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DECEMBER, 1909

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COLLEGE OF INDUSTRIAL ARTS

(The State College for Women)

LOCATED AT DENTON

Third Quarter of Seventh Year Begins
March - - - - 15, 1910

CONTENTS.

Calendars	2, 3
Board of Regents	4
Faculty	5
Student Assistants	9
Faculty Committees	10
Texas Girls' Fine Showing in Manual Arts Education	Frank Putnam.. 11
The College of Industrial Arts	Fort Worth Star.. 13
College-made Hats	Fort Worth Record.. 14
Exhibit Day at the C. I. A.	Denton Record and Chronicle.. 16
What Twenty-six Girls Knew	Clay's Review.. 17
A Plea for the Rational Education of Girls	Mrs. M. Louise Thomas.. 19
Does the Curriculum of Our Girls' Schools and Colleges Fit Young Women for the Duties of Life?	Cree T. Work.. 22
Are Our Schools Behind the Needs of the Times?	A. E. Winship.. 29
Need of a State Education Fund	34
A Bill Providing for a State Education Fund	41

SUMMER SCHOOL OF FOUR WEEKS

Opens Monday, June 6, 1910.

Send for Catalog.

CALENDAR.

1910.														1911.														
January.							July.							January.							July.							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
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9	10	11	12	13	14	15	10	11	12	13	14	15	16	15	16	17	18	19	20	21	9	10	11	12	13	14	15	
16	17	18	19	20	21	22	17	18	19	20	21	22	23	22	23	24	25	26	27	28	16	17	18	19	20	21	22	
23	24	25	26	27	28	29	24	25	26	27	28	29	30	29	30	31	23	24	25	26	27	28	29	
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February.							August.							February.							August.							
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13	14	15	16	17	18	19	14	15	16	17	18	19	20	12	13	14	15	16	17	18	13	14	15	16	17	18	19	
20	21	22	23	24	25	26	21	22	23	24	25	26	27	19	20	21	22	23	24	25	20	21	22	23	24	25	26	
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March.							September.							March.							September.							
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13	14	15	16	17	18	19	11	12	13	14	15	16	17	12	13	14	15	16	17	18	10	11	12	13	14	15	16	
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April.							October.							April.							October.							
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24	25	26	27	28	29	30	23	24	25	26	27	28	29	23	24	25	26	27	28	29	29	30	31	
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May.							November.							May.							November.							
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15	16	17	18	19	20	21	13	14	15	16	17	18	19	14	15	16	17	18	19	20	12	13	14	15	16	17	18	
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June.							December.							June.							December.							
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5	6	7	8	9	10	11	4	5	6	7	8	9	10	4	5	6	7	8	9	10	3	4	5	6	7	8	9	
12	13	14	15	16	17	18	11	12	13	14	15	16	17	11	12	13	14	15	16	17	10	11	12	13	14	15	16	
19	20	21	22	23	24	25	18	19	20	21	22	23	24	18	19	20	21	22	23	24	17	18	19	20	21	22	23	
26	27	28	29	30	25	26	27	28	29	30	31	25	26	27	28	29	30	...	24	25	26	27	28	29	30	
...	31	

COLLEGE CALENDAR

1909.

First Quarter of Twelve Weeks Begins..Tuesday, September 21.
Registration and Entrance Examinations..Tuesday and Wednesday,
September 21 and 22.
Classes Organize and Begin Work.....Thursday, September 23.
Social Gathering of Faculty and Students..Monday evening, Septem-
ber 27.
Y. W. C. A. Social.....Saturday evening, Octo-
ber 2.
Thanksgiving—Holiday.....Thursday, November 25.
First Quarter Ends.....Saturday, December 11.
Second Quarter of Twelve Weeks Begins..Monday, December 13.
Christmas Vacation Begins,.....Thursday, December 23.

1910.

Christmas Vacation Ends.....Monday, January 3.
Washington's Birthday—Holiday.....Tuesday, February 22.
Texas Independence Day—Holiday.....Wednesday, March 2.
Second Quarter Ends.....Saturday, March 12.
Third Quarter of Twelve Weeks Begins..Tuesday, March 15.
San Jacinto Day—Holiday.....Thursday, April 21.
Entrance Examinations for the First Quar-
ter of Next Year.....Wednesday, May 25.
College Organizations Entertainment....Saturday evening, May 28.
Baccalaureate Sermon.....Sabbath, May 29.
Class Day.....Monday, May 30.
Demonstration, Exhibition and Social Day..Tuesday evening, May 31.
President's Reception to Graduating Class..Tuesday evening, May 31.
Commencement Day.....Wednesday, June 1.
Third Quarter Ends.....Wednesday, June 1, at noon.
Alumnæ Reunion.....Wednesday afternoon and
evening, June 1.
Fourth Quarter (Summer School) of Four
Weeks Begins.....Monday, June 6.
Fourth Quarter Ends.....Saturday, July 2.
First Quarter of Thirteen Weeks Begins..Tuesday, September 20.

BOARD OF REGENTS
OF THE
COLLEGE OF INDUSTRIAL ARTS

HON. CLARENCE OUSLEY, *President*, Fort Worth.
MISS M. ELEANOR BRACKENRIDGE, *Vice-President*, San Antonio.
MRS. JNO. S. TURNER, *Secretary*, Dallas.
HON. J. P. BLOUNT, *Treasurer*, Denton.
HON J. H. LOWREY, Honey Grove.
HON. ARTHUR LEFEVRE, Dallas.
MRS. CONE JOHNSON, Tyler.

Address all inquiries to the President of the College,
CREE T. WORK, Denton.

Bulletin No. 26 (May, 1909) is the last published Catalog.
Send for copy, if interested.

FACULTY

Mr. CREE T. WORK, *President, 1902—, Manual Training, Psychology, Ethics.*

State Normal School, Indiana, Pa.—B. E. D., 1890; M. E. D., 1892. Boston Sloyd Training School—Diploma, 1893. Columbia University—Teachers' College Higher Diploma, 1900. Honorary Life Diploma of the State of Colorado, 1901. Superintendent of Schools, Du Bois, Pa., 1890-1892. Director of Industrial Department, State Normal School of Colorado, 1892-1900. Fellow in Manual Training, Teachers' College, 1899-1900. Supervisor of Manual Training for the City of San Francisco, 1900-1903. Fellow, Texas Academy of Science. State Director for Texas, National Education Association. Author "Outlines of 'Manual Training.'"

Mr. C. N. ADKISSON.—*Physical Science and Photography, 1903—*

Central College, Texas—A. B., 1890. Graduate in Bacteriology, University of Louisville, 1891. Student Vanderbilt University, 1892. Instructor in Science, Polytechnic College, Fort Worth, 1892-1897; Granbury College, 1898; Randolph College, 1899-1901; Terrell University School, 1901-1903. Instructor in Chemistry and Physics, Colorado Chautauqua, 1902-1903. Teacher Chemistry and Photography, C. I. A., Summer School, 1905-1909.

Mr. HARRY GORDON ALLEN.—*Commercial Art, 1903—*

Ottawa University, Kansas. University of Chicago, 1899-1901. Expert Court Reporter. Accountant. University Stenographer. Director Commercial Department, High School, Dubuque, Iowa, 1901-1903.

Mr. A. L. BANKS.—*Mathematics, 1903—*

Marvin College—A. B., 1880. Agricultural and Mechanical College of Texas—B. S., 1892; M. S., 1894. Professor of Mathematics, Marvin College, 1880-1883. Professor of Mathematics, Salado College, 1883-1884. Principal Bryan High School, 1884-1891. Associate Professor of Mathematics, Agricultural and Mechanical College of Texas, 1891-1903.

Miss MARTHA T. BELL.—*Assistant Instructor in Domestic Science.—Cookery, Laundering, 1905—*

Peabody College for Teachers, University of Nashville, 1889. Normal Department, Drexel Institute, Philadelphia, 1902. Student in Art, Hardin College, Mexico, Missouri, 1889-1890. Di-

rector of Domestic Science, Holyoke, Massachusetts, 1902-1903. Private Classes, 1903-1904. Director of Domestic Science, Allan Manual Training School, Austin, Texas, 1904-1905. Teacher of Domestic Science, C. I. A. Summer School, 1907-1909.

MISS AGNES H. CRAIG.—*Domestic Art.—Sewing, Dressmaking, Millinery, 1907—*

Graduate Wyoming Seminary, Pennsylvania. Teachers' College, Columbia University, 1905—Domestic Art. Experience in Workrooms of Dressmaking and Millinery Establishments, New York City, 1900-1901. Teacher of Handiwork, St. Bartholomew's Industrial School, New York City, winters of 1901-1903. Supervisor of Handiwork, Grace Church Mission School, New York City, 1903-1905. Instructor in Sewing, Y. W. C. A., New York City, 1904-1905. Teacher of Domestic Art, Seattle High School, Washington, 1905-1907. Teacher of Domestic Art, C. I. A. Summer School, 1909.

MISS ANNA M. CRON.—*Manual Training, Mechanical Drawing, 1906—*

Graduate Kansas State Normal School, Emporia, including Manual Training Course, 1903. State Manual Training School, Pittsburg, Kansas, 1904. Teacher in Elementary Schools, Greenville, Pa., 1898-1901. Instructor and Supervisor of Manual Training, City Schools, Emporia, Kansas, 1903-1906. Assistant in Manual Training, College of Industrial Arts, Texas, 1906. Teacher Manual Training, C. I. A. Summer School, 1907-1909. Special Student University of Chicago, 1906; Massachusetts Institute of Technology, Boston, 1907.

MISS REBECCA M. EVANS, M. D.—*Physician and Instructor in Physiology and Hygiene and Home Nursing, 1903—*

Mount Union College, Normal Department, Alliance, Ohio, 1892. Woman's Medical College, Northwestern University, Chicago, 1902. Teacher High School, 1893-1898. Interne New England Hospital for Women and Children, Boston, 1902-1903.

MISS MAUDE M. GILLETTE.—*Fine and Industrial Arts, 1909—*

Graduate Marion Collegiate Institute, Marion, N. Y., 1896. Student State Normal College, Albany, N. Y., 1899-1900. Graduate Pratt Institute, Brooklyn, N. Y., 1902. Teacher Marion, N. Y., Public Schools, 1896-1899; Vacation Schools, Brooklyn, N. Y., 1900. Supervisor of Drawing, Public Schools, Bradford, Pa., 1902-1903. Instructor Freehand Drawing, Georgia Normal and Industrial College, Milledgeville, Ga., 1903-1909. Instructor in Art Leather Work, Department of Arts and Crafts, Chautauqua, N. Y., Summer, 1906; Water Color Work, Summer, 1907. Instructor in Applied Design, Summer School of the South, Knoxville, Tenn., 1908; C. I. A. Summer School, 1909.

Miss JESSIE H. HUMPHRIES.—*History and Economics, 1903*—

Howard Payne College—A. B., 1896. University of Chicago—A. B., 1899. Teacher Elementary Schools. Instructor in English and History, Bonham High School, 1900-1902; Dallas High School, 1902-1903.

