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"IT'S ALL IN THE SHREDS."

The Natural  
Food Company.

NIAGARA FALLS. N. Y.



"IT'S ALL IN THE SHREDS"

## MOST HELPFUL IN HISTORY

(Continued from page 1.)

its inception at Winston-Salem, N. C., ten years ago, through the sessions at Capon Springs, Virginia, and on upward. At first but a small and informal company, seriousness and intelligence making its faith persistent. Because it was serious, its talk, by an instinctive necessity, had to do with work; and because it was intelligent, its work sought the form and force of executive organization, and it obeyed no artificial passion when the informal body resolved that the executive board should be brought into existence, but rather took a step to meet necessities.

Mr. Murphy referred to the fact that the first gathering was at the suggestion of Dr. Edward Abbott of Cambridge, Mass., and he referred feelingly to others who were active in the early work, dwelling at length upon the work of President Ogden from 1900 to the present time, and what he did to perpetuate the organization at a critical period in its existence. Continuing he said:

What then are the methods and policies of this Board? When I say that they are such as would come naturally from the men whom I have named I have already defined their essential spirit. In their details they have arisen, as did the Board itself, out of the facts of the situation and from the challenge of the things that demand doing.

If the Board spoke much at the first, concerning the data of illiteracy, it was because the task was unescapable. The gravity of our popular needs was not popularly understood. The facts were down in the books, but they were not known among the people. Someone had to tell the whole truth, had to tell it many times and by many methods. A large share in this work devolved upon the Bureau of Publication established by the Board at Knoxville, Tenn., under Dr. Charles W. Dabney, then President of the University of Tennessee, and Prof. P. P. Claxton, Superintendent of the Bureau. At first the broad recital of the facts sometimes brought resentment. But men soon came to recognize that the greater reproach is not illiteracy, but ignorance of it and indifference to it.

The illiterate masses of our white population are a pure and vigorous stock. They are not the decadent but the unstarted. Their promise is illimitable. To tell of their needs was no pleasant enterprise. Even now, an occasional reactionary spirit is heard to declare that because he esteems and loves them, and because they are better than many of the literate population of other sections, the movement that reveals their ignorance and insist upon their education, is to be resisted. The answer of the South as a whole, is that—because she esteems and loves them—their children are entitled to the broadest opportunities and the best advantages which life may offer that any movement which reveals their ignorance in order to bring them knowledge, which would increase their knowledge not upon the ground of their incapacity, but upon the ground of their value to society; which asserts their right to the world's best, and the world's right to their best,

is a movement to be commended and reinforced.

That is then today, the answer of the South: and how far this Board has helped the South to make that answer I am willing to leave to the judgment and the memories of the great body of our Southern teachers. That the facts are known, and that there is some general appreciation of their compelling force, that they can be admitted frankly and discussed publicly—even by the candidate for public office—marks a distinct achievement of our average public opinion within the past ten years. This Board—I need hardly say—has been by no means the sole agency of so marked a change. But the change is here: and that we have labored for it, in season and out of season, lies broadly upon the pages of our history. We have believed that when the people of the South shall once really know their needs, shall see them clearly and face them squarely, they will meet them with a redemption in which all reproach shall be annulled: for peoples, like individuals, are judged in the great assize not in any degree by their difficulties, but rather by the manner of their dealings with them.

In conjunction with the South's attitude toward the masses of the untaught, there arose also the problem of the teacher. If the people are to be taught, the teacher must be trained. Upon meager salaries of \$25.00 to \$40.00 a month, for but a brief session of from three months to five, the teacher of the average rural school, had not been able to live or to so equip herself as to gain for herself a better livelihood, and for her profession a larger share in the interest, respect and support of the community. The worth was in the teacher, but its appeal was not potent with the public mind. It was not seen nor understood. Popularly speaking, the truth of the case was undiscovered.

How was the public mind of the South to be informed? How were we to be made to see, with clear and understanding eyes, the figure of this worker upon our essential task—standing patiently at the center of our perplexities of Church and State—shaping the public mind of tomorrow, yet denied the public enthusiasm of today; giving the people knowledge yet dwelling among us as unknown; founder of our hopes yet a prisoner of our indifference; a creator of our only wealth—the intelligence of our masses—yet the first to suffer by its loss and the last to inherit from its bounty.

At Knoxville at the University of Tennessee, the teachers of the South were gathered for six weeks of summer training. Two thousand were in attendance. They were gathered from all our States. They formed upon that noble hilltop in that year and in succeeding years a company which helped the mind of the Nation visualize the significance of the teacher in the common schools of the South. In that change of environment, feeling the joy of comradeship, and under instructions and inspirations that came from new scenes and from one another, they were able to forget some things and to learn others. There had been summer schools before; there have been others since. The method has its limitations as well as its advantages. But all these schools—and tha

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