

The main portion of these files covers President Harper's Administration and the earlier part of President Judson's, 1906-12.

This blue sheet indicates that the letter to which it is attached belongs in the period 1912-1923 of President Judson's Administration, or in President Burton's Administration, 1923-1925.

The main portion of these files covers Frederick Harper's
administration and the earlier part of Governor Burton's, 1905-12.
This file does indicate that the letter to which it is
attached belongs to the period 1910-1912 of Governor Johnson's
administration, or the Governor Burton's administration, 1907-1909.

CROSS REFERENCE SHEET

Name or Subject

American Council of Education

File No.

Regarding

Date

SEE

Name or Subject

French Mission Visit

File No.

Judson (Activities)

File cross reference form under name or subject at top of the sheet and by the latest date of papers. Describe matter for identification purposes. The papers, themselves should be filed under name or subject after "SEE."



Cat. No. 30-5902

For use in all Filing Systems

CROSS REFERENCE SHEET

Name or Subject
American Council of Education
File No.
Regarding
Date

SEE

Name or Subject
French Mission Visit
Judson (Activities)
File No.



File cross reference form under name or subject at top of the sheet and by the latest date of papers. Describe matter for identification purposes. The papers themselves should be filed under name or subject after "SEE".

-2-
American Council on Education
Office - 319 Munsey Building
Washington, D. C.

7

Official Mission of French Scholars to the United States

The American Council on Education takes great pleasure in announcing that, under the patronage of the French Government, and with the encouragement of the Government of the United States, a Mission composed of some of the leading scholars of France has arrived in this country.

The Mission comes in response to specific and repeated requests from several American institutions of learning to have representative French scholars interpret to them the dominant elements of French culture, as a means of binding France and America more closely together in intellectual sympathy, and their coming is certain to be welcomed by wide circles wherever they go.

All the members of the Mission will be in the United States during December, and some will probably remain through January. They will deliver lectures before universities, colleges, learned societies, and other bodies on different aspects of French civilization, according to the specialties of its several representatives.

Members of the Mission

*Tri. lectures
in Mandell
in evening
Free
Friday*

Professor Théodore Reinach, Editor of the "Gazette des Beaux-Arts," Lt.-Colonel in the French Army, who has contributed several important studies to the history of Greece and other subjects, is editor of the most important French review dealing with the study of ancient and modern art, and a member of the "Institut de France, Academie des Inscriptions et Belles Lettres." He will give illustrated lectures on a "Comparison of French and Athenian Education," "The Share of France in the Resurrection of Greek Art," "Greek Temples and Gothic Cathedrals," and "Martyr Monuments, Reims, Coucy, Arras."

*Free
Friday
evening*

Professor Emmanuel de Martonne, of the University of Paris, Exchange Professor at Columbia, 1916, of whom the Bulletin of Columbia University says: "One of the most widely known French geographers; is the author of the best treatise on physical geography in the French language, and of important reports on the Alps, the Carpathians and different regions of France." This is Professor de Martonne's fourth visit to the United States. He will deliver illustrated lectures on "The Real France Revealed in Her Scenery and Peoples," and "Paris and the Parisian Region."

Professor Fernand Baldensperger, of the University of Paris, now of Columbia University, a distinguished humanist, who has traveled extensively in Europe, America and Asia and published several illuminating studies on comparative literature. The subjects of his lectures are: "Human Tendencies in French Literature," and "Modern French Poetry"

Professor Louis Cazamian, Professor of English Literature in the French Army, is the author of remarkable studies on the social aspects of English literature, especially on the novels of the middle of the nineteenth century. He will speak on the "Unity of France," "The France of Today and Tomorrow," and "The Personality of France."

Dr. Etienne Burnet, of the Pasteur Institute (Paris), Surgeon in the French Army. After having made extensive research in the field of philosophy, Dr. Burnet took the M.D. degree and became a member of the Pasteur Institute as a specialist in microbiology. He will lecture on "Pasteur as a Representative of the French Scientific Spirit," "Claude Bernard, the French Master of Biology," and "Experiences of a French Surgeon on Different Fronts" (illustrated).

Mr. Charles Koechlin, composer and musical critic, who has contributed a number of interesting studies to the history of French music, will lecture on "Tradition in French Music" and "Modern French Music."