Miss ETTA M. LACY.—*English Language and Literature, 1908*—

Student State Normal School, Warrensburg, Missouri, 1888. Graduate Stephens College, Columbia, Missouri, 1892. Student University of Missouri, Summer School, 1899. Student University of Chicago, summer terms, 1901, 1902, 1903; winter terms, 1903, 1904; year 1907-1908, graduating with Ph. B. Degree, with English as major subject. Teacher public schools, Missouri, 1892-1895, 1898-1902; high schools, 1895-1898, 1902-1903; English and History, High School, Weatherford, Texas, 1904-1905; English, High School, Cleburne, Texas, 1905-1907.

Mr. S. A. McMILLAN.—*Rural Arts, School Agriculture, 1909*—

Anchor and Angleton, Texas, Public Schools. Agricultural and Mechanical College of Texas, Agr., 1909. Teacher Chemistry, Anchor Public School. Practical Farmer. Member Team Students' Judging Contest, International Live Stock Exposition, Chicago, 1908.

Miss LINA PERLITZ.—*Modern Languages and Latin, 1909*—

University of Texas—B. A., 1906, Phi Beta Kappa. Assistant Teacher of German, Public Schools, San Antonio, Texas, 1901-1903. Head of Department of Languages, High School, Cameron, Texas, 1906-1908. Teacher of German, San Antonio, Texas, 1908-1909. Studied in Mexico, Summer of 1909.

Miss S. JUSTINA SMITH.—*Elocution, Physical Culture, Vocal Music, 1905*—

Student, College of Music, Cincinnati, Ohio, 1892-1894. Detroit Conservatory of Music, Michigan, 1895. New England Conservatory, Boston, 1904. Posse Gymnasium, Boston, 1903-1904. Graduate Emerson College of Oratory, 1904. Post Graduate, 1905. Private Instructor in Elocution, Physical Culture and Vocal Music. Pipe Organist. Teacher of Vocal Music, Public Schools, Detroit, Michigan, 1895. Instructor in Elocution and Physical Culture, Training Department of Emerson College, 1905.

Miss MARY B. VAIL.—*Director Domestic Science, Cookery, Dairying, 1907*—

Graduate Pratt Institute, Brooklyn, New York, 1895—Domestic Science, Normal Course. Student Teachers' College, Columbia University, 1899-1900. Student Assistant, Laundry-work, Pratt

Institute, 1894-1895. Teacher of Cooking, 1895-1899, Home Nursing and Emergencies, 1896-1899, Manual High School, Indianapolis, Indiana. Teacher High School Cooking, Sewing and Basketry, Tome Institute, Port Deposit, Maryland, 1900-1902. Teacher of Cooking, 1902-1907, and Laundry, 1906-1907, Normal Classes, Teachers' College, Columbia University. Author of "Home Laundering."

MISS HARRIET V. WHITTEN.—*Biological Science, Geology and Geography, 1903—*

University of Texas—B. S., 1898; M. S., 1900. Student Assistant in Geology, University of Texas, 1897-1899. Tutor in University of Texas, 1899-1902. Instructor in Geology, University of Texas, 1902-1903.

MR. MYRON L. WILLIAMS.—*Education.—Psychology, History of Education, Method, School Law, 1908—*

Graduate Sam Houston Normal Institute, 1899. Student in University of Texas, 1904-1905, 1906-1907, 1907-1908. University of Texas, B. A., 1908. Teacher in Amarillo Public Schools, 1899-1900. Principal Public School, Miami, Texas, 1900-1901. Instructor in Clarendon College, 1901-1904. Principal Granger Public Schools, 1905-1906. Instructor in Mathematics in Austin Male Academy, Austin, Texas, 1906-1907. Student Assistant in Department of Education, University of Texas, 1907-1908. Assistant Instructor in Department of Education, University of Texas, Summer School, 1908-1909.

MISS ANNIE SMITH.—*Preceptress.*

MRS. WILL EVERS.—*Piano and Voice.*

MISS IRENE FERGUSON.—*Piano.*

STUDENT ASSISTANTS

1909-1910

³MISS SADIE SWENSON, *Domestic Art.*

MISS MARY TRAIN, *Domestic Science and Library.*

²MISS GRACE WATKINS, *English.*

²MISS LUDIE CLARK, *Fine and Industrial Art.*

MISS CHRISTINE WOLDERT, *History.*

MISS LUCILE AND DELIA WATKINS, *Nursing.*

¹MISS LAURA PINSON, *Manual Training.*

¹MISS ANNIE ANDREWS, *Biological Science.*

MISS JENNIE MCGEE, *Physical Science.*

MR. JAMES DEE BALDWIN, *Secretary.*

MISS MARY ANNA REDDICK, *Bookkeeper.*

J. W. ELLASON, *Farmer and Superintendent Grounds.*

C. W. FERGUSON, *Engineer.*

G. M. PURVIANCE, *Dairyman.*

JOHN KIRKPATRICK, *Watchman.*

PETER STOLGER, *Janitor.*

MISS ANNIE SMITH, *Director Stoddard Hall.*

MRS. PIERSON, *Matron Stoddard Hall.*

MISS JENNIE NEWMAN, *Scamstress, Stoddard Hall.*

F. B. CARROLL, D. D., *Manager Methodist Dormitory.*

MRS. F. B. CARROLL, *Matron Methodist Dormitory.*

¹Member of the Graduating of Class 1909. Returning for 1909-1910 as assistant and post-graduate student.

²Member of the Senior Class, 1909-1910.

³Class of 1906. Returning for 1909-1910 as assistant and post-graduate student.

FACULTY COMMITTEES¹

Athletics.

MISS CRON.

MR. WILLIAMS.

MISS SMITH

Boarding Arrangements.

THE PRECEPTRESS.

DR. EVANS.

MR. BANKS.

Classification.

MR. BANKS (Schedules and Class Cards).

MISS HUMPHRIES (Examinations and Attendance).

MISS WHITTEN (Credentials and Changes).

MISS BELL (Reports and Records).

DR. EVANS (Class Lists and Delinquents).

Curriculum.

MR. ADKISSON.

MISS VAIL.

MISS HUMPHRIES.

MR. WILLIAMS.

MISS CRAIG.

MR. BANKS.

Exhibition, Entertainment, and Social.

MISS CRON.

MISS CRAIG.

MISS SMITH.

THE PRECEPTRESS.

MR. McMILLAN.

MISS GILLETTE.

Graduation, Certification, Recommendation.

MR. ADKISSON.

MISS VAIL.

MISS WHITTEN.

MISS LACY.

MR. ALLEN.

MR. WILLIAMS.

Publication and Literary Societies.

MR. WILLIAMS.

MISS SMITH.

MISS LACY.

MISS PERLITZ.

The President is ex-officio a member of all committees.

¹The chief duties of these committees are further indicated on pages 19 and 20 of the Catalog.—Bulletin No. 26.

TEXAS GIRLS' FINE SHOWING IN MANUAL ARTS EDUCATION

Frank Putnam, in the Houston Chronicle.

Homer was an able bard, albeit a bit too handy at lifting the work of other men without giving them proper credit; and Julius Caesar was a great campaigner, as millions of weary youngsters that have crossed the Rubicon with him can testify. But a good many things have taken place in this world since Homer's day, and even since Caesar's, and it is perhaps the most interesting feature of modern development in public education that some attention is beginning to be paid to those things that have taken place since Homer quit smiting his "bloomin' lyre," and since Cacsar fell beneath the blade of Brutus.

In a word, American educators have begun to focus their astonished gaze upon the age they live in, and to find it not altogether raw and barbarous, lacking human interest. They have even, of very late years, in this country and more particularly in Germany, been grasping the fact that "the moral dignity of manual labor" is a **fact** and not merely a pretty phrase of condescension.

STILL BELOW THE SALT SOCIALLY.

True, even in the Eastern States, whose educators were first to take up manual training in the public schools, really useful manual labor is still below the salt, socially. They have many so-called manual training schools, but not one that actually fits young men and women to go from its doors ready to earn a living by working at a trade. There is still a stubborn evasion of the right vital purpose of such training, even in the best of the established manual training schools.

Connecticut and Massachusetts are now the scenes of movements for the establishment of real State trade schools. Labor unions, with singular short-sightedness, oppose them, and some of the old-line classical educators also stand in their path with uplifted hands.

Wherever manual training has got itself established in the public school system it is so far prettified that its graduates cannot go from school to show with sufficient actual preparation for real work to support themselves. They are long on theory and short on practice. The State, knowing, if it knows anything, that a large majority of its boys and girls when grown must earn their living with their hands, in the common useful labor of the world, with an amazing and pitiful snobbishness shirks its manifest duty to give these youths the honest and adequate practical education that is their primary need.

THE LEAVEN IS WORKING.

The leaven is working, however. Up in Orono, Maine, at the State university, I saw, last March, a school more practical, because younger

and less encrusted with academic traditions than any other in New England. I met a young Texan there who said he was "getting electrical engineering with the gloves off." It was the real thing.

At other New England public schools and colleges, during the spring and summer of this year, I found a marked tendency toward making the courses practical and workable, immediately useful—a recognition of the fact, too long ignored, that the primary purpose of public education is to equip youth for social service.

TEXAS GIRLS' COLLEGE AN OBJECT LESSON.

The finest example of industrial work that I have seen done in any public school system is that of the Texas College of Industrial Arts at Denton. It combines the education of the head and of the hand wisely and well. This school, only five years old, has got a start in the right direction that makes it an object lesson for the best of the Eastern public schools of its kind. Established with a comparatively small financial foundation only five years ago, it has 250 students, who are there acquiring a practical working knowledge that fits them for higher living in the home, in the field, in the office, and in the varied industries of our period.

One of the most significant exhibits shown at the Houston high school building during the convention of the Texas State Teachers' Association was the exhibit of the handiwork of these girls. The exhibits ranged from college uniforms and other dresses made and laundered by the students, to canned tomatoes in one direction and scholarly studies in French and Spanish at the other. There were Paris hats that would have made Colonel Paquin, the late king of the Parisian man-milliners, weep bitterly with envy; and there were pretty window curtains of the cheapest materials, such as the humblest prairie cabin could afford to have, and ought to have. There were exhibits of candies made for the market—cost 18 cents a pound, selling price 75 cents a pound. Exhibits, too, of bread sticks and cookies like mother used to make. Nothing there from the college gardens; but the photographs on show, illustrating college work, proved that in this as in the indoor fields now filling up with ambitious women, the State college is giving its pupils practical first-hand training. The old chap in Dickens' story, that taught his pupil how to spell horse by sending him out to curry the horse was not altogether off the track. He merely overdid the business to some extent.

TRAINING IN TRUE DEMOCRACY.

These girls in the college at Denton are given the theory with the practice—the true way to learn anything that is really worth learning. When they take up laundry work, for example, they not only dip their pretty hands into the foaming suds, but they also sit down, later, and write the scientific explanation of the things they have been doing, and the significance of the work. One girl's record of her work in the laundry course that I read through over there at the high school, was a first rate treatise on practical democracy. There isn't any room for silly snobbery in a public school that puts life into the "moral dignity of manual labor" proposition.

The great State of Texas can afford to be liberal in promoting education of this character. It cannot afford to be illiberal. There ought to be no question about providing for this college, and for the Agricultural and Mechanical College, where the young men of the State are getting an education of a like practical character, all the money that they can use without waste. It is the best and most profitable investment that can be made of public funds.

THE COLLEGE OF INDUSTRIAL ARTS

Fort Worth Star.

What the Agricultural and Mechanical College is to the young men of Texas, the College of Industrial Arts at Denton is to the young women of the State.

