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THE UNIVERSITY OF MISSOURI BULLETIN

VOLUME 34, NUMBER 23

GENERAL SERIES 1933, NUMBER 12

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HIGHER EDUCATION AND THE STATE

A Series of Radio Addresses by Missouri Educators
Over Station KSD



Columbia, Missouri

ISSUED TWICE MONTHLY; ENTERED AS SECOND CLASS MATTER AT THE
POSTOFFICE AT COLUMBIA, MISSOURI—1,500

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INTRODUCTION

The conditions confronting public education throughout the entire country in recent months have attracted considerable attention. During the last summer many educators devoted much time and thought to the problems facing the educational world.

In St. Louis persons interested in education conducted a series of meetings and through the courtesy of the St. Louis Post-Dispatch obtained the privileges of Radio Station KSD for the purpose of broadcasting programs designed to awaken the public conscience to the problems. Dr. William Todd Hall arranged the programs.

During the month of August request was made that the University of Missouri supply speakers for a series of these programs. This request was complied with by President Walter Williams and because of the interest and demand for copies of the addresses they are published in this bulletin.

The addresses here given are as follows:

Monday, August 7—THE PURPOSE OF A LIBERAL EDUCATION

By Dr. Frederick M. Tisdell

Dean of the College of Arts and Science.

Friday, August 11—THE STATE'S INTEREST IN HIGHER EDUCATION

By Mr. Mercer Arnold of Joplin, Missouri.

Chairman of the Executive Board of the Board of Curators of the University of Missouri.

Monday, August 14—EDUCATION AND GOVERNMENT

By Dr. Lloyd M. Short

Assistant Dean of the Graduate Faculty and Professor of Political Science and Public Law of the University of Missouri.

Friday, August 18—THE STATE'S INTEREST IN RESEARCH IN TAX SUPPORTED EDUCATIONAL INSTITUTIONS

By Dr. W. C. Curtis

Professor of Zoology of the University of Missouri.

Monday, August 21—THE FARMER AND EDUCATION

By Professor W. C. Etheridge

Professor of Field Crops of the University of Missouri.

Friday, August 25—EDUCATION FROM A PRACTICAL VIEW POINT

By Mr. H. J. Blanton of Paris, Missouri.

Member of the Executive Board of the Board of Curators of the University of Missouri.

Monday, August 28—THE PUBLIC ATTITUDE TOWARDS EDUCATION

By Mr. George C. Willson of St. Louis

Member of the Executive Board of the Board of Curators of the University of Missouri.

Friday, September 1—WOMEN IN HIGHER EDUCATION

By Mrs. Helen C. Zwick of St. Joseph

Member of the Board of Curators of the University of Missouri.

Wednesday, Sept. 6—PUBLIC SUPPORT OF PROFESSIONAL EDUCATION

By Professor R. W. Selvidge

Professor of Industrial Education and Acting Dean of the College of Engineering of the University of Missouri.

THE PURPOSE OF A LIBERAL EDUCATION

DEAN FREDERICK M. TISDEL

IT is altogether appropriate that this series of radio talks on higher education should begin with a consideration of the college of arts and science, or the college of liberal arts. This college is usually the oldest division of any modern university, like the University of Missouri and its sister universities of the state, St. Louis and Washington Universities. All the technical and professional schools have grown out of this college.

Yet the purposes of a liberal education are not easily defined and, therefore, not universally understood. Everybody knows that the purposes of a school of law is to train students for the practice of law; that the school of medicine trains students for the practice of medicine; that the school of journalism trains students for the practice of journalism. But what is a liberal education? What does the college of arts and science train students for? A common answer is that it does not train students for any special vocation; it simply gives a general education. In other words, its purpose is to train everybody for nothing in particular. Such statements are more humorous than helpful.

As a matter of fact, the college does train for specific occupations. Graduates of the college become expert chemists and professional geologists. If the student specializes in language and literature he may enter the profession of writing, publishing books and contributing articles to magazines. If he specializes in economics he may become an expert in some line of business. If he has learned both economics and foreign language he may find a position in foreign commerce or if he has studied both foreign language and political science he may find a position in the diplomatic service of the government. Even the doctor gets his fundamental knowledge of biology and chemistry in the college of arts and science; the lawyer gets his knowledge of society there; the teacher learns there the mathematics and English and foreign language and science which he afterward teaches.

The college of arts and science, then, does train students to make a living. But this is not its most distinguishing characteristic. The best part of a man's life is not the time which he spends in the office or the store or the manufacturing plant. It is the time he spends

with his family and his friends, the part he plays in the life of the community, the state, and the nation. This larger life is the particular concern of a college of arts and science. Its most important purpose is to enrich the life of the individual student and make him a more intelligent and useful citizen. To this end, he must know the complicated world in which he lives and get an intelligent idea of the meaning and worth of life.

First of all, he must know the physical world in all its truth and beauty, what he can see and hear in field and wood, along the rivers, in the mountains, and by the sea. And not only what he can see with the naked eye, but what he can learn through the microscope and telescope, from the smallest electron, with all its stored up energy, to the largest stars, so large, some of them, that if the star were placed in our solar system with the center of the star at the center of the sun, we on this earth, far as we are from the center, would still be within the circumference of the star. It is a great thing for any individual to go through this world with eyes open and all the senses alert. So the college teaches pure science and poetry and art that liberally educated man may see and appreciate the physical world.

And then there is one's own personal inner life to learn and control. As we think of our own experiences, what a welter of thoughts and feelings and desires and loves and hates and ambitions and aspirations and dreams; ideas of beauty and truth and justice, the sense of the rightness and wrongness of things, the consciousness of living in a spiritual world in which we cooperate or oppose those forces outside ourselves which make for righteousness. And not the conscious life alone, but the unconscious life also. Psychologists tell us that all our forgotten experiences drop down into the well of the unconscious where they are constantly moving about, ever making new and strange combinations and always threatening to rise into consciousness to alarm and betray us. To know and control the personal life is no small matter. It was wisely said long ago, "He that ruleth his own spirit is greater than he that taketh a city."

In the third place, there is the world of human society, the complicated civilization which men have developed through centuries of experience in learning how to live peacefully together in families and tribes and nations, all the development of laws and governments and international treaties and world courts and leagues of nations. In this modern time our lives are not bounded by the limits of the communities in which we happen to live; we are all citizens of the world whether we like it or not. And there is the complicated business and

industrial world, the world of production and manufacture and distribution, with all its fascinating and puzzling problems. For example, we have made more clothes than can be sold, yet thousands of people go about in rags. How can we put the seemingly superfluous shirts on the bare backs that need them. Elevators are full of grain for which there is no market, yet people walk along in the shadow of the elevator starving for lack of that same wheat. We must learn to regulate our civilization or lose it. To develop an intelligent citizenship for this purpose is a peculiar object of the liberal college.

We teach, then, the natural sciences that men may know the physical world with its marvels, mysteries, and miracles. We teach philosophy and literature and art to develop capabilities for the higher pleasures of life and to establish a sense of values. We teach the social studies that our graduates may be in touch with the common life and have a part in the building up of that common life. The liberally educated man must know more than the technique of his job. On the more general problems of our common life he must learn to think straight, to think with a sense of values, and to think to a social purpose.

The liberal college is the only college that consciously trains for the unpaid positions of the world. The churches must have intelligent officers and workers. Men and women must serve on school boards and parent-teacher associations and keep constantly in mind the efficiency of the schools. Someone must look after the problems of the under-privileged children. Someone must develop public opinion in favor of parks and playgrounds and bring support to public health and the public welfare societies. Someone must serve on the governing boards of public libraries. The work of the Red Cross must be carried on. Public entertainments need watching. If we are to have better moving pictures and better radio programs people of culture and taste must demand them. If we are to have better governments we must develop intelligent public opinion in matters of general concern. The college of liberal arts expects its graduates to become broad-minded, progressive citizens, taking an active part in building up the common life.

This is one of the principal reasons why state universities are supported by public taxation. The state needs capable lawyers; it needs skillful physicians; it needs able journalists; it needs technically trained engineers; it needs business experts; but it needs even more high-minded public-spirited citizens who are seekers of truth, advocates of justice, lovers of beauty, builders of the common life.

Many people who can read and write and are competent in the daily routine of business are not really at home in the complex modern life into which they are plunged. Community leadership and high public service are necessary to the life of a modern democratic state.