*Late French
midday
evening*

Mr. Seymour de Ricci, art critic and former editor of "Art in Europe," a distinguished scholar known to every "amateur," whose contributions to the history of art are greatly appreciated throughout the world. His lectures are on "The Castles of the Loire," "From Watteau to "Fragonard," and "Art in Old French Homes."

The lectures of all the members of the Mission will be given in English, and are intended to appeal to the general public. No charge is made for them.

Communications for or regarding the Mission may be addressed, care of Professor W. H. Schofield, American Council on Education, 576 Fifth Avenue, New York.

3

AMERICAN COUNCIL ON EDUCATION

309 MUNSEY BUILDING, WASHINGTON, D. C.

DONALD J. COWLING

PRESIDENT

P. L. CAMPBELL

SECRETARY-TREASURER

(S)

Dr. Harry Pratt Judson,
President, University of Chicago,
Chicago, Illinois.

February 12, 1919.

My dear Sir:

A year ago the Government established the War Savings movement for the purpose of raising money to carry on the war. By means of the War Savings campaign over a billion dollars was raised during the year 1918, and millions of American people who have never before saved money began the habit of doing so.

On account of the continued necessity for money to meet the Government's financial obligations and the permanent benefits which will accrue to the American people from the habit of personal thrift, it has been decided to continue the War Savings movement. As a part of the movement, it is proposed to conduct an aggressive campaign of thrift education during the ensuing year in the normal schools, colleges, and universities.

In order effectively to organize the work in normal schools, colleges, and universities, the American Council on Education urges you to co-operate with the Government in this patriotic undertaking by the appointment of some member of your faculty as a director for the institution through whom the local Savings Director may hereafter deal. Kindly send the name of this person to George F. Zook, Associate Director of the Section on Educational Institutions, Savings Division, Treasury Department, Washington, D. C., as well as to the local Savings Director, J. H. Puelicher, Government Savings Director, 415 East Water Street, Milwaukee, Wis.

May I say that under normal conditions some member either of the Economics or the Home Economics Department might seem to be best fitted to undertake this work. If your institution has a director of the food conservation work such a person, because of his or her previous experience in a related field, might also be especially adapted to carry out this program.

Enclosed is a brief outline suggesting some of the duties of the institutional Savings Director.

Very truly yours,

Donald J. Cowling
P.

Enclosure.

AMERICAN COUNCIL ON EDUCATION
505 MUNSEY BUILDING WASHINGTON, D. C.

Donald J. Downing
P. J. Campbell
SECRETARY TREASURER

February 12, 1919.

Mr. Harry Pratt Gurnea
President, University of Chicago
Chicago, Illinois

My dear Sir:

A year ago the Government established the War Savings movement for the purpose of raising money to carry on the war. By means of the War Savings campaign over a billion dollars was raised during the year 1918, and millions of American people who have never before saved money began the habit of doing so.

On account of the continued necessity for money to meet the Government's financial obligations and the permanent benefits which will accrue to the American people from the habit of personal thrift, it has been decided to continue the War Savings movement. As a part of the movement, it is proposed to conduct an aggressive campaign of thrift education during the coming year in the normal schools, colleges, and universities.

In order effectively to organize the work in normal schools, colleges, and universities, the American Council on Education urges you to co-operate with the Government in this patriotic undertaking by the appointment of some member of your faculty as a director for the institution through whom the local Savings Director may hereafter deal. Kindly send the name of this person to George F. Cook, Associate Director of the Section on Educational Institutions, Treasury Department, Washington, D. C., as well as to the local Savings Director, J. H. Pfeiffer, Government Savings Director, 215 East Water Street, Milwaukee, Wis.

May I say that under normal conditions some member either of the Economics or the Home Economics Department might seem to be best fitted to undertake this work. If your institution has a director of who food conservation work such a person, because of his or her previous experience in a related field, might also be especially adapted to carry out this program.

Enclosed is a brief outline suggesting some of the duties of the Institutional Savings Director.

Very truly yours,

Enclosure.