If it is important to prepare the young men of Texas to farm according to the most improved and economic and scientific methods, it is not less important that the young women of Texas be equipped for home-keeping and in addition trained in the trades suited to women.

Among the subjects taught in the institution are cooking, dress-making, millinery, manual training, laundering, dairying, horticulture, typewriting, bookkeeping, household accounts, stenography and photography—subjects not only designed to make the students thorough in every detail of housekeeping, but competent to engage in some occupation that will make them self-supporting.

As the usefulness of the school is so pronounced as to admit of no argument, the people of Texas should see to it that the institution has financial support that will enable it to continue to grow at a rate proportionate to the material development of the State.

To this end the Thirty-first Legislature will be appealed to for financial help and practical assistance.

At the outset the institution confined itself, because of a lack of funds, largely to the training of homekeepers. But there has been a growing demand ever since the establishment of the college in 1903 for an opportunity to learn those trades which will enable a young woman to be honorably and usefully employed.

That young women of the State should have in this college such opportunities was clearly the design of the Legislature which established it. But the institution cannot successfully and adequately fulfill its function in this respect until it has been given additional teaching force and additional room and equipment.

Whatever method may be adopted, it is certain that no phase of the State government more insistently demands the attention of the lawmakers than that which provides young men and young women with the equipment which will fit them for lives of the greatest usefulness to this great country.

With so many of our natural resources undeveloped, with so great

needs and responsibilities confronting young people who are only now entering upon their heritage of usefulness, it is imperative that this State meet the requirements generously and freely and provide the means for making our institutions of learning what they should be, as good as the best in all this land.

It is inspiring to know that there is in Texas—this State of liberal ideas and progressive thought—a college that stands as a recognition of woman's broadening sphere and increasing independence.

Maybe there are those who deplore the fact that women are ever thrown upon their own resources and forced into the work of providing a living for themselves. But the condition has always existed everywhere, in more or less degree, and State governments and the people who make them must do what they can to make whatever employment women may seek honorable and dignified. To this end means for attaining high efficiency must be provided.

COLLEGE-MADE HATS

The Fort Worth Record, May 1, 1909.

While Representative Gaines meant only to have a little fun by proposing the hat amendment to the appropriation for the College of Industrial Arts, it might have been adopted without any embarrassment to that worthy institution. His amendment, which was ruled out of order, provided that the girls should not be taught to make hats to cost more than \$20 each nor dresses to cost more than \$50 each.

It would delight him and every other man who pays millinery and dress bills to go to Denton and see the kind of hats and frocks the young women make.

It has been our privilege to know something about those practical departments at the Denton institution, and the statement is confidently made that no prettier hats and frocks are exhibited by any milliner or dressmaker of Texas than will be found at the college commencement next month.

In fact, the neatest and tastiest hat observed in Fort Worth this season was one worn by a C. I. A. girl who spent Easter Sunday here. It was not a wash bowl, nor a peach basket, nor a flower pot, nor a Merry Widow; it was a dainty, comfortable and serviceable head covering, made by the young lady herself, not from a purchased frame, but actually manufactured from wire, straw and flowers after an original design, and the total cost was less than \$2.

There will be some fifty-odd graduates in June, and every one will wear a gown designed and made by herself under the instruction of the teacher of domestic arts. The gowns will challenge comparison with the best tailor-made costumes at the most fashionable function, but the cost will not exceed \$10 each.

It would profit and delight members of the Legislature to go to Denton and see for themselves.

And that isn't all. These same girls are equally artistic in the kitchen, the dairy and the vegetable garden. They know how to keep house, to preserve health and to live within their incomes.

And yet they are thoroughly educated and cultured. There has been no neglect of intellectual development. Science, philosophy, history, literature, and the polite learning of the day have their proper place in the instruction of the College of Industrial Arts, and its young women go forth equipped in all the accomplishments of cultivated womanhood as well as in the practical arts of housekeeping.

In addition to furnishing a thorough education with practical training for the responsibilities of life, the college was designed to furnish, also, instruction in women's trades aside from cultural education, and thus to become a training school as well as a college. This it has not been able to do, except in a very limited way, because the Legislature has not furnished the money for the necessary building, equipment and additional instructors. However, there is now a fair prospect that the institution will soon be enabled to enter upon this important work for the young women of Texas who have not the time or the inclination to take a college education. The pending appropriation bill as it stands in the house at the moment provides an appropriation of \$50,000 for a building and \$7000 a year for instructors. While these amounts are far from sufficient, they will enable the management to make a fair start. It is believed that when the work is properly inaugurated several hundred women of Texas will attend the institution for short terms in such practical arts as dressmaking, millinery, photography, commercial arts, etc., without taking the regular courses in general education. Thus the college will be able to discharge the two-fold purpose of its creation.

The regents of the institution were confronted at the outset with the alternative of making it either a college with practical accomplishments or a mere training school without any kind of cultural education, because the funds furnished were inadequate for both purposes. They chose to make it a college first and a training school afterwards. If they had made it a training school first, it would have been difficult if not impossible afterward to make it a college also, because of the popular impression that the training school would have created. But having acquired the character of a college with practical accomplishments, it will be easy to make it also a training school. Its reputation and character as an educational institution make it all the more attractive as a training school.

Henceforth, if the appropriation stands as the House has passed it, the College of Industrial Arts will be both an institution of higher learning where young ladies may be educated in household economics and academic learning, and a training school where young women may learn the practical trades without any of the requirements of academic education.

But the main point we sought to make is that the students of the institution are fully meeting the ideal facetiously suggested by Representative Gaines and are actually making hats and gowns fit to wear in any company at a cost within the reach of a poor man.

EXHIBIT DAY AT THE C. I. A.

Denton Record and Chronicle, June 20, 1909.

With the college building crowded with hundreds of visitors from Denton and all parts of the State of Texas, the students of the College of Industrial Arts Monday gave a display of the practical work done at the school that offered convincing proof of the worth of the training offered the girls of Texas and demonstrated to all who were there that the young ladies are putting into practice that motto of the school, "We learn to do by doing."

The building was bedecked in holiday attire for the reception of the visitors and the interior presented an appearance that drew forth praise from all. Visitors were received at the entrance by student ushers and the members of the various classes acted as guides for those who went on inspection tours through the building. After registering, guests were taken to the basement floor for inspection of the Dairy, Manual Training and Laundry departments. In the dairy the students were making butter, testing milk and carrying out for the sightseers all processes connected with the handling of milk. In an adjoining room was the workshop of the classes in manual training. Here were displayed the tools used by students in their work. Student attendants indicated by their familiar handling and description of the various tools that they were accustomed to using the equipment. In the laundry were shown all kinds of wearing apparel that had been washed and ironed by the students. From the rougher materials to the most dainty fabrics the display went and each article showed the skill with which it had been handled.

On the first floor of the building the Fine Arts department was in charge of the instructor, Miss Sprague. Exhibitions of the work done included metal and leather work, china painting, stenciling, drawings of still life and flowers in pencil, charcoal and water colors, basketry in reed and sewn work, etc. For those who had not before attended an exhibition day at the college the display was a revelation. The work throughout showed great ability and the practical value of the manual training and arts.

In the manual training department hundreds of useful household articles were shown that had been made by the students, who carried the work through all stages from the rough wood to the finished product. One display in particular that was admired was of the heavier articles of furniture made by the students. This included a Davenport of regulation size, a big Morris chair, a hall clock, tables and foot-stools of several styles. The pretty screens shown also attracted favorable comment.

In the English room the various classes of the college exhibited note books, outlines, etc. The language room also had note books of the students and displays of a like nature. These two departments drew the attention of a good portion of the crowd that was present.

On the second floor the exhibit in biology consisted of note books and drawings in botany, zoology, maps, etc.

In the department of Physical Science and Photography hundreds of photographs and demonstrations of applied chemistry were shown. The photographs were of scenes about the college and the town of Denton. The space before this display was never deserted at any time during the afternoon.

The Commercial Arts department display attracted the attention of hundreds. In this department practical work was being done and exhibitions of the work accomplished were made. The Senior class demonstrated typewriting, shorthand and transcript work and the Junior class offered household account books, balance sheets and similar work.

The display in the Domestic Science department on the third floor of the building might truly be said to have been the most attractive spot in the building. There was hardly a time in the afternoon when the rooms were not crowded. Entering the department one went into a model dining room. In this room there were also shown house plans, kitchen plans and equipment. Passing through the department the display consisted of articles of food that had been prepared and cooked by the students, the varieties ranging from the most dainty dishes to heavier articles of diet. Sample meals for persons engaged in the various occupations were shown, the food value of various dishes demonstrated and much other information offered, indicating that the young ladies had not only learned the methods by which food is properly prepared, but that they knew the value of the food products. Visitors were served while in this department with various bits of tempting food.

The ladies who were included in the crowd of visitors found special delight in the Domestic Art department and many of them spent the majority of their time in these rooms. The display consisted of millinery, dressmaking, hand work of all kinds, etc. The graduating dresses of the Seniors, made by the students from the first step to completion, excited admiration.

After going through the main college building many of the visitors took occasion to visit the greenhouse, Hygeia Hall and the two dormitories around the college.

Taken as a whole, it is felt that the 1909 exhibition day at the college was the most successful that has ever been held. One fact is certain, no one could go through the various departments and inspect the work of the students without leaving with a feeling that they had not before truly realized or appreciated the work being done in the College of Industrial Arts at Denton.

WHAT TWENTY-SIX GIRLS KNEW

Clay's Review, Denver, Colo.

An interesting examination was held recently in a Massachusetts high school. Twenty-six girls, members of the same class, were given a list of thirty questions. These questions bore reference to the girls'

knowledge of household duties, and the answers proved decidedly entertaining. Twelve of the twenty-six said they could make bread, eighteen could make cake, and all could make candy. Twenty-two girls had built a kitchen fire, twenty had cooked beefsteak and twenty asserted that they had prepared a full meal. It is disappointing to learn that not one girl of the entire twenty-six knew why new bread is not a healthful article of food, nor could twenty-four of them tell what a trap to a sink is. The making of starch was understood by twenty of the class, and sixteen said they could iron their collars and cuffs. Twenty girls could mend their clothes—at least that's what they claimed, and seventeen had made shirt waists. Seven of the seventeen had made but one shirt waist, but there was one girl in the class who had made fifty. When it came to trimming hats there were thirteen girls who knew how, and thirteen who didn't know and hadn't tried to learn.

The principal of the school framed this list of questions and considers the answers a fair exposition of the domestic knowledge of the average high school girl. He asked the questions with a definite object in view. He wanted to be certain that domestic science was an advisable addition to the school studies. After the answers to his thirty questions were thoroughly considered, he admitted that there would be no delay in establishing the new course.

A PLEA FOR RATIONAL EDUCATION OF GIRLS

MRS. M. LOUISE THOMAS, PRINCIPAL OF LENOX HALL, ST. LOUIS,
in the Kansas City Journal.