On the Memorial Tower of the State University at Columbia is a motto taken from the writings of St. Paul: "Walk in wisdom redeeming the time." Our time needs redemption. Everybody knows that now. That redemption depends largely upon the leadership of liberally educated men.

THE STATE'S INTEREST IN HIGHER EDUCATION

MERCER ARNOLD

UPON the 12th day of June, 1820, the people of the newly admitted State of Missouri adopted the first Constitution of the State. Time does not permit a discussion of the unique wording of that instrument, and particularly of its preamble, and that portion of it wherein it is solemnly stated that: "The People of Missouri, * * * do mutually agree to form and establish a free and independent republic [by the name of 'The State of Missouri'],'" but the student of constitutional law can find therein much for thoughtful consideration, and the student of history, recalling the primitive conditions of that day, the sparsely settled territory upon what was then the Western Frontier, may marvel at the vision of those pioneers, who thereby laid the foundation of the legal system of the State.

He, who studies the history of the educational system of the State, will find therein the wisdom and foresight of those pioneers in laying the foundation, as well, for a great educational system. From the Township School, wherein it was provided that the poor should be taught gratis to a "Seminary of Learning," and, "A University for the promotion of Literature, and of the Arts and Sciences."

They thus in this early day and in the most solemn form indicated their appreciation of the value of scholastic education beginning with the "Three R's" to the liberal and cultural education to be obtained in Seminaries and Universities.

The character of the signers of that document indicates without further comment the reason for this provision in behalf of education. David Barton, the First Senator from Missouri, was President of that Convention. Among its members were: Edward Bates, Andrew McNair, Pierre Chouteau, Jr., from this City of St. Louis, then designated as the County of St. Louis, and, from the thirteen other Counties represented, came others whose names would embellish the history of the State. Congress had previously provided in the Act of Admission, approved March 6, 1820, that there should be set aside Thirty-six Sections of Land, or one Entire Township, "For the use of a Seminary of Learning," thereby manifesting the interest of the young republic in the cause of education even upon the frontier.

Nineteen years later the Tenth General Assembly adopted, "AN ACT to provide for the institution and support of a State University and for the government of Colleges and Academies," and therein pro-

vided that "A University is hereby instituted in this State, the government whereof shall be vested in a Board of Curators". In this same Act, the Legislature provided for the organization of "Colleges of the University", and "of Seminaries and Academies". This Act was approved February 11, 1839, and an examination of its provisions, which are set out with great detail, indicates the interest of that Pioneer Legislature in Higher Education. This date, February 11, 1839 marks the birth of the oldest State University West of the Mississippi, and indicates the date six years hence when that University will celebrate at Columbia, Missouri, and in a manner suitable for such an occasion, its centennial.

Time does not permit a discussion of the many provisions of this very interesting Act, but it is illuminating to note the general plan of Higher Education, consisting of a University, composed of colleges, seminaries and academies, all grouped upon one site, thereby constituting a complete plant for the teaching of those subjects then thought to pertain to all branches of learning beyond the Common School.

It is likewise interesting to note that the members of the Legislature had in mind a cultural institution, rather than one given to the teaching of trades and professions. They provided for the purchase of a library of philosophical and chemical apparatus, mathematical and other scientific instruments, and that "No student or pupil shall be deemed to have pursued classical studies unless he shall have advanced at least so far as to have read in Latin the first book of the Aeneid; nor to have pursued the higher branches of English education, unless he shall have advanced beyond such knowledge of arithmetic, (including vulgar and demical fractions), and English grammar and geography as is usually obtained in Common Schools."

One may wonder looking back upon the poverty of this Pioneer State of Ninety-four years ago why the Legislature of that day was so much concerned with the founding of a University, of colleges, of seminaries of learning. Public schools of the State were poor and inadequate. The people who might take advantage of the subjects offered at such a University were few. The Legislature immediately preceding this had, however, provided for the incorporation of eleven academies, and one Academy of Natural Science; for an Agricultural School in Cooper County; of Kemper College; St. Charles College. And at the same session that saw the birth of the State University there was adopted and but two days before the passage of the act creating the University, "AN ACT to provide for the organization, support, and government of Common Schools." This Act, known

generally as the "Geyer Act" marked the establishment of the Public School system of Missouri.

Clearly our ancestors were seeking to ground a system of education which would be comprehensive, rounded, and complete. They did not over-emphasize the institutions of higher learning, nor did they over-emphasize the system of common schools.

They themselves came of stock which, but a few years before, in the great debates over the adoption of the Federal Constitution, had seen the importance of an education which embraced the science of government, of history, of political and social philosophy and of social relations.

They understood, as their Fathers before them had understood, the importance of trained and educated leadership; they appreciated the vision that enabled Thomas Jefferson, one of the best educated men of his time, to see in the Louisiana Purchase, of which their State was to become so important a part, a future empire, rather than the untracked wilderness it then was. These men were not surfeited with daily newspapers, countless magazines and daily news reels. They did not get their political science from the daily quips of a professional humorist. The State to them was a serious thing. They read much less than we do now, but thought more. They appreciated the danger of loose thinking and realized that the cure for it was education; not only elementary education, but the broadening culture that comes from a knowledge of the higher branches of learning.

So believing, and their experience so teaching them, they understood, as many of us today do not, the value and importance to the commonwealth of higher education for all who could and who would take advantage of it. While evidently their first thought was of educated leadership, they likewise realized the benefits to the commonwealth of a training in the sciences; of a knowledge of philosophy; of an acquaintanceship with classical authors, as well as the practical advantage of a knowledge of more than one language. They appreciated the value of a wide dissemination of such knowledge.

We today, priding ourselves upon the practicality of our thinking, are prone to measure educational values in material terms. We fail to appreciate, or to understand, that the colleges and the Universities every year are contributing much to the State; that higher education has its practical benefits fully as apparent as a knowledge of crafts, trades or business, which we think of as the practical things of our daily life. The training in science, chemistry, and physics obtained in institutions of higher learning is reflected in scientific dis-

coveries which make for the welfare and greater comfort of the race.

The training in the science of biology, zoology and the allied branches has contributed to the greater health and longer life of the people of the State.

The training in social science obtained in the institutions of higher learning has produced the leaders in great movements for the social betterment of the people of the State. In the study of philosophy and psychology, the lawyer, doctor, priest, the journalist, the advertising man, and even the traveling salesman all find assistance in meeting their respective problems.

In a day when distances have been shortened, communication between the people of the earth vastly increased, the training in modern languages given in our institutions of higher learning has benefited not only the traveler, but the manufacturer, the exporter and the importer, and has raised the standard of our diplomatic service.

Time is too short to enumerate other benefits to the State from higher education. The advantage of a cultured, educated people, informed upon the history of mankind, acquainted with the literature of their own people and with that of the other cultured nations of the world; the broadening influence upon the thought and mental attitude of our own people by a wider knowledge of the life, the culture, the thought of sister races; all these things are of great concern to us as a people and to the State. In a day when the world witnesses a re-birth of medieval intolerance of race; when all religion is abolished by law by one nation and by another concentrated into one, State controlled Church; when in all nations political propaganda has taken the place of persuasive argument; when men of our own nation turn from the land marks fixed by the Fathers and set their feet upon paths trod long since by other peoples to certain disaster; when the downfall of the Republic is predicted and the installation of a Dictatorship forecast in these United States; the need of a greater knowledge of the past, a keener acquaintance with the history of Nations long since passed into oblivion serves to emphasize the value of higher education in its greater and broader knowledge; its training in clearer thinking; its scientific emphasis upon the danger of a society governed by impulse rather than by well considered plan. To a better and clearer understanding of these social and political problems the education of the University and of the College has contributed and will contribute greatly.

We in Missouri have done much to obtain for the State these benefits. We have sent into the world of science men whose contributions to the various forms of human knowledge have been great.

We have contributed to the science of medicine, the science of banking, to the social sciences, to the law, to journalism, to business, and to agriculture, sons and daughters trained in the University, whose names are known throughout the nation, and whose deeds have contributed to human happiness. Just to mention at random the names of a few of these: In Astronomy: See and Shapley; In Medicine: Jackson and Dandy; In Agriculture: Hutchison and Cochel; In Journalism: Babb, Neff, and Charlie Ross, Washington Correspondent of the St. Louis Post Dispatch; In Law: Such names as Hudson and Stone, Faris, Davis, Otis, McBaine.