Duties of the leader of the thrift educational
movement in normal schools, colleges
and universities

- I. Carry out the program suggested by the War Savings organization in so far as it is applicable to local conditions in each institution. At present these plans contemplate:
 - a. inducing the instructors in Economics and Home Economics to devote some time in their courses to various aspects of the thrift movement
 - b. inducing the instructors in English composition to have their students write themes on thrift subjects. In order to facilitate this work the Savings Division is now preparing a list of such subjects for future distribution. Also, a selected bibliography on savings and thrift will shortly be ready for distribution
 - c. organizing War Savings Societies among faculty and students
- II. Arrange special occasions in each institution for the discussion of the thrift movement.
 - a. Short addresses at several daily or weekly assemblies of students.
 - b. Occasions when student organizations, such as literary societies and civic clubs devote a part or all of their program to the thrift movement.
 - c. Competent speakers from the faculty or the town to address public meetings in the evening at the normal school, college, or university.
- III. Each leader will be free to develop the movement in such other ways as seem best to him. Additional suggestions will be made by the Savings organization from time to time.

February 25, 1919.

My dear Mr. President:

I return herewith the circular letter from Dr. Cowling. I do not see exactly what, as President of the University, you are to do beyond appointing someone, let us say Mr. Wright, for this job. My experience shows that it is not easy to organize war savings in colleges. Possibly the reason is evident.

SM GM

Very sincerely yours,

(470)

The University of Chicago
The School of Commerce and Administration

March 20, 1919

President Harry P. Judson
The University of Chicago

My dear President Judson:

I have laid the enclosed matter before Dean Marshall for his consideration and he is inclined to agree with Dean Mathews that it would hardly be worth while to start an organized campaign for War Savings in the University at the present time. We will, however, try to see that the point is emphasized in the courses in Economics and I think perhaps we can induce Professor Moulton, who has specialized in that field, to give a public lecture or so on the need for and advantages of such savings.

Yours very sincerely,

Clifton W. Wright

CWW:OBW

Acting Dean

The University of Chicago
The School of Commerce and Administration

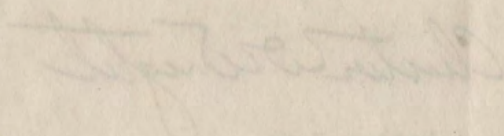
March 1, 1918

President Harry S. Johnson
The University of Chicago

My dear President Johnson:

I have laid the enclosed matter before Dean Marshall for his consideration and he is inclined to agree with Dean Marshall that it would hardly be worthwhile to start an organized campaign for the savings in the University at the present time. We will, however, try to see that the point is emphasized in the courses in Economics and I think perhaps we can have Professor Marshall, who has specialized in that field, to give a special lecture or so on the need for and advantages of such savings.

Yours very sincerely,



Robert C. Marshall

Enclosure

Chicago, April 1, 1919

My dear Sir:

Yours of the 12th of February was duly received. I have just returned from a long absence, and therefore there has been some delay in my correspondence. On consultation with Mr. Shailer Mathews, Secretary for Illinois of the War Savings Stamp Campaign, it seems inadvisable at the present time to organize war savings work in the University. At the same time we shall give attention to the subject in the economics classes and there will be one or two public lectures on the same subject.

Very truly yours,

H.P.J. - L.

President Donald J. Cowling
309 Munsey Bldg.
Washington, D. C.

To MAKE THRIFT A HAPPY HABIT

Announcing A Government Campaign

TO PROMOTE WISE BUYING, AVOIDANCE OF WASTE, INTELLIGENT SAVING, AND SAFE INVESTMENT, WITH THE AIM OF MEETING WAR OBLIGATIONS AND PROMOTING INDIVIDUAL, COMMUNITY, AND NATIONAL PROSPERITY

TO DEVELOP THE DEMAND FOR WAR-SAVINGS STAMPS AS A THOROUGHLY DEMOCRATIC METHOD OF HELPING FINANCE THE GOVERNMENT

TO MAKE EARNINGS AND TIME COUNT MORE FOR THE INDIVIDUAL



United States Treasury



WAR LOAN ORGANIZATION
Savings Division

WASHINGTON, D. C.
February 1, 1919

WE ARE SPENDING at the rate of two billion dollars a month, and it is not the time for people to lay their patriotism aside. To the contrary, it is a time when people must exhibit a higher type than ever before. It is not so very difficult to induce people to respond to an appeal when we are feeling the fever of fighting in our veins, but it is a little difficult when people think the war is at an end.

