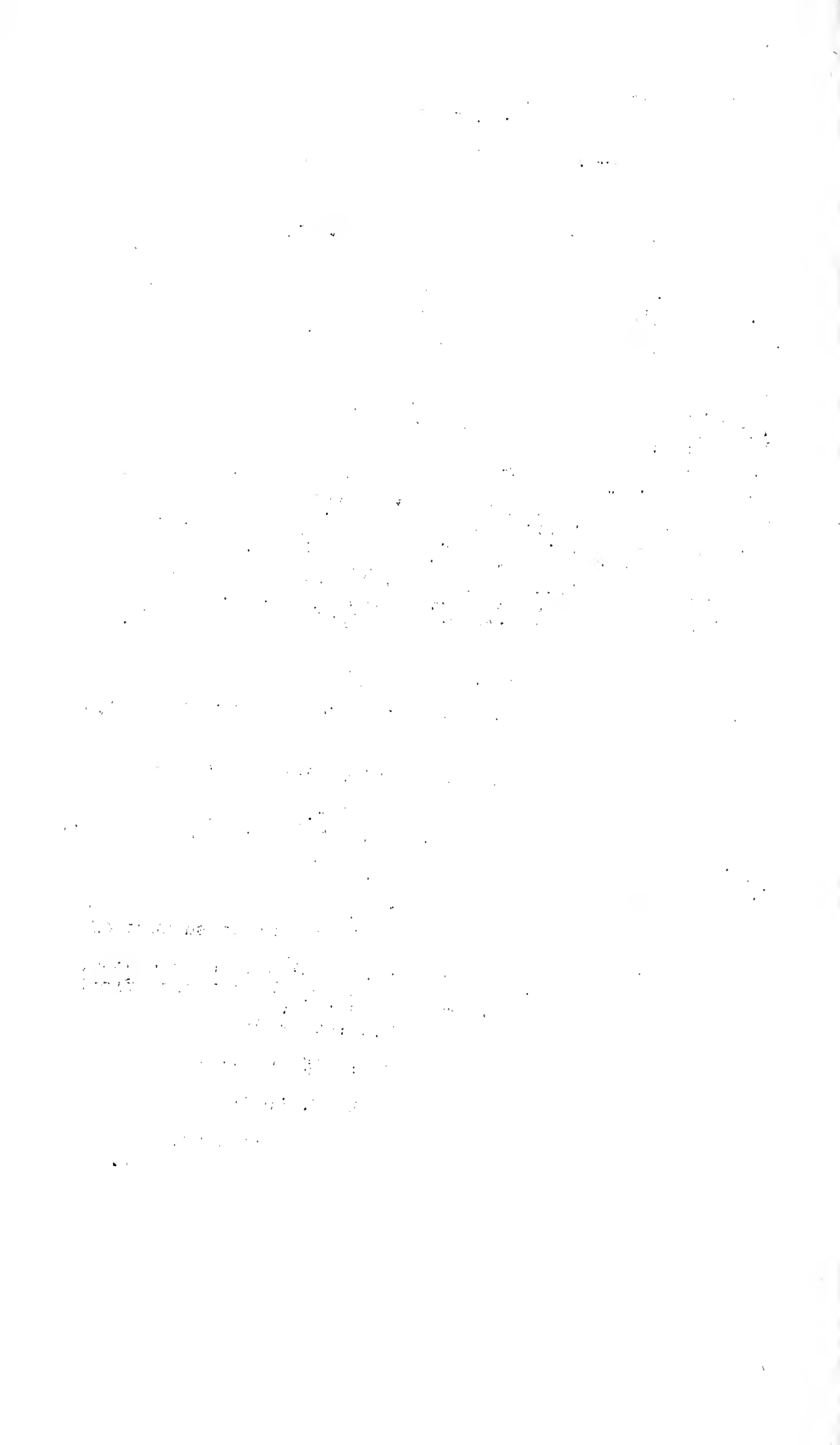


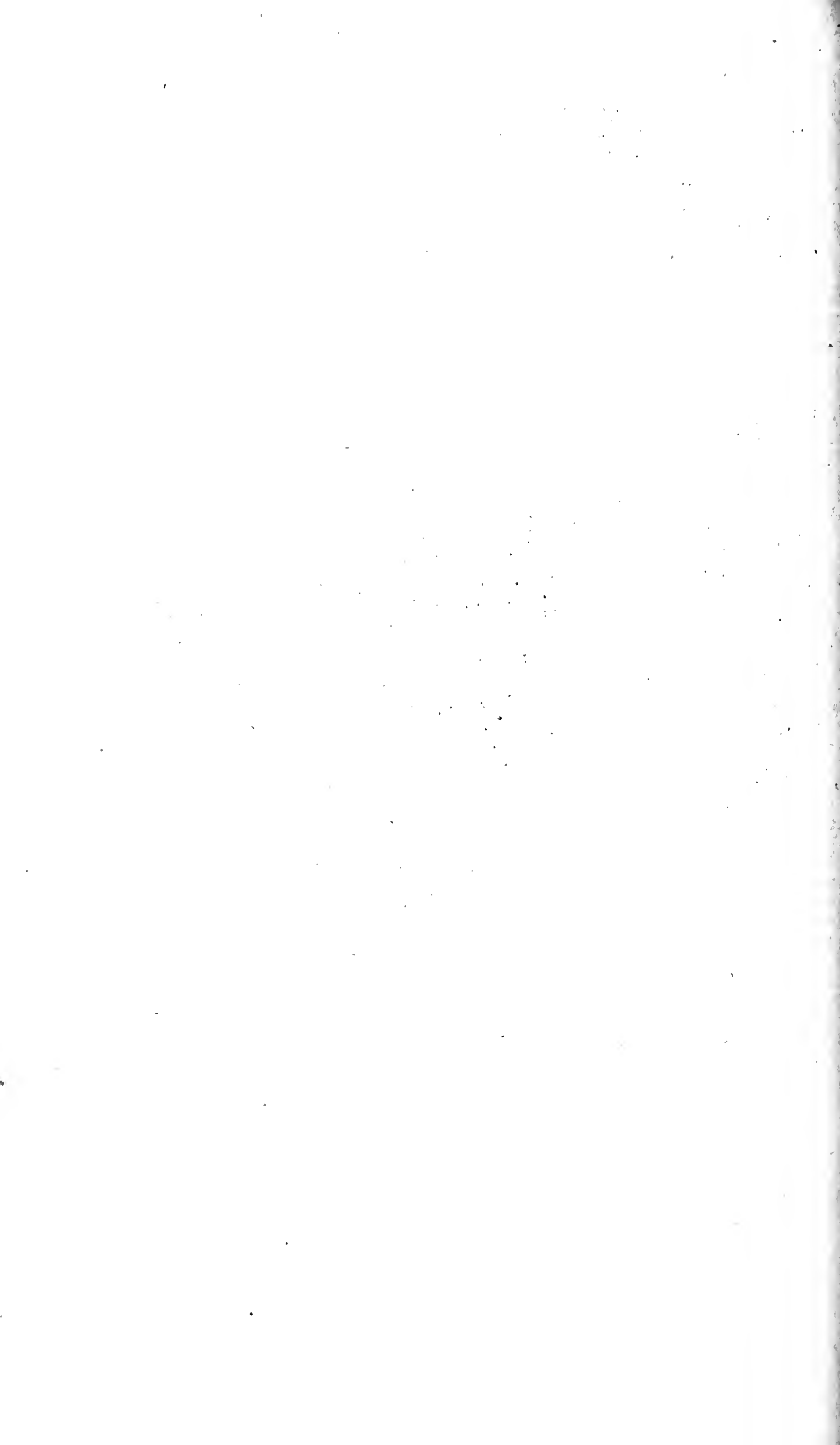
Minutes of the Meeting of the State Superintendents' Conference In Connection with the National Conference, Washington, May 19 & 20.

On Wednesday, May 19, the Section of State Departments of Education, including State Superintendents of Public Instruction, representatives of State Boards of Education, County Superintendents of Schools, representatives of County Boards of Education, and members of the State Legislatures, met in Room E, Washington Hotel, at 10:00 A. M. This meeting was called to order by Honorable M.P. Shawkey, State Superintendent of Free Schools, Charleston, West Virginia. A. O. Neal, United States Bureau of Education was elected Secretary.

Reports were given by various State representatives including the following States: Pennsylvania, Kentucky, California, Connecticut, Virginia, New Jersey, Rhode Island, Indiana, Tennessee, South Carolina, Alabama, Iowa, Nevada and Ohio. The meeting was then open for discussion of the question of recruiting teachers. Fifteen definite suggestions were offered and advocated by members of the group. These were later adopted as part of the resolutions as submitted herewith.

The afternoon session opened at 2 P. M. with the same officers and additional members present. The afternoon was devoted to the discussion of the means of raising school revenues to meet the emergency. Various plans were suggested, and these were reduced to 11, which are embodied in the resolutions submitted. The resolutions committee, consisted of State Superintendent Lorraine E. Wooster, of Kansas, State Commissioner E. A. Bryan, of Idaho; J. M. McConnell, St. Paul, Minnesota; E. W. Butterfield, of New Hampshire, and E. C. Brook, State Superintendent of North Carolina.

Resolutions were read and the committee continued until the next day. On Thursday, May 20th, the Section met at 2 P. M., and, in the absence of Superintendent Shawkey, State Superintendent C. P. Carey of Wisconsin was called to the chair. At the invitation of the Conference, Honorable H. M. Towner appeared and explained the plan of the Smith-Towner bill now pending before Congress. After a brief explanation, a spirited discussion of the bill was conducted. Opposition was voiced by Rev. Graham, the Educational Extension Agent of the Catholic Church, Cincinnati, Ohio, and State Superintendent Swearingen, of South Carolina. This was followed by an address on the Training of Teachers for Rural Schools, by John A. H. Keith, President State Normal College, Indiana, Pennsylvania, and this was followed by general discussion. The report of the resolutions committee and the resolutions, including the suggestions made at the Conference, were submitted and adopted. The resolutions are as follows:



Report of Committee on Resolutions.

Your Committee appointed to prepare a statement relative to the present situation of education in the United States respectfully reports --

1. A Crisis exists in public education throughout the United States. This is demonstrated by the following facts:-

First, In all parts of the country there have been during the past year many schools without teachers.

Second, Many schools have been supplied with teachers of less than standard qualifications owing to the inability of school boards to secure those fully qualified.

Third, The general testimony of colleges, universities and high schools, and especially of normal and other schools for the professional training of teachers indicates distinctly a decrease in the supply of persons preparing to enter the teachers' profession. In view of the large normal annual loss, and the abnormal current loss, the present threatened decrease in the supply is alarming.

Fourth, The costs of operation, equipment, construction, and reconstruction have increased enormously.

Fifth, The war has revealed an amazing degree of illiteracy, and erroneous conceptions of American institutions on the part of many persons, which call for special treatment.

Sixth, The clearly manifest general unrest has seriously affected the morale of the teachers' profession. While in this case the unrest is largely economic, it is recognized that administrative and social factors enter into the consideration.

Seventh, In addition to the problems of elementary and secondary education we are confronted with a great decrease in the attendance upon normal schools, a large increase in the attendance upon high schools, colleges and universities, and entirely inadequate budgets for these, with a consequent unrest in the faculties of higher and professional institutions.

The public has been slowly becoming conscious of the seriousness of the situation, but it is not yet fully awake to the far-reaching consequences of a failure on its part to adopt promptly adequate remedies. The aspiration of the American people for education has deepened into a conviction that there is no other activity so vitally connected with its stability and its welfare.
One of the most encouraging signs of the times is the interest of civic and fraternal organizations and public officials in general in education and these activities in promoting better facilities. The present crisis, coming at a time when we have become especially conscious of our need of an enlarged program in the direction of the health and physical development of childhood and youth, and at a time when there must be a great expansion in in industrial education, demands on our part a determined effort to meet it.

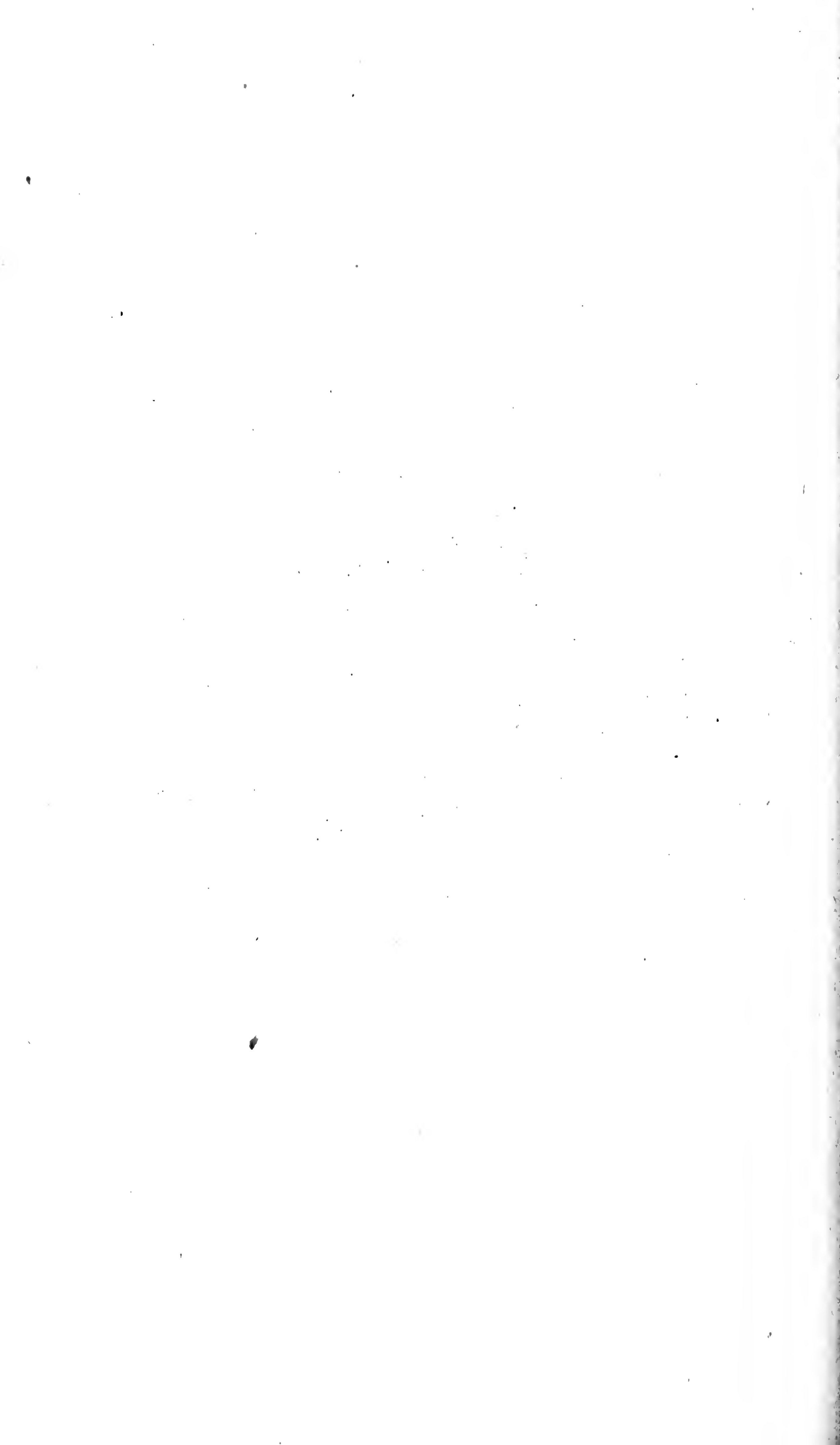
II. The problem which we are called upon to solve primarily concerns the public. It does not concern primarily the common school teacher or the college professor. Whatever of inconvenience or temporary hardship the members of the teachers' profession might be called upon to endure, this would be no more than people in other occupations have undergone, as a result of great economic changes. The chief concern must be the possible effect upon our children, and upoh our economic, social and political welfare.

III. Your Committee suggests that the principal means of meeting the present crisis in education are economic and, therefore, reasonably easy of application. It is to be remembered:

(a) That the expenditure in time and money for the academic and professional training of the teacher is very considerable and is wholly out of proportion to the expenditure in preparation for many other occupations. Therefore the remuneration of the teacher must be increased accordingly.

(b) That the competing demands of other occupations requiring intelligent and educated workers will surely continue to deplete the ranks of teachers as it is now doing, if they are not met.

(c) That this profession is peculiarly susceptible to the crowding in of weak, unprepared and incompetent members, seeking a pension at the public expense.



(d) That the decrease in the purchasing power of the dollar has left the real wages of the teacher, in many cases, at a lower point than it was before the war.

(e) That nominal incomes in agricultural production, manufacturing and commerce have increased materially of late and that it will require no larger fractional part thereof to meet a parallel outlay for instruction and operation of schools.

IV. In many cases constitutional and statutory limitations prevent a willing community from meeting the situation promptly. In all cases the reconstruction of budgets and the levying and collecting of additional taxes is a serious handicap.

Citizens of the several States should hasten to correct antiquated constitutional limitations which prevent people from paying from their own pockets the money necessary for the education of their own children. Laws should be promptly modified to meet present day conditions. Additional sources of revenue should be used in support of education.

In every State and community there should be formulated definite school plans and budgets which recognize that the attempts already made to elevate the teachers' profession are but palliatives primarily and must be followed by progressive plans which will provide during succeeding years for the teachers' increased recognition, -- financial, social, and professional, and adequate support of public education.

Teachers of the elementary and high schools and colleges should receive salaries commensurate with the increase in other occupations. More adequate facilities for the present program must be followed by enlarged plans for physical development and for industrial education which will meet the needs of our great democracy.

V. Your Committee cannot close its statement without a word designed particularly to sustain the morale of the teachers' profession, as its previous statements have been intended to awaken the public to its duty. A great profession, with the traditions which have been attached to that of the American teacher, should not be easily shaken.

All classes of people need to learn this lesson, that the remedy for over organization is not disorganization, but is the development of units of self-government with more effective leadership. The school is a unity. Cooperation, mutual trust, and team work on the part of executives, teachers, and patrons are necessary to meet this crisis.

Your Committee has attempted to define the crisis in education and to mention the most apparent needs. It should be the purpose of this conference to outline a constructive and forward-looking program that will suggest to the American people a way to strengthen the teaching profession and stabilize the public mind for a better educational system. This will give the country a better citizenship through elimination of illiteracy, a better health and physical education, a broader industrial and vocational preparation and a saner conception of American ideals.

Lorraine Elizabeth Wooster

E. A. Bryan

J. M. McConnell

E. W. Butterfield

E. C. Brooke

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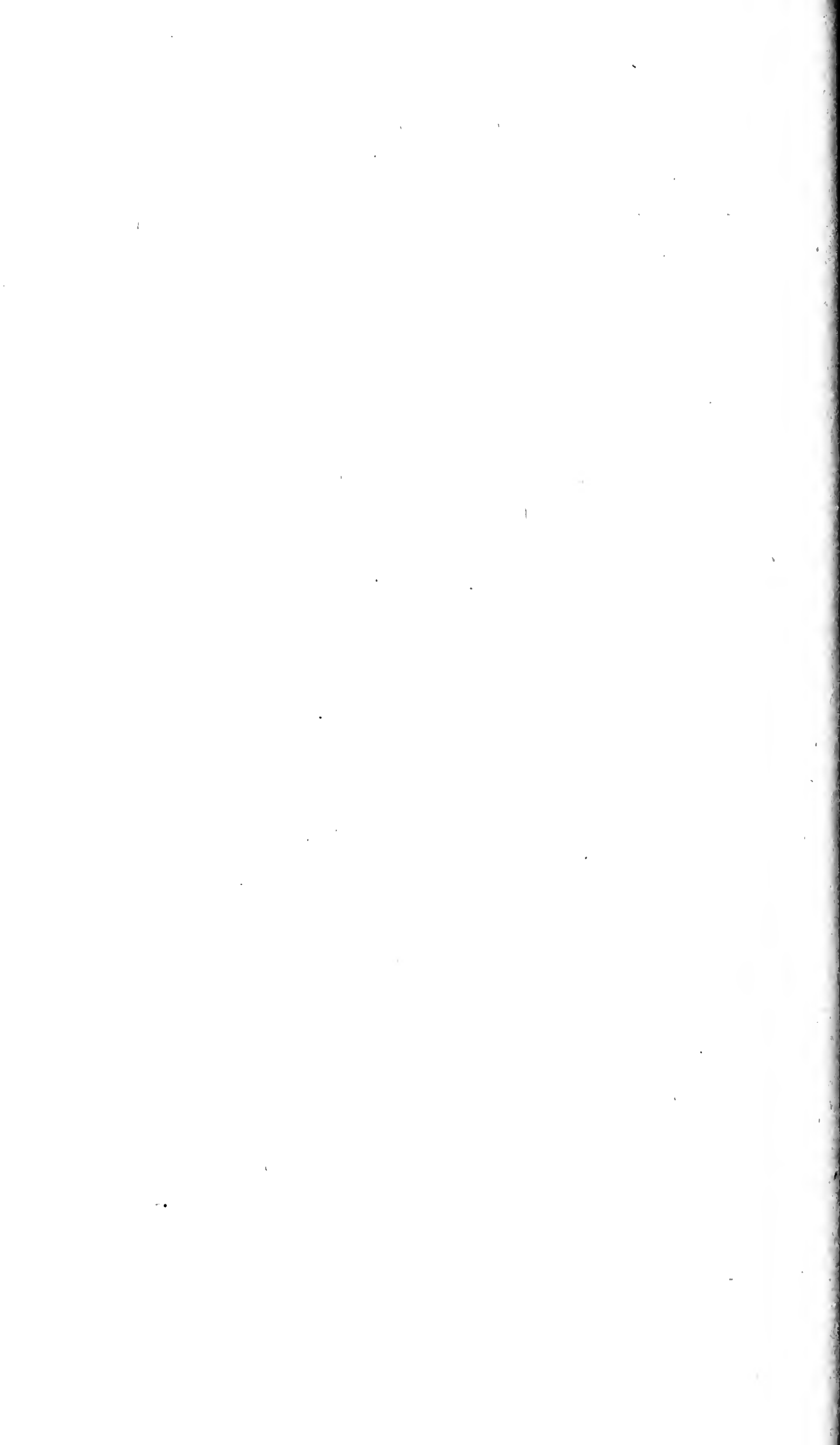


# TRAINING THE TEACHERS FOR THE RURAL SCHOOLS

By

John A. H. Keith,

President, State Normal School, Indiana, Pa.

May 20, 1920.

## Section I.

Teaching in a rural school, - with pupils of all ages studying the whole round of subjects, with irregular attendance and short terms, with the necessity for making the school the social centre of and for the community - is the most difficult teaching task in the whole round of public school service.

## Section II.

In the past, at the present, and for the immediate future, rural school teachers have been, are, and will be - with only occasional exceptions - the youngest, most immature, most poorly prepared, least experienced, lowest paid, and of shortest tenure of the entire 700,000 persons employed in public school service.