The question "What is most worth while in education?" is one that has been discussed to a greater or less degree throughout the ages by philosophers and educators. But while it is a question of the deepest vital import to every human being as the one determining his ultimate usefulness to the world at large as well as the one most influential in shaping his own destiny. Yet this question of real values in making up the course of study for our girls and boys is one ignored by the general parent or guardian, and left almost exclusively to the student's whim or to chance. There is a prevalent idea today among parents of girls that one's daughter must "take up" certain studies because it is customary for girls to do so. The real bearing of such studies upon character development and the girls' subsequent relation to the world is as foreign to the thought of the average parent as the philosophy of Plato is to the average newsboy. The mean of education, the responsibility of directing the immature mind along such lines as will best fit that individual for complete living, seem to be unknown bases for deciding upon given courses of study, and yet the very essence of parental duty to the child lies in the wise direction of his training during the plastic period that he may become adjusted to his environment and adapted to his surroundings so as to become master of them and make his life worth while to himself and to the world. The usual period allotted to such training for the boy is from twenty-five to twenty-eight years from the period of infancy, during which he gains a degree of physical adjustment, through kindergarten, preparatory and secondary schools, college or university and then the professional school; or in lieu of that, the foundation training necessary to a business career. Then if he has elected medicine, law, engineering, architecture, art or any other profession, he is considered ready to begin the active exercise of the truths and principles he has spent these years in making his own. Or if he has chosen any of the vast fields of practical institutional activity, he is looked upon as competent to be intrusted with responsibilities demanding such preparation.

But how is it with the girls? Woman, today, is considered as important a factor in the world's work as man. She stands shoulder to shoulder with him in bearing responsibilities, and therefore the training for her part in the drama of life is coequal in importance with that of man. In the fineness of balance we might discover the scales tip a bit in her favor, as the more potent influence in racial progress, for upon her is placed the serious duty of being the Mother of Men—with all that the larger term, motherhood, implies. However strong the tendency may be to push her from her natural environment of home into the broad field of wage-earning activity, she somehow drifts back into nature's prime intent and finds her supreme happiness in the divine medium of her self-expression—wifehood and motherhood.

It is but rational, then, in considering the education of the girl, to give her such training as will result in the greatest efficiency for her divinely appointed career, just as such training is given the boy for his elected vocation.

President Thwing, of Western Reserve University, in an article on the education of girls, says, "The kind of education which shall be given my daughter has relationship to what is her assured general calling as the head of a home." With this basic truth as our foundation to build upon, the great fundamental truth that woman is the homemaker of the human family—we are irrational, even criminal, if we fail to direct her education along the lines that will best fit her to become the head of a home, and to fulfill her racial duty of maternity.

We are irrational, because we claim to "educate the girl" and yet ignore the very meaning and purpose of education; we are criminal, not only to her but to her descendants, in that we permit her to accept life's most serious responsibility with unwakened consciousness of its purport, and totally unprepared to face its duties or bear its burdens.

If a boy should step from the rostrum of the secondary school into the position of practicing physician or surgeon, the whole community would cry aloud at the criminal outrage. If a youth of 20 should have the Latin or high school and announce himself ready to undertake the affairs of statecraft, or become the legal adviser of corporations he would be jeered at, or considered of unsound mind.

And yet the girl of 18 or 20 leaves the school room where has been taught a little of much, and not much of even a little that will in any way fit her for her profession, and she drifts into marriage, assuming her divine prerogative of motherhood, absolutely ignorant of its duties or obligations. While depending upon "natural instinct" instead of scientific training, she makes enormous sacrifice of time, money, health, and even of life in her effort to gain by experience what should have been given her by education.

The adage, "Experience is the best teacher" is the excuse of many a parent for neglecting or refusing to give his daughter the training that will enable her to adjust herself most wisely to her environments. Empirical knowledge has its value, it is true, but within limitations. One would not permit a child to handle a loaded pistol that he might learn by experience that it is a dangerous plaything. No community would be willing to suffer the results of the experiments of an untutored surgeon while he was gaining knowledge of his profession by experience. Then why should a girl be permitted to recklessly sacrifice the health of her family, and often the very life of her first born in gaining by experience the knowledge she should have been taught as scientifically as that given the boy for his profession?

Herbert Spencer declares, "The function which education has to discharge is to prepare us for complete living, and the only rational mode of judging of any educational course is to judge in what degree it discharges such function."

President Eliot of Harvard, in an address recently published, says that "efficiency is the aim of education." Taking these statements as the measure of our modern system of education for girls, the question presents itself: Is the girl of today prepared to accept and fulfill com-

pletely the duties of her "assured general calling as the head of a home?" Does she gain, by the present system, efficiency in her general calling as wife and mother? If not, then by these standards, her education is not education, but a system of mental gymnastics which leaves her unprepared to face life's problems, or perform its duties wisely and well.

Rational education for girls, then, consists of a course of training combining such lines of study as will develop her perfect womanhood, and make her efficient in fulfilling the duties of her womanhood.

Home-making is a new subject in the curricula of schools for girls, but it is eminently rational. And our plea for such education is based not only on the certain lessening of life failures in men and women, but the most certain bettered condition of the family as an institution—that unit of power upon which the State depends. And most of all, it means a long step forward in racial progress.

“DOES THE CURRICULUM OF OUR GIRLS’ SCHOOLS AND COLLEGES FIT YOUNG WOMEN FOR THE DUTIES OF LIFE?”*

CREE T. WORK, PRESIDENT COLLEGE INDUSTRIAL ARTS, DENTON, TEXAS.

By inference, and in response to a rapidly-growing popular sentiment, I am expected to answer the question asked by the program committee of this Congress, in the negative. However, I am willing to relieve the committee of the responsibility of my answer by saying that my own convictions on this subject were fairly crystallized before there were manifestations of any considerable degree of public sentiment to support them. I have answered the question in the negative when it was exceedingly unpopular to do so, and I reiterate my position tonight at the risk of being misunderstood by some, and of being falsely charged with opposition to the established order of public education.

If our educational system were of Divine inspiration and we were without the right of interpretation, or if it were not by its very nature subject to constant change and development, I should feel some hesitancy in attempting to criticise or improve the traditional curriculum. However, our system of education, like our political government, is not only a changing factor in the development of the people, but it is, and ought to be, largely what the people make it. I heartily approve of the older forms and processes of education for their purposes and where they are needed—in so far as they have a logical, definite purpose, and in so far as they provide for the larger need of those who are being trained by them.

Many and various are life's duties for young women. The traditional curriculum prepares girls in fair degree for some of them, among which may be named the business of teaching, that of traveling for further information and culture, that of engaging in a variety of lines of literary, scientific or research work, and—to many minds the most important—that of being polite according to generally accepted formulas. A prime object in education is to assist the educated to the fullest all-round life. What is the object of life from the human point of view, or, in other words, what do we live for? Is it simply to be rich, but not economical, not comfortable, not helpful, not cheerful, and even perhaps not healthy? Or is it simply to be wise in theory, and yet not industrious, not sensible, not practical? As I understand the aims and ambitions of my fellow beings, their desire to be rich and to be wise emanates from their conviction that riches and theoretical wisdom will bring the other blessings enumerated. The extent to which this will prove true depends upon the provision that we may make for giving instruction that will predispose and habituate our children to right habits in life.

We profess to believe that we are educating our youth to produce, or to increase, in them, social efficiency. This is good doctrine, but we need to remember that social efficiency includes vocational efficiency, which

* Address before the Texas Mothers' Congress, Dallas, Texas, October 19, 1903

demands manual skill, a good store of sense-information, and the ability to comprehend and heed the demands of environment. We owe it to both sexes to give such training as will emancipate them from the narrow limitations placed upon the home by tradition and the lack of practical training in the past, and to extend their opportunities for making better homes, including the enlarging of their own intellectual and social possibilities as individuals, and as free intelligent citizens with ability to contribute a good share toward the well-being of the community.

For many of the duties of women the curricula of most girls' schools and colleges have made no provision. How few of them there are that offer training of a specific nature for home-building and home-keeping, with their many included duties, such as caring for the sick, the rearing of the family, and the financial administration of the home? Why is it that in this day of enlightenment the serious and perplexing problems of motherhood—the foreordained calling of woman—are so completely ignored by the institutions professing to train women for life, and are left to be solved wholly, oftentimes, under the most adverse conditions, in the hard school of experience?

Not many schools provide for the training of young women in the practical consideration of community interests—social, philanthropic and civic. The vital questions that concern women today—even our college-bred women—were scarcely touched upon in their school courses. The problems to be dealt with by this Mothers' Congress, by Civic Clubs, by the Woman's Christian Temperance Union and numerous other organizations of noble women, did not receive serious consideration in your college courses, because through a mistaken conception of education you were not then recognized as living beings, but only as getting ready to live! Many of you have since discovered that for the accomplishment of practical things you still had to do considerable *getting ready* of a different character.

In most of our girls' schools the so-called *humanities*, with chief reference to the past, are daily studied most diligently—yea, almost prayerfully—while the well-being of present and future generations of *humanity* is occasionally viewed at long range by way of pastime, and with a degree of unconcern worthy of the Stoics.

Many teachers have based their work on the false theory that if we teach general principles to the youth we are safe in depending upon them to make the proper application of the same whenever and wherever the necessity for so doing may arise. In a degree it is true that the mind cultured by the study of languages, literature, and philosophy, has gained power to enable it to cope more successfully with actual-life problems. However, it is not simply what the mind has *power to do*, but rather what it *actually does* that counts for most in deciding what it can and will do on the next occasion. The mind naturally deals largely with what it is trained to deal with. History, literature, and philosophy have their value and their place; but to force them on our girls to the extent of barring the consideration of life-problems of the here and now has been the egregious error of the schools for generations. In our school and college work we allow too many lines of thought to drop short of their climax—before reaching their culmination in conclusions or in

action. It is clearly a function of schools to teach the *application* of principles as well as *theories* regarding them. Concrete problems from all departments of life are in order, and particularly should the school draw on that fundamental department—the home—for material to enrich and vitalize the curriculum. Many schools for girls and women have apparently failed to grasp the purpose for which most women need to be educated, and have persisted in teaching all phases of life—theories, histories, and philosophies—except those pertaining to the department for which and through which all largely live—the department where we came into being, in the shadow of which we spend our days, and from the portals of which we shall one day take our departure for the next world—the cherished, hallowed spot called home.

It is said* that there are 25,000,000 women in the United States above fifteen years of age, and that 17,000,000 of these are engaged in house-keeping. The fact that seventeen women out of each twenty-five above fifteen years of age are housekeepers emphasizes the importance of providing courses in household economics for girls and women. To show more definitely the lack of courses in home economics in our women's colleges I may cite statistics from the report of the United States Commissioner of Education for 1908:

Of the sixteen women's colleges in the first class only two offer work in household economics. Of the students of these two colleges 201 took the courses in household economics. The total enrollment of the sixteen colleges was 7977, of whom 1421 received degrees. As but 68 of this number graduated from the two colleges offering home economics courses it is clear that not more than 68 of the 1421 graduates of the group of colleges cited have had college training in home problems of this class. (Less than 5 per cent of the graduates; nine-tenths of 1 per cent of the enrollment.)

Of the ninety-three women's colleges in the second class fifteen offered courses in home economics, which courses were taken by 467 students out of a total enrollment for the ninety-three schools, of 11,573. These schools graduated 883 students, 60 of whom had an *opportunity* to take courses in household economics. (Less than 7 per cent of the graduates; one-half of 1 per cent of the enrollment.)

Of the 321 coeducational colleges and universities, thirty-six offered courses in household economics. These courses were pursued by 2233 women out of the total enrollment in the 321 institutions, of 35,265 women (about 6½ per cent of the enrollment).