There are two million American soldiers in Europe, and the obligation is just as much on the Government to-day as when the guns were firing to see that they are maintained in comfort, to provide for their return home, and to provide when they shall return for their places in the social and industrial life of the country. It is just as important, and even more important, to impress upon the American people the necessity of cultivating the habit of thrift and saving.

CARTER GLASS,
Secretary of the Treasury,
December 30, 1918.

TABLE OF CONTENTS

PURPOSE OF GOVERNMENT SAVINGS CAMPAIGN.
GOVERNMENT SAVINGS ORGANIZATION.
ACTIVITIES OF FEDERAL RESERVE GOVERNORS.
SAVINGS DIVISION OF TREASURY DEPARTMENT,
WASHINGTON.
ACTIVITIES CONTEMPLATED.
DEFINITION OF INTELLIGENT SAVING.
1919 MOTIVES OF SAVING.
CONCLUSION.

Announcing A Government Campaign To Make Thrift A Happy Habit

PURPOSE OF GOVERNMENT SAVINGS CAMPAIGN

TO make war-taught thrift and the practice of saving through lending to the Government a permanent and happy habit of the American people, the United States Treasury will conduct during 1919 an intensive movement to promote wise spending, intelligent saving, and safe investment.

The immediate and concrete objective of the campaign is to encourage the public to continue buying War Savings Stamps and Liberty bonds and thus supply funds for meeting Government obligations arising from the war. It is essential to a sound economic program that smaller savings, as well as larger capital, share in financing government operations.

The fact that 30,000,000 people—men, women, and children—through ownership of Government Securities now have a direct personal share and interest in the Government, whereas before the war only 300,000 people had such direct financial participation, also constitutes a civic asset too valuable to lose.

The ultimate objective is so to popularize thrift that one of the most valuable lessons taught by the war will become a happy everyday national habit. The result would be a people who spend freely but who think before they spend in order that they may get full value.

Wise spending involves weighing present needs and desires against future needs and desires, while intelligent saving and investment provide for future spending, whether to cope with rainy-day emergencies or to take advantage of sunny opportunities.

Practice of these principles will clearly make for family stability, increase individual credit and buying power, and will directly and necessarily contribute to community and national wealth and prosperity.

To accomplish these several objects, there must be added to the war appeals which were such potent factors in the sale of \$1,000,000,000 of War Savings Stamps in 1918, motives of post-armistice and everyday peaceful patriotism, and especially practical motives of self-interest in saving.

GOVERNMENT SAVINGS ORGANIZATION

To carry out the campaign of thrift, the Secretary of the Treasury has requested the Governors of the 12 Federal Reserve Districts to develop special savings machinery in each district, and has established in the Treasury Department War Loan Organization a Savings Division, to serve as a national service bureau for the savings campaign and to aid the district organizations.

ACTIVITIES OF FEDERAL RESERVE GOVERNORS.

To the Governors of the Federal Reserve Districts has been intrusted the direct selling of the 1919 issue of Thrift Stamps and War Savings Stamps in their territories. They also have been called upon to undertake the local conduct of activities designed to inculcate the idea of thrift and to create personal desire to save and invest in popular Government Securities under post-armistice and peace conditions.

In the savings work the Governor of each Federal Reserve Bank will be represented by a Government Savings Director, responsible for direction of sales and savings education activities. He will have such assistants at his headquarters and in the field as are needed, and will conduct

Thrifty customers are the best customers in the long run.

his campaigns through State and Local Savings Directors, functioning in accordance with different local forms of organization through county or community chairmen or committees, each charged with stamp-selling functions and dissemination of the thrift propaganda. These will authorize local bankers, merchants, secretaries of savings societies, teachers, employers of large industrial groups, and others to act as agents for the Government in the local sale of Thrift and War Savings Stamps. These stamps will thus be made readily accessible in all communities, and to industrial, school, church, lodge, and similar groups.