## Section III.

The finding of enough people who will undertake teaching in rural schools to keep them going at all is practically impossible today. As a matter of fact, most country schools are "kept" rather than being taught. The immediate problem, therefore, is how to keep the rural schools going at all.

## Section IV.

The lowest minimum (redundency in two languages used for emphasis only) of preparation for rural school teachers is two years of professional work after four years of high school work. At no time in the past have we had, the country over, more than two per cent of rural teachers meeting this minimum standard. It will take at least ten years of consistent educational team-work of acharacter hitherto unknown in our various States to reach this minimum standard for our rural schools.

Legislatures must provide the money for the professional preparation of rural school teachers.

Legislatures must finance rural education in new ways so that the compensation of rural school teachers is above that of girls in factories, department stores, and offices.

The American people must come to see the State and National significance of public school work - and to sanction it in new ways.

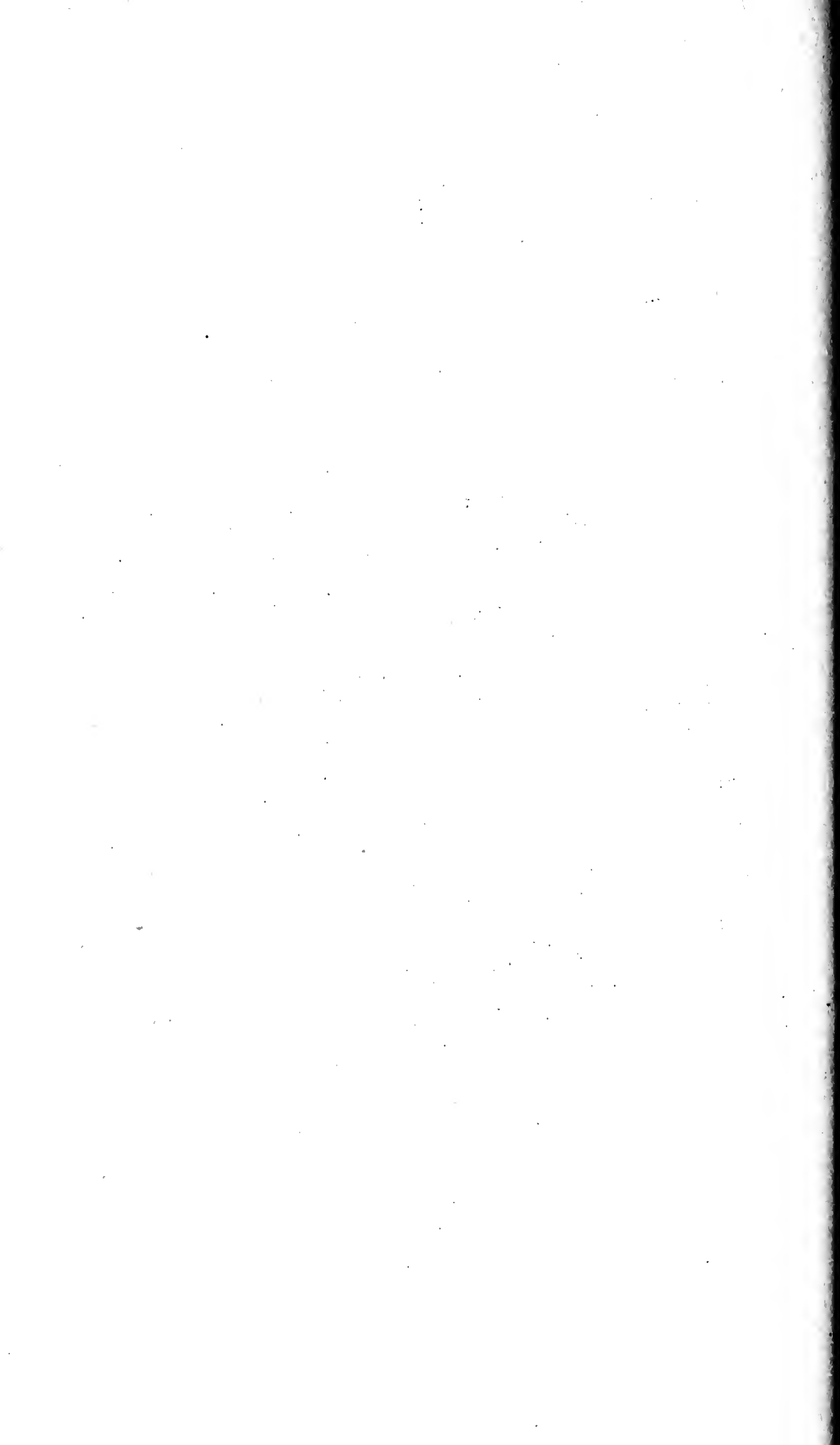
The problem of the rural school is not simply the rural life problem - it is a State problem - even a National problem of first and fundamental magnitude.

The Normal School stands ready to do all within their power.

## Section V.

We must, therefore, for the present, and for the next decade in, let us hope, a decreasing degree make use of temporary and unsatisfactory expedients to secure some professional training for rural School teachers.

Among these expedients already in use we may note:



A. The County Training School,
B. The High School Training Class, in the Senior year or in a post-graduate, year.
C. The Mid-Spring and Summer Sessions of Normal Schools at the school itself and other points,
D. The Six Week County Institute, or even shorter school of methods.

Among expedients that have not come into general use as yet we may mention:

A. An increased number of Assistant County Superintendents, who, by more frequent supervisory visits and group meetings may increase the effectiveness of teaching by untrained teachers,
B. Normal School Extension, including visitation of rural schools by the Normal School extension teacher and meeting rural school teachers regularly in groups for their instruction. Such work is doomed to failure unless the County Superintendents cooperate most cordially.

C. A limited group of untrained teachers could meet weekly to plan the work for the coming week and to discuss their difficulties of the preceeding week under the leadership of an experienced and trained teacher who is actually doing rural teaching.

D. None of the preceding plans being available, the County Superintendent could, especially after a Summer School of methods held under his auspices, furnish teachers, weekly, mimeographed outline plans, suggestions, etc that would be helpful to beginning teachers, provided there were frequent enough supervisory visits to help the teachers over the hard places and to keep up the teacher's courage.

E. We might try the expedient of paying out of the State Treasury a small amount per month to those who will undertake to prepare themselves for rural school teaching, contracts covering such grants of state money should be very carefully drawn and executed, such proceedure is not without precedent in our country. If the preparation of teachers for the public school service is a state function and if a money payment is necessary to induce young people to enter preparation for this service, the State can either pay or fail.

Section VI.

All of these expedients, especially the short and summer term courses for rural school teachers, should be used without lessening efforts to supply all rural schools with teachers having the minimum preparation already mentioned; and, in so far as is possible,, these expedients should, within a given state, be arranged into a progressive series that would enventually become a part of the desirable minimum already set up.

In short, every state ought to start right away ona ten year programme, with the idea of having by 1930, a teacher with two years of professional preparation beyond the equivalent of a four year high school course, and with the further idea of establishing a progressive series of minimum for professional training for rural school teachers.

John A. Keith,

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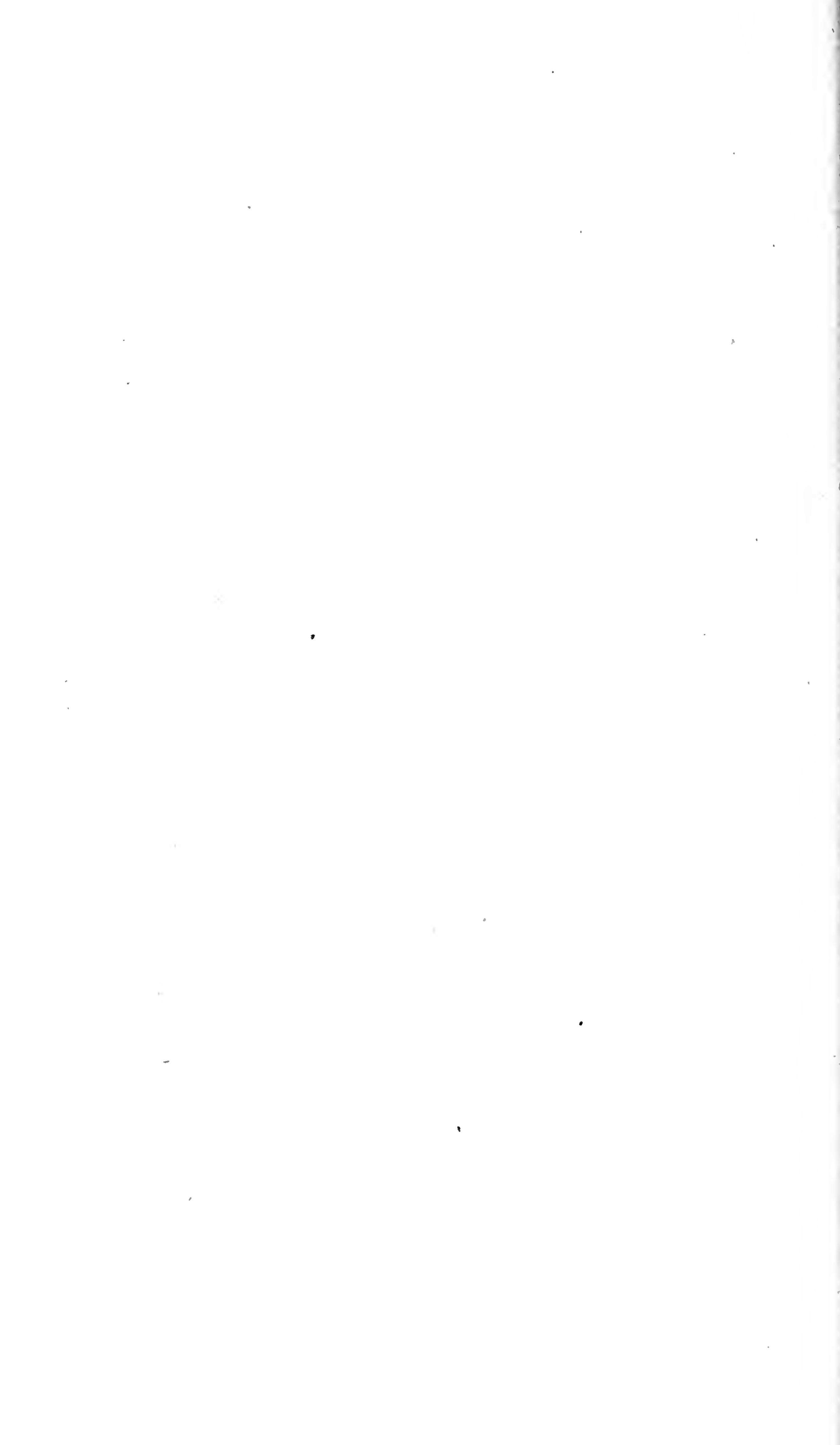
SECTION VII

Barol to the realization of any such ten year program is the payment of teachers for twelve months in the year, even though the State itself has to pay what would seem to be "vacation wages". When this is done rural school teachers will become devoted to professional preparation and enthusiastic over rural school teaching.



# MINUTES OF SECTION III MEETING

Thursday, May 20, 1920

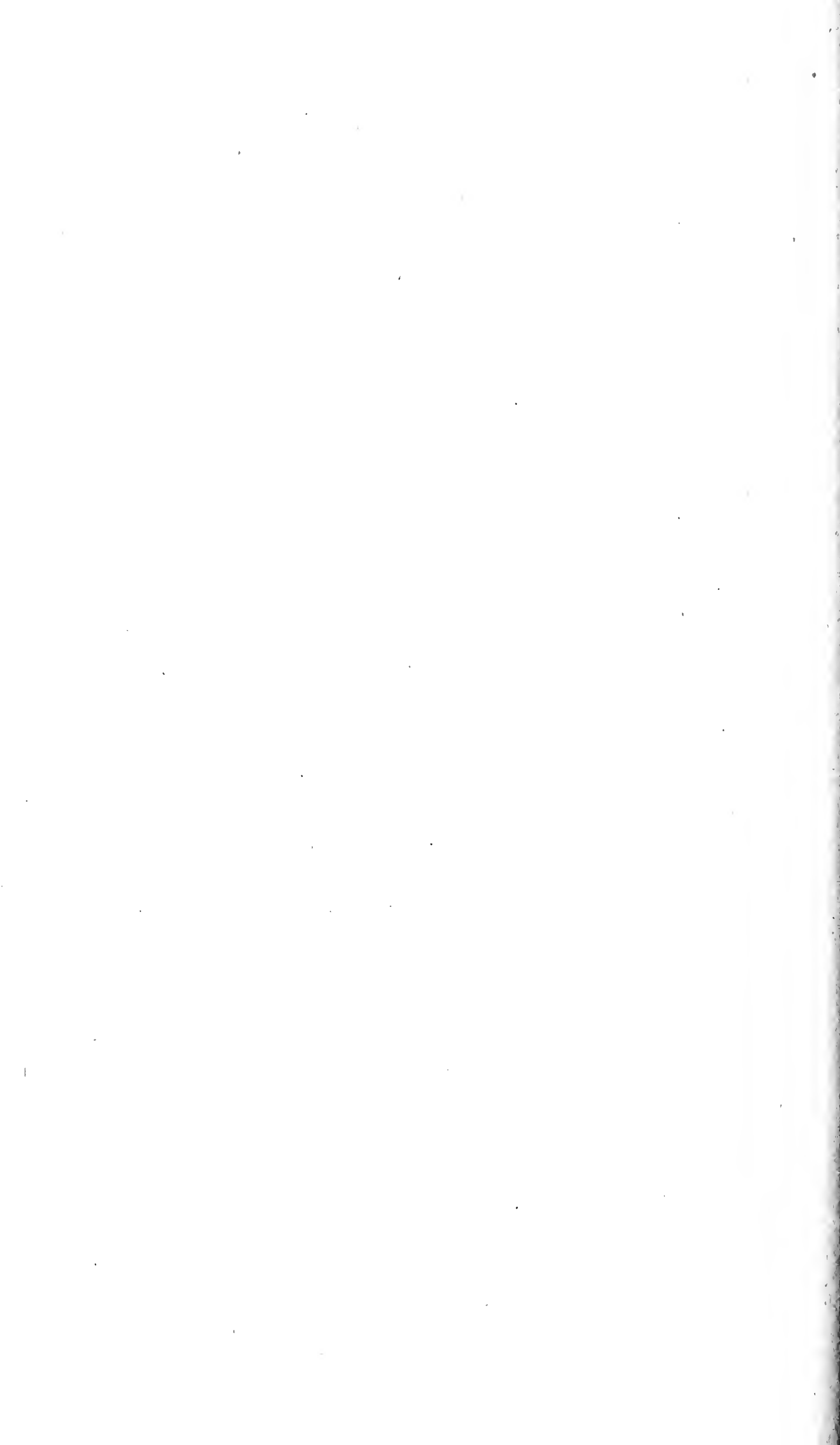
"THE PREPARATION OF TEACHERS"

Commissioner Claxton extended a welcome to those in attendance and expressed his appreciation of the effort made by so many to attend the Conference at this inconvenient time. He explained that the Conference was not primarily one of educators but of citizens, representing the people who own the schools and pay for them and who are interested in a way we cannot be. He explained that there is a crisis in education. Public attention is now centred on it. The war was costly, in many ways, in men and women in the prime of life who died or became incapacitated, as well as in dollars. The world is chaotic. The old has passed and the new cannot be established at once. There must be clear thinking and patriotic action to avoid disintegration. For many reasons the schools are about to break down. Two hundred thousand children are without schools who should be in them. There are about 45,000 makeshift teachers, teaching on temporary or emergency certificates, and who would not be permitted to teach under normal conditions. Probably 350,000 have no adequate preparation.

When men pay money and establish systems in order that the children may be prepared for citizenship, with all its difficulties for making a living and enjoyment of the finer things of life, the teachers to whom the children's welfare is entrusted should have a minimum of two years' education and professional preparation beyond the high school. Assuming this as a minimum, more than half the teachers in the United States are below standard. The condition is not new. We have never had an adwquate supply of teachers. If all those that graduated from normal schools in the past thirty years were living and teaching, there would not be enough prepared teachers to fill the schools. One State reports that it needs 6,000 teachers every year and the number of graduates from normal schools and teachers' colleges is less than 1,000. Another needs 9,000 and graduates 3,000. In 1912 I estimated that if all graduates of all colleges, normal schools, technical, and all other schools above high schools, began teaching, we would still be 60,000 short to fill the positions.

This body should set standards for teachers and put them in the minds of the people. If there is any reason why one school should have a prepared teacher, there is the same reason that all schools should have. It is unjust to give the good teachers to some and not to others. Teaching should be a profession which means that a teacher should remain long enough to get the power and skill which come only through experience.

High school teachers are leaving the profession as well as elementary teachers. A study being made in the Bureau of Education shows that about one-third will quit teaching this year. Estimating the number of graduates prepared for high school, according to the National Education Association standared of twenty years ago, that is, college graduation with some professional training, there will be a shortage of about 15,000 next fall. College professors have been leaving this year for salaries more than twice what they have received in colleges. Teaching is not the only drain on the colleges. A conference of highway engineers held in Washington last week estimated that six hundred trained highway engineers and twenty-five hundred trained men for assistant engineers will be needed each year for the next ten



years. This, for one industry only, indicates the need of trained men and the difficulty of keeping college graduates in the teaching profession. Teachers cannot teach unless educated. There may occasionally be a born teacher, but not 120,000 needed each year to fill the vacancies. We must train teachers or we will not have them.

I asked you to come together also to consider the shortage of applicants for admission to normal schools. There are at least twenty percent fewer graduates this year than in 1916, and fifteen percent falling off in attendance. I ask you to discuss the situation, to elect your chairman, draw up a statement of conditions and such recommendations as you see fit to meet the emergency for the present and for the future and report to the general sections.

DR. CHARLES MCKENNY, President of the State Teachers College, Ypsilanti Michigan, was nominated, and unanimously elected Chairman.

THE CHAIRMAN: Let us decide how to occupy our time most profitably. President Keith suggests that we get further facts as to enrollment next year. First, we should appoint a committee of five to draft the resolutions and report later. The committee was nominated from the floor: Dr. B.R. Payne, Chairman, W.R. Straughan, of Pennsylvania, President McGilvray of Ohio, C.E. Evans of Texas, Mr. Allen of Valley City, North Dakota.

The Chairman announced the topic for the morning would be the means of getting a supply of students for next year. President Chapin of New Jersey opened the discussion with figures concerning conditions in New Jersey. Four years ago there were six hundred students in a building with a capacity for only four hundred. At present there are but three hundred forty five and the entrance class last year numbered only one hundred seventy five, less than half the usual number. Next year the total enrollment will not exceed three hundred with one hundred new students. From certain high schools from which the school has received sixty students, we are next year to get only four. We have had a publicity campaign including a luncheon and fete day on our campus. In spite of all our efforts we will have less than half the number of usual applicants next year. We tried to learn the psychology of young women in high schools. We sent questionnaires to school pupils asking why they did not go into teaching. Salaries was one reason given. (Salaries in New Jersey are from $1200 a year up). 2. Teachers do not marry. (Though they do. Our investigation shows that they do.) 3. It's a dog's life. Teachers break down. 4. High school teachers advise students not to go into teaching. This latter reason is most prevalent. Apparently all teachers give this advice. In New Jersey there are from 500 to 800 under-qualified teachers and the pupils entering the normal school are not among the best of the high school students. 5. Students say, "Why go to normal school when I can take an examination and get as good a salary?"

THE CHAIRMAN: Why are teachers sour on their job?

Reply: There is a feeling of injustice, of financial and social lack of recognition, and they are supervised too much and badly.

MR. KEITH OF PENNSYLVANIA: We have sent to high schools asking for the number of pupils going to normal schools, none are going into teaching, and we cannot recommend that they do under present salaries." We are having difficulty to keep up our enrollment. There is now two-thirds of the usual number. Graduates are reduced from 386 to 186 and next year the number will be lower. We have difficulty in holding even to that number. High school principals and teachers recommend that their pupils go to college because they themselves have come from colleges. We should have normal school graduates teaching in high schools. This necessitates a four year course in normal schools. We cannot meet the situation if all the people of ability

go to college instead of to normal school. The situation in Pennsylvania is serious. At no time have two per cent of our rural teachers had proper preparation. We must retrieve the ground lost and formulate ideals for the benefit of our country.

Mr. Wilde, of Boston University: We are interested in knowing why teachers urge others not to teach. As a result of a questionnaire we find the following reasons: Low salaries, bad supervision, excessive routine, and clerical work outside of school hours, lack og recognition from the public school officials, credit for work done by the teachers given to principals or superintendent instead of the teacher, unfairness on the part of outsiders. These were the most common replies. In New Hampshire there is a campaign on now to raise the enrollment. The principal of the high school is the real key to the situation. Degree courses should be established in normal schools which can be accepted as the equivalent of two year courses in college. This arrangement has helped in New Hampshire.

MR. MANSVIELD OF PENNSYLVANIA: At a recent conference in Pennsylvania we found two normal schools running at a maximum of attendance. Others very low. There are two reasons for this: 1. Too much professionalism. We seem to be running to seed with this. People do not see teaching as a business. 2. Not enough normal school teachers in high schools. Advice to young people is to go to college. In one country in which each high school principal is a graduate of a normal school, many students are sent to the normal schools. We must have more men in normal schools, and so dignify the profession that men will feel there is opportunity in teaching.

MR. MCGILVRAY OF OHIO: Are your students high school graduates?

MR. MANSFIELD: All but about twenty percent.