From the statistics it seems that in the schools cited, which include the larger number of the colleges for women in our country, only about 4 3-10 per cent of the students are receiving instruction in household economics. It is worthy of note that a much larger per cent of those in coeducational institutions are taking courses in home economics than in the case of female colleges—but a fraction of 1 per cent in the female colleges, and more than 6 per cent in the coeducational colleges. When less than 1 per cent of the students in girls' and women's colleges are receiving instruction in the solution of home problems, are you not ready

*By Helen Sayre Gray, North American Review, September, 1909.

to agree with me that the curricula of these same colleges need to be revised?

Miss Sarah Louise Arnold, herself dean of a woman's college, has said: "We cannot too gratefully acknowledge the beneficent service of the college for women, yet it has not completely fulfilled its function; for it is of the deepest importance that the college woman, with her far-reaching influence, should, from the beginning, conceive the true proportions of a woman's education; that her standard of liberal education for women should include adequate preparation for her sacred and imperative task. But is it not true today that the girl may complete her prescribed course in the academy or college, receiving with credit the diploma and degree, and yet may not have heard within the school or college walls any reference to the tasks and responsibilities which her home will bring to her? Here are 'cross-purposes' indeed; for does not this very fact, this exclusion of such reference—and with it the ignoring by common consent any study of subjects which would fit her for her essential function—establish a trend away from the proper consideration of such duties and responsibilities? In our efforts to secure a generous education for women have we not come to overemphasize and overestimate scholastic ability? to see it out of proportion to its advantage? to magnify schooling, and to minimize the value of the qualities and of the knowledge which are essential to fullest development—and particularly that knowledge and those qualities upon which her success in her home administration will depend?"

To the end that work especially suited for girls may find its way into the curriculum, we must give more attention to what Sachs calls the "analysis of girl nature," and we must expect that the type of mind developed through the work of our school system will cease to be largely of the classical turn, and will become more and more common-sense, practical, human. The term "culture" is an ever-changing name for the ideal results of the process we call education, and the so-called cultural studies are being correlated with social subjects, and gradually is social education coming to be esteemed the most cultural. The open way for the development and broadening of a young mind is not always the same way, or the way pointed to by the gaunt finger of tradition. Intelligent industry or thoughtfully directed handwork opens the doors for culture to many minds. Inspiration may come through a glimpse of the activities of life in well-organized operation, and growth and development often result from the full daylight-view of humanity in action, as that view is obtained through contact with, and participation in, actualities. The case of the practical father and his son taking the same course at the same time in the University of Missouri, with the father entering lower than the son and graduating in the same length of time and with a higher standing, illustrates the clarifying influence and the cumulative force of experience and actual work as a prime factor in education.

Many of our schools and colleges for girls and women do not have a logical, definite purpose as institutions for the training of women, and consequently are, in a sense, mis-educating those who attend them. In past years, institutions which were primarily organized to meet the needs of men for their professions or business have, out of a spirit of chivalry and esteem, been opened to women. Also, largely out of a spirit of

social concern, some of the best friends of womankind have in a degree popularized the typical woman's college. In both cases much good has been accomplished, but in neither case have the needs in the education of women been fully met. Men's colleges that have been opened to women have generally assumed that women need the same training as is provided for men. Many of the female colleges of our land have gone on the same assumption, and so have patterned their curricula largely after those of men's colleges. While such education may be the best for many, it does not provide for the mass of women the kind of higher education mostly needed. By our theory that women should be educated just like men, we have, in training them, led them to contemplate man's occupations and professions as their only field of action; or, where this has not been the case, women have been led to believe that they have no proper field of action whatsoever—both very erroneous ideas. Closely allied with these errors is another quite as serious into which many young women have been led, either by misapprehension or by force of temporal circumstances, namely, that it is sufficient to have a commercial education of a narrow kind, which neglects culture, efficiency for home duties, and all thought or preparation for the home life.

Before closing I desire to cite a few examples to illustrate the failure of our schools and colleges to provide training for the duties of life. These are typical schools, embraced in the list referred to in quoting statistics from the report of the Commissioner of Education. You will observe that the girls' schools and colleges which fail to offer the training for which my plea has been made tonight, are not confined to any particular locality or section of the country. The defect complained of is nation-wide.

The first example is a school of good grade and high reputation in the far West. This school requires for graduation, among other subjects, one or more languages in addition to English, mathematics, science, philosophy, history and economics—*political* not *household* economics—and offers several electives, including art, music, and elocution.

Another female college in an eastern State requires the candidate for its degree to possess certain proficiency in Latin, in Greek or a modern language, in mathematics, history, philosophy and science. It also offers electives, including expression, music and art—but no work of any description in household economics. It confers the Bachelor's and Master's degrees upon women who know nothing about the *mastery of daily problems* in the home.

Another college in the middle West requires of those who receive its diploma one language in addition to English, mathematics, science, Bible, and physical training, while hygiene and domestic science are actually found among its elective subjects. This encourages one to hope that this school may yet become a leader to conduct other schools from the shadows of the dead past to the light of the present day.

Another female college in the eastern South has more students registered in ancient and modern languages than in any other subjects; next in popularity seem to come music, elocution, art, and business training, in the order named—but no household economics of any description is offered to these coming mothers of the southland.

In another girls' college in the South, Latin, French, science, mathematics, history, Bible, English, and philosophy are offered, with Greek, German, and Spanish as electives, and also with courses in music, art, and elocution. But one searches the catalog in vain for a proffered opportunity for instruction in the weightier, but none the less cultural, elements of womanly training.

Again going near to the middle of the Atlantic coast we find a girls' college offering Latin, mathematics, English, history, science, philosophy, modern language, music, oratory, and art. In the catalog the object of the institution is stated, in part, as follows: "It is not the purpose of the institution to circumscribe woman's sphere, nor present a distinct line of thought and action; but, in the use of the best possible methods, to awaken an inspiration and enkindle a zeal for the perfection of the intellect, and so aid as to qualify her for the sphere to which Providence calls her."

"Providence calls her" is good. As I see it Providence begins to call the girl before she enters college. Do you not think that Providence may also be calling this particular school as well as others to do something by way of modernizing their curricula? I knew a young woman who attended the school to which reference has just been made, after she had decided that she could not stoop to learn cooking, sewing, and laundering in our own State school for women. Providence called her later to be the wife of a bright young physician. Yet, her school course did not include training in hygiene, sanitation, care of the sick, or domestic science. Do you not think that, to say the least, the degree of compatibility in this match might have been heightened if she had studied these subjects?

Another woman's college, the catalog of which states that it was organized after the order of "the prevailing college curriculum," with "the domestic organization of the woman's colleges, Vassar, Smith, and Wellesley," does not find occasion or room for study or laboratory work in household economics. Further than the plan just referred to, the catalog of this now famous college states no specific purpose or object of the institution. Its records indicate that most of its graduates teach the subjects they studied. Many of them are married, although they had no opportunity to study and prepare for this. That the standard of the school is of a high order and that it is doing a great good is not to be doubted. That it has made no attempt to deal with the peculiar problems of womanhood is evidenced by the subjects chosen by the women who have been candidates for its degree of Doctor of Philosophy. Among the "dissertations" of these candidates are papers on the following subjects:

"The Historical Present in Early Latin."

"On the Forms of Plane Quartic Curves."

"A Study of Conditional and Temporal Clauses in Pliny the Younger."

"On Singular Solutions of Differential Equations of the First Order in Two Variables and the Geometric Properties of Certain Invariants and Covariants of Their Complete Primitives."

I offer no criticism of such study in itself for those who like it. The criticism is that we have so long assumed that this is the *summum bonum*

for women and have not provided in our college curricula for the study of, and preparation for, woman's work.

While criticising the larger number of our girls' schools and colleges for not offering training for the distinctive life-work of women, we may also congratulate a fair percentage of them on their response to this need. Among the schools having a place in their curricula for the study of various phases of home economics are Simmons College, Boston; the Industrial Institute and College of Mississippi; the Girls' Industrial School of Alabama; the Georgia Normal and Industrial College; the Winthrop Normal and Industrial College, South Carolina. Many schools of secondary grade, in different sections of the country, might also be named if time would permit. In the movement for the introduction of courses in household economics into girls' and women's schools and colleges, the South has taken the lead, while schools of the North have surpassed in the introduction of such work into coeducational institutions. Now that rapid progress is being made in the incorporation of work in household economics in the curricula of the high schools throughout the land, we may expect a marked effect, in this respect, on the colleges for women. The curriculum of the woman's college of the future will be none the less cultural by reason of its being more practical.

ARE OUR SCHOOLS BEHIND THE NEEDS OF THE TIMES?*

BY A. E. WINSHIP.

Originally the topic was "Were the Schools of Twenty-five Years Ago Better Than Today?" Because this is the only time that our distinguished guest can be with us, the topic is changed to meet his preference. (Prior to the change I had written a paper on the other subject, and it broke my heart not to have this chance to use it.) I had tried to demonstrate, what I firmly believe, that the public schools are not only better than they were twenty-five years ago, but that they are as much better as an automobile is better than a wheelbarrow for pleasure riding. One can find fault with an automobile and praise a wheelbarrow, and it must be admitted that for safety the wheelbarrow has some advantages, but all in all, I enjoy the automobile and the up-to-date school.

Of course the schools are behind the needs of the times,—everything is, always was, and always will be. Medicine will be behind the needs of the times until the ignorance of the physicians ceases to make their treatment of rheumatism a joke.

Law will be behind the needs of the times until there is as much professional fame and fortune in lobbying for good laws as bad, and in enforcing law as in helping criminals to escape the consequence of violating law.

The churches will be behind the needs of the times until—well, until they have a change of heart.

The marvelous progress of transportation schemes is the favorite topic of all knockers on schools and churches, and yet the railroad and railway companies are expending \$100,000,000 a year because of their failure to meet the needs of the times. They say themselves that they are uniformly from five to ten years behind the needs of the times.

Are the schools behind the needs of the times? If taken literally, this is one of the "foolish questions." It can only mean "Did the schools of twenty-five years ago (or some other specific time) come nearer meeting the needs of the times than the schools of today?" Or, "Are the schools farther behind the needs of the times than other phases of modern activity?" Or, "Wherein are the schools behind the needs of the times?"

It would be a pleasure to take the negative of the first or second of these because it is a dead-easy proposition to take in hand, but, judging from the way that most critics dodge the issue, the third is probably the phase of the question to consider now and here.

The critics of the schools are in one of five classes:

First—They have some pet scheme to foist upon the public, which can only be done after shaking public confidence in the schools. We are having a lot of this nonsense just now. This comes mighty near being hypocrisy.

* From "Journal of Education," Boston, November 11, 1909. Read before the Twentieth Century Club, Boston, October 30, 1909

Second—Because a man is a born kicker, as the mule is, and the schools are always with them when other opportunities are not present. This is a sort of St. Vitus' dance.

Third—Because the critic is a literary adventurer, and Philistinism pays better than loyalty. This is business.

Fourth—Because they enjoy ideals that can never be real, finding more pleasure in the spectacular flapping of the tail of the kite than in the unseen line that by being held to earth it keeps it high in air. These are amusing.

Fifth—Because they honestly mistake a mirage, due to the peculiar atmosphere through which they see things, for a real vision.