As a direct means of enlisting large groups of people of similar interest, the Government Savings Directors, with the cooperation of the Savings Division at Washington, will maintain the War Savings Societies already in existence and, wherever conditions warrant, establish new savings societies for the marketing of stamps and to serve as centers of information and inspiration on thrift.

The Local Savings Directors will cooperate with all local educational, civic, and other agencies in a position to assist in the carrying out of the savings program for adults and children.

FUNCTION OF THE SAVINGS DIVISION.

The Savings Division has been constituted in Washington as a Treasury Department activity to assume national leadership in the campaign for thrift and the sale of War Savings Stamps. The Division will cooperate with the Federal Reserve Districts in stimulating the actual sale of War Savings Stamps, and its special function will be the inculcation of new motives of everyday patriotism and self-interest for continued savings and continued investment in Government Securities during the post-armistice period and after the signing of the peace terms.

The Division will be composed of economists, bankers, business men, educators, publicists, and those who have made a special study of savings in household or other fields. It will cooperate directly with the Savings Organizations of the Federal Reserve Districts and with all other Government agencies interested in promoting thrift in their several fields.

Services to be Undertaken by Savings Division.

1. Survey of the field of thrift with the idea of developing practical motives for saving; devising convenient ways and means of saving; collecting accurate economic and other facts for the guidance of the individual interested in wise spending, avoidance of waste, intelligent saving, and safe investment; making of bibliographies, summaries of articles, etc., on thrift.

2. The publication and dissemination of data, bulletins, circulars, and other material on thrift either directly or through the Government Savings Directors, or in cooperation with other Government departments and private agencies.

3. Cooperation with editors of, and writers and illustrators for, nationally circulating news and other syndicates, magazines, trade and class publications, house organs, etc., by supplying new and accurate information, human interest material, and suggestions dealing with thrift.

4. Cooperation with the Government Savings Director of each district through suggestions, data, printed material, etc., for the development of the educational and sales phases of the thrift campaign.

5. Cooperation with local Savings organizations in the direction of the 164,000 existing War Savings Societies and other Savings Societies to be established and cooperation with them in developing the practice of thrift.

6. Cooperation, through the local Savings organizations, with schools, colleges, universities, and educational extension agencies in the development of courses of study, programs, and other measures for teaching thrift and inculcating its practice.

Intelligent saving looks to future wise spending and is, therefore, postponed enjoyment.

7. Cooperation with librarians in encouraging reading of thrift material.

8. Cooperation with national organizations of various kinds in developing thrift activities.

9. Cooperation with national industries in the development of the thrift idea among employees as a measure of benefit to both employer and employee. The establishment of Savings Societies in the plants is to be under the direction of the local savings director.

10. Cooperation through Government Savings Director in each district with local employers in promoting thrift movements.

11. National plans for aiding in supplying speakers and leaders for thrift meetings and other activities.

12. Cooperation with national advertisers by supplying advertising suggestions and material on thrift.

DEFINITION OF INTELLIGENT SAVING.

As a foundation for its subsequent educational work, the Savings Division has arrived at a definition of intelligent saving which, it is believed, will meet with approval alike of the individual citizen and the business man—whether producer, distributor, or advertiser. The keynote of this definition is that *wise spending is the basis of intelligent saving* and that waste, whether of commodity or time, profits no one. Under this theory, intelligent savers utilize savings as a means of postponed enjoyment with added "interest," if you please. As intelligent saving, it is opposed to mere hoarding or miserliness. This definition may be stated in somewhat more expanded form, as follows:

- (1) WISE SPENDING. This means spending preceded by thought to make certain that the purchaser gets his money's worth in commodity, comfort, service, recreation, or advancement. It implies the balancing of all needs, present and future, and of the means of meeting these needs, and then spending in such a way as to meet the most urgent needs. In essence it is a sort of budget making. Wise spending sees to it that all the income is not spent on the first needs or desires lest other more urgent needs or desires appear. The determination of what is wise spending must rest with the individual, but he must be helped to overcome the temptation to satisfy present needs to the neglect of future needs. On the other hand, urgent necessities of to-day must not be neglected for the petty ones of to-morrow. Provision must be made for the rainy day and unforeseen emergencies, but economic stability implies also some capital with which to turn around, or to take advantage of opportunity.