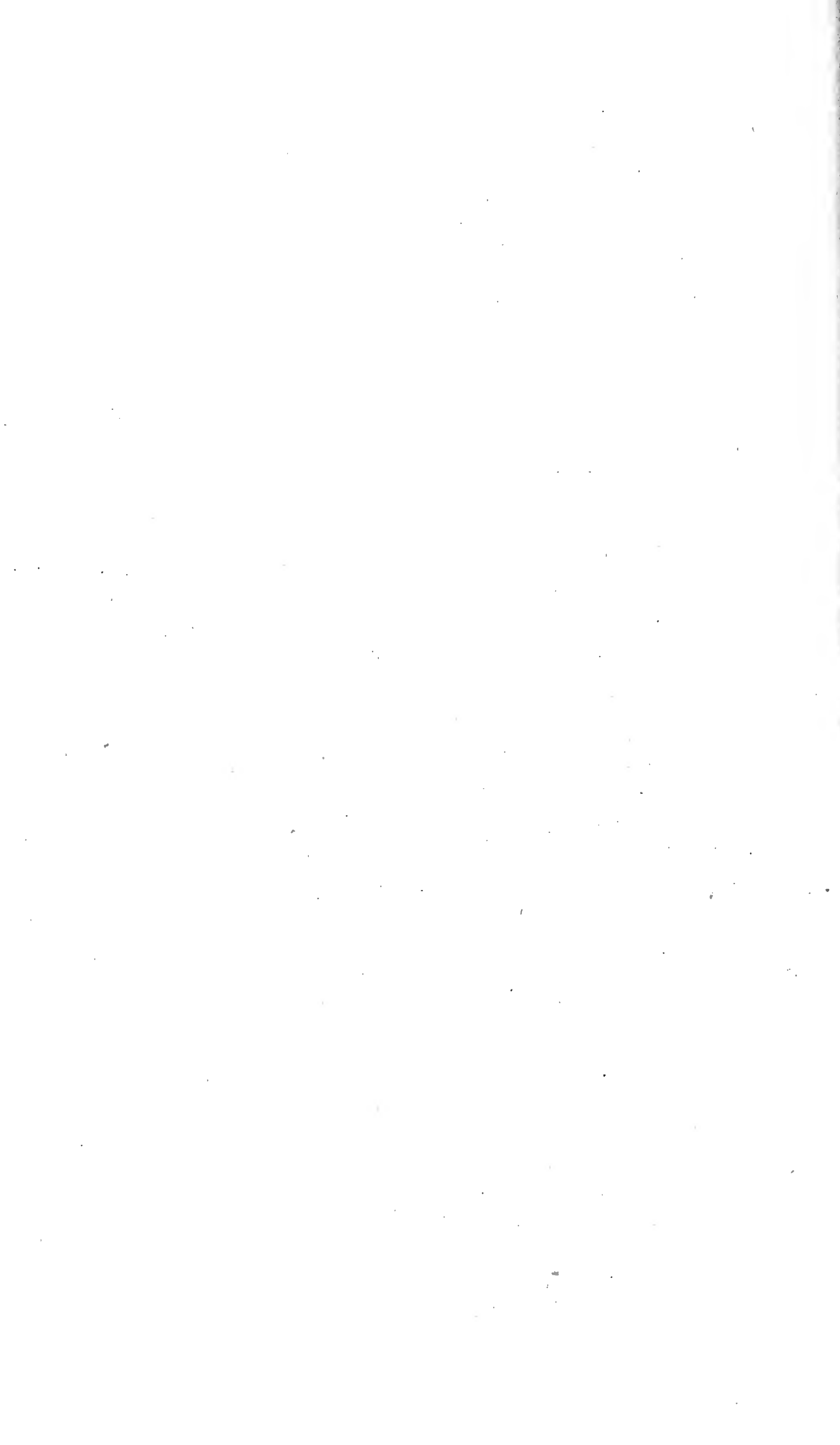
MR. NOBLE, UNVERSITY OF NORTH CAROLINA: I am surprised that the point is raised here concerning the social standing of teachers. It must be that city conditions contribute to this or else the situation is local. In my State of North Carolina the teacher has an established social position. We will not submit to being belittled. Teaching is an honorable profession. Many go from teaching to very high positions. Colleges should not assume an attitude of aloofness toward normal schools. It may best for normal school work to be done in colleges. It irritates me for colleges to announce themselves as training people for supervisors. Supervisors should have experience in the work which they supervise. Educational courses should count toward a bachelor's degree.

MR. KENT, OF OHIO: Our situation is about the same as that sketched for New Jersey. Our enrollment has decreased from six hundred to two hundred. Our entrants are high school graduates. A canvass of our high schools shows little results in the way of new students for next year. An interesting reco mendation has recently been made in Ohio, namely, that the legislature adopt one of two recommendations made.

1. That students at normal schools be paid a living wage while getting their teacher preparation.

2. That they get no money during preparation but a bonus on graduation equal to the amount received under plan one. This will be tried out in Ohio next year, we hope. The chief objection to it is the difficulty of financing it. However, if we are to have education, it must be properly financed. We are the only country which does not give liberal scholarships in its normal schools. The policy is a democratic one.

THE CHAIRMAN ASKS: Why are not people going into teaching? Conditions are everywhere much as described for Ohio. Social recognition is a real force.



Recently a fourth of the entering class in a Cleveland normal school was made up of colored or foreign born. It is a salary question largely. We must offer the same inducements as other lines bidding against us. Also normal schools must develop four year courses and prepare high school teachers. Both two and four year courses must be offered. The effect of a four-year course on enrollment in the two-year course is always good.

MR. [illegible]

[illegible]

A delegate from Pennsylvania reported that the introduction of the four year course has led to the enrollment of one hundred fifty young men students who would not otherwise be in a normal school. Colleges are not prepared to prepare teachers.

Mr. Evans of Texas asked: "Are we not coming to the time when two years are not enough training for teachers in elementary schools?

Mr. Deal of West Virginia University explained that he is in sympathy with normal schools, but believes that the trouble is not with salaries but is a disease of the profession itself. We are arguing about normal schools and colleges as to which institution are to get students. Men who have followed law or medicine, even if they fail, do not knock their former professions as they knock teaching. We must think of things other than salaries, and we must not base our campaigns on money alone.

MR. MCGILVRAY: We did organize a campaign and a well-organized one in Ohio, but without good results. Salaries are needed also.

MR. WRIGHT, OF NORTH CAROLINA: The matter is a local problem. In North Carolina our normal schools were full during the war and are now full. We are refusing one and one-half times as many applicants as we can accomodate about 1500 students were turned away in our state because of lack of room. We hope to get a law for certification of teachers in North Carolina which will include minimum salaries and high qualifications.

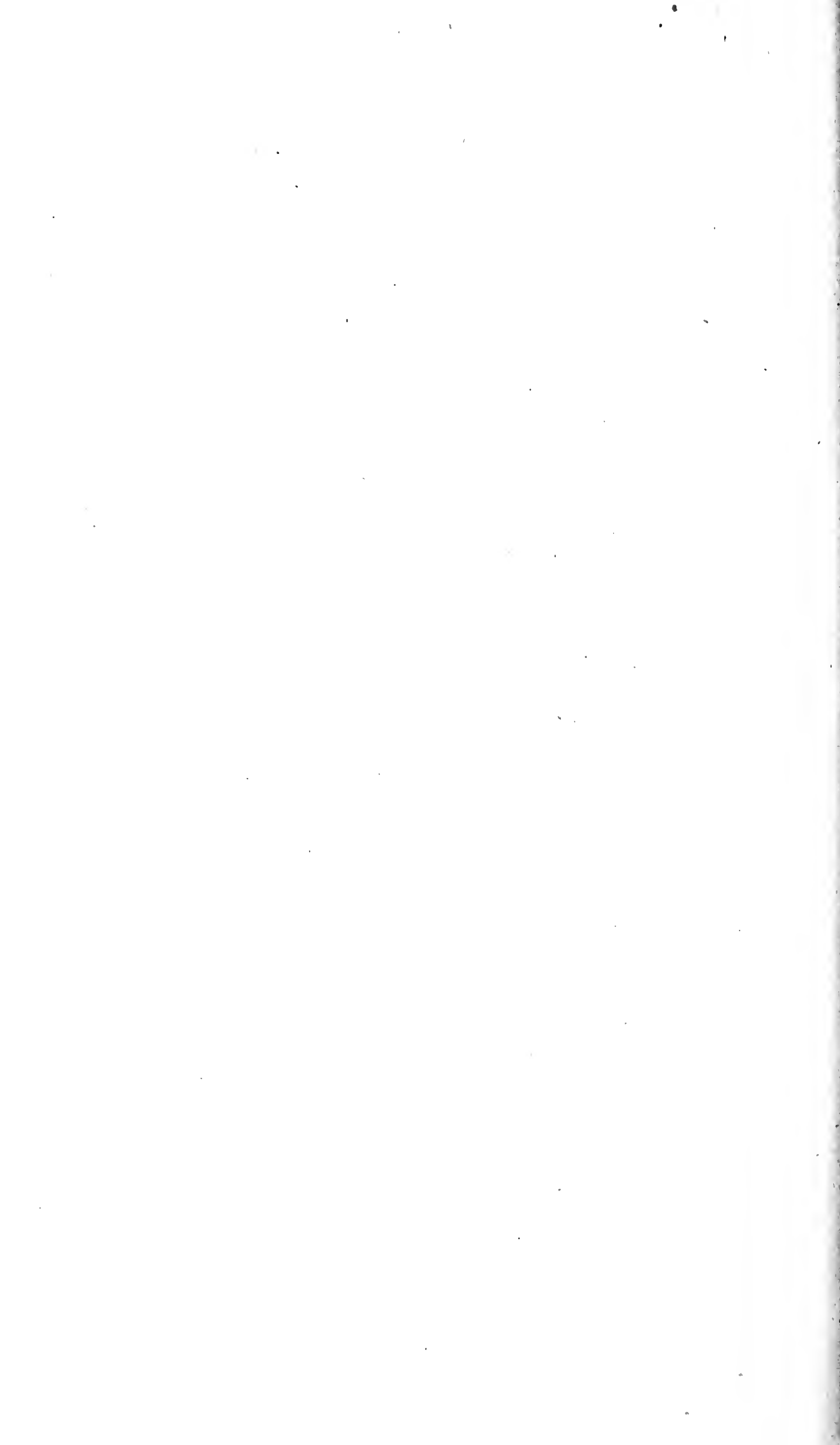
QUESTION: Are your entrants high school graduates?

MR. WRIGHT: About eighty percent. All of our graduates go into teaching.

THE CHAIRMAN: Let us keep in mind the fact that since the beginning of the war, conditions have substantially changed. New opportunities and increased wages gives the teachers a chance to leave.

MR. CHAMBERS, OF PENNSYLVANIA: Unrest is generally a condition not confined to teachers. It is in all lines of work. Teachers are not the only ones who are advising others not go to into their own line of work. At a time like this an unstable element comes to the top. These are the ones making the most fuss. They are also the ones least entitled to hold the positions they hold. We have overdone our own propaganda as to salaries so that a bad impression has gotten abroad about our profession. It is true that in Pennsylvania normal school students are falling off rapidly.

DR. PAYNE, OF TENNESSEE: It seems to me that the remedy may be in some elements not so priminent as salary. That is not the only influence. Great men come into our profession for other reasons. We do not want to go into the market and bribe people to go into our profession. We can never compete with business. We must recognize this. Teachers think that their leaders have failed them. We sometimes fail to have competent leaders among our teachers. Let us remember the spiritual elements of our profession. Many are not leaving



The service argument will beat the salary argument. Our greatest success will be in emphasizing the spiritual rewards of teaching.

THE CHAIRMAN: I wish I could agree with Dr. Payne. I would challenge him, and I would win on the salary question any time. Spiritual argument has failed. Teachers come from homes of working people and tradesmen. Fifty per cent of the students in our Michigan normal schools are self-supporting or living on borrowed money. Therefore, altruistic argument is not enough. We must stress money as well. People cannot pay for the privilege of teaching. It is an injustice to their children.

MRS. BEARDSLEY OF INDIANA: One element which has not been recognized is that there are many opportunities now open to women which formerly were not. Teaching cannot now get all the women.

SECTION IV.

REPORT OF THE SECTION ON HIGHER EDUCATION OF THE NATIONAL CITIZENS' CONFERENCE.

Chairman: S P. Capen, Director of the American Council on Education.
Secretary: G. F. Zook, Bureau of Education.

In opening the conference the chairman made a statement of the situation in institutions of higher learning. He pointed out that the present economic situation had practically halved the income which colleges are universities were receiving. At the same time the number of students has increased enormously. The effect of this situation has worked great hardship on the teachers in these institutions who have been tempted to leave colleges and universities in considerable numbers to accept more remunerative positions in industry and business. The quality of the recruits whom the institutions of higher learning have been able to secure from the graduate schools has steadily diminished, until it is very apparent that the graduate schools are not now finding it possible to turn out men as well qualified as they should be to undertake positions in colleges and universities. The adverse financial situation has also had a very depressing effect upon the amount and quality of research which members of the faculties in colleges and universities have been able to undertake. At a time when the technical and social problems are becoming more and more complex, this is a matter of extremely great moment.

The chairman then raised the question as to what means should be undertaken to secure the increased funds so necessary in colleges and universities. He also pointed out the fact that many experts in education were beginning to feel that much time and energy is wasted in our educational system; that, as compared to European countries, it is ordinarily necessary in the United States to take two more years for the same grade of preparation. The question was, therefore, as to whether or not the conference should discuss the possibility of reorganization in the American school system.

The chairman then appointed the following persons as a committee to follow the discussion of the section on higher education, and later to report a series of resolutions which seemed to embody the ideas which were presented at the conference:

Charles S. Howe, President, Case School of Applied Science.
L. D. Coffman, President-elect, University of Minnesota.
W. R. Boyd, Chairman, Finance Committee, Iowa State Board of Education.
James H. Dunham, Dean of the Faculty of the College of Liberal Arts and Sciences, Temple University.
S. P. Capen, Director of the American Council of Education.

Dr. P. P. Claxton, Commissioner of Education, then presented in a few remarks the reasons for calling the National Citizens' Conference. He emphasized the emergency in education, including the situation in institutions of higher learning. He pointed out the fact that the entire educational system, especially the elementary schools and the secondary schools are now staffed with an inadequate supply of competent teachers, and that students in normal schools, colleges and universities who intend to go into the teaching profession have diminished in number to an alarming extent. It therefore becomes incumbent upon those who have the welfare of the educational system of the United States at heart to take immediate steps for the relief of the situation throughout the school system. He therefore asked the section on higher education to contribute as much as possible toward the solution of the problems with which colleges and universities are naturally connected.

In beginning the general discussion it was pointed out that the present inadequate supply of well-trained persons for the schools and for the industries would result in a great decrease in the productive capacity of the United States. For instance, if it proves impossible for engineering schools to secure capable men of specialized training, it will be impossiblefor the industries to produce the necessary quantity of goods and materials for consumption in the United States. The same observation holds true for those institutions of learning which are endeavoring to turn out well-trained per-

sons to undertake the teaching positions throughout the national educational system.

As a means of meeting the emergency in colleges and universities, it was suggested that each institution should make a careful survey of its present financial condition and the growth of enrollment during the last 10 or 20 years as a means of discovering what the needs of the institution would be in the future. It was pointed out that the enormous growth in attendance at secondary schools, the growth in the population of the State, and the addition of new schools and courses at an institution are factors of consequence which help to determine what the growth in attendance at any one institution will be in future years. Such a survey would give a scientific basis for future plans and for the presentation of financial needs to legislatures or to persons or organizations with which the institutions have financial relations.

As a result of a survey of this character the University of Minnesota was able to forecast its financial necessities for several years in advance. It was estimated, for instance, that the number of freshmen enrolled at the University of Minnesota in September, 1920; will be somewhat smaller than it was one year previously, but that there will be a steady growth in the total number of students attending that institution, which growth can be forcast fairly accurately. Several other members of the conference gave it as their opinion that the enrollment of freshmen at their institutions will be as great in September, 1920, as it was in the previous year.

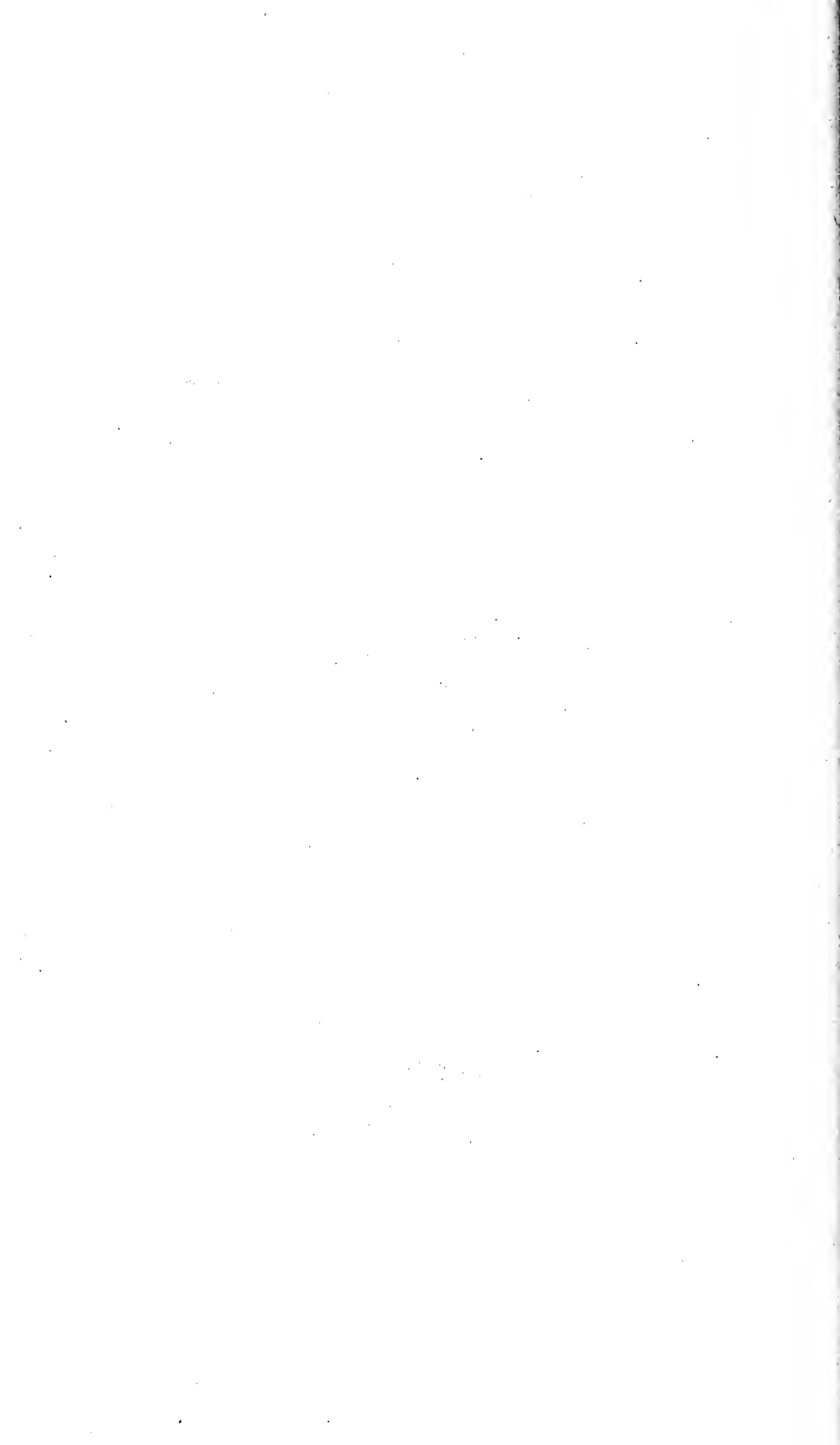
In response to the question as to what colleges and universities ought to do under the conditions of such increasing enrollments, it was suggested that State institutions will be compelled to carry their campaign for the necessity of much greater appropriations to the legislatures in a convincing way, and that institutions depending on private support will have to do the same thing with those persons or organizations on which they depend for financial support.

It also is apparent that many persons connected with colleges and universities are beginning to feel that some sort of reorganization of the entire educational system is necessary, whereby the colleges and universities, especially the State institutions, can be relieved of a large part of the work now given during the freshman and sophomore years.

This suggestion brought up the possible desirability of establishing a number of junior colleges throughout the various States. Some members of the conference were in favor of the addition of a thirteenth and fourteenth year to the public school system, wherever it is possible to establish this work. Such an organization would also permit students to remain nearer their homes for two years longer than is possible when they go to large universities upon graduation from secondary schools. It was suggested too, that with such an organization the United States would have a system of secondary and higher education closely approaching that now found in most European countries.

It was pointed out that the most fundamental reorganization necessary is not so much a matter of administration as it is a reorganization of the curriculum which should be undertaken by this newer type of secondary school. There should be such a reorganization of the material of instruction as will enable students who go from these secondary schools to begin technical and professional specialization immediately upon entrance in the universities. In this way the universitieswould be largely relieved of the great amount of work now done in the freshman and sophomore years, which is mostly of secondary nature.

The reorganization of the curriculum of secondary schools also raised the question as to whether or not it will be possible thereby for the secondary schools to reduce the amount of time now devoted to what is generally regarded as secondary work. It was pointed out that the average school term in the United States has been increasing steadily during the last few decades. It should therefore be possible with the proper organization of curricula to do the same amount of work in from one to two years less time than it is now being done.



In European countries the secondary schools ordinarily prepare students for entrance upon the professional and technical courses in universities in two years less time than American students are prepared. It should be possible to do in the United States the same quality of work in the same time as it is done in European countries.

What can be done in colleges and universities regarding the enormous shortage of properly qualified teachers for the secondary schools? Persons who under this work should be graduates of colleges and universities and if possible have, as is the requirement in California, at least one year of graduate work. In the past, colleges of arts and science have largely supplied teachers for the secondary schools. However, a diminishing proportion of graduates from colleges of arts and science are going into the teaching profession. Further, the private institutions, which have always stressed the work in arts and science, have been furnishing much the larger proportion of graduates who go into the teaching profession in the publicly supported secondary schools. This observation holds true especially in the Eastern States. In the Middle Western and Far Western States the publicly supported institutions are responsible for a larger proportion of students who go into the secondary schools as teachers.

The question was then raised as to whether it would be possible for State legislatures to encourage private institutions to continue this work by giving them financial assistance. It was suggested, however, that this financial assistance could not be given in most States of the Nation on account of constitutional or legal provisions prohibiting State legislatures from rendering such financial aid. Such a question becomes somewhat delicate when it is appreciated that most of the private institutions are closely identified with some religious organization.

Discussion of measures of relief for the teacher shortage in the secondary schools brought out the suggestion that we should not neglect the appeal to students in colleges and universities to go into teaching as a means of public service. It was felt that especially in the women's colleges this could be made with great force. As a means of stimulating the interest of persons who might be induced to go into the teaching profession, due consideration should be given to the possibility of financial encouragement to students who attend normal schools and teachers' courses in colleges and universities.

The problem of higher education among negroes was next mentioned as being an extremely important one. Four hundred thousand negroes served in the Army and gained some appreciation of the necessity and desirability of further education than they had so far received. In order to establish properly equipped schools it is necessary to secure a much larger amount of public funds than negro schools are now obtaining. The appeal for properly qualified negro teachers has reached an alarming situation, and business and industrial corporations are extremely short on properly qualified persons of the colored race to undertake work with them. The situation obtaining in the Souther States regarding negro education brought out the fact that the white people of the South are beginning to appreciate, as they have never appreciated before, the necessity for increased facilities for education among the colored people. In order to effect this purpose, interracial committees have been established in a number of Southern States and communities, where the problem has been discussed at great length. These organizations are endeavoring to lay out plans whereby these ideas can be carried out. In this way it is confidently hoped that negro institutions will receive a much larger appropriation from State funds than has so far been possible.

At the afternoon session the chairman raised the question as to whether or not the emergency in student attendance at colleges and universities will not necessitate the limitation of student enrollment. It is easier to secure this limitation in student attendance at institutions supported by private funds than it is in State colleges and universities. For instance, Dartmouth College has already announced that a limitation of 600 students is to be placed on the freshman enrollment at that institution next September. The State institutions, on the other hand, are usually required, through constitutional or legal provisions, to admit all students who satisfy the entrance requirements. He also suggested that it is a well-known fact that many students who are now in attendance at colleges and universities are incapable of carrying on collegiate

work so as to gain great profit. These students, it was suggested, should be eliminated as early as possible.

