

the natives to have an education. They are going to have it. I went out in the country and saw what the people themselves were doing. Those people are finding out that there is something that helps to keep their interest; that is, education, and they are determined to get it. Missionary students have started schools. In one school forty or fifty students were being taught. They were working on slates and all were interested in my seeing their slates. They appreciated my interest.

"There was a native college in Africa where the students who attend had to pass an examination harder than any college in America. There were seventy genuine college students, and a fine medical school is going to be established there.

"Every child of God has to have a chance. We simply have to go on working to do the best we can. It is spreading the kingdom of heaven. It means more light, the light of education for all, and each one can in his own humble way so do his task that he will help this work."

#### *Right Work the Test*

Doctor Dillard was introduced by Principal J. E. Gregg of Hampton Institute as "a friend of all men everywhere." Doctor Dillard said in part "farmers have to work hard; teachers have to work hard; but the hardest work of all, if he does his job right, is the preacher. Jesus Christ never did talk about groups of people. The right thing is to think about human beings. Think about that individual mother, that individual father, that individual child. Get out of the habit of talking about groups, of putting people into a mass. Talk of individual men and women.

"No calling is any higher than another calling in a way. The difference is not the difference in callings or work. The difference lies in the handling that you put into the work. I cannot conceive of a farmer doing nothing but plow his fields and care for his crops. I cannot conceive of a teacher teaching the children and nothing else. It is the spirit, the attitude, that we have; and, if your work is really preparing for the great positions of life, we have to look out for the way in which we do that work.

"We must think about our relation to others who will be affected by our work and by our attitude. We must not think about ourselves. The less you think about yourself in your work the surer that work is to be the right kind of work. Think about what you are to do with reference to the work itself. It must be good work."

#### ALMOST FIFTEEN HUNDRED DEGREES

Over seven hundred degrees were conferred by the University of Chicago at its recent June convention, which included 480 Bachelor's degrees in the Colleges of Arts, Literature and Science, Commerce and Administration, and Education; 21 degrees in the Divinity School; 60 in the Law School; and 146 in the Graduate Schools of Arts, Literature and Science.

At the four conventions of the academic year 1923-24 the degree of Bachelor of Arts, Philosophy, or Science was conferred on 901 graduate; that of Bachelor of Laws on 24; that of Master of Arts or Science on 342. Six received the degree of Bachelor of Divinity; 58 that of Doctor of Law (J.D.); and 124 that of Doctor of Philosophy.

The total number of degrees conferred for the year 1923-24 was 1,455; and the total number during the thirty-three years of the University's history is 19,080.

#### A PRESENT MENACE

As a matter of sober fact Fundamentalism is the most sinister force that has yet attacked freedom of teaching. Attempted coercion by commercial and political interests has never shown a tenth of the vitality and earnestness of this menace. In the southwest it has won sympathy and support in two other widespread movements. As is to be expected in an effort that is undoubtedly religious in original impulse but that inevitably becomes political in method and affiliations, it is used by other interests to cover their own purposes. While a dozen or more dismissals have occurred (two of them in state institutions), this fact does not begin to measure the evil effect of the movement upon the teaching profession, and in general upon the forces that ought to be cooperating for good in the nation.—Joseph Villers Denney, President of the American Association of University Professors.

## THE CHALLENGE TO AMERICAN EDUCATION

An address delivered at the Washington meeting of the National Education Association, June 29-July 4, 1924.

There can be no place better than this, no time more opportune, no occasion more appropriate for the representatives of the school teachers of America to renew their expressions of faith in the American system of education and to rededicate themselves to the fulfilment of its high purposes.

If you would seek the beginnings of the American public school you might find them there in the cabin of the *Mayflower* when the Pilgrim Fathers gave hand and seal to that compact which established, long before the Republic was itself created, the basis upon which that Republic was to stand.

So far as we know there was no discussion at that time about the founding of schools. But this we know. There can be no hope of the successful issue of any experiment in democracy unless intelligence is widespread among the people. So it is not surprising that early in the colonial days this democratic society founded the public school.