Time does not permit a longer list, but the suggestion of the names of these men will serve to bring to the mind of Missourians acquainted with her history the names of other sons and daughters who have added not only to the fame of the University, but to the fame of the State, and all of whom have made worthy contributions to Society as a result of the training obtained in the shadow of the columns. Much remains to be done. The vision of the men of 1839 has not been fully realized. In these troublesome times, it may be difficult to secure attention to the needs of Higher Education in Missouri, but against the coming of a better day, we must prepare. The problems of the future should be anticipated, and the vision of one hundred years ago should be grasped by those of us today, and, so far as we are able, to be broadened and up-lifted to form a greater, and a nobler conception of the State; remembering always that: "Where there is no vision the people perish."

EDUCATION AND GOVERNMENT

DR. LLOYD M. SHORT

GOVERNMENT plays an essential and an increasingly important role in our present-day civilization. "Modern government at work," writes a well-known scholar, "runs to the roots of life, liberty, property, and the pursuit of happiness. From the cradle to the grave we are subject to its activity and influence." It is a far cry from the political philosophy given expression by Jefferson in the well-known phrase "that government is best which governs least" to the political opportunism of the 20th century which looks to government for a solution of our economic and social ills. And yet, while there are many who still give lip service to the theory of governmental non-interference, there are few indeed who do not in actual practice add their bit to the increasing demands for public service when it appears to be in their own interest so to do.

As a matter of fact, this widespread departure from the *laissez-faire* or individualistic doctrine is in accord with the facts of modern life. The industrial revolution, as evidenced in the development of new and more rapid means of transportation and communication, the organization of business and industry upon a national and even an international scale, the congregation of large numbers of people in urban centers, and the development of more definite lines of social and economic class interest, has given rise to problems of such magnitude and complexity that the individual, acting alone, is powerless to cope with them. The state has become an instrument of social co-operation as well as an agency of social control. Business looks to government for tariff protection and for the promotion of foreign trade, shippers ask for public regulation of transportation systems to insure reasonable rates, agriculture seeks from government that volume of credit at low rates of interest which it cannot get through private channels, labor asks for protection against low wages and unhealthy working conditions and for adequate compensation to the injured, while we all depend upon government for police and fire protection, for the education of our children, for the safety of the food we eat and the water and milk we drink, not to mention a hundred and one other services which we have come to expect as a matter of course.

As a consequence of this constant demand for new and varied public services, government has become one of the great American industries. It is conservatively estimated that at least three million

people in the United States, or approximately six per cent of our adult population, are full-time public employees, and that the normal expenditures of all governmental divisions now total approximately nine billion dollars a year—one-tenth of the estimated national income.

It obviously is an error to assume, as some apparently do, that the services which are rendered by government are for the most part non-essential and consequently involve an unnecessary burden on the taxpayer. On the contrary, it is wise economy to support public health activities and avoid paying the doctor or the undertaker as a consequence of a serious epidemic; to contribute through public channels for the construction and maintenance of streets and highways; to assist in the maintenance of public institutions for the care and treatment of the mentally sick, rather than to bear the cost of private hospitalization. Those particular activities which appear to be unimportant to some are considered to be quite essential by others.

Even though we may admit that there is a real need for most, if not all, the functions which government in the United States now performs, we would be shortsighted indeed if we did not recognize the problems and perhaps the dangers involved. From the political point of view, there is the difficult task of deciding what to do in the face of ever-increasing demands for public service, protection, and regulation. From the administrative point of view, the dual problems of avoiding waste and extravagance and of rendering prompt and efficient service are constantly pressing for attention.

It is not too much to say that the failure to find an adequate solution to these difficulties with which the modern state is confronted may result ultimately in the overthrow of our democratic system of government. On every hand there are evidences that the constant stream of complex questions of policy with which the voter and the legislator are confronted, the insistent and conflicting demands of various economic groups, and the administrative responsibilities imposed upon public servants who, because of the methods used in their selection, often are inexperienced and untrained, are furnishing the most severe test to which democracy has ever been subjected. The trend in certain quarters toward dictatorships is apparent. Absolutism and communism are not to be denied by mere verbal protestations nor by appeals to patriotism and prejudice. Democracy and the representative system must be proved equal to the tremendous responsibilities which the conditions of modern life place upon government or they will have to go.

Elihu Root, illustrious American statesman, clearly envisioned the challenge which confronts democracy when, more than two decades ago, in addressing an assembly of students at Yale University, he said: "We have been accustomed to flatter ourselves that the great American experiment has been successful. It has indeed carried the demonstration of popular capacity of the people to rule themselves far beyond the point which originally seemed possible to the enemies of popular government Nevertheless we must not delude ourselves with the idea that the American experiment in government is ended or that our task is accomplished. Our political system has proved successful under simple conditions. It still remains to be seen how it will stand the strain of the vast complication of life upon which we are now entering."

Thoughtful people have recognized for a long time that the ultimate success or failure of the democratic system will depend upon the cultivation of an intelligent citizenry. So obvious is this conclusion that a program of free public instruction has come to be considered as an integral part of a democracy. Woodrow Wilson gave expression to this point of view when he wrote: "Without popular education no government which rests upon popular action can long endure. The people must be schooled in the knowledge and, if possible, in the virtues upon which the maintenance and success of free institutions depend." The same thought apparently was in the mind of Samuel Gompers, leader of organized labor, who said: "We can advance and develop democracy but little faster than we can advance and develop the average level of intelligence and knowledge within the democracy. That is the problem that confronts modern educators; that is the problem which confronts democracy itself."

Though we in America have accepted free public education as part and parcel of the democratic system and have approved the expenditure of increasingly large sums of money in support of our public schools and our institutions of higher learning, it is only in recent decades that our educational leaders have sensed the need for a consciously planned program of training for citizenship and for leadership in civic affairs. Professor Charles E. Merriam of the University of Chicago, in his recent book entitled "The Making of Citizens," states: "The outstanding fact regarding recent trends in civic education is the systematic attempt to inculcate civic qualities, and the extensive use of the school for that purpose. Defective as the methods may be, the conscious and deliberate effort on the part of the community to consider the problem of civic education emerges as the dom-

inant fact in the situation. It marks the transition from drift to conscious social control, and foreshadows the scientific organization of political education."

Perhaps we may even discern a tendency on the part of some professional educators and members of school boards to place too much emphasis upon the results to be obtained in developing good citizens by merely increasing the number of courses and the hours of credit in civics and related social studies. Education for citizenship should embrace a liberal training in all of the arts and the sciences, in language and in literature, in philosophy and religion, and special training in some vocation or profession. Intelligent voting is after all only one of the many obligations of the good citizen in a democratic society. Citizenship training should be as broad and inclusive as are the opportunities and the duties of the citizen, and as Charles Evans Hughes once said: "The responsibilities of citizenship embrace all those acts or possible acts, all those habits or attitudes, which express the totality of one's possible contributions to the formation of public opinion and to the maintenance of proper standards of civic conduct."

There are some persons who, while approving courses of instruction which acquaint the student with the facts of modern life—social, economic, and political—and with their historical backgrounds, yet doubt the advisability of studies which lead youth to re-examine the fundamental tenets of our prevailing political and social philosophies or which encourage a questioning of time-honored governmental and economic institutions and practices. Such an attitude, obviously, ignores the basic fact that such institutions are man made and that the law of change is as applicable in this field of human endeavor as in any other. It forgets the maxim that "what man does not transform for the better, time will alter for the worse." Carried to the extreme, it leads to demands for a patriotic devotion to the existing order of things, and ruthlessly condemns all criticism as akin to radicalism and anarchy.

Governor Horner of Illinois, in a recent address, struck at the root of the matter when he said: "That the great majority of the people of our nation have faith in our system of government is beyond question, *but having faith alone is not sufficient.*" We need to recognize that if our system of government is to endure we must have citizens who are sufficiently acquainted with it to recognize its points of weakness as well as its elements of strength, and whose patriotism reveals itself not in blinding their eyes to those weaknesses but in well-directed efforts toward their elimination. Simeon Baldwin was right

when he called the school teacher "the truest friend of constitutional government in the United States."