- (2) INTELLIGENT SAVING. This consists largely in foregoing ill-considered or foolish present expenditures in order to be able to secure in the future either necessities or even the more substantial luxuries. Such saving is the opposite of miserliness in that it involves chiefly the postponement of expenditure until small sums, which would purchase little in themselves, have accumulated into substantial buying power. Such saving contemplates the maintenance of family efficiency, meeting of real necessities as they arise, and, at the same time, capitalizing a part of the individual's earnings and placing the family on a sound financial basis.

- (3) SAFE INVESTMENT. With War Savings Stamps an absolutely solid and attractive investment, and also the most effective mechanism for saving small sums regularly, stress naturally will be placed upon investment in these and other Government securities. Money saved in War Savings Stamps directly aids the Government. The ownership of such Government securities also gives the individual a personal share in his Government that is helpful to practical citizenship.

Owners of War Savings Stamps have a definite stake in their Nation, which makes for practical citizenship.

(4) **AVOIDANCE OF WASTE.** Waste, whether of commodity, time, or money, benefits no one. The war taught us to combat waste as a means of helping our Army and Navy and winning the war. Incidentally what was saved undoubtedly contributed directly to the well-being and happiness of each family. Avoidance of waste, of course, is as important to the Nation or to the individual in peace as it is in war. The work of the Division, however, will be concerned principally with helping individuals salvage waste in forms that directly result in monetary savings, susceptible of investment or wiser spending.

The first step to inculcate these four principles is to *encourage people to think before they spend*. The thoughtful spender in final analysis gets more for his wages and therefore really gets more for his work than does the thoughtless purchaser. The man who uses time thoughtfully similarly gets more out of life for himself and his dependents.

1919 MOTIVES FOR SAVING.

The Savings Division believes that the following and many other motives, based both on considerations of everyday patriotism and of enlightened self-interest, should be effective in stimulating savings and lending to the Government during the post-Armistice period and after peace is signed:

POST-ARMISTICE MOTIVES.

Saving through the purchase of War Savings Stamps and other Government securities to lend to the Government funds needed to complete its financial obligations arising from the war—

- (a) To pay all war bills.
- (b) To maintain our troops abroad.
- (c) To bring our soldiers home.
- (d) To restore those who have fought for liberty to social and industrial usefulness.
- (e) To care for the helpless, maimed, sick, and wounded.
- (f) To discharge our full duty to the dependents of soldiers.

MOTIVES OF EVERYDAY PATRIOTISM.

Saving through lending to the Government—

- (a) Is practical, constructive citizenship.
- (b) Gives a personal share in the Government's operations—in itself a privilege.
- (c) Constitutes a body of active citizens less susceptible to pernicious influences because they have a tangible stake in their Government.
- (d) Stimulates desire for knowledge of the operations of the Government.
- (e) Is a powerful agency for the Americanization of the foreign born—a practical eraser for the hyphen.

MOTIVES OF SELF-INTEREST.

1. *Getting One's Money's Worth.*

- (a) By thoughtful spending, making wages yield the maximum in commodity, comfort, service, recreation, advancement.

2. *Protection for the Future.*

- (a) Saving for a rainy day.
- (b) Saving for old age, insurance, or for income.
- (c) Saving for unforeseen emergency.

Debts are the poorest spectacles through which to read advertising columns.

3. *Capitalizing Part of the Worker's Earnings.*

- (a) Saving to take advantage of a sunny opportunity.
- (b) Establishing a "turn-around" fund which enables one more readily to meet adjustments in employment or business.
- (c) Establishing the family on "Safety Lane" if not on "Easy Street."

4. *Advancement.*

- (a) Saving for a definite, concrete motive, such as buying a home or making any other substantial well-considered purchase.
- (b) Saving for an education, or training in trade, profession, or art, or to give children educational advantages or to furnish them a start in life.

5. *Recreation.*

- (a) Saving for well thought out and desirable recreation or amusements, such as a trip or special vacation in 1924.
- (b) Saving to effect substantial purchases that will add to family recreation.

6. *Capitalizing Time.*

- (a) Getting maximum satisfaction from each hour of labor.
- (b) Capitalizing spare time to yield an added monetary return or the greatest possible advantage in self-improvement or recreation.

