

EDUCATION, COÖPERATION, LEGISLATION

(1) Education to Develop Power, (2) Cooperation to Multiply It, and (3) Legislation and Good Government to Promote Equal Rights and Human Progress—Plain Talk About Men, Measures and Movements Involved

By CLARENCE POE

Is Your State Giving Childhood a Square Deal?

IN LAST week's Progressive Farmer, we gave figures showing how many dollars each state is spending a year to educate the average child within its borders. That is to say, the figures showed the average amount each state is spending to develop brain power among its future citizens. And we may be very sure that the prosperity and future progress of each state will be measured very largely by the amount it is spending in this way. The Almighty who teaches us that it were better for a man that a millstone were hung about his neck than that he should offend one of these little ones—He does not long let a state prosper that cares more for money than for its children. We hope each reader made a note of the amount his state is spending and resolved to get that state into a creditable position if it is not in such a position already.

One great trouble with the South, moreover, is that it is not only not spending enough money for the education of its boys and girls, but it is not requiring boys and girls to take advantage of the schooling available for them. Only in recent years have we had compulsory attendance laws worth mentioning; and we are still far behind the states of the North and West in the matter of compulsory attendance. The result is that a great number of indifferent parents keep their children out of school when there is no excuse for their being out.

We have then two discreditable conditions in Southern education. In the first place, the school term is too short. In the second place, the percentage of attendance is too small. The result is that the average child in the South is getting hardly half as many days of schooling as the average child in the North and West. The following diagram, as prepared by the Russell Sage Foundation, shows the average number of days of schooling actually received by each child of school age in the census year. Each dot represents one day. Study this table, see how your state ranks, and then see what you ought to do about it:

State	Days of Schooling
1. MASSACHUSETTS	107
2. CONNECTICUT	107
3. NEW YORK	107
4. RHODE ISLAND	107
5. VERMONT	107
6. OHIO	107
7. MICHIGAN	107
8. ILLINOIS	107
9. MAINE	107
10. WASHINGTON	107
11. NEW JERSEY	107
12. IOWA	107
13. NEW HAMPSHIRE	106
14. CALIFORNIA	106
15. MONTANA	106
16. PENNSYLVANIA	106
17. UTAH	106
18. KANSAS	106
19. NEBRASKA	106
20. INDIANA	106
21. WISCONSIN	106
22. COLORADO	106
23. OREGON	106
24. MINNESOTA	106
25. MISSOURI	106
26. WYOMING	106
27. N. DAKOTA	106
28. S. DAKOTA	106
29. MARYLAND	106
30. DELAWARE	106
31. IDAHO	106
32. W. VIRGINIA	106
33. TENNESSEE	106
34. ARIZONA	106
35. FLORIDA	106
36. OKLAHOMA	106
37. NEVADA	106
38. GEORGIA	106
39. MISSISSIPPI	106
40. VIRGINIA	106
41. KENTUCKY	106
42. TEXAS	106
43. ARKANSAS	106
44. N. CAROLINA	106
45. S. CAROLINA	106
46. LOUISIANA	106
47. ALABAMA	106
48. N. MEXICO	106

How Much Each State Discriminates Against Country Children

THE figures given in the foregoing table show the average number of days of schooling given the average school child, taking country and city schools together. In this connection, however we are bound to note the further deplorable fact that nowhere in America are country schools so far behind city schools as here in the South.

Dr. P. P. Claxton, United States Commissioner

of Education, has just sent The Progressive Farmer some notable figures bearing on this point. These figures show that while in the North Atlantic states the country school term is only 29 days shorter than the city term, in the South Atlantic states the country school term is 59 days shorter than the city school term. And while the North Central states provide a school term for the country only 31 days shorter than the city school term, in the South central states the country child gets 56 days per year less than the city child.

A little study of the following table will make it plain that our Southern states are doing about as well by city boys and girls as the states of the North and West are doing. It is only the country schools that are neglected and inadequate. Any traveler in the states of the North and West must have noticed that there is little difference in the education which country man and city man have received. The country man is practically as well educated as his city brother. It is time for us in the South to resolve that this same thing shall be true of our section hereafter. Following is the table showing how little behind the South is in the matter of schools for town children but how far behind in the matter of schools for country children:

LENGTH OF SESSION IN DAYS; LAST CENSUS YEAR

States	In urban schools	In rural schools	Urban excess over rural
United States	184.3	137.7	46.6
North Atlantic Division	188.5	159.7	28.8
South Atlantic Division	178.7	119.5	59.2
South Central Division	174.9	117.6	57.3
North Central Division	184.1	152.7	31.4
Western Division	180.7	145.0	35.7
North Atlantic Division:			
Maine	177.4	142.5	34.9
New Hampshire	176.0	149.7	26.3
Vermont	185.0	147.0	38.0
Massachusetts	185.5	160.7	24.8
Rhode Island	194.0	198.2	-4.2
Connecticut	185.0	181.2	3.8
New York	189.9	178.6	11.3
New Jersey	186.5	176.7	9.8
Pennsylvania	187.6	149.4	38.2
South Atlantic Division:			
Delaware	193.0	157.0	36.0
Maryland	191.0	179.8	11.2
District of Columbia	181.2
Virginia	177.8	139.5	38.3
West Virginia	176.0	127.5	48.5
North Carolina	161.8	93.3	68.5
South Carolina	183.0	94.5	88.5
Georgia	180.6	141.5	39.1
Florida	159.2	100.1	59.1
South Central Division:			
Kentucky	181.8	110.6	71.2
Tennessee	172.5	122.0	50.5
Alabama	178.3	108.5	69.8