But the functions of our schools and colleges in relation to government must not be thought of as confined merely to the training of good citizens. James Bryce, perhaps the world's most noted student and observer of democratic governments, well said that "the tasks of citizenship in modern times are too great for the average citizen." We must also be concerned with the training of a substantial number of our youth for places of leadership in public affairs. This responsibility must rest for the most part upon our colleges and universities. Herbert S. Hadley, former governor of Missouri and chancellor of Washington University, in addressing the alumni of Harvard University several years ago, urged the importance of education for public service and the necessity of inspiring those who enjoy the privileges of higher education with a sense of obligation to serve society. He said in part: "We regard education as a proper method to train our doctors, lawyers, engineers, architects, dentists, and even our captains of industry, but public service or politics are activities that have been regarded as beyond the scope of education, except in the most general and indefinite way. Further, politics or public service has not been regarded as a career or an opportunity for a life of honor and distinction."

And there is yet another obligation resting upon our institutions of higher learning, which in recent years they have increasingly recognized. If government is to perform with any degree of efficiency the varied and in many cases extremely technical functions which are being demanded of it, and if we are to eliminate the waste and extravagance which has so frequently characterized public administration in the past, we can no longer adhere to the outworn Jacksonian notion that "the duties of all public officers are, or at least admit of being made, so plain and simple that men of intelligence may readily qualify themselves for their performance." The duties of public officers in our day are, for the most part, technical or professional, highly specialized, and immensely important, and they can be adequately performed only by permanent officials who have the requisite training and experience. Our universities, in an ever increasing degree, should be a recruiting ground for the public service.

In conclusion, permit me to restate in one minute what I have taken the previous fourteen minutes to say. Government is of supreme importance in our contemporary civilization. The proportionate part which it plays in the life of every individual is rapidly increas-

ing. The rapid expansion of governmental activities, an inevitable concomitant of our social and industrial system, is putting democracy to its most severe test. There has never been a time when an intelligent understanding of the problems of government was more essential than the present. It is only through an educated citizenry, capable of comprehending the basic issues involved in the determination of governmental policies and imbued with a conception of the progressive development and adaptation of political institutions and practices, through an increased number of individuals adequately prepared for civic leadership and willing to accept the responsibilities of public office, and through an even larger number of specially trained men and women experienced and competent to carry on the complex and highly technical activities of public administration, that we can hope for a satisfactory solution of the problems of government in the modern state.

THE STATE'S INTEREST IN RESEARCH IN TAX SUPPORTED EDUCATIONAL INSTITUTIONS

DR. W. C. CURTIS

IN time of economic depression it is wise and necessary to inquire into the activities supported by public monies and to ask in each instance, why should money be spent upon work of this character. Hence a citizen of the State of Missouri may ask "What does research do for me that I should support it?" In the few minutes at my disposal I shall state briefly what research is, what it has accomplished, and why it should be maintained in tax-supported educational institutions.

What Is Research?

Research is an attempt to find solutions to problems or answers to questions by study and experiment. When a plant breeder tries to develop a higher yielding variety of corn he is attempting to answer the question "Can a new variety of corn be produced that will yield more bushels to the acre or will have other desirable qualities?" he is doing research. When a physicist tries to determine the characteristics of the proton or the electron he is attempting to answer the fundamental question, "What is the nature of matter?" and thus doing research. When the social scientist studies penal systems in trying to answer the question, "What is the best way to handle law-breakers?" he is doing research. When the political scientist studies our governmental organization and the way it works, he is concerned with the problem of what is the best political system. When the psychologist investigates the use of sugar by animals from which the pancreas has been removed, he is engaged in research on the problem of diabetes and its cure. Research then, as the name implies, is a "re-searching," a search for new answers to old questions and for solutions to new problems. The researcher "yearns beyond the skyline where the strange roads go down."

What Has Research Accomplished?

To state the results of research would be to recite all the material comforts of our modern civilization as well as the spiritual emancipation that science has brought. The steam engine and all its modifications, electricity and its applications, modern medicine, the gasoline engine, the airplane, automobile and radio are a few of the more striking examples. Research in a hundred years has transform-

ed our material lives; and it has changed our outlook upon life because it has freed us from superstition and unreasoned fears which once played so important a part in the individual and social life of man.

Why Should Research Be Maintained in Tax Supported Educational Institutions?

It is sometimes said that we already know more scientific facts than we can use; the accumulation of knowledge is far beyond its application, so why seek for more? I admit that we lag woefully in the application of knowledge, but that is an ethical problem. We must know what is true if we would do what is right. There should be no slowing of research while there are so many fundamental problems for which we have no answer. For example:

What is the cause of and cure for cancer? We do not know.

What are the causes of and cure for insanity? For the most part we do not know.

What makes one man a valuable citizen and turns another into a loafer or an active menace to society? In the majority of cases we do not know.

Why is one man good tempered and another not?

Why do we grow old and senile? Is there any way to prevent it?

Much as we know, there are innumerable questions we cannot answer, particularly in the field of social and human relations. So long as sickness, poverty, crime, insanity, old age, depressions, unemployment and other vexing problems are with us research for their solution must go on. And one must know much to see clearly what it is that we do not know.

(2) It is stated further that much research is of no use, it has no practical application, it will put no money in anyone's pocket. Research on a practical problem is accepted as a paying investment but research that has no immediate application is considered a waste of money. This point of view also results from lack of knowledge. The most fruitful researches in the past have been those which had no apparent usefulness except to add to the sum total of human knowledge. Charles II laughed at the Royal Society for spending their time in weighing air, when told that the Royal Society was engaged in research upon the nature of a vacuum. Out of these researches came the steam engine, the electric lamp, the radio and many other useful inventions. Nearly a century ago Faraday thrust a bar magnet into a coil of wire connected with a galvanometer and saw the needle swing. Gladstone watching him at work asked "What is the use of

it?" It is told of Faraday that he replied to this question on another occasion, "Of what use is a new born child?" Every man who takes advantage of the age of electricity can answer Gladstone's question now. Then it was one more fact with unknown potentialities. No one can say from what research an answer to some practical problem will come. The vacuum bottle was developed for research in physics. When Roentgen discovered the X-rays he was searching for facts without concern for their immediate application. When a new fact is discovered no one can tell how valuable it may be.

(3) It is said that research costs too much. It is true that some research is expensive in both time and money, but one discovery may pay for years of fruitless endeavor. The discovery by Pasteur of the cause and cure of a disease of silk worms brought to France more than enough to pay the entire indemnity of the Franco-Prussian war of 1870. The discovery by Walter Reed of the cause of yellow fever made possible the building of the Panama Canal. The discovery of insulin, which is so important in the treatment of diabetes, more than justified all the time and money spent during more than fifty years of fruitless search by scores of investigators.

(4) Lastly it is sometimes said, research is important but let industrial companies and institutions other than tax-supported educational institutions do it. May I ask, however, whether there are not many problems of importance to the public and which should not be left for investigation only by those whose primary interest is financial profit; and if so whether these problems should not receive attention from organized public agencies? The State University, for example, is sometimes regarded as an institution limited to the teaching of students. It should be far more than that. Its main function should be in assisting the constituency which support it in successfully solving the problems that continually arise, not only those problems which are concerned with material welfare, problems of bread and butter, but those which are concerned with the intellectual and spiritual life upon which the eventual success or failure of any people depends as much as it does upon the purely economic factors. These problems are not alone local and state, but national and international; and, upon their successful solution, the very fate of our modern civilization rests. A people properly educated, that is able to meet and master problems, will pass unscathed, through the trials and tests which are bound to come. A university aids in such education, primarily, by serving as the cap stone of a system designed to train individuals in meeting and mastering problems. It should also serve as a center for research,

as a center to which the more difficult fundamental and general problems can be referred for solution and where investigators are gathered who will be searching beyond the sky-line of our present knowledge. From this standpoint research is a function that should be of prime importance in any commonwealth. That this is generally realized is evidenced by the support and attention which has been given to its development in institutions supported by the state in this country and in other countries of the world.

THE FARMER AND EDUCATION

PROF. W. C. ETHERIDGE

EDUCATION finds its highest expression in living usefully and happily. Knowledge, learning, education by any term, is a progressive heritage to all men, whatever their calling, but it is rightly possessed only by those who are naturally capable of its attainment and useful application.