The problem is not so much a matter of eliminating students from colleges and universities as it is of adjusting our educational program to suit the special needs of all persons who seek additional education. As a means of assisting a large body of students to secure the desired education, colleges and universities could conduct a large amount of extension work, and thereby make it unnecessary for many students to be in residence at instutions of higher learning. It was felt, however, that in many instances students should not be permitted to obtain all the work which they desire through correspondence courses, as it is extremely desirable that students pursuing these courses should be in actual attendance at an institution of higher learning for at least a portion of the time.

As a means of solving the emergency existing in colleges and universities, the question should be presented to the people as their problem, and not as the problem of the institution concerned. It was believed that when the problem is presented in its proper form public sentiment will always rise to a proper appreciation of the existing emergency. In order to arouse public attention to the situation, there should be an extended publicity campaign. Such campaigns, wherever they have been conducted on a dignified basis, have usually produced the desired results. It should be appreciated in this connection, that a small increase of from10 to 25 per cent in the funds available for institutions of higher learning is generally a palliative only, and not a cure for the situation. The public must be made to feel that increases of from 50 to 100 per cent are in most instances, either absolutely necessary or highly desirable.

In this connection mention was made of the loss of social standing which the entire teaching profession, especially in colleges and universities, has suffered as the result of the inadequate financial compensation now given to professors and instructors in colleges and and universities. Men in other professions in recent years have been able to secure greatly increased compensation and have therefore attained a high plane of public esteem, whereas teachers in colleges and universities have in many instances been compelled to accept what amounts to reduction in salary and a lower social recognition. For members of the faculties of colleges and universities to continue in such a conditon is regarded as most undesirable. It will undoubtedly react greatly to the detriment of higher education.

The session on Thursday afternoon was opened by an address from Dr. M. L. Burton, president-elect of the University of Michigan. In his address Dr. Burton pointed out that, notwithstanding the enormous sums of money which State legislatures have in recent years provided for higher education, and in spite of the astonishing sums which have been given to private colleges and universities, the institutions of higher learning now find themselves confronted by the very greatest financial emergency.

Furthermore, during recent years, State institutions in particular have been increasing the student attendance at a very rapid rate. The University of Wisconsin, for instance, has doubled its enrollment each decade during the last four decades. On account of this enormous number of students and the inadequate financial support, the morale of college and university faculties is at a lower ebb than it has been for many years. The campaigns for additional funds have inevitably resulted in a loss of self-respect by members of faculties who have spent years in attempting to secure an adequate preparation for what they believed would be a dignified calling. As a result of the war, these men and women have often found their services in great demand in business and industry, and they are beginning to leave the institutions of higher learning at an alarming rate, at a time when the supply of recruits from the graduate schools is dwindling in number and diminishing in character.

This alarming situation in institutions of higher learning is of special consequence in a democracy. The United States is in great need of men who are trained not only for technical and professional positions, but as leaders for the solution of the extremely complex economic problems which are presenting themselves to the people at the present time. The very quality of civilization in this country therefore depends in large part upon the character of instruction which can be secured at institutions of higher learning. Just in so far as it is possible to push out the borders of knowledge through research, investigation and discovery, just so far does it become possible for American democracy to make the progress that is expected of it.

In the present emergency in institutions of higher learning Dr. Burton suggested the following possible solutions:

1. The deliberate production by the proper administrative officials of a deficit in the college or university, wherever that could be legally done. Although this might act as a stimulus for securing proper financial assistance it would not be a desirable thing under most circumstances.

2. Calling special sessions of State legislatures for the purpose of securing adequate financial assistance. As a practical matter this is not usually possible.

3. The adoption of what may be called a radical budget, in which all, or nearly all, of the money available is spent before the end of the collegiate year. Such an expedient is probably not desirable in most institutions.

4. The adoption of what may be called a conservative budget, in which provision for a liberal increase in salaries is made, such increase to depend upon securing the necessary financial support from State legislatures and to go into effect when this support has been given.

The speaker also suggested a more permanent policy which could be pursued by colleges and universities after they have made a careful self survey. In this survey the conditions regarding finances and student enrollment throughout a course of years could be made the basis for a fairly accurate prediction concerning the future situation. In this way State institutions in particular would be able to present a scientific organization of their condition to the State legislatures. The institutions themselves and the State legislatures would thereby have accurate knowledge as to what financial support to State institutions of higher learning should be given in future years.

Some concerted effort should be made among State insitutions to conduct these self surveys, in order that there might be a great body of information coming from every State in the Union. These self surveys should bring out the fact as to whether all work now being done in colleges and universities actually needs to be continued. As is well known, institutions of higher learning are now conduction an amazing variety of work, and it is commonly believed that much of this can be done outside of the university walls.

It was also suggested that possibly in some instances it is uncertain to take so much time for the preparation of students pursuing certain courses. Economy of time, if feasible, would naturally solve many of the difficulties in colleges and universities.

In making suggestions as to the possible means of increasing the incomes of colleges and universities, it might be desirable to permit students to pay voluntarily the full expenses of their education. At present it is well known that many students are entirely able to pay a sum equivalent to the full amount that is expended on their education in a college or university. It might also be possible to increase the fees for certain courses quite materially without working a hardship. In various professional courses such as medicine and dentistry the fees in agriculture and other courses should not be raised to something like an equality with those usual in medical and dental schools.

As the most important method, however, of securing adequate funds, President Burton emphasized the fact that we must go to the legislatures and to private individuals interested in the privately supported colleges for very great increases in the amounts of money available for the support of institutions of higher learning. These increases should not be simply moderate, but should frankly be very large. Legislatures and the people at large should be made to appreciate that colleges and universities are now in an extremely acute financial condition, and that unless they receive adequate financial support they can not possibly train men and women to fill technical and professional positions or places of leadership in the State and community.

President Charles S. Howe, chairman of the resolutions committee, presented the following statement, prepared by his committee:

Whereas, the remarkable interest in higher education which has developed since the World War has brought to the universities, colleges, and technological schools an unprecedented number of yourng men and women, which increase in enrollment bids fair to continue in future years; and

Whereas, there has been an enormous increase in the cost of materials and supplies, including those necessary for buildings and instruction in institutions of higher learning; and

Whereas, endowments and appropriations, which before the war were sufficient to maintain college and university work, have in the present emergency, notwithstanding the most rigid economies, proved to be utterly inadequate to meet this increased cost of maintenance and to take care of the large enrollment of students, and

Whereas, the increased cost of living has compelled many college and university teachers to resign their posts so that they may accept positions in business and industry where the remuneration is sufficient to enable them to support their families comfortably and to provide a satisfactory education for their children; and

Whereas, these conditions have left the institutions of higher learning with greatly reduced staffs of competent teachers, which, even under pre-war conditions, would have been inadequate to continue instruction on that high plane which the colleges and universities have always endeavored to maintain; and

Whereas, The Nation rightfully expects the colleges and universities to continue supplying the country with well trained young men and women for service in the public schools, for technical positions in industry and business, for the learned professions, and for leadership in all fields of thought and action, and since, owing to the changed condition in social and industrial life caused by the World War, new and complex problems have arisen which demand a greatly increased proportion of trained men and women; Therefore, it is the sense of the National Citizens' Conference on Education:

(1) That a National crisis exists in our educational system which demands the earnest thought and the careful consideration of every citizen of the country, and that the attention of the people of the United States should be called immediately and forcefully to this emergency, both in the public schools and in the institutions of higher learning;

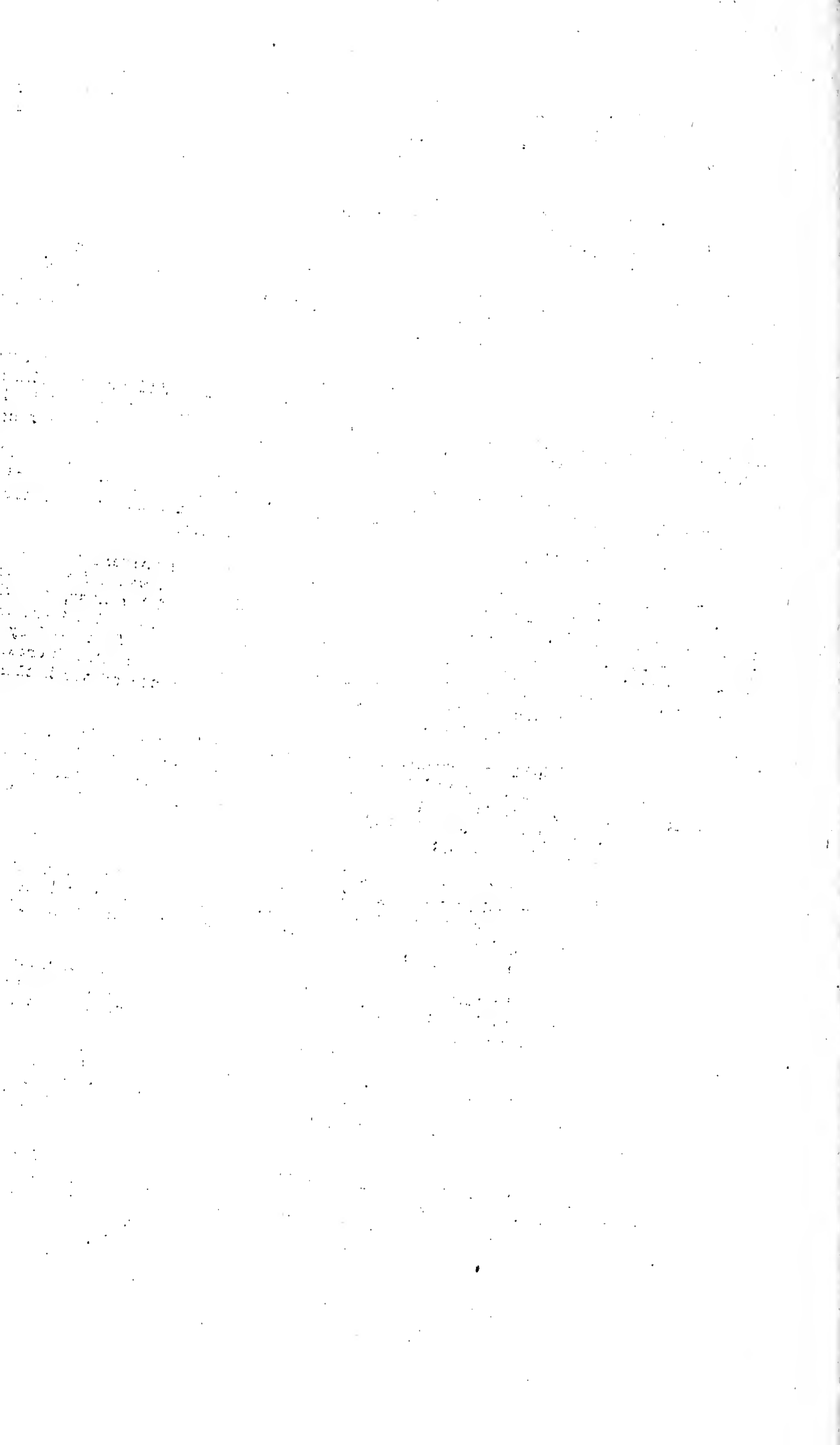
(2) That, in order to meet this crisis in education, it has become absolutely essential for colleges and universities to secure increased funds which will enable them to obtain the necessary equipment and supplies, and to attract to and retain in their faculties an adequate number of men and women of superior ability and specialized education;

(3) That unless institutions of higher learning secure these increased endowments and appropriations they will inevitably be staffed by teachers of inferior grade, classes will be larger than experience has shown to be wise, and instruction generally will be mediocre and inefficient;

(4) That the people of the United States will not be satisfied if earnest and well prepared students are denied the opportunity to obtain a higher education under inspiring and efficient teachers and in institutions thoroughly equipped to carry on their work.

(5) That, since colleges and universities are the chief source for the supply of research workers both in pure and applied science, the welfare of the Nation demands that in these institutions every opportunity be given for original scientific investigation, and for the generous encouragement of research professors and the training of students in the methods of research;

(6) That, to attain these ends, it is imperative that public opinion throughout the Nation be aroused immediately to a thorough appreciation of the pressing and unparalleled needs of institutions of higher learning.



Therefore, we, the members of this National Citizens' Conference on Education do hereby call upon the people of the United States to provide liberal support for their colleges and universities, both public and private, in order that these institutions may adequately and effectively minister to the needs of t people and serve the public welfare.

President Charles S. Howe,
Case School of Applied Science
Chairman
President-elect L.D.Coffman,
University of Minnesota.
Dean James H. Dunham,
Temple University.
Dr. S. P. Capen, Director,
American Council on Education.
W. R. Boyd, Chairman, Finance
Committee, Iowa State Board of
Education.

The resolutions were adopted unanimously.

E. Lee Howard, president of Fargo College, Fargo, North Dakota, mentioned the fact that colleges and universities are now finding it difficult, whenever they wish to borrow money at banks, to present securities such as are acceptable to the federal reserve banks. It was stated that most of the banks would be perfectly willing to accept the securities of colleges and universities if a ruling could be obtained from the Federal Reserve Board giving colleges and universities a proper financial rating. In order to bring this matter to the attention of the Federal Reserve Board, President Howard offered the following resolution, which was unanimously adopted:

Resolved, That the Federal Reserve Board be requested to make a study of the question of credit for colleges and universities, with a view to a favorable ruling upon the rediscountability of their paper by the federal reserve banks.

After futher discussion concerning general problems facing colleges and universities, the section on higher education adjourned.

George F. Zook,

Secretary.

REPORT OF THE PRESS GROUP

OF THE

NATIONAL CITIZENS' CONFERENCE ON EDUCATION

SECTION V.

That there is a serious crisis in the educational conditions of our country is generally admitted. People of vision recognize that unless radical change in the tide of educational matters can be effected, our beloved civilization is in jeopardy. Our Government rests upon the intelligent will of the people. If the great mass of our citizens can be led to realize the true situation, their patriotism and saving common sense will surely cause them to save the situation.

The press is one of our most effective agencies to enlighten and move the popular mind. If this agency will become active to its full ability in the matter, great civic blessings will be the fruit.

Accordingly, the Press Group of the National Citizens' Conference on Education would recommend:

1. That the National Bureau of Education at once inaugurate, lead, and direct in a campaign of education about education.

22 That the press of the Nationa, together with all other agencies and organizations that have for their purpose enlightening the people of our country upon matters of popular and patriotic concern, be earnestly invited to cooperate, and contribute their aid and influence in forwarding this campaign of education about education.

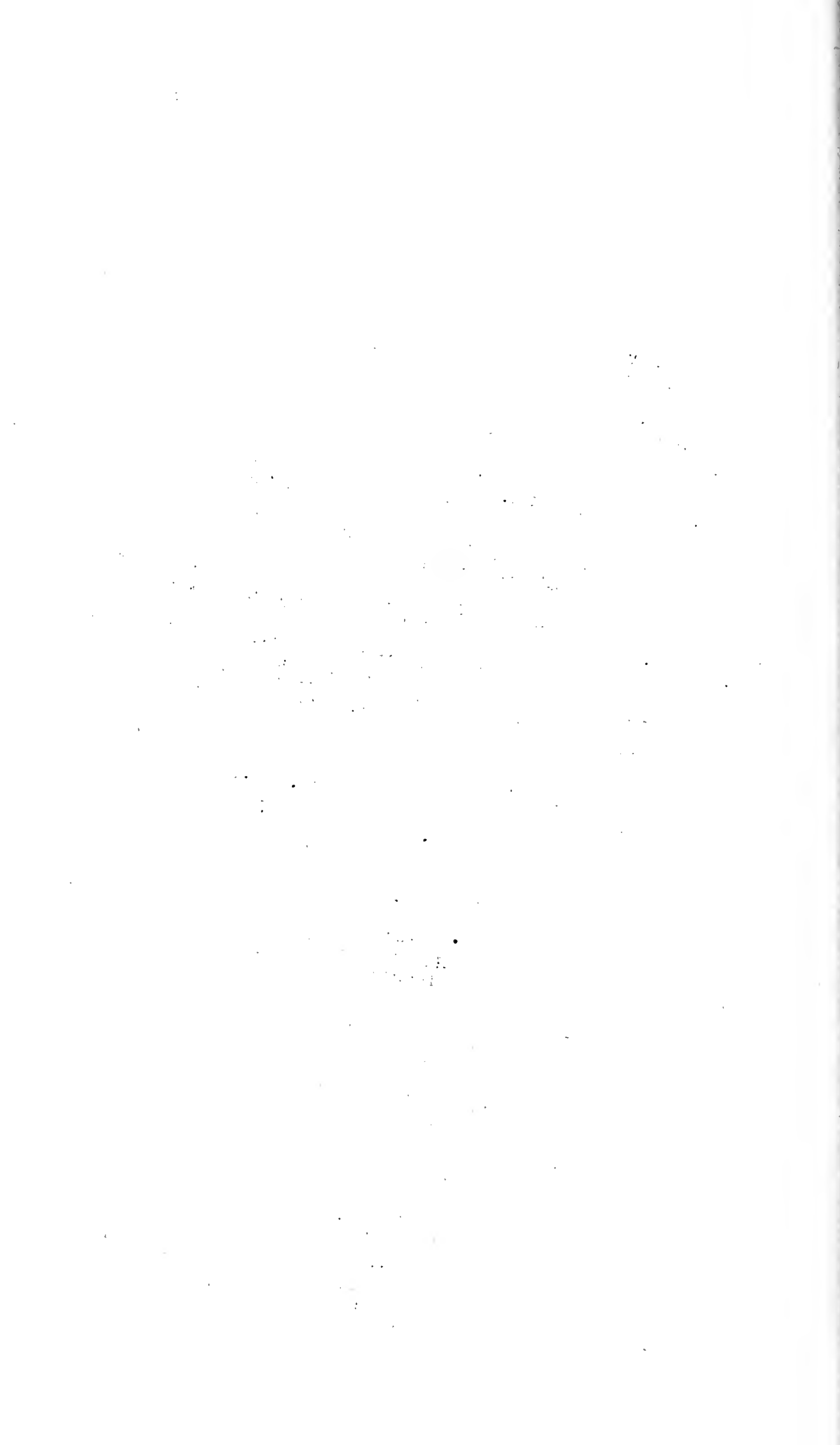
3. That the National Bureau of Education provide or cause to be provided matter, editorial, news items, etc., to be furnished regularly to the press, such matter to be in such form, popular, fresh, and newsy as to be ready for prompt use by editors; and also to be of such variety as will appeal to the city dailies, the rural papers, the magazines, etc; and also be prepared to furnish matter of such character as may fit local conditions or serve special campaigns.

4. We recommend that the National Bureau of Education, if it be needful to do these things successfully, develop and associate with it a staff of helpers of adequate size and journalistic skill to make the campaign completely effective.

5. We recommend that the National Bureau of Education, through all sources at its command, develop a news-gathering bureau to collect systematically as much fresh and reliable educational data and news as possible, put it promptly into proper form for press distribution, and send it to the press as soon as possible.

That the National Bureau of Education encourage the educational press to fall into the line of popularizing educational reading matter.

6. We recommend that in each state there be developed in connection with the state and municipal departments of education, and with such educational organizations as may already exist, and in cooperation with the National Bureau, a publicity committee to aid the National Bureau in both the collection and dissemination of matter in this campaign; and as rapidly and as effectively as possible that the same plan should be extended to counties, cities and communities. In these smaller units teachers and educational organizations should be



enlisted to cooperate and to help.

After consultation with the Commissioner of Education, to start into operation these recommendations, the press groups recommends the creation of two committees, as follows:

First, a Committee on Organization, which will serve temporarily, and, in cooperation with the head of the National Bureau of Education, will develop a permanent central committee made up principally of representatives of organizations already existent that will agree to cooperate in this campaign of education about education. On this committee, the following have been appointed:

Chairman: Dr. Wilber Colvin,
#413 Chamber of Commerce Bldg., Atlanta, Ga.

Mrs. Frederick Schoff,
3418 Baring St., Philadelphia, Pa.

Miss Jessie L. Burrall,
Washington, D.C.

Hugh McGill, Field Secy. of National Education Association
Washington, D.C.

Dr. Walter A. Montgomery, Secy.,
Bureau of Education.

Second, - a Committee on Publicity, composed of those who will advise with and assist the National Bureau of Education relative to the development of an editorial staff and to its particular work.

Chairman: J.R. Hilderbrand,
National Geographic Magazine.

T. Edward Murtaugh,
Publicity Director, Red Cross.

Alson Secor, Editor,
Successful Farming, Des Moines, Iowa.

Mrs. Florence Brewer Boeckel,
Washington, D.C.

W. CARSON Ryan, Jr.,
Educational Editor,
New York Evening Post.

To finance this great campaign, we recommend that the National Bureau of Education, each State Department of Education, each coordinating organization civic and educational, be requested to show its faith by contributing all aid and money possible; also that the head of the National Bureau of Education, as soon as possible, appoint and organize a finance committee to solicit and collect funds from the wealth of the Nation.

As supplementary to the direct press work, but that with which the press is closely related in a campaign of publicity, we recommend that there be held a series of educational conferences and popular meetings for the enlistment and development and instruction of workers, and for the instruction and arousing of the public in the successful prosecution of this campaign, many of these meetings to be held under State and local auspices, but all to be coordinated with the national campaign.

Wilber Colvin, Chairman
Walter A. Montgomery, Secretary.

AFTERNOON SESSION

THE CHAIRMAN: Our discussion of teacher shortage and falling off of pupils in normal schools brought out the following reasons for the condition existing:

1. Inadequate pay.
2. General unrest.
3. Wider opportunities for women.
4. Failure of recognition for teachers in the profession.
5. Over-professionalism.
6. Undemocratic administration.
7. Humdrum life of the teacher.
8. Teachers do not marry.
9. Pupils see the disagreeable side of teaching and not of other professions. They therefore, have a critical attitude.

This afternoon we shall discuss remedies for the situation.

PRESIDENT EVANS, OF TEXAS: Let us have a layman's point of view. I wish the Chairman would call Mr. Echart of Texas.

MR. ECHART recommended that an appeal to the people be made so that they will understand the situation. Teachers deserve a very high salary and will get it when the people understand. There is no social discrimination in Texas. We are proud of our teachers. A teacher cannot do her work well if she must worry too much about money. We must have the best teachers in the world. In business we are willing to do anything to get the right person. The same must be done in teaching. We are more willing to pay for the education of teachers than for the education of doctors. We want teachers to be good as lawyers or doctors, for they are.