With the development of democracy and the increase of its problems it was inevitable that the educational program should itself develop and expand. In the beginning of the last century the public school, hitherto a local neighborhood affair with limited offerings, found itself facing the challenge of greater service to a young and growing Nation, whose civic and social requirements were no longer those of a somewhat primitive civilization. The greater expectations of the people with reference to the results of education were met with a greater liberality in providing the means of education and a larger sense of responsibility. Thus came the town, county, city and State systems of schools, expressing larger conceptions of responsibility and creating more nearly just methods of support. Thus came publicly supported schools for the training of teachers—growing in a little more than three-quarters of a century from the little school at Lexington with its three pupils, to the present-day enrollment of tens of thousands. Thus came a great system of secondary education, expanding from a little group of a few score in the eighteen seven-

ties to its thousands of free public high schools with their more than two million students in the year that has just closed. Thus came a chain of great tax-supported universities, the answer of the American States as to how far they intend to go in the education of the people. Thus came within a few years a Nation-wide, and in part nationally supported system of vocational education which not only aims to aid youth in choosing and preparing for a vocation but is also the answer to the question as to whether the American people can and will find a way of joining successfully State and Federal forces in meeting a National need.

The fundamental challenge to American education through all these years and amid all these changes has been the same. It will not be different in future years. The American public school, now as always, is under express responsibility to deliver to the Republic, citizens who understand and are prepared to meet the obligations that citizenship in a Republic implies—not some of the obligations but all of them. As American teachers serving the American people in schools supported by their taxes, in schools to which they send in confidence their children we cannot and we must not forget that the public schools in which we teach have been established and are being maintained for the paramount purpose of providing for this Nation a citizenship—civic, individual, and social—that shall be sound in thought and right in action. Whatever may be the somewhat remote and incidental obligation to help American youth to understand its international obligations, we as American teachers—as servants of the Republic—do well to keep always in mind that our schools must be National in character and National in purpose. We have within our borders one service of supreme importance and that is to teach American youth the history, the cost, and the meaning of America and her institutions—to inculcate loyalty to them and to develop and foster the high resolve of serving them both in time of war and in time of peace. It is not enough, however, to deal in generalities. While the underlying objective of American education does not change, it must, with the changing and expanding needs of society, encounter new challenges and find new ways of meeting them.

A foremost challenge of this day in education is that of producing citizens who respect

knowledge, are eager in its pursuit and are skillful in its use. It is the business of the educational institutions to see to it that all the truth that has been garnered by men in past generations is conserved for the use of this generation and passed on for the service of succeeding ones. But that is not enough. Not only must education conserve knowledge, it must constantly seek new truth. It is not best that a democratic society should seek to standardize or to make uniform the thinking of its citizens. America today does not need the contented mind so much as she needs the curious, the inquiring, and the pioneering mind.

But even here we must not stop. A supreme challenge to American education today is that it shall produce citizens who know how to use and to apply fact and truth, and fundamental principle. Groups and parties and communities are torn and divided because there is a turning away from the scientific method of facing and settling questions and a turning toward far less satisfactory method. We attempt to apply tradition—we are moved to words and to hasty action by our emotions—we seek the weapons of personal and class prejudice—we turn most of all to personal, sectional and other selfish interests, and we get as results not thoughtful, conclusive, constructive action, but high emotional tension, hurt and sore feelings, and wicked seeking for personal, sectional, or class advantages. I am not debating nor proposing to debate any issue that confronts the people. I am saying that if you and I do our full duty the schools will produce with each passing generation a larger number of citizens who will face their personal, civic, and social problems in the scientific spirit and try to solve them on the scientific basis. Therein is an educational challenge of the first magnitude.

It is likewise a challenge to American education to produce an American citizenship that will have a passion for justice that will tolerate nothing less than equality before the law and that will give no place to unworthy discriminating distinctions as among citizens.