What are the qualifications of the young farmer for education? What are his opportunities for its use? Both questions may be covered broadly by saying that the educated farmer has illumined more than his share of the pages of history. We are immediately interested, however, not so much in the certain advantages of farm life for the genesis of greatness, as in the farmer himself who continues simply to farm. Is a farm boy who has chosen farming as his life calling, then worthy of an education?

He certainly is worthy in the sense of his social privilege for self development. In this respect he begins as the equal of all other subjects of the educational process. At advanced stages, however, the qualifications for education among young men begin to vary according to their previous training and earlier mode of life. Generally the scholastic preparation of the farm boy is inferior to that of the boy from the city, when both first attack the college curriculum. But the young farmer generally does possess certain qualities which are of inestimable aid in the pursuit of education from that point. He is self-reliant; he is disciplined; he has learned to work; knows what he wants to do. Altogether he is very likely to become a capable and serious student, more eager for knowledge than most of his classmates, and more readily taught, unless the deficiencies of his early schooling are too deep.

Is education useful, technically and socially, in the farm environment? At once we find a convincing answer to the first part of this question. Seldom have the forces of education been so specifically employed as in the present effort to untangle the affairs of the American farm. The problem is old; the effort is not new, but it has lately gathered an impetus not contained in previous attempts. Whether the various methods now being applied are correct is yet an open question, but it cannot be denied that technical education is here being extensively used on some of the most difficult problems that have ever troubled the mind of man. If the undertaking succeeds there will

be fair logic in saying that if farmers themselves had for a long time possessed a deeper knowledge of the requirements of their calling they might not have fallen into their present desperate plight.

But educational intervention by the government was not needed to demonstrate the value of education to agriculture. Nor is any sort of demonstration needed. The simple truth that farming is the most important, the most complex, and the most widely related business of man, but withal the least understood, and except in times of stress the least appreciated, forces the conclusion that here is the first natural field for educational development, for the benefit not only of the farmer himself, but for all other classes.

The question of social uses for education in a rural environment may be answered quite simply by declaring (a) that the thirty million of our people who live on farms includes a greater number readily capable of acquiring both education and culture than can be found in any other fourth of our total population, (b) that no other environment equals a rural setting for the growth and exercise of true culture, and (c) that in the earlier days of this country there lived on our farms an educated citizenry who reached a degree of culture and usefulness seldom equalled in social history.

What kind of education best serves the requirements of farm life and the business of farming? It is that kind which helps the farmer to material success, which gives him a true perspective of his relations with other groups of people, and which awakens in him an appreciation of the rural environment as the natural ground of happiness.

The farmer being first of all a producer, his education should be primarily concerned with efficiency in the production and disposal of his commodities. He should estimate the possible returns from his land in some proportion to the probable demands of his market. He should adopt the safest and most economical means to secure them. This formula, apparently so simple, is really the thesis of success in the operation of a farm. But let us see what the farmer must know before he can efficiently carry out such a program. First he must have learned the methods and procedures which best suit his farm for the desired production of crops and livestock at a minimum cost in money and labor. Next he must understand the market status of each of his products, so that his expectancy of one price or another may be soundly based. And finally he must know enough of business methods to serve his interests fairly in his numerous and varied contacts with business matters. So our technically educated farmer would be a highly

skilled producer, a practical market expert, and a sound man of business.

To a full quota of technical training there should be added a sufficiency of knowledge for useful living. In this respect the education of the farmer would follow the conventional lines for the training of another cultured person. Perhaps no other group supports the government, the church, and the social processes, including education itself, so consistently as does the farmer. His stability, his desire for a fixed abode, his inherent conservatism, all foster his allegiance to permanent institutions. And so by the force of his deep natural interest in the agencies of culture, he readily accepts the opportunity to become a progressive subject of culture by education.

These suggestions of education for the farmer afford almost a prospectus of the curriculum offered by the Missouri College of Agriculture. Every subject of proved value to agriculture and farm life is taught by the College or by some other division of the University. A young farmer desiring to educate himself in his calling can find here all the knowledge of agriculture which has yet been systematized.

The training given by the College of Agriculture prepares young men to take advantage of economic opportunities in farming as an occupation. This is an opportune time for beginning the development of an agricultural business. Every depression has been followed by prosperous conditions. The future will offer the best opportunity to the man whose knowledge develops his vision and power.

The opportunity for men trained in the College of Agriculture has lately increased in some occupations. The depression itself has created demands for managers of farm properties belonging to banks or insurance companies. Farm relief measures, re-forestation, farm mortgage adjustment, and similar national enterprises are calling for technically trained men. There is a continuing demand for graduates of the College of Agriculture to serve as college teachers, experiment station workers, county agents, vocational teachers, extension specialists, and in normal times as managers of business firms dealing in agricultural commodities or firms whose markets are with farmers.

There can be no surplus of educated farmers. The business of farming is so broad, so complicated, so greatly in need of accurate knowledge, that the uses of education seem vital to its success today and essential for its progress tomorrow.

EDUCATION FROM A PRACTICAL VIEW POINT

H. J. BLANTON

I WISH to present the cause of higher education from a characteristic American standpoint.

We are a practical people.

Always we are looking to the future.

Every activity in which we engage today is due to the hope or prospect of a reward tomorrow.

This trait of character inspired our forefathers to uproot forests, subdue hostile tribes, and dot the landscape with farms, villages and cities; to span the continent with railroads, to fill the rivers with steamboats, to build churches and schools, to found other institutions which minister to the comfort and usefulness of the present generation.

Our policy is now, and always has been, to put our energies and our means into things which promise substantial returns on the original investment. It is no exaggeration to say that every mercantile establishment this country has known, every seafaring enterprise, every public utility, and even Government itself has been evolved from the primitive instinct to accumulate and achieve.

But how about higher education?

Can we apply to it our standardized American test?

Are tax-payers getting fair returns on funds they provide for our institutions of learning?

Are students realizing in a definite way on the sacrifices they make in order to acquire a degree?

These are fair questions. They should not be dodged or evaded by those who insist on adequate support for colleges and universities.

For young men and women the time, money and effort that are put into a real education is like the time, money and effort that are involved in the planting of an apple tree. The tree pays dividends decade after decade in blossoms which have cultural value and in fruit which can be converted into money. It is the same way with knowledge gained in college or university. This knowledge gives its possessor large advantage over his less educated competitor in the business and professional world. It also is a constant source of satisfaction because it reveals the beauties and secrets of nature and the magnitude of the universe; because it enables him to understand and appreciate the arts and sciences, to interpret more intelli-

gently human instincts and to play a larger part in bridging the gap between man as he is and man as he hopes to be.

To be more specific: Higher education is an investment in character. Students soon learn that the college or university roll is a roll of honor, that unless they cultivate habits of honesty and industry they cannot remain on that roll.

It is an investment in citizenship. Students at the University of Missouri are required to take courses in citizenship and to familiarize themselves with the duties of those who are privileged to live under the flag of our great republic.

It is an investment in usefulness. The object of education, the student soon learns, is not to convert him into a money-making machine, but to fit him for the finest type of service in his profession, in his home, in his community, and in his country.

It is an investment in culture. Nothing, I believe, contributes more to mental development and personal influence than things which further enrich the gentler side of human nature. In the pursuit of a higher education the student acquires social grace, a knowledge of literature, an acquaintance with the drama, a love for good music, good pictures and real people. He becomes the type of individual on which the average community puts a premium.

It is an investment in specialized service. In addition to a general knowledge of the arts and sciences, institutions like the University of Missouri have well equipped schools for those who are ambitious to serve as educators, lawyers, farmers, engineers, business administrators, journalists and other vocations on which society is dependent. In these schools the highest professional ideals are taught and the best technical instruction is given by a faculty that would be a credit to any institution in this nation.

It is an investment in careers. Thousands of boys have gone from high schools to universities without any definite aim in life. Then, inspired by noble characters about whom they studied or attracted by some particular school they passed daily on the campus, they gradually found themselves, gravitated to this profession or that, and came forth as factors in the modern scheme of things.

It is an investment in vision. The Bible tells us a nation without vision is a nation without a future. The same thing is true of the individual. Without the vision imparted by higher education he cannot look intelligently into the heavens. He cannot see helpfully into the future. He cannot fit the things of yesterday into the scheme of things for today or plan with precision for days that are yet to

come. Without vision he cannot look beyond hard school tasks to achievements and triumphs after school days are over.