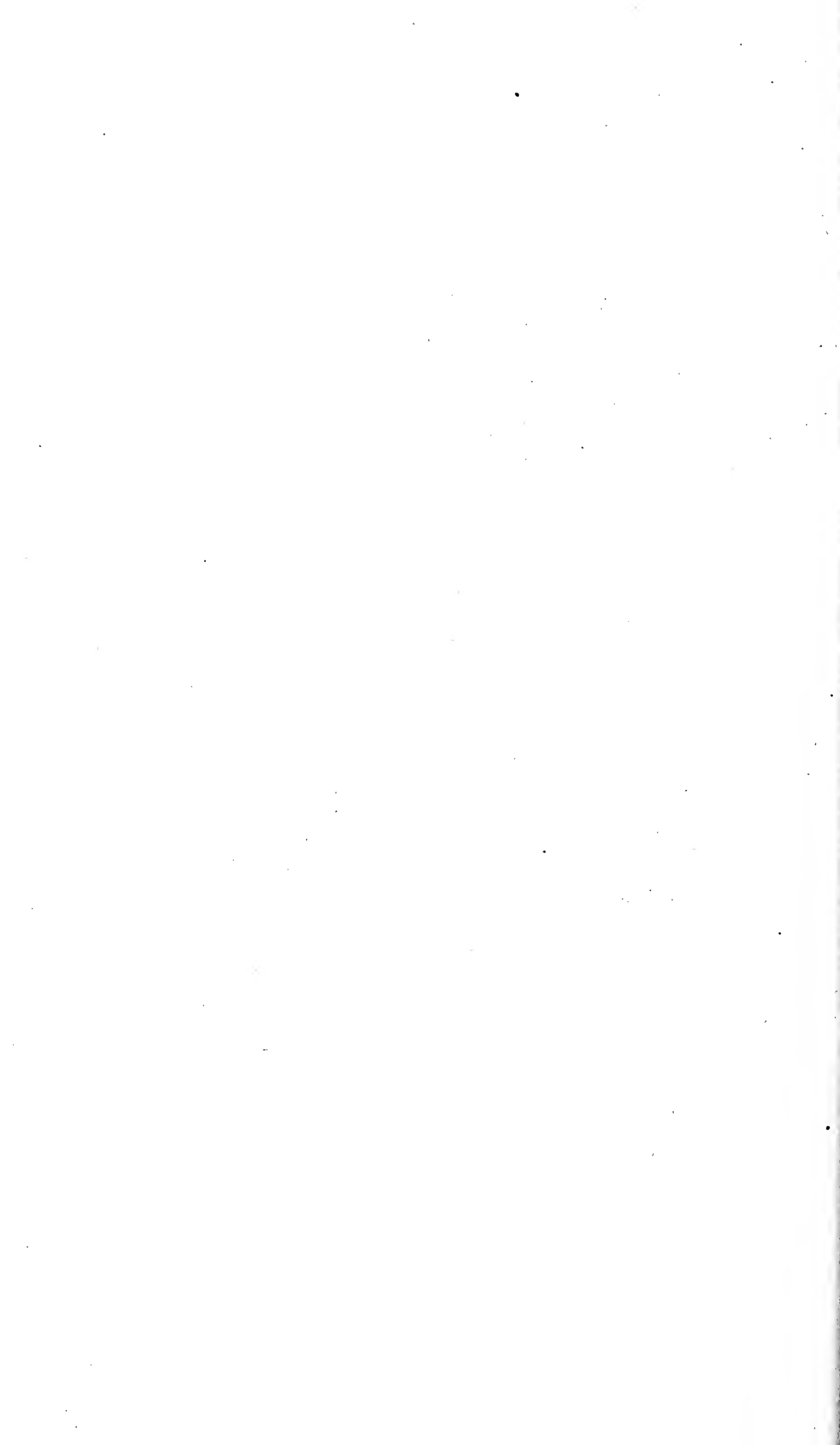
MR. KEITH OF PENNSYLVANIA: This nation is able to payfor education. Our wealth is $250,000,000,000. A two mill tax would raise enough to pay every teacher at least $714 a year. Teachers are entitled to this much. Property valuations are too low in some cases, -- less than a fifty of their real value. The normal school boards must have more money. Dr. Zook of the Bureau of Education says that salaries in normal schools have increased in 1920 over 1916 about as follows:

For Presidents from $3089 to $3451 or 11½%; professors $1503 to $1792 or 18%. Instructors $1236 to $1456. When this division was not made between instructors and professors the increase of all was $1262 to $1851 ot 47%. Critic teachers have the largest increase, namely from $1146 to $1780, or 55%. The possibilities for raising money for education may not succeed as we hope. The national government can raise money better than the states can. Therefore, let us face the question clearly. Is it not desirable that the national government should help finance education?

Representative of Governor Coolidge says that Brookline has raised the salary of teachers very materially and gives them freedom of action. They have the best buildings that money can buy and good parent-teacher associations, therefore, the teacher receives social recognition. He quotes Dr. Eliot as saying that the future of the teachers depends on organization. There is plenty of money if we only make the right kind of drive for it. Educational leadership for the world must come from this country. We have solved our problem locally.

Mr. Wright asks how can teachers ever begin if all demand experienced teachers. The reply is, We have plenty of applicants and therefore can choose.

Mr. McGilvray says, probably theyhave solved the problem locally,



but what can other districts do? They cannot follw the example set by Detroit and Brookline. Man fromBrookline replies "We can show others how to do it because we can afford it."

Dr. Evans of Texas. Our situation is actue because of our tax limitation. Some cities are doubling taxation voluntarily. Many are building teacherages. We have put a tax on oil, which will go to schools. Normal schools have suffered from lack of vision. We have asked for too little. We must geat broader and more constructive programs. We must not allow it to go out that normal schools are not as good as colleges. Grade teachers should have as good salaries as high school teachers. We must not keep our courses down to two years.

The chair suggested that it would be well to discuss some reasons other than salaries? Dr. Balliett of New York says, we have not yet touched on the matter of permanent tenure, which is important. Teachers should be able to criticize the boards of education and not be dismissed summarily by a board not knowing anything about their work. This would not be possible in law or medicine. The discontent of many reachers is ethical as well as economical. Teachers wish to maintain their self respect. We must have higher salaries too. Communities can afford a sacrifice far better than teachers. Endowed colleges havebeen finan ced largely by the faculties. Money should be raised in other ways than through property taxation. Income tax, vacant lot tax, and the like have not yet been tried for school purposes.

Mr. Chambers of Pennsylvania. The monotony of the teachers' career is really subjective. It is due to the fact that we have the wrong people in the profession. Better and more extended training is the solution of monotony. All teachers should be recruiting agents. We should interest others in our profession. There is something wrong with teachers who do not believe in their work. We need organization to raise our own standards, and to show the necessity of others meeting these standards.

A motion was made and carried as follows:

"It is the opinion of those present that the salaries of instructors in normal schools doing college work should be equal to those of professors in colleges."

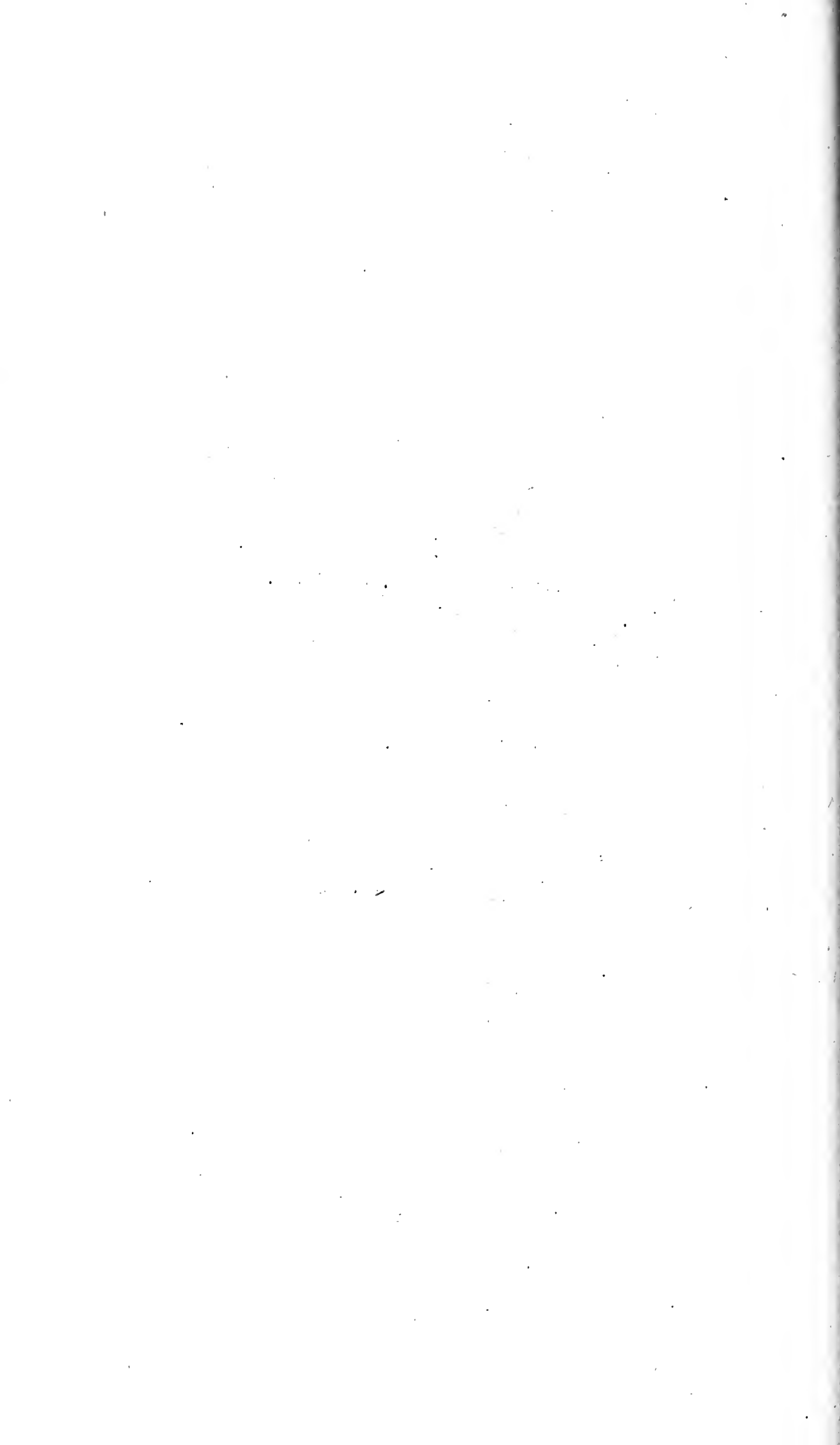
Commissioner Claxton said he heartily agrees with that suggestion. It is fatal to regard normal schools as cheap schools. Instructors in normal schools should have breadth of view, experience, ability, power, skill in teaching. Higher standards are needed here than anywhere else. Normal schools train leaders. No leader can make people better than himself.

Dr. Owen of Chicago. It is foolish to talk about raising standards until we pay enough to get them. Normal instructors should have salaries equal to those paid in colleges.

President Keith suggested that teaching is only a part time employment. A teacher should be employed all of the time and a salary paid in 12 installments. President Owen objected to this at the present time owing to the advisability of putting stress on salaries for the present.

Mr. Bennett of William and Mary College: Resolving that teachers get more salaries, will not give them more. Let us take the whole matter to the people. There is danger when teachers are discontented. We must hold our teachers if they are good. If we appeal to the people, salaries will be raised and will stay up when other salaries go down.

Mr. Wilde of Boston University: Normal students do well in college classes. We should mobilize all our forces, and there should be no antagonism between normal schools and colleges. I regret that such feeling should come up. It is a wonder that the Bureau of Education has accomplished what it has with its meagre appropriation. I wish we could have a campaign of publicity giving that Bureau $500,000 appropriation to carry it on. We need more men to give stability to the teaching profession. Let us mobilize, eliminate friction, and have a campaign of publicity.



Commissioner Claxton suggested that educational campaigns need not be very costly. He described one carried on for about $2000, State wide in its scope. He advocated a standard for teachers which shall set as a minimum qualification 4 years of high school and 2 years of professional training in addition. It should be 3 or 4 years instead of two. There should be as good teachers in the country as in the city, and normal schools should be enlarged to supply the demand adequately. Normal schools should have at least $75,000,000 for teacher training.

Mr. Brubacker of Albany. We are agreed that salaries should be raised but we should have some basis for raising salaries. Inexperienced teachers sometimes get as much as experienced teachers. I offer the following motion:

Whereas (1) We have insufficient data regarding adequate salaries, (2) There is too little progression from minima to maxima salaries; (3) The period of progression and promotion is neither clearly defined nor sufficiently long; Therefore, be it

Resolved: That a National Commission on Teachers' Salary Schedule be constituted by the United States Commissioner of Education, such commission's report to be published by the United States Bureau and submitted to all State Departments of Education.

Referred to Committee on Resolutions.

Chairman: How are we to get money for salaries? Our States have unequal resources. We must suggest a means for equalizing them.

Dr. Owen: The people do not know we need more money. They must be educated. Our present methods of taxation are not adequate. Not all money is taxed. Last year far more money went into the general government than went into the schools from each of the States. We must get money from other sources than property taxation. Every teacher should be a member of a professional organization for teachers and help educate the public. We are going to sell the Illinois public schools to the people. The Illinois State Teachers Association will force the issue for more money.

Reverend Donally of Massachusetts. We must recognize that more money is needed but also we need freedom in education. There is danger in too large units. Centralization may mean ruin of freedom.

President Conn of Nebraska emphasizes the good work which normal schools are doing, says their students are as well prepared as those of any other institutions.

ADDRESS BY

GENERAL W. G. HAAN,
General Staff, Director, War Plans Division,
Before the National Citizens' Conference on Education at
Washington, D. C. May 20th, 1920

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"EDUCATION AND THE ARMY"

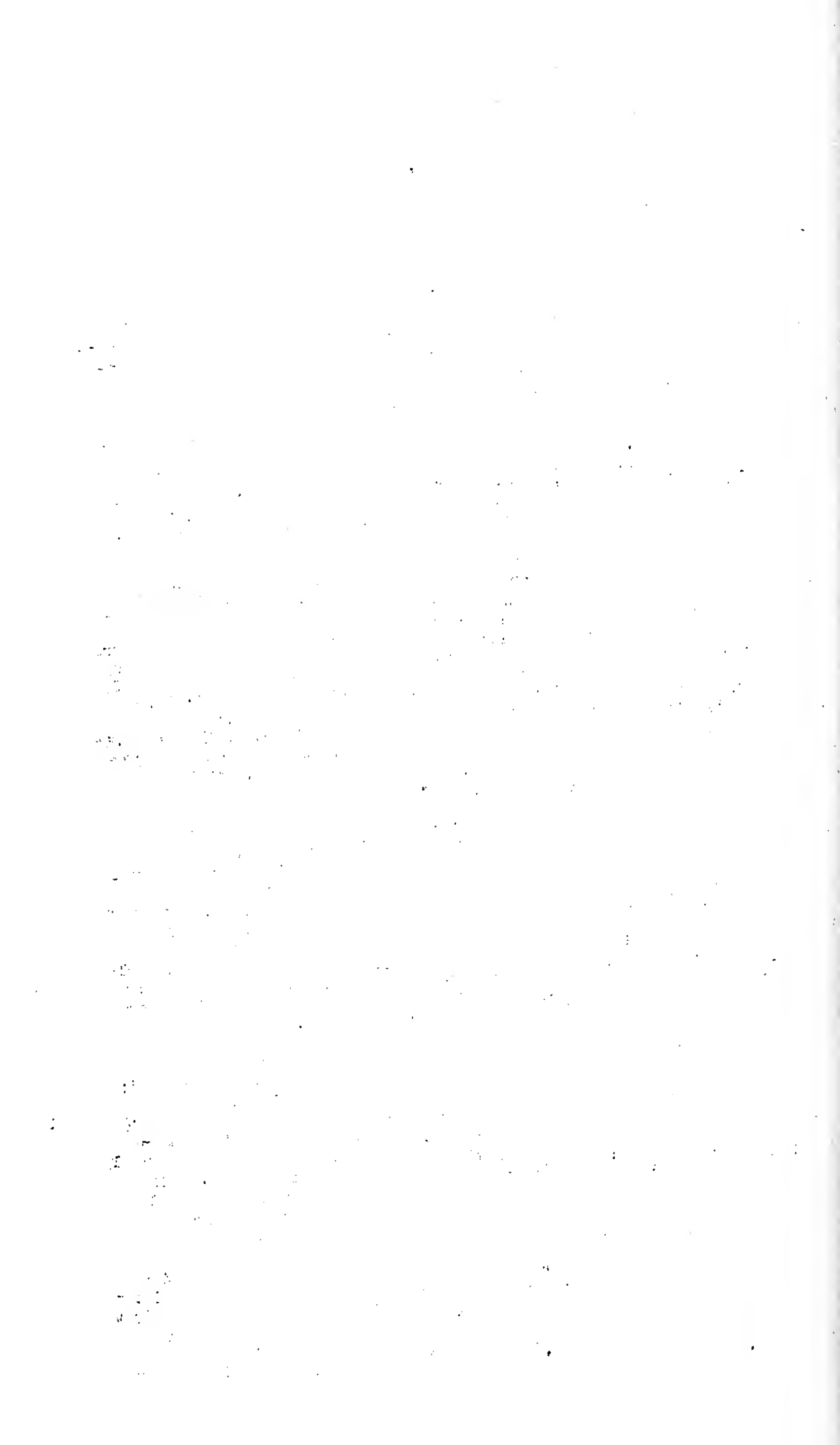
To an audience such as this it is not necessary to do more than refer to the rather heterogeneous system of education now in existence in this country, and to the sad effects of such a system in neglecting to take note of the importance of universal education. To you who have been interested in this work and to us in the Army and in other professions who need educated men, there has been no mystery about the illiteracy that exists in the United States. Anyone who has enough interest in this matter can easily find the facts in the census reports, which also indicate that there has been little improvement in the matter for many years. These unfortunate conditions were brought forcefully, and fortunately may I say, to the attention of the general public as a result of the draft statistics in connection with the recent war. There is nothing, however, in these draft statistics that should astonish anyone who is well informed concerning education in the various States of the Country; yet the press and public are both astonished and chagrinned.

The needs for educated men in a modern army was also no mystery to students who have given serious and sincere study to the subject of military art. But the public does not yet comprehend the facts and there is still a lack of interest in this particular phase of education even among the educators of the country. This is not surprising because I must confess that in my own studies I had failed to grasp both the necessity for so large a percentage of educated men among the enlisted men and the paramount importance of higher education for all officers in order that they may perfect and control under battle conditions so complex an organization as a modern army. At the present At the present time the size of armies is limited only by the manpower of the nation and by its resources for their equipment and maintenance. It is no longer armies, but nations that make war.

It will perhaps surprise some of you to learn that a combat division operating on the front line at grips with the enemy requires that 42% of its enlisted personnel shall have some special education, or vocational or technical knowledge other than that which is usually understood to be military training. When we go further back into the areas of supply, the areas of procurement, the lines of transportation, the constructions departments, the engineering corps, and all the technical services, such as the Ordnance Department, the Air Service, the Signal Corps, etc., the percentage of specialists, or men with technical training is very much larger. For the whole army at least 50% of the enlisted men in an efficient army must have vocational or technical training in addition to military training proper.

You know that, properly speaking, technical or vocational education should be undertaken after the elementary education has been completed; but we find that the average education among all American adults is only the sixth grade and when we consider that but a small percentage of those above the eleventh grade remain available for the enlisted personnel due to other absolute needs for educated men, we see that the average education of the personnel available for enlistment is probably but little above the fifth grade. It becomes necessary, therefore, first to educate some of these men in special lines before they can be trained militarily to fill the important posts requiring special educational training in the army organization.

It may be interesting for you to hear a little personal experience in this line. In Spetember, 1917, I was assigned to the command of a Division of National Guard Troops assembled in Texas. In this Division, which at first was composed altogether of volunteers, there was not a single man who could read or write. There were some 2,000 who could not read or write the English language, and there may have been a few of these who were reallyilliterate in



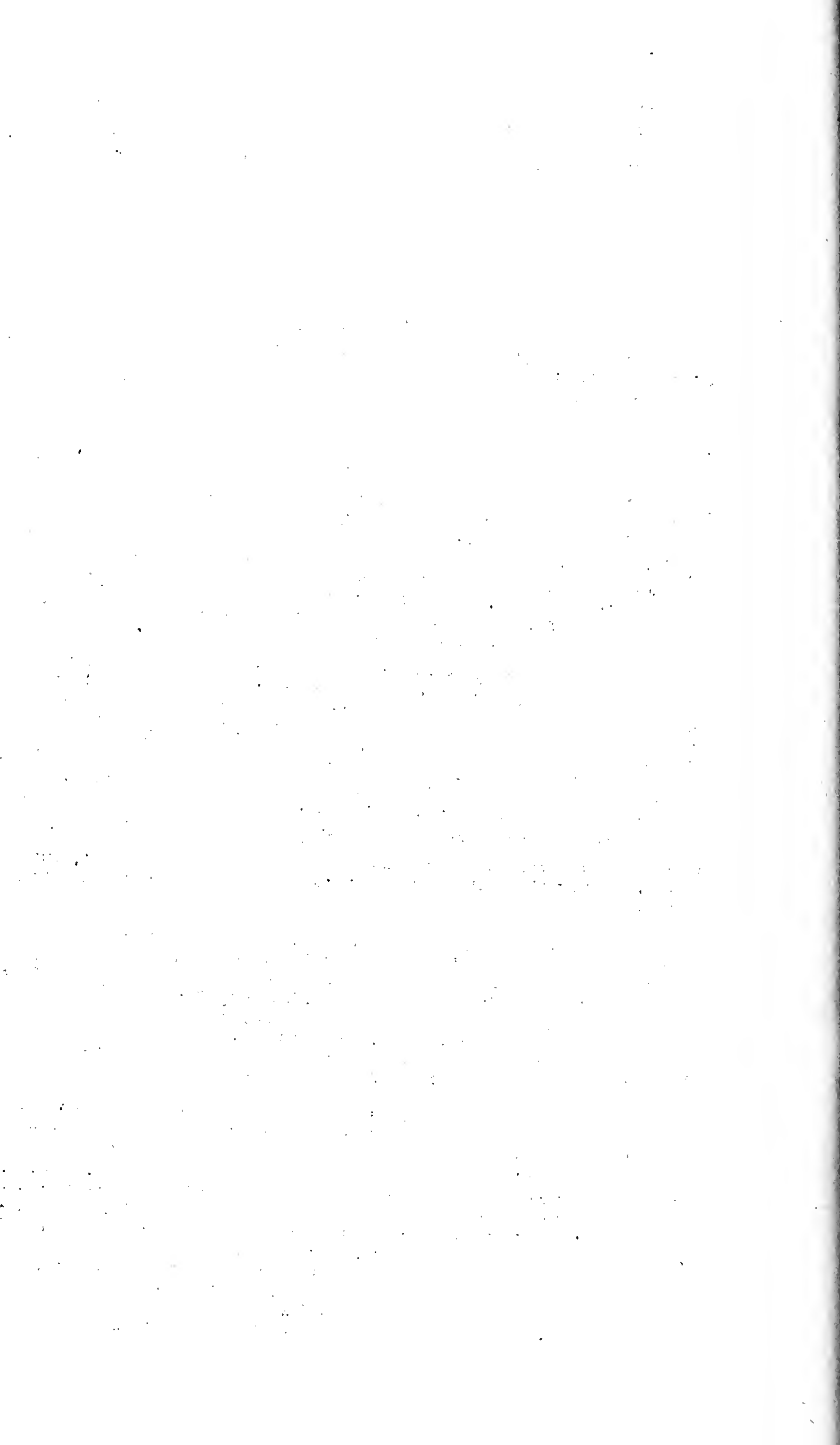
their own language, but there were not many such. Yet, with such a high grade personnel as this, we found that before we could give these men complete military training and organize them into a combate unit of 27,000 men, it was necessary for us to establish vocational and trade schools, of all kind, and give them elementary technical instruction before we could give the military training and thus perfect a functioning military machine . It was necessary to establish more than thiry of these schools in the Division Camp, and to send about 6,000 men to them for educational instruction in order that they might have sufficient education to understand the problems that they had to solve in combat.