Now and here, we are not concerned with locating critics in their proper classes, but rather with the serious problem presented, "Are the Schools Behind the Needs of the Times?"

What are the needs of the times?

In general it may be said that the times need individual and public power and poise and a broadening horizon, but a treatment from such a standpoint is impossible in a brief paper, hence the classification must be simplified. The times need equipment for domestic and social duties and responsibilities; for personal wholesomeness; for civic duties; for professional, commercial, and industrial prosperity. If the public schools meet these needs fairly well they may be said to meet the needs of the times; if they meet these needs better than they did twenty-five years ago, they may be assumed to meet them better than ever before; if they meet them better than any other activity and effort meet them, may they not be said to meet the needs of the times?

As to Domestic Duties.—The domestic tragedies of Harry Orchard and his class are from persons who have never graduated even from an elementary school, and the principals in the domestic tragedies of Harry Thaw and those of his class, who claim large attention in the public press, never went to public schools. There are abundant facts to show that a diploma from a public grammar or high school is a pretty good insurance policy against domestic tragedies.

As to Social Responsibility.—Comparatively few of the crimes of society are committed by graduates of the public schools. Those who dodged the schools on the one hand, and those who thought themselves too good for the public schools on the other, are the great body of criminals of low and of high degree. This is as true of those who lead licentious lives professionally or otherwise. A diploma from a public school is a fairly good insurance policy against the almshouse and the prison. There are figures behind these statements. The teaching and atmosphere of the public schools make for these results.

As to Personal Wholesomeness.—The teaching of physiology and hygiene, unknown twenty-five years ago; together with medical inspection, unknown twenty-five years ago; together with school sanitation, unknown twenty-five years ago; together with school nurses, unknown twenty-five years ago; together with home and school visitation, unknown twenty-five years ago, and many other features of school life add materially to the health of boys and girls, and, by radiation, to the health of their fathers and mothers. The public schools are the only organized effort to

tone up all children in personal honor, personal purity, physical, mental, and moral vigor.

As to Civic Duties.—All public schools teach civic duties and responsibilities as they did not twenty-five years ago. The men who sell their votes at the bottom and those who buy them at the top are rarely graduates of the public schools. The public schools are the only organized effort to train in the responsibilities of citizenship, and they all do it and do it fairly well.

As to Professional Prosperity.—There is no better preparation for college than in the public schools. The most earnest students in the colleges are from the public schools. The sporting element in the universities is rarely from the public schools. The same is true of the medical schools, the law schools, the theological schools, the dental schools, the schools of pharmacy, and the engineering departments. The same is true of commercial success. Despite a startling statement often made by those who should have due regard to the truth, the public high schools give admirable training for commercial life.

Finally, we reach the pet arena of the critics of the public schools: Industrially do the public schools meet the needs of the times?

Two conditions are necessary to a sane discussion of this proposition:

First—The answer must come from a demonstration and from universal application. When the world was told how to prevent yellow fever, tuberculosis, and the hook-worm disease the deed was done, and no one waits till the last application is made.

Second—The industrial problem is not solved when you have taught the idlers at the bottom how to work, not till the danger of idleness at the top as well as at the bottom is eliminated. An idler at the top, with a fortune to come by inheritance, is a greater danger to society than an idler at the bottom, sour because he has no fortune coming. A bad employer is a hundred times worse than a bad employee. A man who is unwilling to pay for an honest day's labor is infinitely worse than the man who is unwilling to do an honest day's work.

There are adequate demonstrations that the public schools can meet all industrial needs of the times. I am contented with three phases—one related to the bottom, one to the top and bottom alike, one related to the college and university outlook.

In one of the largest cities, in the most crowded, non-prosperous sections, children are Americanized promptly through steamer classes and evening schools. They are taught English, to speak it and write it at once, and they are taught to earn decent wages at something that they like to do, so that by the time that they can legally work they can get good pay. Girls are taught to be experts at the various occupations open to them. They can use the sewing machine skillfully, can make button-holes rapidly, can seat chairs artistically, and do all sorts of work, so that no girl leaves school without being able to earn enough to keep her off the street. She is also taught domestic science, so she can do housework if she prefers it, either for a family or for a home of her own. But while learning this, she gives three-fifths of her time to so-called culture studies. She is taught, at one and the same time, how to earn a living, how to live well, and how to be a gentle-woman. The public

school never allows her to think that because she has to struggle to earn a living she cannot read and write and talk as well and be as good as other more favored girls.

The teaching of boys is the same. Every boy who leaves school is taught to do hand work or office work skillfully, so that he is more desirable than any other lad of his age, and at the same time he has always had three-fifths of his time for general education, having as good work in English, in arithmetic, in science, in history, in civics, as those who are forced to earn every dollar before they spend it. So much for the opportunities offered those at the very bottom.

Then there is a demonstration of what can be done for the top and bottom at the same time, where, up to and through the second year in the high school, every pupil, whether he sees before him an inherited fortune or the inevitable grapple with dire necessity, must have two hours of manual work daily, must work side by side with the poorest or may work side by side with the richest. No boy or girl can be so rich that he does not have to know the pleasures of handcraft, to know that he is no better workman than the son of the day laborer on his father's grounds.

But in the last two years of the high school he may choose four-fifths scholarship and one-fifth vocation, or he may elect any one of twelve vocations and spend four-fifths of his time at his chosen vocation and one-fifth in scholarly subjects. No boy or girl can escape some industrial work every day, no boy or girl is deprived of some scholarly studies every day. A boy or a girl who goes out with a high school vocation can get a considerably higher wage at the start than those who left school four years earlier, and have been at their trade.

Third—One of the largest cities in the United States has great industrial high schools, has a three-years' course, gives the best of shop and vocational training, and at the same times gives intensified scholarship in the branches that both make for culture and for the high success of mechanics. The scholarship is so efficient that they can go directly to the State University, conditioned, however, in the languages. They have had three years only, while those from the classical high schools have had four years, and yet they uniformly work off all the conditions with ease and advantage, taking as many honors in the university as those from the classical high schools, and as large percentage of them take doctorates in the university as from other schools. It is clearly demonstrated that a boy at the bench half the time can get as much scholarship power in the other half as though he had spent all his school time at books and had found his recreation at football or on the running track.

There is only one city in the United States that has faced backward, that seems determined to make a mass class, to shut out deliberately and insistently every ray of scholarly hope from the lad who enjoys hand work. There is only one city in the United States that has slight provision for helping the poor boys and girls with no scholarly instinct into vocations of their own choosing. There is one city only in which the boys of scholarly tastes and those with labor necessities can never study side by side after the elementary school. There is one city only that requires a lad to decide at thirteen years of age whether or not he will close the door of hope forever and say then for all time that he will have

no scholarly aspirations even in his own vocation. There is one city only that says to the sons of cultured homes: "If you would know anything of any industrial art you must forswear forever all scholarship studies and swear allegiance to a vocational life." There is one city only that says to a boy at thirteen: "If you want any industrial education you must be content with the bench; you cannot continue your education at the Institute of Technology; you can never go to the Worcester Polytechnic; you can never go to the Normal Art School; you can never enter the scientific department of Harvard or Yale. If you have any industrial taste and wish to indulge it, you may go to the Industrial Arts School, that once was but never more shall be 'high,' but when you enter there you must leave all hope behind." There is one city only that says that the best preparation for a course in a scientific or industrial college is in a classical school where you can never touch a tool, handle a lathe, or stand at bench or forge.

I sometimes wonder if Bunker Hill and Faneuill Hall are not better adapted to the Mississippi valley if the Kaiser is to camp on Boston common.

If Boston is to be American and not German, the education of every boy and girl must be vocationalized. The boys and girls in all the grammar schools of Boston must learn to do something skillfully with their hands. Every high school from Charlestown to Brighton must have sewing machines and benches. The boys from Marlboro Street need to saw wood as much as those on Salem Street, and the girls on Commonwealth Avenue need to know how to make buttonholes as well as those at North Bennet Street, and the boys and girls from the Cove have as much right to be prepared for the Institute of Technology as have those from Chestnut Street.

In America every door shall open upwards, and no Kaiser shall sit on the lid, even in Boston.

NEED OF A STATE EDUCATION FUND

AN EFFORT MADE TO ESTABLISH IT.

No better demonstration of the need of arrangements for the automatic support of the State educational institutions of Texas could be desired by the friends of such a measure than was afforded by the action of the Governor in vetoing important items in the appropriation bill passed by the Thirty-first Legislature, providing for some of the most urgent needs of certain of the State's schools. Had the needs of the institutions been provided for by an annual tax the schools and their friends would have been saved the humiliating and arduous experience of begging maintenance funds from the Legislature, and the Chief Executive would hardly have been in a position to cripple the work of the people's institutions of learning by the exercise of what the Fort Worth Record chose to term "ox-cart economy."

It is not the purpose to present here a full discussion of the need of systematic and assured support for the State educational institutions, but rather to show that a beginning in this direction has actually been made. The consideration and discussion of a plan for such support was begun in this State a full third of a century ago, and has been renewed at various times since, as is shown by facts referred to in correspondence quoted in following paragraphs. Last winter the movement reached the stage of the introduction of a measure in the State Legislature providing for the establishment of a State education fund. While the measure was not introduced in time to have good prospects for passage by the Thirty-first Legislature, it is hoped that enough may have been done to make it easier to secure the enactment of such a measure at another time.

In the fall of 1908 the President of the College of Industrial Arts began an active campaign for the introduction of the measure which he had recommended in his reports for several years, beginning with June, 1904. Having served longer than any of the other heads of State schools, he felt it proper that he should take the initiative in practically working out the plan, if possible. Accordingly the matter was brought to the attention of the Texas Federation of Women's Clubs, the Daughters of the Confederacy, and the State Teachers' Association, each of which, in their annual conventions in the fall of 1908, passed strong resolutions on the subject. The North Texas Teachers' Association also passed a resolution looking to the same end, and State Tax Commissioner, the Hon. L. T. Dashiell, recommended it strongly in his report to the Governor and the Legislature.

The following excerpts from letters bearing on the subject, written by (and in a few cases to) the President of the College of Industrial Arts, may be of interest to friends of education.

To the Hon. R. B. Cousins, State Superintendent of Public Instruction, November 19, 1908:

"I appreciate your kind invitation to send you a statement relative to the College of Industrial Arts, to be used in your report. * * * If you endorse

the idea of the automatic financial support of our State educational institutions, spoken of (in the statement sent), I hope you will urge it in your report. * * * It is really better for such a recommendation to come from you than from any one connected with any of the institutions referred to, namely, the University, the A. and M. College, the College of Industrial Arts, and the three State Normal Schools, and possibly the Prairie View Normal."

About the same time a letter was written to the Governor asking his special consideration of the question.

In December, 1908, a letter was addressed to the Presidents of the University, the A. & M. College and the three State Normal Schools, which read, in part, as follows:

"In making plans for the future development of the work of this institution, I have been more and more impressed with the feeling that all of our State institutions ought to be provided with an annual income sufficient to cover maintenance expenses, at least, and I have taken it upon myself to call a meeting of the heads of the State educational institutions, to be held at the University of Texas, Wednesday, December 30, at 11 o'clock, in the office of President Mezes. I trust that you can be present. I have talked with a number of friends of education regarding this matter, and I believe it is not too soon to take up the question and begin the campaign—possibly by the introduction of a measure in the coming Legislature. However, all these matters, it seems to me, should be discussed. Naturally, we who are in the work all feel that the agitation should come largely from others. However, it will not come unless we plan to see that it comes."