7. *Capitalizing Waste.*

- (a) Turning waste of commodity or undue deterioration into a source of monetary savings or of solid comfort, recreation, or advancement.

CONCLUSION.

To the exposition of these and other motives, and to the devising of practical means of saving money, commodity, and time, the Savings Division will devote especial attention. It will aim to supply information which will enable each one, with fair accuracy, to answer for himself, when to save, what to save, and how to save. Through simple, concrete illustrations it will endeavor to make clear the basic principles of thrift and sound investment in Government securities and through examples and practical suggestions to stimulate their universal practice and expression in the purchase of War Savings Stamps.

The information to be collected by the Division and the results of its studies and experiments will be at the service of editors, writers, educators, employers, business men, advertisers, leaders of organizations, and others interested in making thrift a happy habit of the American people and inducing the American people to become security holders in their own Government.

SAVINGS DIVISION, WAR LOAN ORGANIZATION.
UNITED STATES TREASURY.

**—Help make 1919
a year of thankful thrift**

Real merchandising service assists the customer to get what he really needs.

*The war will not be over until the
United States Government has honor-
ably met every commitment made in
order to win the war..*

—CARTER GLASS,

Secretary of the Treasury.



164

OFFICERS

PRESIDENT

DONALD J. COWLING
ASSOCIATION OF AMERICAN COLLEGES

SECRETARY-TREASURER

P. L. CAMPBELL
NATIONAL ASSOCIATION OF STATE
UNIVERSITIES

EXECUTIVE COMMITTEE

THE ABOVE AND

HERMAN V. AMES
ASSOCIATION OF AMERICAN UNIVERSITIES

HOMER H. SEERLEY
NATIONAL COUNCIL OF NORMAL SCHOOL
PRESIDENTS AND PRINCIPALS

THOMAS J. SHAHAN
CATHOLIC EDUCATIONAL ASSOCIATION

ASSOCIATIONS CONSTITUTING THE COUNCIL

ASSN. OF AMERICAN UNIVERSITIES
HERMAN V. AMES, UNIV. OF PENNA.

NAT. ASSN. OF STATE UNIVERSITIES
P. L. CAMPBELL, UNIV. OF OREGON

ASSN. OF AMERICAN COLLEGES
DONALD J. COWLING, CARLETON COLLEGE

ASSN. OF URBAN UNIVERSITIES
WM. T. FOSTER, REED COLLEGE

CATHOLIC EDUCATIONAL ASSOCIATION
THOMAS J. SHAHAN, CATHOLIC UNIV.

ASSN. OF AMERICAN AGR. COLLEGES
AND EXPERIMENT STATIONS*

ASSN. OF COLLEGIATE SCHOOLS OF
ARCHITECTURE

W. P. LAIRD, UNIV. OF PENNA.

NAT. ASSN. OF CORPORATION SCHOOLS
J. W. DIETZ, COMMITTEE EDUCATION
WAR DEPARTMENT

SOCIETY FOR THE PROMOTION OF
ENGINEERING EDUCATION

F. L. BISHOP, UNIV. OF PITTSBURGH

ASSN. OF AMERICAN LAW SCHOOLS*

ASSN. OF AM. MEDICAL COLLEGES
BURTON D. MYERS, UNIV. OF INDIANA

NATIONAL RESEARCH COUNCIL
JOHN C. MERRIAM, CHAIRMAN

AM. ASSN. OF UNIVERSITY PROFESSORS
H. W. TYLER, MASS. INST. TECHNOLOGY

NATIONAL EDUCATION ASSOCIATION
LOTUS D. COFFMAN, UNIV. OF MINN.

N. E. A.—DEPT. OF SUPERINTENDENCE
THOMAS E. FINEGAN, ALBANY, N. Y.

N. E. A.—NAT. COUNCIL OF EDUCATION
JAMES Y. JOYNER, RALEIGH, N. C.

NAT. COUNCIL OF NORMAL SCHOOL
PRESIDENTS AND PRINCIPALS
HOMER H. SEERLEY, IOWA STATE
TEACHERS' COLLEGE

ASSOCIATE MEMBERS

THE AMERICAN-SCANDINAVIAN
FOUNDATION

WILLIAM H. SCHOFIELD, HARVARD UNIV.