It may also be interesting for you to know the experience of some of the commanders in the front line in connection with educated men. Educated men were constantly called for from the rear and were ruthlessly taken away from the combat divisions at the front. It was painful to the commander in the front line to have taken away from him men whom he had not only militarily trained, but whom he had educated for their jobs. Yet we recognized that the front line could not keep on fighting unless the troops in the rear supplied the wherewithall to fight, and when a division commander thought back over his own experience for the past nine or ten months in which he had been organizing, preparing, and training his division, he recognized the great deficiencies that existed because of a lack of education of our young men of military age. He knew also that in the technical services and in the great organization back of the line a still higher percentage of educated men was necessary, and he knew that the whole military machnine would break down unless he himself was willing and did contribute his share to the maintenance of that machine. Painful as it was to lose his best men whom he had specially trained for certain positions, yet it had to be done. Even during battle new men had to be educated for these vacated jobs. .

I shall not forge the thoughts that came to me sometimes when my men were in battle, and battle are long in these days, I shall not forget the repeated expression I have heard from the mouths of eloquent men that this war was being fought by the <u>flower of the manhood of our country</u>. That is strictly true if we consider physical fitness to be the guage by which to measure, but it is not true if it be guaged by both physical and an educational standard and if we consider only front line combat. A large percentage of the men who carried the rifles in the front line were qualified only for that duty because of their deficiency in education,-perhaps no fault of their own, perhaps no fault of any prticular individual, but primarily, I think the fault of circumstances and of a defective educational system.

For some years no men were accepted for enlistment in the Army who were illiterate in the English language. In spite of this fact, the educational standard for the enlisted men that were received was still too low to meet the demands even of a peace-time army; Hence, if the educational attainment of the enlisted men was to be brought up sufficiently to meet the demands of the modern army, schools within the army had to be established for special training and vocational work. This was recognized in the National Defense act of 1916, Section 27, as follows:

Sec. 27******* In addition to military training, soldier while in the active service shall hereafter be given the opportunity to study and receive instruction upon educational lines of such character as to increase their military efficiency and enable them to return to civil life better equipped for industrial, commercial, and general business occupations. Civilian teachers may be employed to aid the Army officers in giving such instruction, and part of this instruction may consit of vocational education either in agriculture or the mechanic arts. The Secretary of War, with the approval of the President, shall prescribe rules and regulations for conducting the instruction herein provided for, and the Secretary of War shall have the power at all times to suspend, increase, or decrease the amount of such instruction offered as may in his judgment be consistent with the re-



quirements of military instruction and service of the soldiers."

And it was further recognized in the annual appropriation bill last year when $2,000,000 was appropriated for carrying out the provisions of Section 27 of the National Defense Act, as follows:

(Extract for the Army Appropriation Bill
for Year Ending June 30, 1920)

"VOCATIONAL TRAINING: For the employment of the necessary civilian instructors in the most important trades, for the purchase of carpenter's, machinist's, mason's, electrician's, and such other tools and equipment as may be required, including machines used in connection with the trades, for the purchase of material and other supplies necessary for instruction and training purposes and the construction of such buildings needed vocational training in agriculture for shops, storage, and shelter of machinery as may be necessary to carry out the provisions of Section 27 of the Act approved June 5, 1916, authorizing in addition to the military training of soldiers while in the active service, means for securing an opportunity to study and receive instruction upon educational lines of such character as to incurease their military efficiency and enable them to return to civil life better equipped for industrial, commercial, and general business occupation, part of this instruction to consist of vocational education either in agriculture or the mechanic arts, $2,000,000."

This is the first time that the Congress of the United States has appropriated money for the purpose of carrying on educational work in the Army. It will be noted that there are two objects to be attained by this appropriation; first, to train soldiers to such vocations as may be particularly useful in their profession as soldiers; and second, to train them insuch business vocations as may be particularly useful to them after leaving the service,- that is, making of them more useful citizens. I need not say to you that any kind of educational training which develops corect thinking will make more useful citizens of men. Therefore, both kind of education given in the Army will make more useful citizens of the men when they are separated from the Army. I may add here that there are in the army no vocational trades which are not also required in our civil organization, so that all trades taught in the Army Schools are useful in the economic development of our industries.

I have spoken only of the weaknesses in education that have been indicated by the census reports and were forcibly revealed by the draft. The draft, however, shows more than the census reports concerning the deplorable physical condition of the country,-- as to their lack of a knowledge of the ordinary ekements of hyfiene, as to a certain foolish ideas of modesty in connection with the dangers of sexual diseases, and in connection with many other things which to ordinary common sense seems even stranger. Altogether such extraordinary deficiencies were discovered concerning the knowledge of these young men that it is a matter of astonishment to think that in a modern civilized country such conditions should be tolerated for even a moment after they had become known.

I have said above that the size of modern armies is limited only by the manpower of the nationand by its capacity to support and maintain them. From this it is readily seen that such armies cannot be professional armies maintained continuously, but they must be what we have come to call citizen armies. This means that every citizen must be considered as an element of national defense. He must be so trained in his ordinary vocational life as to permit him to become a part of such citizen armies in the quickest possible time. On the other hand the soldier who passes through the Army schools and in addition is given the elements of military training is, under this new system, trained at the same time to become a useful citizens after his Army apprenticeship is completed. In other words- modern demands of both national defense and economic

development require that every citizen be prepared to become a good soldier and every soldier to become a good citizen.

It is with this idea in mind that the Army has now undertaken its new educational work. It is the object of this work to make of every soldier a useful citizen as well;- and I conceive it the duty of the educational system in our body politic to prepare every good citizen so that in time of national need he may become a good soldier. This can only be done if in the regular educational system of the country there are trained a sufficient number of men in the various vocations and trades so that when war comes the technicians and specialists, in so far as education is concerned, are ready; and it will not be necessary to establish educational schools and instruct them sufficiently in these vocational trades before they can be used as parts of the military organization.

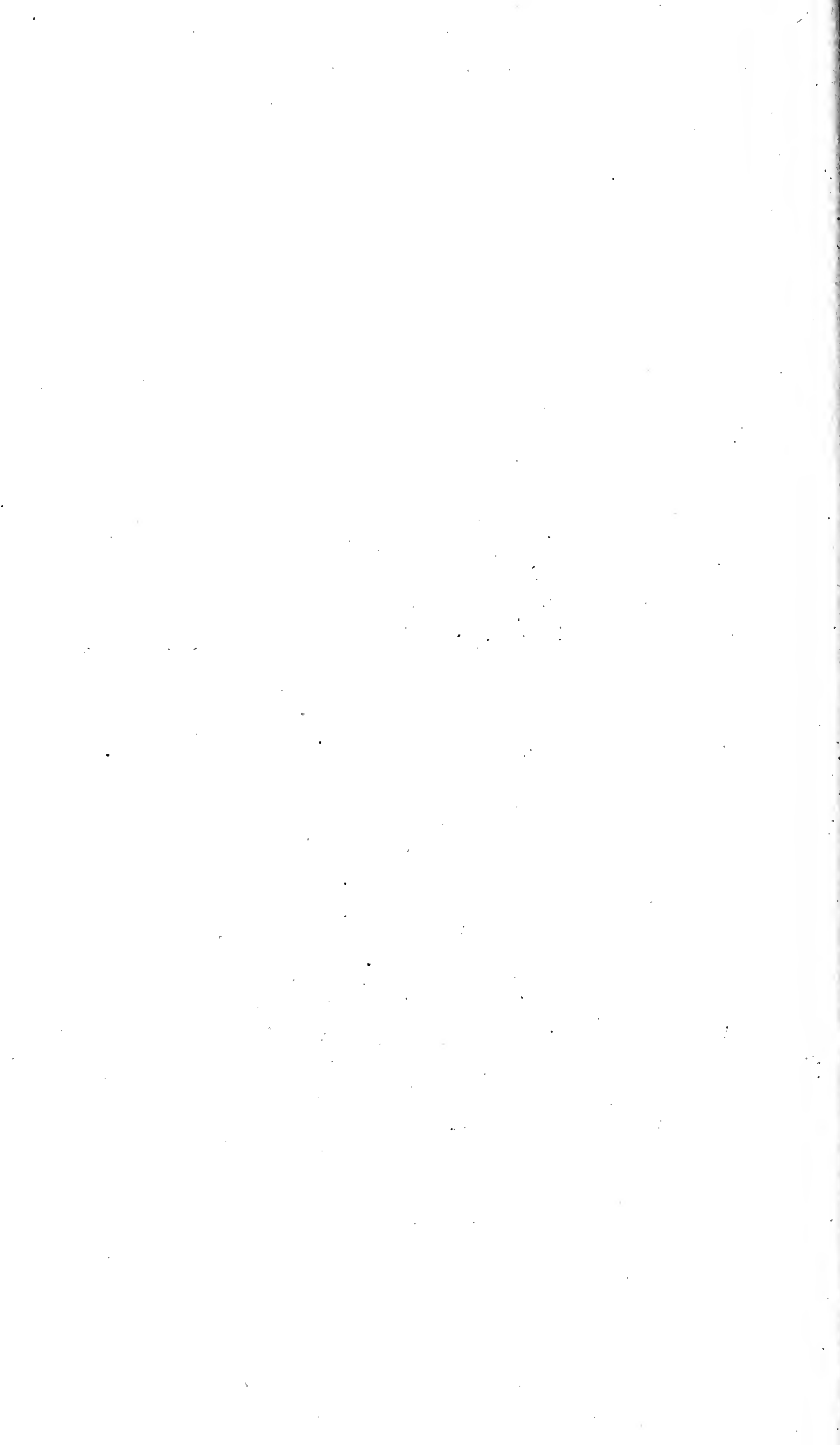
With this idea in view, the Army has taken steps in a small measure, in cooperation with some of the leading educational institution of the country to introduce in the courses of instruction that are given at R.O.T.C institutions certain subjects that are particularly useful for the military profession and at the same time are just as useful in the civil professions. This work is quietly going on, but it is applicable only to the institutions that have units of R.O.T.C. It will contribute to the education of those who become leaders in civil life and officers, or leaders in the Army in the case of war.

It is necessary, in order to meet the demand for specialists among the enlisted men, in my view, that the army secure further cooperation from the educational system of the country, so that instruction shall be given in the less advanced schools in these kinds of special technical skill required in army organizations in time of war. This cannot be brought about by an order; it cannot be brough about by a law. It can only be brought about by painstaking care and earnest cooperation of those who have in charge the educational sustem of the country at large, and those have in charge the educational system of the Army.

Let us consider now for a moment the problem that presented itself to the Direct of the War Pland Sivision a year ago, when he was ordered by the Secretary of War to develop an educational system in the Army in accordance with the laws already quoted. I happened to be the Director of the War Plans Division at that time, and have been the Director ever since, and I can, therefore, speak somewhat authoritatively, although not in detail. I can speak of the policy that was established, but not of the details of how it was carried out. That was left to an organization which I am going to try to explain in a general way in a succeeding paragraph.

In my first interview with the Secretary of War he merely told me about that he wanted my Division of the General Staff to take over the educational and vocational training of the Army, and that later would be added the recreation of the Army also. All these matters during the war were carried on by quasi-civil organizations. The Committee on Education and Dpecial Training had charge, with the assistance of all the great educational institutions of the country, the education of the young men to qualify them for what were termed generally special jobs in the Army. The Committee on Training Camp Activities had charge of the recreation of the Army, generally speaking. All those the Director of the War Plans Division was ordered to take over last year, after the active operations were over.

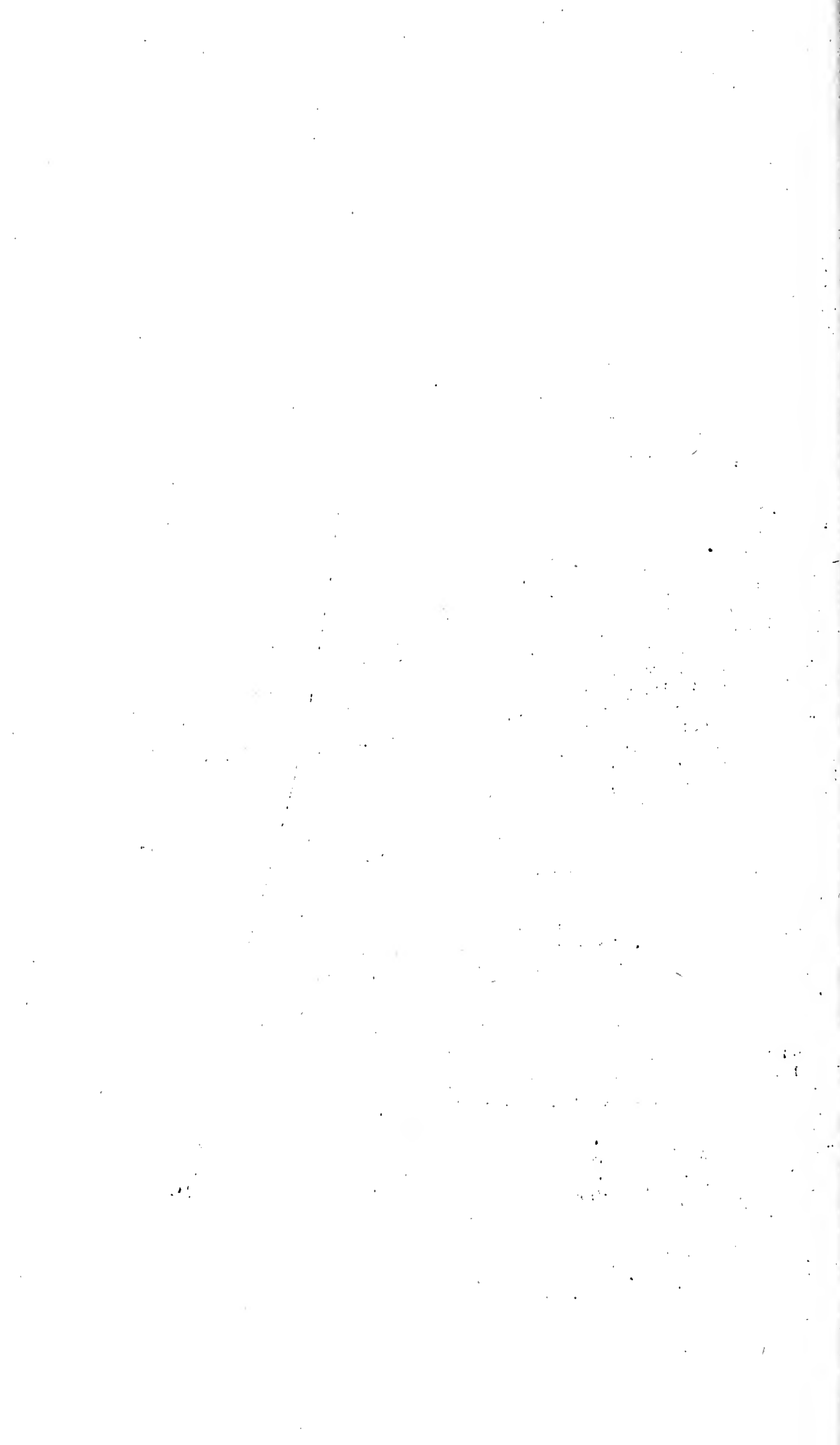
After my interview with the Secretary of War, I returned to my office and consulted with myself and a cigar for sometime, thinking the matter over and wondering what sort of an organization might be best to carry this on. I knew that we have very few experts in the Army on educational work as such; that we had practically no men who were skilled in teaching; and that the kind kind of teaching that we had to give the Army was a very special kind. A large part of the educational work that had to be given was elementary, yet it had to



be taught to men of mature years; it had to be taught to men in all stages of advancement. In fact, the more I thought of it the more complicated the problem became and the more I felt myself incompetent to handle it. Yet I felt that it was of such great importance to the service and to the country that it was not even permissible to think of failure; it had to be carried through. It was like planning for a battle. Failure had no place in the plans. I was called before the Military Committees who had made this appropriation. I talked the matter over with them, and I briefly outlined my views in the matter. Firstly, I told them the problem looked so big that I thought they had not given us enough money; and secondly, I said that I was enthusiastic in the matter, that I was perfecting an organization to carry on this work, and that by the end of the year I hoped to show them such accomplishments in the educational work that they would gladly give us more money next year to carru it on.

To return, then, to the policy that was established, it occurred to me that during the war we had associated with us some of the leading educators of the country, men experienced in educational research particularly, and men of national and international reputation in the educational line. My mind was somewhat eased when I thought of these men and learned that they were still in Washington. I called some of them into my office and talked matters over with them and then asked them to advise me and my associates as to how this work could best be developed. I had also, of course, the advantage of the advice of a number of experienced and able officers who had had general charge of educational work in the Army during the war, and who, after the war, had been sent to Europe to assist in the establishment of the educational system that was carried on there between the Armistice and the sailing of the troops for home. This in itself was a great and successful undertaking. The American University of Beaune, France which you have all read about, was, however, but a small part of the educational activites in the A.E.F. In my corps in Germany, for example, there were some 17,000 young men attending school daily. With this kind of assistance I felt encouraged to believe that we should succeed in establishing the best possible organization to carry on this work, Dr.C. R. Mann well known to you in the educational world, especially in educational research, has been our principal civilian assistant at the War Department. He is Chairman of what we call the Advisory Board, consisting of the following gentlemen: Dr. C. R. Mann, Chairman, Mr. J. A. Randall, Secretary; Dr. J. R. Angell of the National Research Council; Dr. S. P. Capen of the American Council of Education; and Dr. Frederick P. Keppel of the American Red Cross. These gentlemen need no introduction to you, I am sure.

Upon recommendation of this Advisory Board, after many conferences, we decided upon an organization paralleling, in a sense, the military organization throughout the Army for carrying on the educational work. We solicited educational instututions of the country to place at our disposal for a period of one year some of their best educators, to be paud by us the same salaries that they were getting in order to assist us in developing the army educational system. These educational experts were placed at the disposal of the local commanders, - department commanders and commanders of large camps, - and constituted what we called our field consulting force. They were local advisors and were in constant touch with the general controlling head at the War Department, which itself became a busy and large office. We also asked the assistance of the educational world to supply us with expert teachers and instructors for all lines of work. These were assembled at Camp Grant, Illinois as a board, or research commission, for developing methods of instruction. Civilian experienced teachers and instructors were obtained both locally and through the central office in Washington. Teachers and instructors were also obtained from among the commissioned officers and enlisted men of the Army.



And so we started. At first there was a lack of uniformity, as was to be expected, but the commanding officers, through the influence of the Secretary of War and the Chief of Staff, and through their own experience, all were enthusiastic about the work. They organized their staffs so that the educational work became a part of the daily schedule. The winter season was particularly favorable for this kind of work, and it was carried on with enthusiasm.

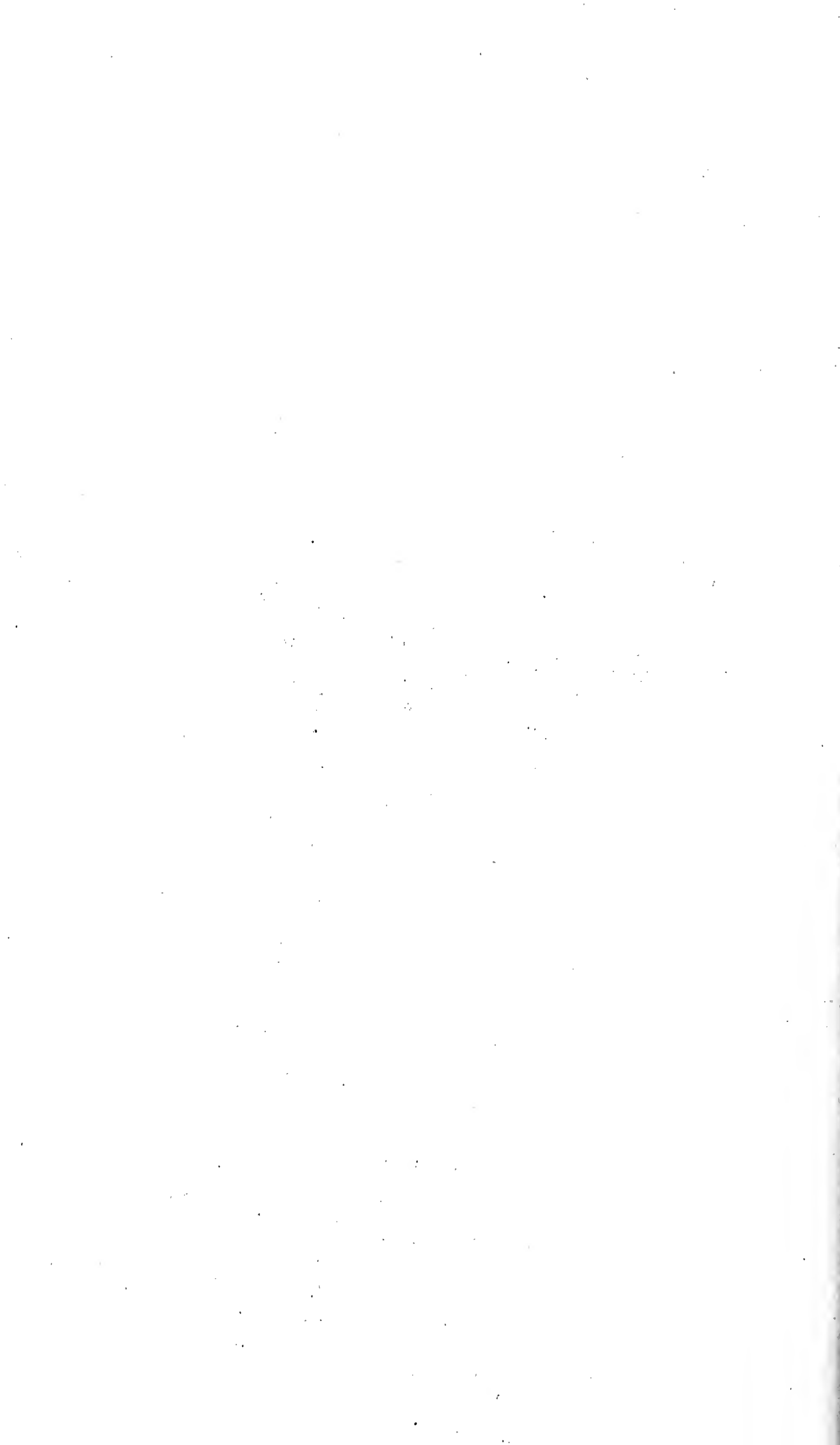
In November, 1919, in order to furnish fresh impetus to the work and to learn at first hand how our staff officers and civilian educators were handling their jobs, and to exchange ideas, a general conference of education and recreation officers and civilian educators and advisors was held at Camp Taylor, Kentucky, where the general subject of education and recreation in the Army was discussed and conclusions looking to more uniformity in the work were reached.