Meanwhile the President of the College of Industrial Arts, who had been studying the question, drafted a bill to serve as a basis for discussion at the proposed meeting, which was held at the time appointed. While there was not a full representation at the meeting, it was determined to look further into the question, to secure counsel on the same, and, if the way seemed open, to present the bill, when amended where necessary, to the Legislature. Judge Townes of the University faculty studied the question of the constitutionality of such an act and prepared a brief showing it to be within the terms of the State Constitution.

From a letter to the Hon. W. E. Hawkins, Assistant Attorney General, January 6, 1909:

"Since returning to Denton, I have looked up the matter to which I referred in conversation with you, bearing on the constitutional authority for levying a tax for the State schools. This, you will remember, was in connection with the question as to whether or not this tax might be included with the tax for what are termed 'State purposes,' referred to in the law as recorded in Chapter XIII of the General Laws of Texas, passed by the Thirtieth Legislature. In Article III of the Constitution of Texas, section 48, among the purposes enumerated for which the Legislature may levy taxes are * * * 'The erection and repairs of public buildings; * * * the support of public schools, in which shall be included colleges and universities established by the State; and the maintenance and support of the Agricultural and Mechanical College of Texas' (which was established, in part at least, by the United States government). The enactment of a measure such as that proposed would create a 'special fund,' to the like of which section 7 of Article VIII of the Constitution seems to refer. Those connected with other institutions are interested in this matter and we are anxiously awaiting your view-point and ideas before taking further steps. Assuring you that I appreciate your generosity in volunteering your services in this connection, and hoping to hear from you as soon as you can conveniently look the matter up, I remain, etc."

Judge Hawkins gave the entire subject careful study, and spent much time assisting President Work in redrafting and perfecting the bill, as did also the Hon. T. B. Love, State Tax Commissioner.

From a letter to State Superintendent R. B. Cousins, January 8, 1908:

"The attached sheet shows a list of the States that have already made provision of this kind for certain institutions, in some cases this having been done by constitutional provision, but in most cases by statutory enactment. You will see from this list that the entire amount, that is the entire millage proposed for all of the institutions named, is not as large as it is for single institutions in some of the other States. On the valuations of 1908, amounting to \$2,174,122,480, a rate of 50-100 mill would give \$1,087,061.24; allowing a discount of 20 per cent for non-payment and cost of collection the net proceeds of such a tax, on the basis of the 1908 valuation, would be \$869,649. Under the conditions proposed by the enclosed draft, the institutions named would receive annually, amounts as follows:

University of Texas (18-50 of proceeds).....	\$313,074
A. & M. College (8-50 of proceeds).....	138,743
College of Industrial Arts (6-50 of proceeds).....	104,358
Sam Houston Normal (5-50 of proceeds).....	86,965
North Texas State Normal (5-50 of proceeds).....	86,965
Southwest Texas Normal (5-50 of proceeds).....	86,965
Prairie View Normal (3-50 of proceeds).....	51,992

"The University also has an income from permanent funds of about \$140,000 annually. The A. & M. College also has an income from its bonds and United States government appropriations amounting to about \$50,000 annually.

"It is stated that the provisions quoted above (see letter to Judge Hawkins) were engrafted into the Constitution through the influence of the Hon. B. H. Davis, a member of the convention of 1876, who was also a member of the board of directors of the A. & M. College. (See 'History of Education in Texas' by J. J. Lane, A. M., LL. B., page 269, Circular of Information No. 2, 1903, United States Bureau of Education.)

"I would be pleased to hear from you at your earliest convenience as to what you think of this matter, and I would like to ask that if you can lead it your endorsement and aid, you bring it before the State Board of Education, and see if they will not endorse or undertake to assist with the general idea."

From a letter to the Presidents of the institutions named above, January, 18, 1909:

"Since writing you before I have been figuring over the effect of the measure proposed in case it should be enacted, to see what position it would place the different schools in financially. The enclosed sheet of statistics shows some interesting facts regarding this matter. Some of us would still be under the necessity of asking the Legislature for additional money from the general revenues. I think, however, it would be quite impossible to get the Legislature to agree to a rate sufficient to relieve us entirely from that necessity. The surplus that the proposed measure would give to the normal schools can be justified, I believe, in view of their approaching needs which should be met within the next few years." (See a following page for the statistics referred to above.)

From a letter written to the Presidents of certain of the institutions, January 24, 1909:

"In response to my letter addressed to you on January 22, I have today received a telegram from President Mezes, reading: 'Best for my institution not to push matter for present.' I take it that this means that the University does not desire to have the proposed measure introduced in the Legislature during this session, and as the united front of all the institutions concerned is

desirable when the matter is brought up, it is evident that we must all wait for a more propitious time—if, indeed, such a time ever comes. However, the good things do not all come in one year, and there may be better times and seasons ahead.

"This much seems certain, at least, that the institutions concerned are in full sympathy one with another in their work; that we all realize the need of regular and systematic support for the State's educational work; that we believe this could be realized by the enactment of legislation along the lines of a proposed measure which we have recently considered, and (shall I say?) that we will all set ourselves to the task of creating more sentiment for the idea, and of making plans to have the matter brought before the next Legislature."

In a letter to the President of the University of Texas, January 27, 1909:

"Besides the individual friends the measure would have, it is strong encouragement for us to proceed to be reminded that the thing proposed would fill a long-felt and keenly-felt need of the State educational institutions and that it has the very strongest endorsements. At least one of your illustrious predecessors (Dr. Waggener) believed in it, and thought that the University should be supported by a systematic income. Former State Superintendents Carlisle, Cooper and Lefevre all believed in the same thing and recommended a tax for this purpose. At least one President and the Board of Directors of the A. & M. College are on record as having favored (ten years ago) a similar plan for that institution, and it was through the efforts of a member of said Board (Mr. B. H. Davis) that provision was made in the Constitution of 1876 whereby taxes may be levied and set aside for the support of educational institutions established by the State. It is also an encouragement to *immediate action* that the idea has just recently received the hearty endorsement of the Texas Federation of Women's Clubs, the North Texas Teachers' Association, and the Texas State Teachers' Association. Since I last wrote you I have received a letter saying that the last State convention of the Daughters of the Confederacy, in Terrell, Texas, in November last, also adopted by a unanimous vote a strong resolution endorsing the same idea. The officers, committees and members of the organizations named will help with the measure. Following most of these recent resolutions came the very strong recommendation in the last report of our State Tax Commissioner that a tax be levied for the support of the State educational institutions. Numerous members of the present Legislature have already expressed themselves as being in sympathy with the idea, as have also other State officials whose judgment and influence would be of service in promoting such a measure as that proposed, in the Legislature. Why put off until tomorrow a thing that ought to be done today? And why should we put off for two years the introduction of a measure which may not have then as good conditions for development as it has now?

"You will permit me to quote, in closing, from the late Dr. J. J. Lane's 'History of Education in Texas,' in which he says: 'The Constitution of 1876, which is the present organic law of the State, provides that "taxes may be levied and burdens imposed upon the people for the support of public schools, in which shall be included colleges and universities supported by the State * * *"' Although the clause clearly provides for special taxation for university education, and the system has worked so advantageously to State universities without objection from any source in other States, it is strange that the proposition of a University tax has never been presented for consideration by the Texas Legislature. The University Regents have occasionally discussed it, but seem to be waiting for an opportune occasion for submitting such a proposition to the Legislature, instead of pressing the matter at every session, as might just as well be done, since, for all that can certainly be assumed as to probable legislation, one session may be as opportune as another for the presentation of such measures, while in the meantime it is wrong to let the University suffer for relief which possibly might already have been granted had the tax been strongly and persistently urged upon the Legislature.' Dr. Lane then goes on to enlarge upon the necessity for urging the Legislature in this matter and the advantages of a State tax for University support.

"There are a dozen or more States following the system of a fractional-mill tax for the support of one or more of their educational institutions (practically the same plan as that proposed in the measure we have had under consideration) and it seems to work well and all are satisfied. Why should Texas lag behind? To my mind, you and I and others can leave no better legacy to these institutions and to the young people of Texas than to secure, or at least to leave a record of having put forth our best effort to secure the establishment of a system and a fund whereby the future growth, development, and even movement of the work we are in may be assured."

In a letter to the Presidents of certain of the State institutions, February 4, 1909:

"I am writing to report briefly my action in the matter of the proposed legislation creating a State education fund. On receiving a letter from President Mezes, to the effect that his telegram which said, 'Best for my institution not to push matter for present,' did not mean, as I construed it in my letter of January 24th, that Doctor Mezes thought it best for his institution that the matter be not presented at this time, but rather that he meant his institution was not now in a position to especially urge the matter, although he could see no harm in its being introduced in the Legislature. On receiving this information from President Mezes, I felt that the way for procedure was open, and immediately went to Austin, where I took the bill up further in conference with the Attorney General's department; with Mr. Love, the author of the automatic tax law, with which this bill needed to coincide; with Tax Commissioner Dashiell; briefly with Superintendent Cousins and Representative McKinney. President Mezes and Colonel McKinney both agreed with me that there was really no necessity for our waiting for further developments, and that at least no harm could be done by introducing the bill at once. Colonel McKinney expressed his view of the matter to the effect that this was a very important subject, and that we will never accomplish anything unless we begin, and that, in his judgment, we ought to proceed. I have great confidence in Colonel McKinney's judgment as a citizen, as a worker in the cause of education, and as a lawmaker, and in view of his long continued interest in our normal schools, I felt it perfectly safe to proceed, with his approval."

The proposed measure was introduced in the Senate of the Thirty-first Legislature by Senator D. M. Alexander, it being Senate Bill No. 153. (See a following page for copy of the bill.)

From a letter to the President of the Agricultural and Mechanical College, February 12, 1909:

"The bill was not introduced in the House because the member with whom it was left a week or two ago kept it in his desk, and finally changed his mind. This is not a reflection on the bill, but rather on my judgment in leaving the bill with the man. After consulting with the friends it was thought best that since so much time has passed we might better apply our energy to pushing the Senate bill rather than to wait to introduce it in the House at this juncture. I have done all I can for the measure and must now depend upon other friends to do what they can, and especially on you to speak for the A. & M. College. Mr. Dashiell is expecting to appear before the Senate committee when the matter comes up. President Mezes will also be there to help. Senator Alexander is interested, and I believe that we have a fair chance to get the matter before the Senate at an early date if we will just keep pushing it."

The Hon. Edward Hyatt, State Superintendent of Public Instruction of California, wrote, February 22, 1909:

"The plan has been in operation for many years. We think it the only safe plan. The revenue is regular, and no change is felt on account of drouth or floods. I know of no disadvantage in the system. It gives more money and makes the schools a certainty."

The Hon. A. D. Cook, State Superintendent of Public Instruction of Wyoming, wrote, February 13, 1909:

"All our State educational institutions of the first class are located at Laramie, under the name of the Wyoming State University. These institutes are provided for by a special tax of 3-8 mills on assessed valuation levied by statutory enactment enforced since 1886, and used for the general support of the University under the direction of the board of trustees. One of the chief advantages of this plan is that it is not necessary to convince the Legislature at each biennial session that the University has grown to correspond with the growth of the State, as would be the case were a fixed sum appropriated. I cannot think of any disadvantage to the plan. I trust this information may be of service to you."