It is an investment in contentment. Money perishes with the using but knowledge survives every disaster. Old age is much more terrible to the unlettered man than to the individual whose mind can dwell on science, art and literature, and whose intellect correctly interprets what his eyes see all about him.

It is an investment in discovery. Nothing, I believe, appeals to the youthful imagination like adventure into unexplored fields. Higher education acquaints the individual with what has been done in science, for instance, and frequently inspires him with an ambition to use previous discoveries as a basis for further advances. Because of characteristic modesty the universities of this country seldom refer to contributions they have made to medicine, surgery, education, mechanics, astronomy, agriculture, to all the arts and sciences, in fact, upon which our complex civilization rests. It should be more generally known, I contend, that practically every forward step that has been taken towards the mastery of human ills and the harnessing of hidden forces to the chariot of progress, had its origin in some American or European university. This fact alone, and the opportunity that may come for a part in some future discovery for which a needy world awaits, should be sufficient incentive for young people to acquire a higher education, no matter at what sacrifice. An even greater incentive is the likelihood of finding themselves, of discovering their relations and obligations to community and country, and of learning how to adjust themselves to changing conditions which come with the revolutions and evolutions incident to human progress.

It is an investment in opportunity. Every boy and girl is born with a passion for achievement. Opportunity knocks louder and beckons more vigorously to those with much education than to those with little. The percentage of students who go directly from university to outstanding careers is much larger than of those who go no farther than high school.

It is an investment which pays Missouri in dollars as well as in citizenship and leadership. Our university-trained chemists, geologists, engineers, agriculturists and educators have added more to the taxable wealth of the state in one decade than the university, the capsheaf of its educational system, will cost in a hundred years.

The cause and cure for Texas fever, a disease which annually cost millions to American livestock interests, were discovered in the University of Missouri. Soybeans, worth millions to Missouri farm-

ers every year, were introduced by the university's College of Agriculture. The world's largest peach orchard and Missouri's world fame as the home of the big red apple are closely connected with horticultural research and instruction at Columbia. The world's largest deposits of lead and zinc, here in Missouri, have been developed from shovel and wheelbarrow activities to present proportions as producers of wealth and yielders of taxes under the direction of men who were educated for technical service. Our ceramics department at the School of Mines in Rolla is playing a prominent part in developing the clay industry into a formidable rival of the mining industry. It has discovered that any sort of clay that is found in any part of the world, even the sort from which fine china is made, exists in commercial quantities within Missouri's borders. Development of this industry is adding tremendously to Missouri's wealth. That acre yields of corn, wheat and other grains have been largely increased, and that use of scientific rations will reduce both time and cost of fattening stock for market has been demonstrated by university experts and turned to financial advantage by Missouri farmers.

Specific instances like these could be multiplied but time forbids. Nothing could be easier of demonstration than that development of natural wealth into a source of public gain is contingent on research and experiment. Research and experiment are impossible without higher education.

But Missouri derives profits from her colleges and her university which far outclass her financial gains. These profits find expression in higher standards for public schools, in a finer and more intelligent leadership, in a better trained judiciary, in clearer conceptions of duty by the press, in more helpful community activities, in clearer vision for the ministry and better understanding in the home. The shores of time are littered with wreckage of peoples who perished from too much wealth. History confirms sacred assurance that righteousness exalts a nation. Observation and experience show that education promotes right thinking and puts a premium on right living. Nothing, I contend, pays such huge and helpful dividends in Missouri as the money we spend on our colleges and university.

THE PUBLIC ATTITUDE TOWARD EDUCATION

GEORGE C. WILLSON

THERE is no aspect of our American civilization that is more interesting or more admirable than its attitude toward education.

By education I refer to the entire system of education, beginning with the elementary schools and including the high schools, colleges, and universities, whereby the sum total of human knowledge is enlarged, and disseminated.

The American people very early resolved that for every able and ambitious child there must be available somewhere, somehow, as thorough and complete an education as the child is able and willing to accept. To this purpose the American people have faithfully adhered and if, as Dr. Walter Williams has justly said, "Education is the debt which age owes to youth," the American people have shown a conscious and determined purpose to discharge that debt.

Many years ago, after a visit to the United States, James Bryce said, "In no country are the higher kinds of teaching more cheap or more accessible."

Of our universities and colleges he said, "They have brought instruction within the reach of every boy and girl of every class."

More recently our own National Advisory Committee on Education states:

"At the present time more than one-half of our children enter secondary schools, and one-eighth of them go on to study of college grade. The number attending institutions of higher education in the United States is now over a million. The percentage of students in higher institutions is much larger in the United States than in any other nation. The level of intelligence of the whole people, like the standard of living, is steadily rising. . . . Numerous high schools and institutions of higher education scattered over the land and open without social restrictions of any kind to all young people of ability and ambition, are characteristic features in the evolution of our unique civilization. They are the agencies established for training a citizenry made competent through self-discipline to meet the exacting demands of self-government."

Like many other valuable things, this plan and purpose of education have been expensive. If one forgets the benefits received, and looks merely at the total expenditures for education in the United States, the figures seem staggering.

In times like these, where income everywhere declines, the nation, the states, and the cities, as well as individuals, find it necessary to reduce their expenditures. There is a temptation to look at the

larger items in the budget, for there the largest reductions can most easily be made, on paper at least. It is easy to forget that there are great differences in the values of the various activities in which our Governments have engaged. Some are desirable but not necessary, while others are fully as necessary in times of depression as in times of prosperity. This situation involves a real danger to education.

It seems to me that in the last four years the United States has cashed in on every dollar of public funds that we have spent on education in the last hundred years. Our experience during the depression has been one that might well try the patience and the fortitude of any people. You will remember that four years ago we seemed to have entered upon a Golden Age; we were told that poverty would soon be abolished; that a new economics had been discovered, under which prices and earnings might steadily continue to rise, and that we must all earn more, spend more, and use more, so that we might have more.

The crash came; values melted; earnings were reduced; jobs disappeared; poverty and want and hardship became real again. There is hardly a home in this country upon which the depression has not in some fashion, laid its heavy hand. These disappointments, these hardships, these losses, are the more bitter in the light of our recollection of the Golden Age, in which we thought we had come to live. Under such vicissitudes, in other times, other peoples have lost their heads.

The reaction of the American people to this experience will, I think, excite the wonder and admiration of posterity. In this most distressing period of our national life our people have shown courage, and wisdom. Disorder has been rare. Our Courts continue to function; our Highways are safe; our homes and our property are still secure; our governmental leaders receive united and loyal support. We have made many and rapid changes in the activities and functions of our Government, but we have made them in the manner and through the institutions provided for that purpose. These changes reflect the changed will of the people, but that will was registered in lawful and orderly ways. The self proclaimed Messiahs who have arisen have found new followers and direct action few advocates. It appears that we will emerge from this depression without the loss of or damage to those institutions which have given us representative government and which insure, for us and our children, liberty and order.

It seems to me that the reaction of the American people to the disasters of the last four years has been primarily and fundamentally

the reaction of an educated people and that in the wide-spread dissemination of knowledge which our system of education gives our people we must find the explanation of the courage, the patience and the wisdom with which they have met the depression.

If this is true now, it will be true again, if disaster comes again. And if we are to meet disaster again in the same way, we must see to it that our process of education is not interrupted during these hard times. Those children who, at this time, reach the age for education, must have education now, or they will never receive it.

The depression could do no damage more serious and could leave no scar more permanent than to cause us to deny the benefits of education to the generation now coming into school age. We could hardly look forward with confidence to the future if we knew that at some future time the destinies of our country might of necessity be entrusted to a generation whose education had been neglected. Rather it should be our purpose that each succeeding generation should be better informed, better trained, and better equipped, than the last, to meet the exacting demands of self-government.

I think we should not want to live in a country where education was available only to a selected few. It must continue available to all, as heretofore, and to that purpose we must strongly resolve that the benefit is greater than the cost and that public support of education must neither be withdrawn nor seriously impaired, even through these trying times.