LENGTH OF SESSION IN DAYS; LAST CENSUS YEAR

States	In urban schools	In rural schools	Urban excess over rural
Mississippi	170.5	131.0	39.5
Louisiana	170.2	134.0	36.2
Texas	173.0	119.2	53.8
Arkansas	174.0	98.0	76.0
Oklahoma	171.3	128.5	42.8
North Central Division:			
Ohio	184.7	155.0	29.7
Indiana	177.2	130.3	46.9
Illinois	186.8	154.3	32.5
Michigan	185.5	161.6	23.9
Wisconsin	191.0	173.0	18.0
Minnesota	184.0	182.5	1.5
Iowa	181.0	168.6	12.4
Missouri	190.0	137.7	52.3
North Dakota	182.8	149.2	33.6
South Dakota	178.0	163.8	14.2
Nebraska	180.5	170.5	10.0
Kansas	174.1	160.0	14.1
Western Division:			
Montana	181.5	138.5	43.0
Wyoming	173.5	136.0	37.5
Colorado	180.3	123.8	56.5
New Mexico	163.2	90.1	73.1
Arizona	174.6	105.0	69.6
Utah	173.7	157.0	16.7
Nevada	170.0	131.8	38.2
Idaho	179.5	112.5	67.0
Washington	183.8	164.0	19.8
Oregon	173.5	113.7	59.8
California	186.0	178.0	8.0

"We Are Something More Than a Lot of Stomachs"

SPEAKING of education reminds us to say that too many of our people do not use the schooling they have. They learn how to read and then don't read. And to learn how to read and then fail to read is as bad as to prepare land for a crop and then not plant it,—or to plant and then not harvest. We not only ought to have a good library in every school, but it should be enlarged into a community library, kept open all the year round. The person in charge of this community library should be a real lover of books, interested not only in getting children to love reading but interested also in getting every grown person in a community to read the most wholesome, helpful, and inspiring books and papers.

And just here we are reminded of some striking expressions of a thoughtful man who came into our office the other day. "A house without a pantry or dining-room—would anybody call that a home?" he exclaimed. "And yet a man ought to think it just as unreasonable, just as much a thing to be ashamed of, to build a house without a library or reading room as to build one without a pantry or dining room! What sort of home is it where the family can go and find food for their bodies but where there is no place at all for them to go and find food for their God-given intellect. I tell you, we are something more than a lot of stomachs!"

A Thought for the Week

BELIEVING as I do that education, not politics, is the only agent capable of controlling or altering the direction of civilization, I think it a thousand pities that no nation has yet evolved machinery through which there might be elected a supreme directorate, or say a little board of three directors, of the Nation's spirit,—an educational president, as it were, with position and power analogous to that of America's elected President. Why cannot education be regarded like religion . . . as something apart and very sacred; not merely an ordinary department of political administration? Ought not the heart and brains of a nation to be perpetually on the lookout to secure the election of the highest mind and finest spirit of the day? . . . One might use for the purpose the actual body of teachers in the country, to elect delegates to finally select the flower of the national flock . . . for initiators of higher ideals of conduct, learning, manners and health. . . . The better the teacher, the better the ideals. Indeed, the only hope of raising ideals is to raise the standards of teachers and teaching.—John Galsworthy in April Harper's.

Here in the country's heart
Where the grass is green,
Life is the same sweet life
As it e'er hath been.

Trust in God still lives,
And the bell at morn
Floats with a thought of God
O'er the rising corn.

God comes down in the rain
And the crop grows tall—
This is the country faith
And the best of all.

—Norman Gale

THE GREATEST FOURTH OF JULY ADDRESS

THIS week the nation is celebrating its birthday—the Fourth of July. It is fitting therefore to reprint on this page the greatest Fourth-of-July address ever delivered: the address delivered by President Lincoln in dedicating the Gettysburg Battlefield, July 4, 1863. Tenfold more timely and fitting is the republication of this address, however, because it expresses the ideals for which America is fighting in another great war. In the present contest between autocracy and democracy, between the rule of kings and the rule of the people, it is worth while to read Lincoln's masterly address and renew our determination to fight on "that government of the people, for the people, and by the people" may not perish from the earth. The address follows:



"Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

"Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

"But in larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave their last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, for the people, shall not perish from the earth."