The Hon. F. A. Cotton, State Superintendent of Public Instruction of Indiana, wrote, February 27, 1909:

"Our State University, Bloomington, Indiana; Purdue University, LaFayette, Indiana; and State Normal School, Terre Haute, Indiana, are supported by special State tax. The State tax is provided by statute. It is at present 2 3-4 cents on each \$100 of taxable property in the State. The House last week passed a bill increasing this tax to 4 cents on the \$100. The bill is now in the Senate, and I think is most certain to pass.

"The first State tax law was passed in 1895. The income from this tax is distributed among the three institutions and is used for employing teachers, equipping laboratories, etc. The Board of Trustees of the three institutions direct the expenditure.

"The greatest advantage of providing incomes in the manner indicated is that it makes unnecessary coming before the Legislature each session for appropriations."

TAX FOR STATE EDUCATION.

A number of the States levy a tax for the support of their higher educational institutions, some by constitutional provision, but the majority by statute. Among them are the following:

Arizona.....	University.....	6 cents
California.....	University.....	1½ cents (maintenance) 1½ cents (building)
Colorado.....	University.....	4 cents
	A. & M. College.....	1½ cents
	State School of Mines.....	2 cents
	State Normal School.....	1½ cents
Indiana.....	Indiana University.....	1 cent
	Purdue University.....	1 cent
Iowa.....	University.....	2 cents (buildings)
	A. & M. College.....	2 cents (buildings)
Kentucky.....	A. & M. College.....	1 cent
Michigan.....	University.....	3½ cents
Minnesota.....	University.....	2 3-10 cents
Nebraska.....	University.....	10 cents
North Dakota.....	A. & M. College.....	2 cents
	University and School of Mines.....	4 cents
Ohio.....	State University.....	1 6-10 cents
	Ohio University.....	2-5 cent
	Miami University.....	½ cent
Wisconsin.....	University.....	2 6-7 cents
Wyoming.....	University.....	3 ¼ cents

It will be observed that in certain cases cited above a larger rate of tax is levied for a single institution than the total amount proposed for all of the educational institutions of Texas together.

DATA REGARDING PROPOSED MEASURE TO ESTABLISH A STATE EDUCATION FUND, USING 5 CENTS OF THE AD VALOREM RATE FOR THIS PURPOSE.*

(For two years, 1909-10, 1910-11.)

State Educational Institutions	Needs reported for next two years (Compt's report, 1908) including inc. available fund	Proposed rate and available income would give for next two years		Which would leave for next two years still needed from general revenue or as surplus
		Part	1909-1911	
University of Texas.....	†\$1,016,000	18-50	†\$906,148	\$109,852 still needed
A. & M. College.....	\$540,170	8-50	†377,496	162,664 still needed
College of Industrial Arts.....	288,555	6-50	208,116	59,831 still needed
Sam Houston Normal.....	106,000	5-50	173,930	67,930 surplus
North Texas State Normal.....	147,500	5-50	173,930	26,430 surplus
Southwest Texas State Normal.....	121,000	5-50	173,930	52,930 surplus
Prairie View Normal.....	182,500	3-50	103,984	78,516 still needed

*A rate of five cents on the \$100, on the 1908 valuations, allowing 20 per cent for non-collection and fees, would give proceeds amounting to \$869,649 per annum. The valuations were \$2,174,122,480.00; the ad valorem rate, 6½ cents.

For 1906, the rate proposed would have given \$488,464 per annum. The valuations were \$1,221,159,869.00, and the ad valorem rate, 20 cents.

†Including income from available funds, amounting to about \$180,000 for the two years.

‡Including income from bonds and U. S. Gov't, amounting to about \$100,000 for the two years.

EFFECT PROPOSED MEASURE WOULD HAVE HAD, IF A LAW, FOR PAST TWO YEARS.

(For two years, 1907-08, 1908-09.)

State Educational Institutions	Appropriations and income from available fund for last two years	Proposed rate and available income would have produced for last two years		Which would have left for the two years
		Part	1907-1909	
University of Texas.....	†\$630,000	18-50	†\$531,694	\$98,306 still needed
A. & M. College.....	†436,370	8-50	†253,308	180,062 still needed
College of Industrial Arts.....	134,550	6-50	117,213	17,337 still needed
Sam Houston Normal.....	85,000	5-50	97,693	12,693 surplus
North Texas State Normal.....	84,500	5-50	97,693	13,193 surplus
Southwest Texas State Normal.....	94,000	5-50	97,693	3,693 surplus
Prairie View Normal.....	72,200	3-50	58,616	13,584 still needed

More than 6 1-4 cents on the \$100 valuation for 1906 was appropriated for the use of these institutions for the past two years—1907-8, 1908-9. On the basis of the valuation for 1907 the amounts appropriated for the years indicated would have required a rate of but 3 2-3 cents on the \$100.

MEASURE PROVIDING FOR A STATE EDUCATION FUND INTRODUCED IN THIRTY-FIRST LEGISLATURE OF TEXAS

S. B. No. 153.]

[By Alexander.

A BILL

TO BE ENTITLED

An Act to provide for the creation, establishment, and maintenance of a State education fund, to be composed of special funds for the benefit, maintenance, support and direction of the State University of Texas, the Agricultural and Mechanical College of Texas, the Texas Industrial Institute and College for Education of White Girls of the State of Texas in the Arts and Sciences (commonly known as the College of Industrial Arts), the Sam Houston Normal Institute, the North Texas Normal School, the Southwest Texas State Normal School, and the Prairie View Normal and Industrial School, and for the payment of scholarships to said normal schools; providing that a certain part of the ad valorem tax shall be levied, assessed and collected for said purpose; providing that such taxes when collected shall be credited on the books of the State Treasurer to said special funds, respectively, which shall in the aggregate constitute a fund to be known as the "State Education Fund"; providing for the apportionment of such taxes to said special funds, respectively; providing for estimates of such funds and for reports as to collections thereof; providing for the expenditure of such funds; and declaring an emergency.

Be it enacted by the Legislature of the State of Texas:

SECTION 1. There is hereby created a fund which shall be known as the State Education Fund, consisting of seven component parts, which shall respectively be known as the University of Texas Special Fund, the Agricultural and Mechanical College Special Fund, the College of Industrial Arts Special Fund, the Sam Houston Normal Special Fund, the North Texas State Normal Special Fund, the Southwest Texas State Normal Special Fund, and the Prairie View Normal Special Fund, respectively. Said State Education Fund, and the special funds comprising the same, shall be for the benefit, maintenance, support and direction of the State educational institutions named in this section, and for State Normal School scholarships; provided that no part of said University of Texas Special Fund shall be used for the establishment or erection of any building of said University.

SEC. 2. The board to calculate the rate of State ad valorem tax to be levied and collected each year for State and public free school purposes shall compute such rate in the manner heretofore required by law except that they shall find, by adding together the specific sums appropriated by the Legislature to be paid in stated amounts which will or which may become due by the State during the following fiscal year, the total sum which will or which may become due by the State in

stated amounts during the following fiscal year for which appropriations have been made, and by subtracting from such total sums the total sum which was paid into the State Treasury as taxes for State purposes during the first half of the current calendar year and the latter half of the last preceding calendar year, they shall find the total sum for State purposes for which appropriations have been made in stated amounts which must be collected by ad valorem taxes, and they shall add to such remainder twenty per cent of said remainder and shall divide the sum so derived by the quotient of the total valuation of all the property in this State divided by 100, and shall add to such quotient the additional amount of five cents on the one hundred dollars valuation of property for the purposes set forth in this act, and the sum so derived shall be the number of cents on the one hundred dollars valuation to be collected for the current year for State purposes; provided that said quotient to which five cents on the one hundred dollars valuation is to be added shall not be run to more than three decimals and, provided, such rate for State purposes shall never exceed the rate fixed by law. The proceeds of said five cents on the one hundred dollars valuation, when levied, assessed and collected, shall constitute the State Education Fund and its aforesaid seven component parts. In announcing or publishing the rate of ad valorem tax for State purposes said board shall cause to be inserted immediately following the words or figures showing said rate a statement, or words, showing that said rate of the tax for State purposes includes the aforesaid rate for said State Education Fund.

SEC. 3. When the taxes for State purposes are received into the State Treasury, or are reported to the Treasurer as having been received by the depositories of said Treasury, the Treasurer shall credit that fraction of all amounts received into said Treasury and depositories which bears the same ratio to the whole amount so received as the rate of five cents on the one hundred dollars valuation bears to the rate of levy of said taxes for State purposes, to the State Education Fund, and shall also credit to the special funds constituting said State Education Fund the amount or amounts so credited or set aside, in the following proportions: To the University of Texas special fund, eighteen-fiftieths (18-50) of the amount; to the Agricultural and Mechanical College special fund, eight-fiftieths (8-50) of the amount; to the College of Industrial Arts special fund, six-fiftieths (6-50) of the amount; to the Sam Houston Normal special fund, five-fiftieths (5-50) of the amount; to the North Texas State Normal special fund, five-fiftieths (5-50) of the amount; to the Southwest Texas State Normal special fund, five-fiftieths (5-50) of the amount; and to the Prairie View Normal special fund, three-fiftieths (3-50) of the amount.

SEC. 4. As soon as the rate of the ad valorem tax for State purposes is determined for the year nineteen hundred and nine, and at the corresponding time each year thereafter it shall be the duty of the State Tax Commissioner to estimate the amount of revenues that will or may accrue to the several funds herein provided, and to report such estimates to the Treasurer, the Comptroller, the secretaries of the governing boards of the several institutions named in Section 1 of this act, and to the executive heads of said institutions. On or before the

tenth day of each month, beginning with October, nineteen hundred and nine, the Treasurer shall notify the Comptroller of the amount or amounts credited for the previous month, to each of the funds created by this act, and shall at the same time notify the secretaries of the governing boards and the executive heads of the several institutions named in Section 1 of this act, as to the amounts set aside and credited for the previous month to the special funds of their respective institutions.

SEC. 5. No part of any of the funds created by this act shall be diverted for other purposes; and, when appropriated by the Legislature, the special funds created by this act may be used, under the direction of the governing boards of the respective institutions for which they are provided, for the benefit, maintenance, support and direction of said institutions, and in the case of the special funds for the several normal schools respectively, for the payment of scholarships, in amounts not exceeding seventeen thousand five hundred dollars (\$17,500) per annum from each of said special funds for said normal schools. Said scholarships to have a value of fifty dollars (\$50) each, per annum, and to be awarded to qualified appointees who may be appointed, two to each of said normal schools by each State Senator and each Representative, six to each of said normal schools by each member of the State Board of Education, and six to each of said normal schools by the State Superintendent of Public Instruction; provided, that no part of said University of Texas special fund shall be used for the establishment or erection of any building of the University.

SEC. 6. The fact that there is now no law providing for an adequate annual income for the benefit, support, maintenance and direction of the State educational institutions named in this act, and that there is manifest need that a regular income be assured to each of said institutions to insure the best results in their work, and that it is imperatively necessary that the several State educational institutions be placed on the better business foundation proposed by this act, creates an emergency and an urgent public necessity that the constitutional rule requiring that bills be read on three several days be suspended, and that this bill take effect from and after its passage, and it is so enacted.