

1913

UA3/1/4 Declaration of Principles & Aims

Henry Cherry
Western Kentucky University

McHenry Rhoades

E. O. Holland

T. J. Coates

J. H. Risley

See next page for additional authors

Follow this and additional works at: http://digitalcommons.wku.edu/dlsc_ua_records



Part of the [Higher Education Commons](#)

Recommended Citation

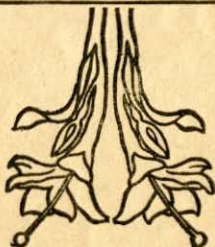
Cherry, Henry; Rhoades, McHenry; Holland, E. O.; Coates, T. J.; Risley, J. H.; Hammack, N. C.; Hamlett, Barksdale; and Kentucky Educational Association, "UA3/1/4 Declaration of Principles & Aims" (1913). *WKU Archives Records*. Paper 3928.
http://digitalcommons.wku.edu/dlsc_ua_records/3928

This Other is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in WKU Archives Records by an authorized administrator of TopSCHOLAR®. For more information, please contact topscholar@wku.edu.

Authors

Henry Cherry, McHenry Rhoades, E. O. Holland, T. J. Coates, J. H. Risley, N. C. Hammack, Barksdale Hamlett, and Kentucky Educational Association

Declaration of Principles
— and Aims. —



1913

DEPARTMENT OF EDUCATION
BARKSDALE HAMLETT
SUPERINTENDENT PUBLIC INSTRUCTION
FRANKFORT, KY.

DECLARATION OF PRINCIPLES AND AIMS.

Kentucky Educational Association
1913

PRIOR to the Louisville meeting of the Kentucky Educational Association in 1913, the President appointed a special committee to draft a Declaration of Principles or a statement of the aims and purposes of the educational forces of the State. This committee made the following report at the meeting and it was unanimously adopted by the five thousand teachers and trustees present. Every member of the Association is pledged to carry out the principles of this declaration.

THE Kentucky Educational Association, now holding its annual session in Louisville, representing teachers and friends of education in every county in the State, makes the following declaration of principles and aims:

A Great Commonwealth—A great State must have vision, purpose and unity of effort. It must have moral, intellectual and industrial ideals and work to accomplish them. It must be affirmative and fearless. These qualities depend upon the people composing the State.

The School System—The first duty of the State and its first necessity is to provide for training which will guarantee the intelligence and promote the integrity of its citizens. This must be accomplished through a harmonized and articulated school system, under Govern-

ment direction, supported by district, county and State taxation. Our system of schools must include elementary schools, secondary schools, normal schools, and the State University.

A Great Commonwealth Must Be Achieved—Behind every great human achievement is a great human being; behind every great State are great men. A great Commonwealth can not be bestowed, it must be achieved through education. The school is a fundamental necessity to social and industrial efficiency.

It will take full-grown Kentuckians to make a full-grown Kentucky, and it will take a full-grown system of schools exploited to the highest degree of efficiency to make full-grown Kentuckians.

* * * *

HUMAN and Material Waste—Every idler, every unskilled laborer, farmer, house-keeper, every unqualified preacher, teacher, doctor, lawyer, and every other incompetent workman in every other human endeavor, remind us most forcibly of lost opportunity and of spiritual and material waste. Most of our troubles are fundamental; they begin in the individual.

Therefore, a lofty, sane and democratic effort in the interest of universal development fundamentally concerns the training of every child in the land for a patriotic and efficient service. The responsibility of training the child falls heavily, too heavily, upon the school. America's inherent and universal

worker for life and freedom. Childhood shows us the way to a greater Commonwealth.

The Courses of Study—Democracy demands that every human niche in government, in society, in commerce, be filled by a citizen who feels, knows and bears responsibility, who fills his niche with vision, poised character and vitalized activity, who recognizes ideal democratic life as occupied life that has intelligence and Christian ballast, whether it lives in hovel or mansion, possesses a penny or a million, follows the plow, stands at the anvil, occupies the pulpit, interprets the law or sits in the councils of government.

Our Government, founded upon the consent of the governed, demands that our school system offer efficient training for workers in all of these and all other honorable human endeavors. We pledge ourselves to support a school policy that recognizes the inalienable educational rights of every child—to a school policy that will vitalize the courses of study and offer each individual an opportunity to prepare for his chosen work, and for spiritual and intellectual freedom. The school of tomorrow must be culturalized, socialized, industrialized, vocationized and democratized.

It must be a school "of the people, by the people and for the people," the source of the currents of life—a fountain of democracy. "Education must be made vocational to the extent that ninety-eight per cent. of human beings in Kentucky, who must live by the work of their hands, shall do so with a maximum of

skill and intelligence, and this involves the re-adjustment of an iron and outworn curriculum in accordance with individual needs.