WOMEN IN HIGHER EDUCATION

MRS. HELEN C. ZWICK

IN the United States today there are nearly 600,000 women students in colleges, universities and teacher's training schools, and the number is rapidly increasing. In Missouri alone we have about 10,000 in colleges and universities and approximately the same number in teacher's training schools. Generally speaking, one girl in every ten, of college age, attends some institution of higher learning. Considering the physical and financial handicaps of many girls the percentage of those who can and do go to college is high.

The normal American girl of today wants to go to college. This was not always true, for only in recent years has higher education for women become essential, conventional and even fashionable. But securing a college education is expensive. It usually means rigid economy upon the part of the student, and stern sacrifice for every member of the family. In these times of financial stress and diminished incomes it seems well to cast up accounts and see just what return our institutions of learning yield upon the investment and what their products have contributed to the system which fostered them. Is a formal education an asset or a liability to a woman? Does the educated woman pay dividends on the capital invested in her?

To those girls who earn their own living, a college education offers the surest guaranty of success, and this is more manifest in periods of depression than at other times. There are now open to women a great variety of vocations offering interesting and dignified positions, requiring highly specialized training. Out of 572 occupations listed, women are engaged in 537.

That great bulwark of self-supporting women, the teaching profession, still offers rare opportunity for the college graduate. When we realize that two out of every seven people are in some way connected with schools as teachers, pupils, officers or employes, that women predominate six to one in elementary schools, and about two to one in secondary schools, and that in this country there are 700,000 women teachers in public schools alone, we must recognize the fact that the "school business" is still probably woman's greatest opportunity. A bachelor's degree is now a prerequisite for high school and college teachers of first class standing, and with the advent of the single salary schedule, the time seems to be rapidly approaching when at least a bachelor's degree will be required of all teachers in reputable

schools. Never was there a better time to prepare for high positions in the teaching profession by working for a degree.

No longer do women have to content themselves with teaching in the lower grades, but properly trained women are receiving notable recognition as college and university teachers and have fair chance for promotion in rank. A few attain administrative and executive positions, and with better knowledge of modern life and public affairs, more experience in handling business and political deals, their availability as administrators and executives will increase.

As original thinkers in the field of education, women are making a remarkable contribution, considering the number engaged in educational research. From the days of Emma Willard, Catherine Beecher and Mary Lyon until the present time, higher education has been influenced by women's ideas. Whether good or bad, their outlook is different from men. Not content with pure scholarship, the leading women educators emphasize the human side of learning. Whether theirs be the credit or the blame, they are responsible for the concept that education must be translated into life values. They believe that a healthy mind and body, self-control and emotional balance are concomitants of intellectual training. They teach that a liberal education should be a preparation for life, the fullest and richest life possible, and that all knowledge should be oriented toward that goal. Women like Mary E. Woolley, Willystine Goodsell, Helen Taft Manning, Leta S. Hollingsworth, Ethel Puffer Howes and Margaret Alltucker Norton are doing much to give to the public women's ideas about higher education, and many other teachers are building strong bodies, as well as fine minds in our universities and colleges. They are developing curricula better adapted to woman's needs. They are teaching the true meaning of citizenship and preaching world peace. They are finding methods for helping those not richly endowed mentally. They are reclaiming the failures. They are securing better living conditions and more health equipment for women students. The dean of women, health and hygiene director, vocational director and psychiatrist are now part of the regular staff of most schools dealing with the higher education of women and, given more money, we dream of even greater development. Lack of money has been the greatest stumbling block to progress along this line.

While women have been welcome in the profession of teaching for three generations, only recently have they made any appreciable impression on the other professions. There are now highly respected women lawyers, doctors, dentists, architects, chemists, judges, earn-

ing more than a competence and making definite contributions to their chosen professions. The field of nursing offers the most amazing development for the college graduate in the administration and management of hospitals, public health nursing, and technical research. In the scientific research laboratories of many big corporations there are women who are making themselves indispensable. We have eminently successful women insurance agents who have said that college training has been of inestimable value to them. One of my own classmates at the University of Missouri has made a remarkable success in New York in real estate as a home finder because her training in Home Economics enables her to find the home best suited to the client's family and income. Publishers have been quick to recognize the superior attainments of college women, and one writer of note has said that a lack of college training and the scientific approach is her greatest cross. In competition with the less fortunate the college trained secretary gets the best position and keeps it. The girl with a degree goes far in library work. The consular and diplomatic services are open to women adequately trained. The federal government is employing more and more women as experts in various capacities. Banks and trust companies maintain women's departments operated by women trained in our schools of business. The conclusion then seems to be that college training does help, especially during hard times when competition is keen. Everything else being equal college training is the greatest asset to the woman who makes her own living.

A year or two ago one of our magazines published the biographies of twelve women whom their readers voted America's greatest,—Jane Addams, Madam Schumann-Heink, Mary E. Woolley, Helen Keller, Grace Abbott, Dr. Florence S. Sabin, Grace Coolidge, Martha Berry, Willa Cather, Carrie Chapman Catt, Minnie Maddern Fiske, and Cecilla Beau. It is interesting to know that all but two are the product of some institution of higher learning and all but four hold college degrees. It is more interesting to study the basis of their claims to fame. Without exception they are great because of what they are giving. Mary E. Woolley whose philosophy most accurately represents women's aim in education teaches that the highest purpose of education is service to humanity. It is a means as well as an obligation to social service with courtesy and kindness as its corollaries. America's 12 greatest women are truly representatives of such a philosophy.

But after all a large majority of college women never use their education commercially, and never try to become conspicuous. Is the drudgery of college worth the time, money and effort for them? As

for me, I believe in education for its own sake—liberal education—not utilitarian. I believe in college training as a design for living for the woman who marries, who rears a family, who hopes to and is content to become an integral part of the community in which she lives. All argument to the contrary, education has never hurt any girl. Pseudo-education has perhaps produced a few intellectual snobs, but a genuine college training, never! Men of another generation used to point with astonishment to the woman whom “college didn’t spoil.” That day is gone forever. There is no such thing nowadays as a woman who is too intellectual. No longer do men think that education destroys the charm of women. The day of the clinging vine and the fireside ornament is over. We have come to agree with Mary Wollstonecraft who, as far back as 1798 said that “if woman be not prepared by education to become the companion of man she will stop the progress of knowledge and virtue.” Men now know that the ability of any wife and mother, whatever her training, is taxed to the fullest. To manage a well-ordered, artistic home; to bring up children intelligently, with sound bodies and sane minds; to stimulate interest in music, art, and good literature, in opposition to the jazz orchestra, cheap movie, cheaper fiction, and other mental soporifics; to feed her family well; to buy economically; all these accomplishments require training of the best kind and the more a woman gets before marriage, the better. Learning in the school of experience is costly. Life is largely a question of adjustment for the woman with a family. Seldom does she have an adequate income of her own. She must be prepared to grace the palace of a prince or share the poverty of a pauper and be happy about it. To the educated woman mere “things” can never assume prime importance. True education should be the open sesame to a well-ordered life under any conditions. How else can we save our homes; how else can we preserve the integrity of youth in its mad scramble for money, pleasure, position and power? We must learn and teach the wisdom of simple living and high thinking.

To every married woman there comes a time in life when her family no longer needs her entire attention and this is the point where many marriages go on the rocks. Unless she has a variety of interests, and is able to appreciate the world in which she lives, unless she has the training to contribute something to society, she must “rust out her life in discontent and bitterness.” Again it is a question of adjustment for without adjustment one must inevitably come to the conclusion that life is not worth living. There are fewer divorces among college trained women. The educated woman does not have time to be unhappy, because she is too busy, she has too many inter-

ests, too much to think about. She is much too good company for herself. And if she has been trained in the right kind of school she has learned to put something back into the world which produced her. No educated woman wants to be a parasite.

While women have been emancipated legally, politically, and economically, I am afraid some are drunk with their new freedom. And it is up to our colleges to teach the coming generation how best to use it. There are so many opportunities for service in the world, so many avenues of development. The world is crying for leadership. The opportunities afforded the college woman are limitless. Churches, clubs, political parties, and other organizations, both national and international, welcome with open arms the college woman who has good sense and the ability to get along with other men and women. I believe every soul has an inborn craving to live a full free life and I know that higher education is the surest way to prepare to reach that end.

Those who have been charged with the higher education of our girls may have made mistakes and if we find the money I believe we can make many improvements in our system, but after all, what finer type of womanhood has been produced than that which has come from our universities and colleges. I think the college woman has justified the high place which society has given her. She is worth all the sacrifice it may have cost to produce her and she is paying dividends on the capital invested in her.