Whether the public school or the American Nation will succeed as a melting pot may well be questioned. Whether they will succeed in helping people of diverse characteristics to dwell together in unity is another

question, which must be answered in the affirmative if the Republic itself is to endure. Mark you—there is a difference between uniformity and unity. The first is not desirable; the second is imperative. There are unfortunately some of our adult fellow citizens—in a minority we must believe—who seem to think that they can serve their country by trying to array class against class, section against section, and racial group against racial group. These citizens are wrong. They are denying to themselves even the highest privilege of American citizenship, that of standing each day as one believes he should stand on the issues of that day alone. You are a free American citizen at his best when you reserve to yourself the privilege of standing with me when you believe I am right—and parting with me when you believe I am wrong. The attempt to align groups of citizens by section, by class, by creed, by race, is wrong in principle and utterly destructive of the highest good of the whole. The bloc principle may be effective in a narrow and selfish way for a limited time. In the long run it will prove a menace to the stability of our institutions, and to the highest development of the best ideals of citizenship. Fellow teachers, this is true. There are many American institutions that stand for equality of opportunity and for the avoidance of unfair discriminations among men. But among them all none is or can be so powerful as the public school. A challenge therefore to it and to us is to produce an American citizenship richer in the quality of co-operation, quicker and more steadfast to resist appeals that would set man against man, readier, while it insists on the right of each to his own opinion to grant freely the right of the other man to his. I repeat Democracy does not imply uniformity of thought or of action. It does imply a unity of attitude on certain fundamental things. Among these fundamental things none is more important than that each citizen has the fundamental right to make in his own way his own contribution to the life and culture of the Nation so long as he does not make that contribution to the detriment or the offense of his fellows.

Modern education must help the modern man to live in a modern world. That world is vast and intricate and complex. It is also

vivid and moving and full of spirited challenge to those of us who are privileged to live in this age. It is not a time for the pessimist nor the prophets of despair. The world is not a wreck and civilization is not a ruin. It is a time, however, when nothing less than the most thoughtful attitude must be taken towards the youth who are to live and work and serve in the decades just ahead. It is not a simple primitive existence which they face. There is almost no simplicity about it.

Political machinery is highly organized, intricately complex and confusing. Industrial life is so complicated, the barriers around it so difficult to scale that millions of American boys and young men stand confused before the choices they must make, with too little help in the choosing. The boy of today finds his hardest task that of finding his life work and the way into it. In such a time education cannot be simple. It must be rich in content, teeming with varied opportunity and extended in the length of its service. This helping the modern man to live in a modern world—the right adjustment of the individual to his time, is a challenge which perhaps comprises all the rest.

The intention of the American people in the matter is clear. It is shown in their generous appropriations of money for the support of schools. It is shown by the great number of young men and women who in teacher training institutions are preparig for more effective service for childhood. It is shown in the vast army of more than twenty million young Americans, who forgetting—if we but let them—differences of creed and party and race, are joined in a common enterprise for themselves and for the Nation. It is shown in the question recently sent to the States from this very building in whose shadows we meet, as to whether by constitutional amendments every child who lives between the oceans shall be guaranteed the years of his youth for growth of body and mind and soul.

The Nation looks forward only as it looks with the Nation's children. The challenge to you and to me and to the schools we represent is that we have a vision that sees afar, that we cultivate a strength equal to the task set for our hands to do, and that we have always that devotion to our Nation that brings her our service without stint and without limit.

PAYSON SMITH.

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## EDUCATIONAL COMMENT

### CENSORSHIP ON FAITHFULNESS TO HISTORICAL FACT

**T**HE following resolutions were adopted by *The American Historical Association* at its Annual Meeting held at Columbus, Ohio, December 27-29, 1923.

WHEREAS, there has been in progress for several years an agitation conducted by certain newspapers, patriotic societies, fraternal orders, and others, against a number of school textbooks in history and in favor of official censorship, and

WHEREAS, this propaganda has met with sufficient success to bring about not only acute controversy in many cities but the passage of censorship laws in several states, therefore,

BE IT RESOLVED by the American Historical Association, upon the recommendation of its Committee on History Teaching in the schools and of its Executive Council, that genuine and intelligent patriotism, no less than the requirements of honesty and sound scholarship, demand that textbook writers and teachers should strive to present a truthful picture of past and present, with due regard to the different purposes and possibilities of elementary, secondary, and advanced instruction; that criticism of history textbooks should therefore be based not upon grounds of patriotism but only upon grounds of faithfulness to fact as determined by spe-