A little later, in January 1920, I asked the Chief of Staff to assemble all the department commanders, the commanders of large camps, and other important commanders, in Washington for a conference. Here were discussed many matters in connection with education and recreation in the Army, the conference continuing for an entire week. The civilian educators and officers had their say, the various commanders had their say, and it resulted, we believe, in very useful conclusions. The Secretary of War had an opportunity here to speak directly to the principal commanders of the Army and made them understand the viewpoints not only of the Department, but those of Congress as well.

And so the educational system in the Army developed until at present we have seventeen departments, as follows:

Agriculture and animal industries
Animal Transportation
Automobiles and motorcycles
Building trades
Business and clerical work
Electrical machines and communication
Foodstuffs, cooks and bakers
Highway Construction & Topography
Leather and shoes
Machines and tools
Medical and dental
Sheet metals and Blacksmithing
Music
Power and refrigeration
Printing and photographing
Textiles and Canvas
Miscellaneous

containing some 107 courses of instruction. We have in the civilian faculty and teaching staff 5 advisors at the War Department, 59 field consultants and advisors, 1634 teachers and instructors. In addition the following Army personnel has been assigned to this work: 35 officers at the WashingtonCentral Office, 232 education and recreation officers, all being staff officers of local commanders, and 1839 teachers and instructors, commissioned and enlisted (547 commissioned officers and 1292 enlisted men). And, my friends, this directing and teaching staff, completely under the control of the War Plans Division of the General Staff, is actually giving daily instruction from three to six hours a day, five days in the week, to more than 100,000 soldiers of the U. S. Army.



The country really does not yet realize what an enormous educational undertaking this is. I believe I am safe in saying that nothing in the world in an educational way has ever before grown to such proportions in so short a time, nor reached that class of men whose last chance for training is passing. It is only necessary to visit one of these schools where there is given elementary instruction in reading, in writing, in arithmetic, in elementary geography, in elementary history, to recognize the classes of men who are being instructed there. They are young able-bodied clean looking boys, not the kind of men that you would take for illiterates. Yet here close to Washington, at Camp Lee, Petersburg, Virginia, where I inspected a few weeks ago, I found these elementary classes, as well as many other courses, going on. Each class was in charge of a highly experienced teacher,- teachers loaned by the public schools of Petersburg and Richmond, as I believe. They were expert in their work.

Four months ago there were at that school 155 boys between the ages of 18 and 25 who were unable to read or write; not one of them had been able to write a letter to his mother. When I inspected four months after the school had been started, all of these young men except two not only could, but had written home to their parents. The reason for the two exceptions I did not inquire, but in contemplating these healthy young boys, those fine looking specimens of American manhood, I could not help thinking that as one of the hundred and more accomplishments in those schools, this must stand out as one of the brilliant points.

Our schools are attracting more and more men of this class, not only illiterates, but men who desire as a last chance to accumulate some education or some more education than they now have. The reports from our recruiting system and commanding officers show that of all the men enlisted since January 1st, this year, 80 per cent have asked to be enrolled for educational work. So far our equipment and teaching force have not been sufficient to enable us to enroll all those who have requested to be so enrolled. In this connection it should be remarked that except for illiterates educational work in the Army is wholly voluntary with the enlisted man.

In this educational work we reach a class of men who for some reason or other have during their school-boy days been largely passed by, yet who have the spirit and desire to gain knowledge. It is plainly the duty of every individual who is able to assist these men to do so; yet some people have stated to us that they do not believe in the educational system in the Army because it seems to be in competition with civil institutions of learning. Nothing is further from the fact! This opinion was very clearly stated by President Smith of the Agricultural and Mechanical College of Mississippi, who in a recent address in Washington made it very clear that there was no competition, that the work in the Army was complementary to and assisted the civilian institutions in making education more universal and that the work in the Army should be encouraged by every educational institution in the country.

I hope that it may be generally recognized that the Army is earnestly endeavoring to accomplish useful and economic work. I hope that the educators of the country may realize that our work is beneficial to them and that we are as a matter of fact helping that loyal body of men and women, who are striving to educate the youth of the country, who have been laboring under too heavy a load, and who, in spite of many drawbacks, in spite of repeated difficulties, in spite of shortage of funds and inadequate pay, have been carrying on the battle of elevating the average of education in our country. Universal education is the one great thing which will make for the safety of our country, not only from the point of view of sufficient power for national defense, but also from that of leading the country itself in the way of right thinking and true understanding, so that among themselves there may be a tendency to less selfishness, to more inspired leadership, the principles of which are always the same in civil life, in military life, in all walks of life.

In this brief talk I have not more than mentioned the need of educated men for the great industrial activities that must come into play when the nation is at war, to produce the munitions, the armament, the equipment, the clothing, the food, the transportation and all the other things necessary to maintain the fighting men at the front. To speak of this would be presumptuous on my part, who during the war was wholly disconnected from this work and only saw the results of it in the regular flow of these things that reached the other side. Those men and women can tell of this, who were so unfortunate as to be obliged to remain at home to look after production in the fields, in the factories, in the foundries, in the machine shops, in the Navy Yards. All our loyal people who did not get to the front, know better than the fortunate few of us who did, how valuable, how essential special education is in the sense of production and procurement. I assume that this phase for the need of education needs no emphasis from me.

If I should be permitted to step for a moment outside of the educational work in the army, I would be persuaded to mention the importance of more universal kindergarten work for all of our children. It is in these early stages that the mind is pliable and succeptable to proper guidance in correct thinking, in learning to reason honestly to correct conclusions, simple as they may seem, yet complex as they probably appear to the youthful mind. It is in these early stages that I believe we could and should lead the children's minds in the correct way of thinking, in coming to correct and elementary conclusions and in their later work to keep constantly before their minds the principles so inculcated. I think one of the greatest deficiencies in our entire system of education is a lack of leadership among the very young, the kindergarten age.

I consider it a privilege to have been permitted to take a little of your time in explaining as best I am able, the views of our new Army on educational matters as I understand them. In closing my remarks I should like to make a brief quotation from the great American idealist "Emerson", whose poetic mind carried his vision perhaps beyond the grasp of our common, plodding minds; yet, I think it is well when we are considering reforms in education and culture, to keep before us his ideals as expressed in the following passage:

> "There is an instinctive sense, however obscure and yet inarticulate, that the whole constitution of property, on its present tenures, is injurious, and its influence on persons deteriorating and degrading; that truly the only interest for the consideration of the State is persons; that property will always follow persons; that the highest end of government is the culture of men; and if men can be educated, the institutions will share their improvement, and the moral sentiment will write the law of the land." ---Emerson.

# NATIONAL CITIZENS' CONFERENCE ON EDUCATION

May 19,20,21, 1920.

Report of SECTION MEETING on Educational Extension, Americanization, Illiteracy. Friday, May 21.

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The Chairman, Dr. Lotus D. Coffman, presided. The first paper of the meeting was by William L. Ettinger, Superintendent of Schools, New York City, on education for the foreign born. Superintendent Ettinger explained the extent and seriousness of the problem of illiteracy and of lack of ability to speak English among adults, particularly among the adults of New York State. He suggested as one solution for the problem, special classes for non-English-speaking people, and he stated that such classes are being conducted in New York City in large numbers. He expressed the belief that the chief agency of Americanization is the day school in which the children of the foreign born not only learn the English language, but become accustomed to American institutions. These children Americanize the home to a large extent. He stated that there are seventy-four evening elementary schools in New York City doing great work among the foreign born. While the city and State of New York are supporting generously elementary education for adults, Mr. Ettinger expressed the belief that the federal government should stimulate and aid this work in the States.

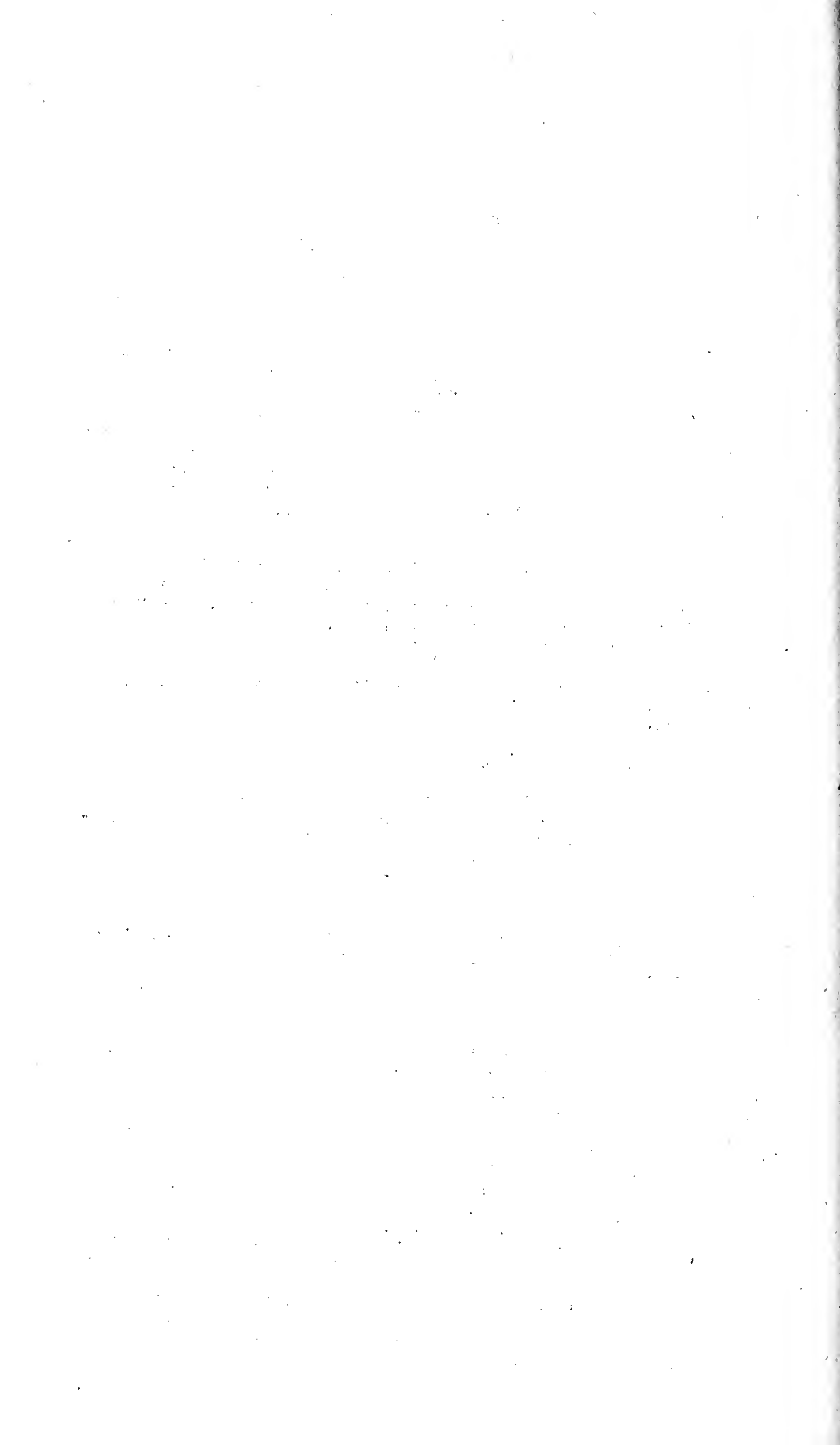
Superintendent Ettinger's paper produced very animated and interesting discussion in which a large number took part. Dr. Thomas M. Balliet, in discussing the paper, emphasized the necessity for using the best method of teaching if the work in Americanization is to be effective. Among the things suggested by him were the following:

a. That learning to speak English is more important than learning to read it. Hence, if there is time for only one, the speaking should be given precedence.

b. That we should not expect too much of foreign born adults in learning to speak English, but that considerable can be done for adults in the way of Americanization. We should be sure that their children are getting an American education so that the older people may become Americanized through them. We can give foreign-born adults lectures on America in their own language and we can supply them books explaining American history and institutions written in their own language.

c. That the direct method should be used in teaching English to adults, but that this direct method must also be the <u>natural</u> method, which implies that people learn to understand the language before learning to speak it and that this is true of all children. We should therefore have our children speak English a great deal to classes of foreign born adults and permit them to reply in their own language for a time.

d. That we should aim for fluency in teaching English rather than correctness, and we should be careful not to inhibit thought by placing too much emphasis on correctness. He closed his discussion by emphasizing the fact that older people of foreign birth are now being educated by many surrounding influences and it is necessary that those who love America should see that they are given the right view of America. The Mayor of Toledo, Ohio, emphasized his belief that a home circle is the greatest need of foreign born men, and he suggested that foreign born men residing in this country should be permitted to send for young women in their native villages whom they would marry upon their arrival in this country. He further expressed very strongly the belief that the foreign born citizens are treated very badly in this country from the time of their arrival, intimating that they are neglected, exploited, and treated with considerable coldness. Mr. William C. Smith, Supervisor of Immigrant Education, New York State, denied the intimations of the previous speaker to a large extent and explained the sympathetic method being used in Americanization work throughout New York State.



The second speaker on the program being absent, the topic was omitted. The third speaker was Forest B. Spaulding of the American Library Association, who read an interesting paper on Library Extension. The paper might be summarized as follows:

To visualize this field one has but to think

1. Of the men and women of high school and college age who went into military service - many of whom will not begin again their formal education but who might be stimulated to embark upon a reading course.

2. Of the boys and girls who each year leave school to enter business, and who are potential students, especially during their first few years out of school.

3. Of the men and women who, because of the changing world conditions, are eager for more information on the history and theory of government, economics and social development.

4. Of the millions of women, recently enfranchised, who want to know more about government and politics.

5. Of the foreign-born, enthusiastic in their desire to learn more about democracy, American ideals and citizenship.

6. Of the men and women, forced by economic competition and the high cost of living to seek ways of increasing their earning capacity.

7. Of the millions of men and women, boys and girls, who realize their educational limitations and want, in their ambitious moments, to continue their education along various lines, by serious reading.

8. Of the thousands of dollars spent on correspondence school cources, and the thousands enrolled in study clubs.

The Chairman, Dr. Coffman, appointed the following committee to prepare resolutions:

Thomas M. Balliet, Chairman
John L.Riley, Secretary
J. G. Collicot
William L. Ettinger
William C. Smith

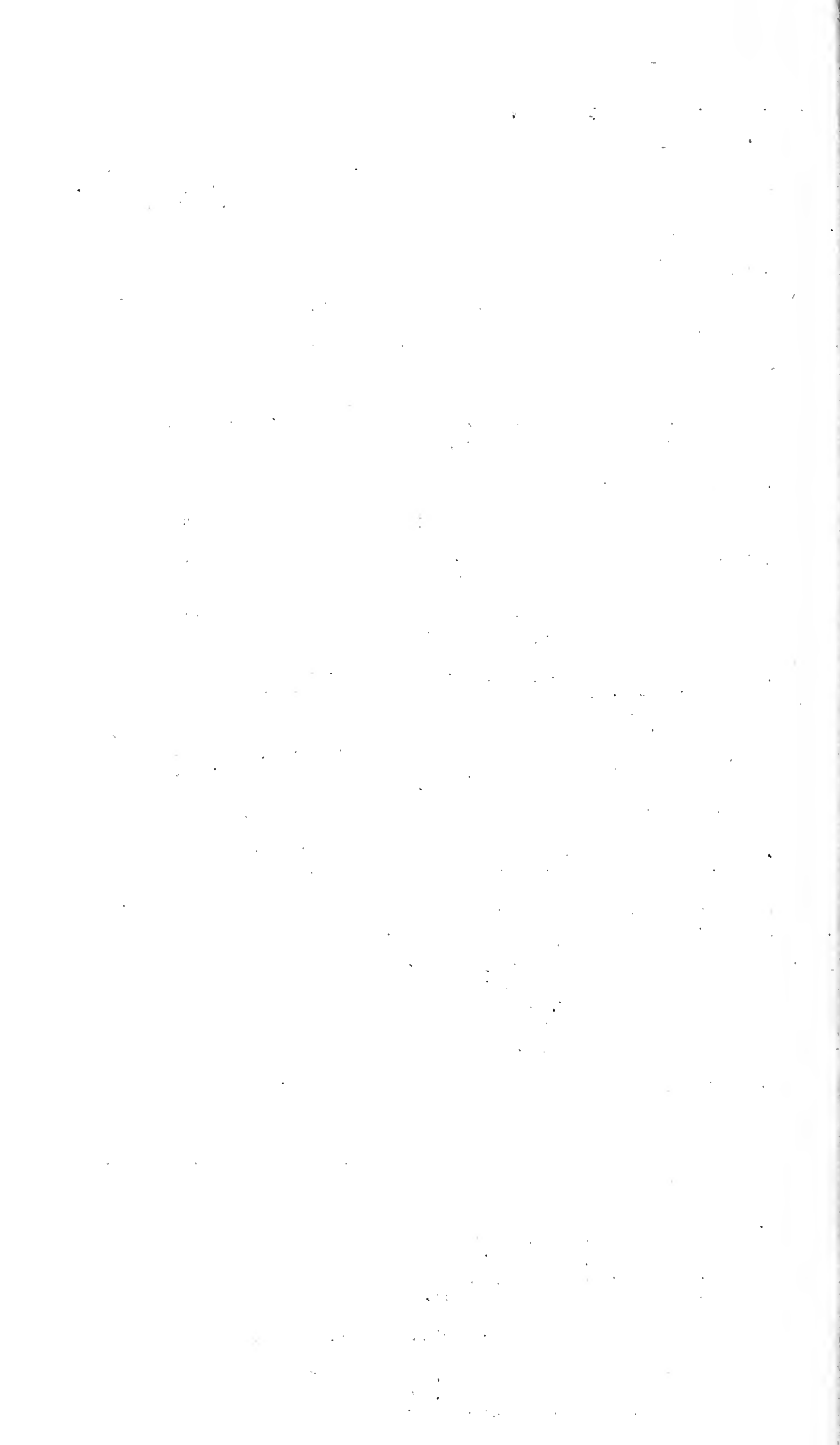
The following resolutions were prepared and adopted:

Resolved:

1. That Americanization is mainly a problem of the public schools, day and evening.

2. That in the case of adult foreigners, Americanization is not possible without their cooperation and without a recognition of the contribution in the way of hand craft, appreciation of art, and respect for law and order, which they bring as an asset to our National life.

3. That opportunities for acquiring the English language and a knowledge of American history and government, as a preparation for complete citizenship, should be provided in such places, other than the school, and at such hours, as will make it possible for adults to attend.

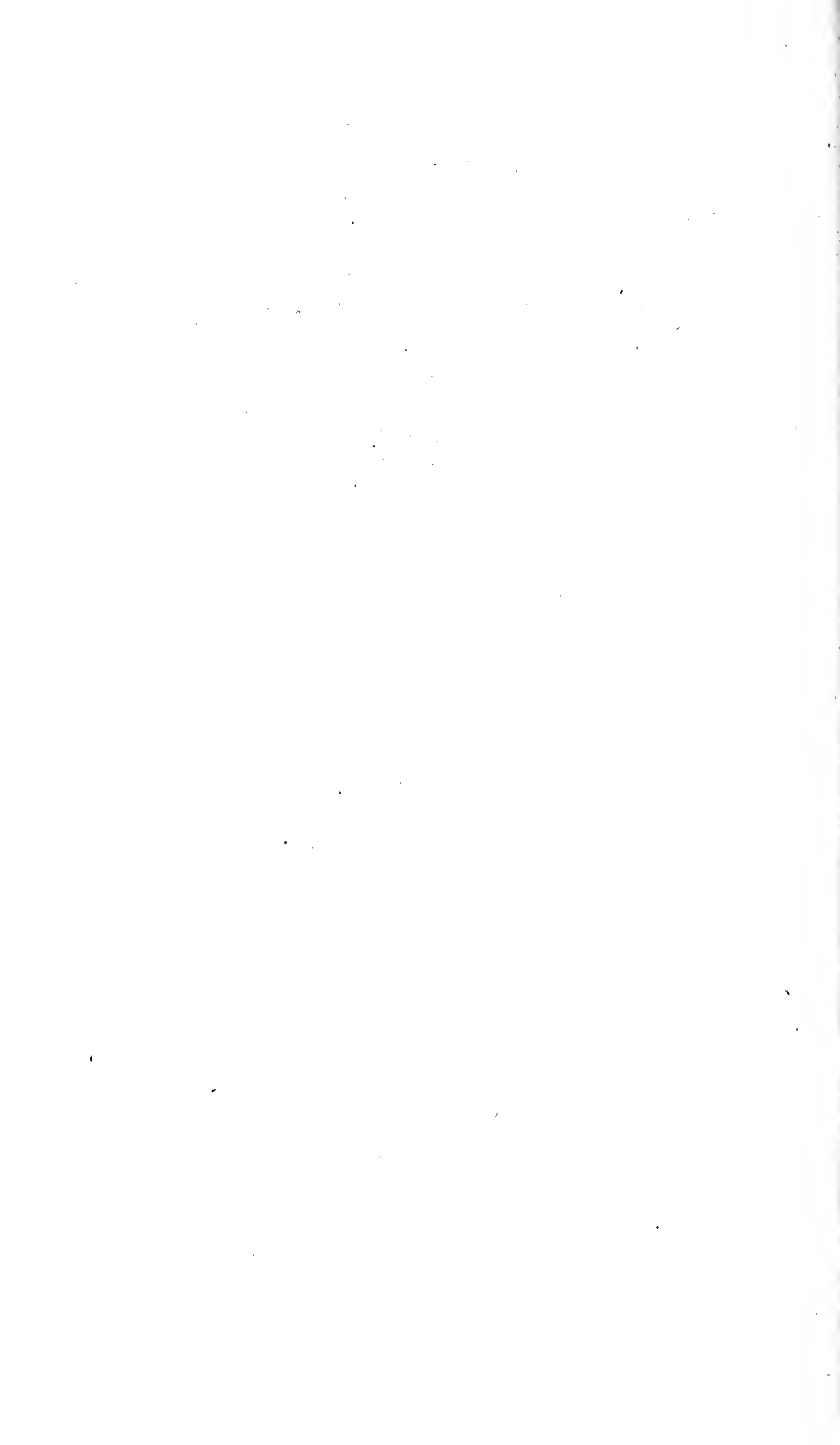


4. That any effective program of Americanization requires the cooperation of all agencies with which the foreigner is brought into contact, - religious, social, industrial and governmental.

5. That a more friendly and sympathetic welcome should be given the foreigner upon his arrival at American ports than has hitherto prevailed.

6. That the immediate problem is that of extending the work already effectively begun and it calls for the most generous financial support, both State and national.