This applies with peculiar force to the country schools, which must be made over in content and method."

* * * *

THE TEACHER—The State that has the men has the present; the State that has the schools has the future, and the State that has the teachers has the schools. Influence is largely inherent in personality. Behind the great school lies the constructive personality of a great teacher. The school is largely in the spirit of the teacher.

In its last analysis, the teacher is the school. The qualified teacher marches at the head of educational progress. Even a live, progressive course of study will die in the hands of a dead teacher and will bring disappointment to the people and create the reactionary spirit in the school community. Vocational training and all other good things that are a natural part of the organic life of the school will languish and die unless vitalized by leadership.

It is dangerous for educational reform to reach the school ahead of a trained and reformed teacher. Without engineers, our attempt to build the Panama Canal would have failed; without teachers, we shall never accomplish our educational ideals. We must not attempt to dig a Panama Canal without a Goethals, to establish wireless telegraphy without a Marconi, to win a victory at Valley

Forge without a Washington, to write a drama without a Shakespeare, to teach without a teacher, and to accomplish life without life.

It is a progressive statesmanship that realizes that whatever is desired in the life of the State must be developed in the life of those teachers who train the children of the State. We reaffirm our devotion to the efforts of the State to train teachers for service in our Commonwealth.

Education and Physical Equipment—We shall fail to accomplish our educational ideals unless we succeed in putting at the door of every child in the land a modern schoolhouse, modern equipment, ample and attractive school grounds, and sanitation.

Every available dollar for physical equipment should be invested in a school plant that will have economy, convenience and harmony. We believe, as a general principle, that it is an unwise policy to invest money in repairing old dilapidated school houses that can never be made into attractive and suitable places for the training of the children.

We pledge ourselves, as far as practicable, to build and equip a few good school-houses, rather than attempt to make old ones modern that are unfit for permanent use.

* * * *

EDUCATION and Individuality—The integrity of individuality and the power of sincere, original and independent thought must be preserved in the lives of the people, or we shall experience a gloomy failure in the work

of developing and perpetuating the ideals of a democracy. The highest development of thought, justice and progress in society, depends upon a multiplicity of individual ideas.

Battles between ideas and duels between personalities are the natural product of affirmative and creative man and democratic governments. The only thing that can vanquish an idea is a superior idea. There is no higher test of patriotism and true reform than the ability to create a superior idea—to become a relentless foe to a prevailing and accepted inferior idea.

The man who preserves his individuality, who hears and obeys the voice of an educated conscience and creates and goes behind a great idea is a captain in the army of progress who fights the battles of the flag. The man who does this is, in its highest sense, an ideal American citizen. If we do not believe in the idea he champions, we should fight his idea with a greater idea and stop the prevailing, easier, more conventional and cowardly way of attacking the individual himself and appealing to the prejudices, the ignorances and the passions of the people in order to discredit the idea and gain a temporary advantage.

The school should be a human nursery where ideas grow and where individualities flourish. We look with disfavor upon any tendency to stereotype the school at the cost of originality, the power of initiative and the sense of responsibility in the life of the child. We stand for a school that will develop a reading, thinking, working, serving people

who act for themselves and challenge the right of any man to do their thinking and voting for them.

* * * *

EDUCATION and Citizenship—We shall fail to develop and perpetuate the ideals of a democracy unless the schools recognize the necessity of training our youth for citizenship. The school that is not itself aglow with enthusiasm for refinement, beauty, sincerity, truth, righteousness, can never kindle in those under its charge this flame of the higher patriotism.

The school must vitalize its efforts with human interests and honor and practice noble life in the recitation, in the examination, on the playground and elsewhere. Patriotism is life; it is a principle, a divine and human fundamental.

The roots of pure undefiled patriotism run deep in the laws of mind. It is a character forged in the soul. Old Glory floating over the school-house will not go far toward the development of civic virtue unless the school carries Old Glory in its heart, supports it in its courses of study and defends its sacred honor in its daily conduct.

We pledge our best efforts to give every community of Kentucky a school that will stand at the life anvil of every child and assist in forging a civic freeman; a school that will accompany the voter to the voting precinct and prompt the hand to cast an honest ballot; a school that will bring the ballot-box and the people closer together, and a school that will

develop a civic awakening that will brand and publicly disgrace any individual who barter a public trust or who offers to buy or sell the sacred ballot.

Education and Commercialism—Vocational education is concerned with the art of making money and is fundamental. Esthetic training prepares one for the art of spending money, and must have a prominent place in the school.