PUBLIC SUPPORT OF PROFESSIONAL EDUCATION

ACTING DEAN R. W. SELVIDGE

AMERICA has been a pioneer in popular government and public education. The men whose wisdom conceived and established our political institutions were fully aware that representative government must be based upon an intelligent citizenship. The very act of establishing a republic carried with it the responsibility for educating the electorate.

It is only necessary to glance at the history of those countries which have attempted popular government to discover that those which have met with the greatest trials and difficulties are the ones in which public education had been neglected. We observe, also, that this is true of their material progress as well as of their political stability. In a republic the efficiency of the government and the progress of its economic life keep pace with the education and culture of its people. We cannot expect wise political judgments nor sound industrial development from an uneducated and ignorant nation. The political demagogue finds his greatest following among people who are uninformed.

The obligation to provide public education does not rest alone upon the need for it in order to protect and maintain our political institutions; it is necessary in order to promote our general social and economic welfare. The most prosperous and progressive nations of the world are those which have the highest level of education. Not necessarily those which may have the highest percentage of literacy, or the mere ability to read and write; but those countries in which a high percentage of the citizenship has received more advanced educational training. It is this last which has put America in the foreground of the nations of the world. In no other country is the percentage of people with college training as high as it is in the United States and no other country has a higher standard of living or higher ideals of life and service. No country has prospered more nor contributed more to the satisfaction of the wants of the world and to its leisure and pleasure. This is due largely to the provisions we have made for general public education far beyond the limit of mere literacy.

Public education has cost our nation vast sums but we have received fabulous returns on our investment. We have at times been proud and extravagant in some of our educational expenditures, just

as we sometimes have been unwise and extravagant in our private expenditures, but the remedy does not lie in cutting off our expenditures without respect to our needs. It lies in careful, thoughtful planning in order to meet our needs in the most economical way. We must look for the good and helpful things and support and maintain them. It is perfectly obvious that the solution of our problems and the progress of our people depend upon wisdom and learning and not on stupidity and ignorance. We look for leadership to men who have had the advantage of what we call a good education.

When we are confronted by a serious problem it is important that we consider all the factors involved and be careful not to do anything which will not improve the situation. Everyone realizes the seriousness of the condition in which we find ourselves at present but we should not strike out blindly and deal destruction to good and bad alike. We should carefully and thoughtfully seek out the good and helpful and protect, cherish and promote it. Temporary distress and hardship should not cause us to waver in our support of those great fundamental ideals of education, morality, industry and self sacrifice upon which our nation has been built.

In such a crisis as this our hearts sometimes are filled with resentment at the things which make demands upon our resources and, without considering their value, we seek to destroy them. To permit our educational system to perish or to permit it to be seriously damaged through lack of support, is to destroy the most effective means of recovery and future well being. If we are to win our way back it must be through the wisdom of those trained in our schools. There is no other way.

Unquestionably we can greatly reduce our expenditures for education without observing an immediate ill effect but any large reduction in funds ultimately will destroy the morale of the teachers and the student body. Soon we shall find that young people do not desire to go to school. When we tell them of the importance of education they will not believe us because our actions belie our words. One of the most serious outcomes of the present situation is the likelihood of developing in our youth an unfavorable attitude toward education.

From the very inception of our government we have supported generously and wisely public education and encouraged states and cities to do likewise. We have considered this not alone as a means of preparing our people to engage more wisely in political affairs but to enable them to solve more readily the problems of their daily lives, to supply their wants more economically and to live more abundantly.

In general the extent of one's educational training is a good index of his capacity to live a happy, useful and successful life. The man with a common school training usually is more successful and contributes more to social progress and general community welfare than the illiterate. So the college graduate is able to contribute more, enjoy more, and is likely to be more successful and useful to the community than the one who has not had these advantages. In general, society receives a greater proportional return on the money invested in higher education than it does on the money invested in the lower grades of education.

General education is intended to provide a cultured and refined citizenship with a high standard of living and an understanding appreciation of our political, social and economic problems. Professional education represents the training of experts to serve our people in these fields. It gives us the practical men who apply the principles of science to the solution of our most difficult problems.

We are constantly in need of services which are beyond the capacity of the man with only a general education and the greater the complexity of life the greater the need for special training. Men and women with such training perform not only the unusual and extraordinary services which we require, but they are constantly pushing back the frontier of knowledge in their field and making it possible to perform services which were not dreamed of a few years ago. In no field of education does society receive greater returns on its investment than in professional training.

It is sufficient perhaps to point out the contribution of a few of the professions with which we are most familiar.

Consider the medical profession and the services which it renders society. Its control of epidemics, contagious and infectious diseases saves us each year from an economic loss many times in excess of the entire cost of medical education, to say nothing of the pain, sorrow and distress from which it protects us. The marvelous progress made in medical knowledge and practice is due to systematic professional training. Certainly it has been worth all it has cost us.

The professional training of teachers is responsible for the extraordinary progress and improvement in our schools. We have only to note the difference in results secured by the well trained and the poorly trained teacher to appreciate the value of professional training in this field. The failure to provide well trained, capable and inspiring teachers helps to give us the so-called problem child. The lack of well trained and understanding teachers is a prolific source of

juvenile delinquency which costs us much more than it would cost to train our teachers adequately.

The returns on our investment in professional engineering training are perhaps more obvious than in any other field. It is this training which gives us the men who design and build our great bridges; our highways; our locomotives; our automobiles; our airplanes; our radios; our telephones; our great central power stations and every other machine that serves us directly or indirectly. It is through research and study in such professional schools that new machines are developed and many new principles of science discovered, and applied to useful purposes.

We do not come in contact with the engineer as often as we do with the doctor and teacher but the results of his work are constantly before us. It is he who designs the machines and lays out the factories that make your pencils, your handkerchiefs, the hats you wear, your shoes, even the buttons on your clothes, as well as all of your mechanical conveniences. He is the key man in practically every manufacturing, mining, transportation, communication or construction enterprise.

In return for his training he has given us an infinite number of labor saving devices and made possible most of the physical comforts and the conveniences of modern civilization. No investment in education has brought us greater material returns than our expenditures for the training of engineers.

The other professions, such as law, journalism and business management, make like contributions to our general social welfare although their contribution may not always be so obvious.

Society must pay the cost of all professional training, either directly or indirectly, and it is far more economical to give carefully selected systematic training than it is to depend upon incidental learning from chance experience.

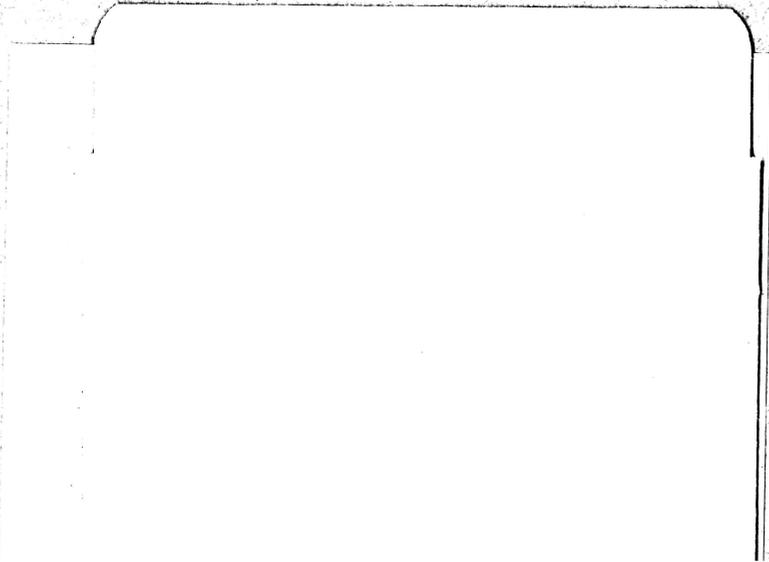
The professions offer the young man of ability and high ideals exceptional opportunities for service and substantial rewards from society in the way of recognition and financial returns. Not a single profession is over-crowded with well trained and capable men and women, nor will any of them ever be. The increasing complexity of our civilization increases the number and difficulty of our problems and creates a growing demand for a greater number of more highly trained experts.

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