Thomas M. Balliet, Chairman,
John L. Riley, Secretary
J. G. Collicot,
William L. Ettinger,
William C. Smith.

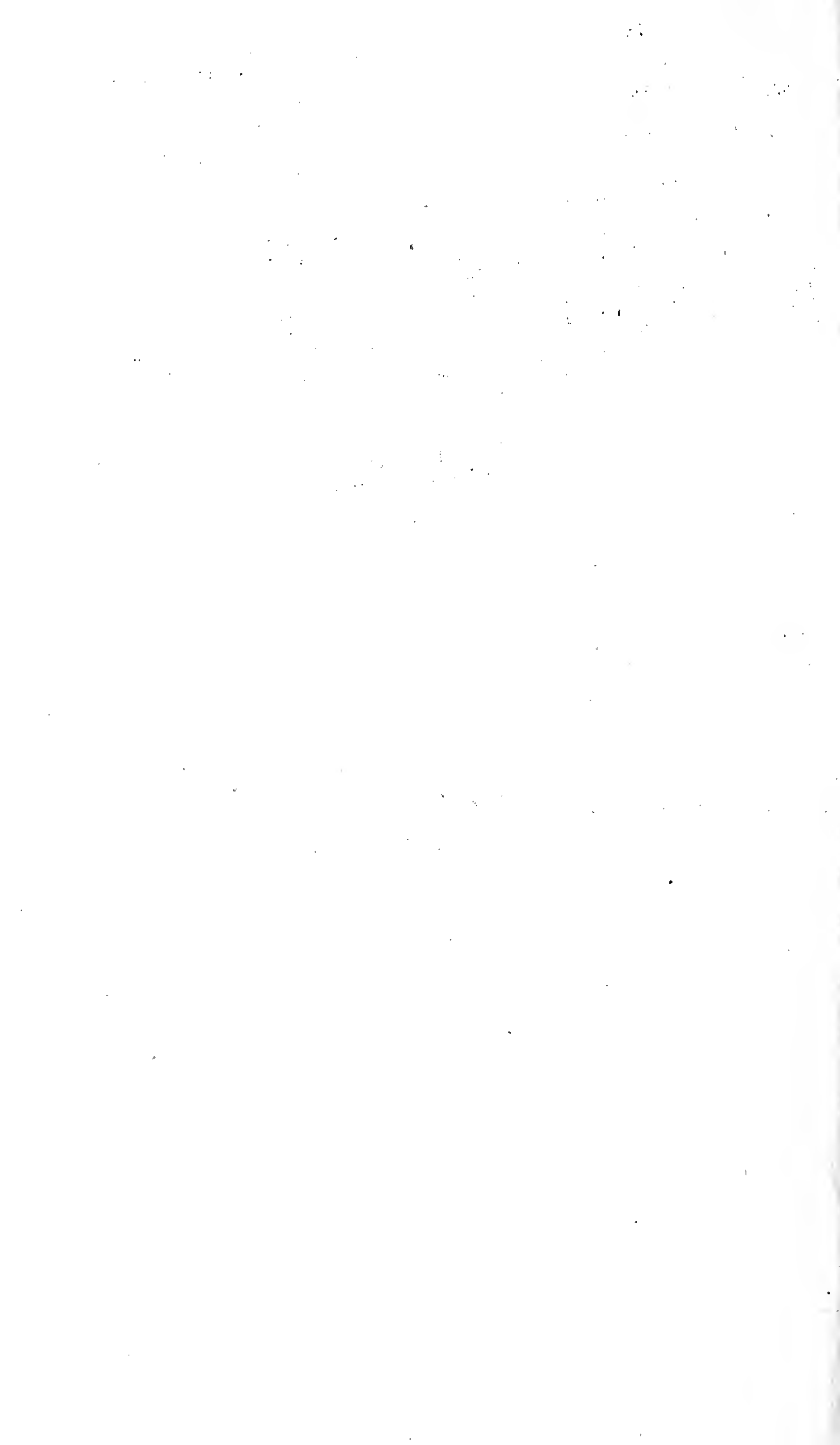


(Reporter's Note: This report is supposed to contain only the minutes of the informal afternoon conferences. However, Dr. Claxton's office has ordered a copy of the entire verbatim report of Special No. 1 Conference, held at the New Washington Hotel on Friday afternoon, entitled: "The appeal to the people." One address from this special afternoon's conference, however, that on the subject of "The Interest of Patriotic Societies in the Promotion of Education, read by Mrs. George Maynard Minor, President, General National D.A.R., is included herewith, and immediately follows.

If anyone desires a copy of the verbatim proceedings of this special afternoon's conference, it may be secured by addressing the office of the shorthand reporter, Rexford L.Holmes, Inc., 321-323 Southern Building, Washington, D.C. An additional charge of $2.50 will be made for this verbatim transcript.

Immediately following Mrs. Minor's address, will be the minutes of the conference in question, as reported by the Secretary of the informal conference. There is, of course, no charge for the minutes included in this report. The extra charge of $2.50 above indicated is for the verbatim transcript of every word said during this special informal Friday Afternoon Conference. This was the only special informal conference reported verbatim, with the exception of the Conference which immediately followed on the Roof of the Washington Hotel, at which time resolutions were presented and adopted, special notes concerning which will be made later in this report.

REXFORD L. HOLMES,
Shorthand Reporter



# THE INTEREST OF PATRIOTIC SOCIETIES IN THE PROMOTION OF EDUCATION.

By

Mrs. George Maynard Minor,

President General, National Society Daughters of the American Revolution.

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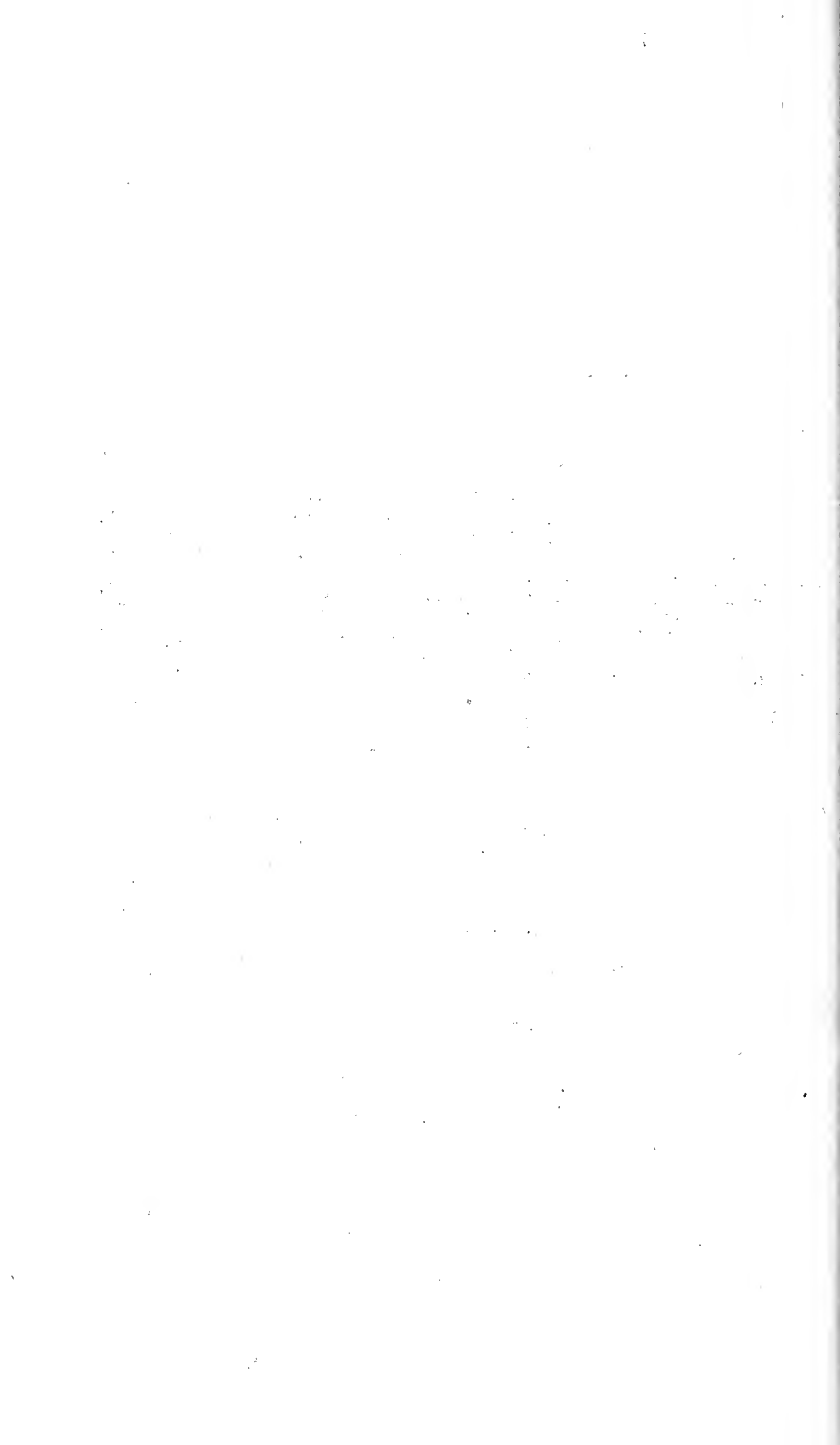
The subject given me for this occasion is too broad for adequate treatment in the brief time at our disposal, nor can I speak with authority for any patriotic society but my own, the National Society of the Daughters of the American Revolution.

All patriotic organizations have wide opportunities opening before them in the field of education along lines which are peculiarly their own and in the promotion of which they should, and do, take a keen interest. This field is limited. Its opportunities lie not so much in the promotion of general education as in that of historical and patriotic education -- in other words, of Americanization. This is a much over-worked word which I desire to avoid as much as possible, and which in my opinion, is ill-advised from the viewpoint of the foreign victim. The making of good Americans is the peculiar mission of the patriotic society, but to make an American should not consist in an attempt to uproot the foreigner's love of his native land. It should consist solely in the teaching of the ideals and practice of American citizenship, its duties and responsibilities as well as its privileges; in the underlying principles of American institutions and American forms of government, and in demanding that to these the foreigner shall be loyal so long as he lives here under their protection. This is the chief aim and interest of the patriotic society in education, and it includes in its scope the native American who quite frequently needs Americanizing more than his foreign brother.

The preservation of records, the memorializing of the past, the promotion of historical research and study, the perpetuation of the spirit of the founders of this country from the Pilgrims onwards -- these are not the whole duty of the patriotic society.

Its contribution should be made not alone to the glorious past but also to the living future. It should build up the citizen of to-day on the foundation of yesterday. Monuments of stone and bronze have high purposes to serve, sacred memories to keep alive, and ennobling influences to shed upon succesive generations; but if the memorial is not supplemented by the educational it remains naught but lifeless bronze and stone, a dead letter on the present, living page of history in the making.

The patriotic society must not rest content with preserving the memories of the past, searching backwards into history, and telling how this country was founded, what its founders did, and how its institutions came to pass. It must teach what those institutions are. It must educate the general mass of the people in the underlying principles of our free institutions and representative form of government, explaining what they mean, how they operate, and why they demand and deserve our undivided loyalty and sacred pledge of whole-souled allegiance. It should recognize that this form of education is the most fitting memorial that can ever be erected to the men and women who gave their lives, their fortunes, and their sacred honor that human liberty and self-government might be established. To be worthy of such ancestors is the plain duty of their descendants who make up the patriotic societies, and this duty is best fulfilled not only by perpetuating the memory of the historic fact, but also by projecting the fact itself as a living thing into the life of the present. Of what avail to write the history of our constitution if we fail to keep alive the constitution itself as the uncancelled, living charter of our liberties? The museums are full of dead documents, but they belong for the most part to dead nations.



The peculiar interest of the patriotic society, therefore, is to build up a citizenry capable of understanding its own government and performing its duties therein. This should be the ultimate object of its historical and commemorative activities. That many patriotic societies promote this object in a general way is no doubt true. Of them I am not qualified to speak. But to the National Society, Daughters of the American Revolution such a statement of objects is to quote its constitution, unchangedin this respect since its adoption thirty years ago. It says in Article II:

"The objects of this society are: (1.) To perpetuate the memory and spirit of the men and women who achieved American Independence, by the acquisition and protection of historical spots, and the erection of monuments; by the encouragement of historical research in relation to the Revolution and the publication of its results; by the preservation of documents and relics, and of the records of individual soldiers and patriots, and by the promotion of celebrations of all patriotic anniversaries. (2.) To carry out the injunction of Washington in his farewell address to the Amercian people, 'to promote, as an object of primary importance, institutions for the general diffusion of knowledge; thus developing an enlightened public opinion, and affording to young and old such advantages as shall develop in them the largest capacity for performing the duties of American citizens.

(3.) To cherish, maintain and extend the institutions of American freedom, to foster true patriotism and love of country, and to aid in securing for mankind all the blessings of liberty."

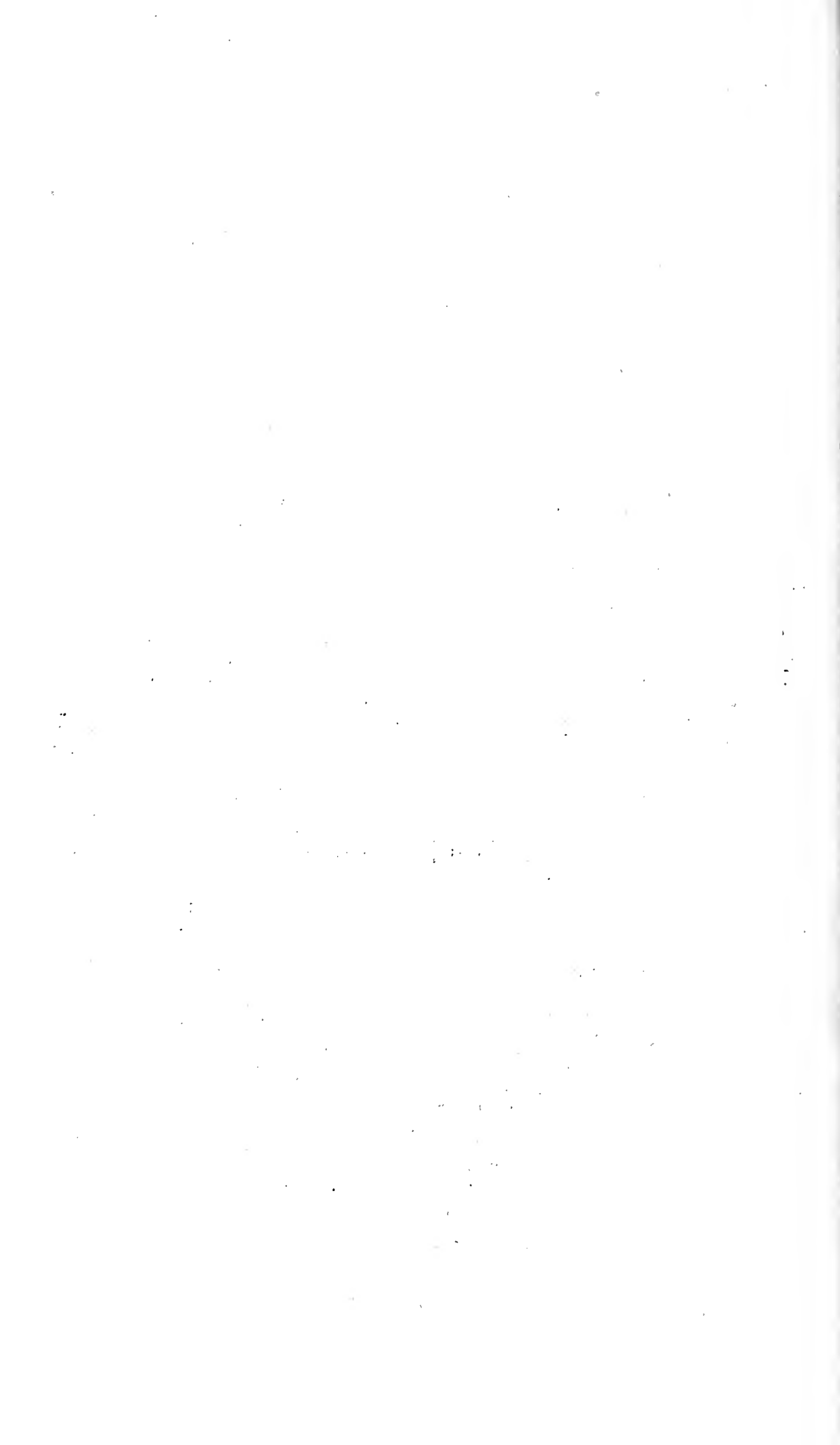
To those who have regarded the Daughters of the American Revolution as an organization solely devoted to glorification of the past, these stated objects showing work for the living present will come as a surprise. And yet for at least a quarter of a century our Society has been quietly engaged throughout the country in teaching American ideals of citizenship to foreigners and natives, long before the country at large realized that this phase of education was becoming more and more necessary to the continuance of its institutions. We were teaching this so-called Americanization for years before that term was invented. It is but a new name for an old and accustomed activity among the Daughters which they called "Patriotic Education", and year after year under that name they have promoted the education of the immigrant in the meaning of American citizenship, and in the allegiance he owes to our government and to our flag.

What the Daughters of the American Revolution have been doing for years has now become the hue and cry of an aroused and awakened nation.

"Americanization" has become the watch-word of the hour. What was once the distinctive contribution of at least one patriotic society and doubtless of others to the scheme of education has now become the admitted policy of our whole educational system, national, state and local, with the co-operation more or less confused and duplicating, of every kind of organization engaged in social, educational or welfare work in the country. Let us hope that this feverish energy now being expended more or less wisely may settle down into a sane, sound and practical handling of the problems that confronted us as the land of refuge for every nationality, and as the overtolerant mother-land of the American parlor Bolshevist and preacher of sedition who would overthrow our government by force and substitute therefor the state of things now existing in that ghastly failure -- blood-soaked, Soviet Russia.

It remains to outline briefly a few of the varied educational activities of the Daughters of the American Revolution as their contribution to the cause of popular education.

The Society's work is local, state, and national in scope, done under the direction of its national governmental body.



The Society has been deeply interested in the illiterates of our Southern mountains - those sturdy, pure-blooded Americans whom we need more than ever to-day as an Americanizing element in our body politic. Scholarships are annually maintained in many of the Southern Schools and colleges for the benefit of this fine old mountain stock whose ancestors at King's Mountain and Yorktown decided the issue of the Revolutionary War. We are doing the work which the state and federal governments should do for these isolated mountain peoples of the South.

The Martha Berry Schools for the Georgia Mountaineers was founded by a Daughter and is one of our chief beneficiaries. The Tomassee School in South Carolina is a D.A.R. institution founded and managed by the Daughters of that State. Maryville College in Tennessee is the recipient of thousands of dollars in annual and perpetual scholarships for worthy mountain girls, who carry their education back to their people. Forty-three schools and colleges are the recipients of D.A.R. aid.

In the first twenty-five years of our life as an organization, the sum of $91,415.75 has been the reported but far below the actual contribution to this Southern mountain work, and $70,945.88 to other educational institutions, thereby fulfilling Washington's injunction and our own constitutional pledge to "promote institutions for the general diffusion of knowledge."

Chapters throughout the country have founded and donated public libraries and assisted those already in existence with gifts of money, books and pictures; they have given prizes in the public shcools for essays on American history, and in general on what it means to be an American citizen; they started night schools for foreigners at a time when such things were a new idea to our Boards of Education; they held free illustrated lectures for foreigners in American history in their own tongues they have given thousands of flags, books, and pictures to schools and at the same time teaching the correct use of the flag and pointing out the many forms of abuse, from ignorant misuse to deliberate desecration, to which our flag has been continually subjected; they introduced the salute to the flag and the proper singing of the "Star Spangled Banner" in many shcools and public ceremonies; they have distributed flag rules by the thousand and agitated for a Federal law for the proper protection of the flag; they assist historical societies and maintain historical collections of their own which are freely exhibited to the public; they started some of the first traveling libraries for foreigners in their own language and maintain free reading rooms; they have distributed thousands of copies of the Constitution of the United States, the Declaration of Independence and the American's Creed in the schools, in factories and public places of all kinds; and they have formed boy's and girl's clubs whose chief object is to promote understanding and love for the traditions and institutions of this country and loyalty to its flag.

Notably among these last are the clubs of "Children and Sons of the Republic", carried on in many states for the past fifteen years under the guidance of the D.A.R. These self-governing clubs are entirely the creation of the D.A.R., and are composed of foreign boys, who are thus learning what is meant by self-government and obedience to law in a free country. These clubs turn out little Americans by education and adoption, while our societies of the "Children of the American Revolution" are doing the same thing for little Americans by birth, who frequently need more teaching about what is meant by being an American than do their foreign brothers and sisters. The members are taught American history, civil government, parliamentary law and procedure and flag and military drills, while the clubs of "Girl Home Makers" accomplish the same object for the girls, with the addition of education in the idea and practice of the American home.

For years the D.A.R. have agitated for a safe and sane as well as patriotic celebration of Independence Day - and are seeing their efforts bearing fruit in the more dignified observance of that day through parade and pageantry, patriotic music and addresses.

Ten years ago the Daughters of the American Revolution in Connecticut took the lead in the education of the foreigner by the publication and financing of a book of information entitled "Guide to the United States for the Immigrant" which achieved a nation-wide reputation and is still in demand. The Daughters of Connecticut spent over $7200., raised among themselves, upon the publication of this work in four languages, English, Italian, Yiddish and Polish. The book contains over sixty pages of information which the immigrant needs the most when landing on our shores - information about the laws and customs that affect his daily life, about our schools and libraries, our government and our naturalization requirements, all set forth in the spirit of friendly helpfulness which is the only true method of the kind had been attempted on so large and complete a scale.

The Society is now redoubling its efforts along all these familiar lines and developing new ones, such as the giving of scholarships to foreigners and the training of expert foreign teachers in Americanization in such institutions as the American International College at Springfield, Massachusetts and the Schaffler School in Cleveland.

Resolutions adopted at its recent Congress voice the Society's interest in the foremost educational questions and problems of the hour. It stands solidly back of universal and compulsory military training as it did two years ago. It endorsed the vocational and general plans now being projected for our peace-time army and the plans for universal physical education in our public schools. It is promoting higher pay for teachers in our schools, deeming it a national disgrace that the trainers of our children should receive less than our dishwashers and cooks.

This is but an inadequate outline of the part the Daughters of the American Revolution have played and are playing in the educational activities of our country. It simply illustrates the kind of interest in the promotion of education which a patriotic society, the descendants of our founders, should properly take. It points out the pathway that we have consistently followed ourselves since the early years of the organization. It has been well said that "where there is no vision the people perish". The Daughters of the American Revolution have ever conceived it to be their duty and high privilege to keep bright the vision of the forefathers when they established a nation where government of the people, by the people and for the people should be builded upon the foundations of an enlightened, and intelligent and a loyally all-American citizenship, without hyphen and without divided allegiance.

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