We indorse an educational policy that will reach the homes of the land, improve productive capacity and make the State rich in material things, but we would make the motive that prompts the effort a love, a service, a moral enthusiasm that will stamp every dollar with integrity, and give it a conscience that will transmute it into beauty, into esthetic ideals, into freedom, into human efficiency.

It would be better for us to die in a hut and preserve and develop ideals of beauty, integrity, and human sympathy than to die rich in a mansion and be a commercialized, selfish people. Neither is right. The remedy is in the proper use of our life and property privileges.

* * * *

E**DUCATION and Public Health**—One of the first duties of the State is to protect the life and to promote the health of its citizens. Conserving the vitality of the people by stopping the pollution of the streams, by observing sanitary laws in the home, the school, the business enterprise, the city, and elsewhere, will not only contribute to the happiness but to the economic productivity of the people.

“There is no iron law of mortality.” Average life is increased or decreased by observing or by neglecting the physical laws of health and sanitation. Thousands of citizens die from preventable causes. Eleven thousand, eight hundred and forty-one Kentuckians died during 1912 from preventable diseases.

The State comes very close home to the individual when it saves him from sickness, and even from death. This it can do, does do, and should continue to do in a much larger degree.

The teachers of Kentucky promise a more active interest in securing school and home sanitation in every section of Kentucky, and in supporting the work that is being done by the State for public health.

Education and Property—The school is a pioneer that reaches the industrial world through the world of mind. The efficient school precedes thinking capacity; thinking capacity precedes earning capacity, and earning capacity precedes industrial progress. Human thought is the ticker that tells what every inch of property is worth.

Extend the vision of mind and you broaden the fields of commerce; build up the efficiency of the school and you quicken industrial life; build and equip a modern school building in every community in Kentucky, adopt courses of study that will prepare for the work of life, and employ teachers who have the teacher's vision and the teacher's preparation and Kentucky will experience a new moral, intellectual and industrial birth.

Live schools, constructive citizens and a sane commerce travel together. The schools assist in solving the fiscal and social problems of the home and of the State by increasing the productive capacity of the people, by developing a citizenship whose good behavior will reduce the expense for criminal prosecutions and make additions to jails and penitentiaries unnecessary, by developing a rugged honesty that prompts every citizen and every interest to list property at its proper value, and by making every person a productive, honest citizen who puts public interest above private gain.

The people have not always supported the schools, because they regarded them as a tax. They must be shown that ignorance is a tax, and that the school is an investment that pays two dividends, one in more life and one in more property. Any man who attempts to reform the fiscal affairs of the local community and of the State by curtailing legitimately, economically and efficiently administered material support to education and to a work of making a productive citizen, proceeds on the theory that the way to meet a deficit and stop a leak is to make the leak larger.

He proceeds on the theory that the way to be rescued from a leaking boat is to sink the boat. He proceeds on the theory that the way to live is to cut off the current of life.

* * * *

E DUCATION and the Fiscal Problems of the State—The most pressing problem now before the State is the one that relates to its fiscal affairs, to a revision of our system of

taxation, to the establishment of the business of the State upon sane and democratic principles. The fiscal item is related to every move inaugurated for the improvement of life. This makes it one of universal interest.

The education of the people is the largest business item connected with the management of the Commonwealth. The enactment of a measure that will improve the finances of the State and provides for the punctual payment of her obligations, would be more in the interest of education than in the interest of any other one department of State endeavor.

Making needed appropriations to the educational institutions of the State, to agricultural education, and to all worthy causes, is thoroughly in line with progress and a patriotic and efficient administration of government. The responsibility of fiscal leadership falls heavily upon those men who have been chosen by the people to administer the affairs of government.

We pledge active support to any efficient and just method that may be advocated that will solve the fiscal problems and provide for the punctual payment of the obligations of the State.

Indorsements—The Kentucky Educational Association indorses the following and pledges its support:

To the State-wide movement to improve the rural schools.

To the consolidation of all district schools wherever practicable.

To rural school supervision.

To an extension, as soon as practicable, of the common school term.

To the effort to have better trained and better paid teachers.

To a more efficient truancy law, with the necessary machinery for its enforcement, and such provision for children from indigent homes that no excuse can be offered for not being in school.

To the absolute divorcement of the schools from politics.

To the teaching of agriculture and home-making in the schools.

To a better system of roads in every community in the Commonwealth.

To the movement to revise the present system of taxation.

COMMITTEE { H. H. CHERRY,
McHENRY RHOADES,
E. O. HOLLAND,
T. J. COATES,
J. H. RISLEY,
N. C. HAMMACK,
BARKSDALE HAMLETT,
Superintendent of Public Instruction.