NATIONAL ASSN. OF DIRECTORS OF
NATIONAL RESEARCH

B. R. BUCKINGHAM, MADISON, WIS.

NAT. BOARD FOR HISTORICAL SERVICE
EVARTS B. GREENE, UNIV. OF ILLINOIS

*FINAL ACTION TO BE TAKEN AT THE NEXT ANNUAL MEETING.

AMERICAN COUNCIL ON EDUCATION

309 MUNSEY BUILDING, WASHINGTON, D. C.

Northfield, Minn.

April 23, 1919.

President Harry Pratt Judson,
University of Chicago,
Chicago, Ill.

My dear President Judson:

I have just received a telegram from Secretary Stokes, asking me to appoint a committee of five to represent the American Council on Education in conference with committees of the Institute of International Education and the American University Union concerning the relations between these bodies.

In accordance with our provisional understanding last Saturday evening, I have appointed the following committee:

President Lowell, Chairman,
President Judson,
President Shanklin (Wesleyan) who is
President of the Association of
American Colleges,
Professor H. W. Tyler (Mass. Inst. of
Technology) Secretary of the Amer-
ican Association of University Pro-
fessors, and Chairman of the Council's
"Committee on Cooperating Societies".
Professor John C. Merriam (Univ. of Calif.)
Director of the National Research
Council, Washington. Dr. Merriam
has had a great deal to do with organ-
izing the great work of the National
Research Council.

I trust the additional appointments of
Professor Tyler and Professor Merriam will be satis-
factory to you.

I expect to be in Chicago on Saturday of
this week (April 26) and hope that you will be able
to see me for an hour sometime during the day. If
you will send me a note in care of the University
Club, indicating what hour would be most convenient

To Pres.H.P.Judson -2- 4/23/19

for you, I shall shape my plans accordingly.

The annual meeting of the American Council will be held at the new Washington Hotel, Washington, D. C., on Friday, May 2d, beginning at 9:30. It will probably be necessary to have three sessions,- morning, afternoon and evening. The following are among the items to be considered:

The adoption of a permanent constitution,
The election of a salaried executive for the Council,
The question of the establishment of headquarters at Washington or New York,
The annual election of officers,
Report of the committee to consider the relation between the Council and the recently established Institute of International Education, and also to the American University Union.

I sincerely hope that you will be able to attend this meeting. We greatly need your counsel, and it is very important that the decisions arrived at represent the judgment and meet the approval of the representatives of the Association of American Universities,- President Hadley, Dean Ames and yourself.

With great esteem, I am

Ever sincerely yours,

Doan J. Cowling

DJC:S

Chicago, April 25, 1919

Dear President Cowling:

Your favor of the 23d inst. is at hand. The Committee is entirely satisfactory, and I shall be glad to do what I can towards arranging things. I am not sure that I can be in Washington on the 2d of May, but will do so if possible. However, if the various suggestions are in hand before that time, at least I will have a chance to give any opinion I may have as to what ought to be done. We will talk over all these things on Saturday.

Very truly yours,

H.P.J. - L.

President Donald J. Cowling
American Council on Education
309 Munsey Building, Washington, D. C.

OFFICERS

PRESIDENT

DONALD J. COWLING
ASSOCIATION OF AMERICAN COLLEGES

SECRETARY-TREASURER

P. L. CAMPBELL
NATIONAL ASSOCIATION OF STATE
UNIVERSITIES

EXECUTIVE COMMITTEE

THE ABOVE AND

HERMAN V. AMES
ASSOCIATION OF AMERICAN UNIVERSITIES

HOMER H. SEERLEY
NATIONAL COUNCIL OF NORMAL SCHOOL
PRESIDENTS AND PRINCIPALS

THOMAS J. SHAHAN
CATHOLIC EDUCATIONAL ASSOCIATION

ASSOCIATIONS CONSTITUTING
THE COUNCIL

ASSN. OF AMERICAN UNIVERSITIES
HERMAN V. AMES, UNIV. OF PENNA.

NAT. ASSN. OF STATE UNIVERSITIES
P. L. CAMPBELL, UNIV. OF OREGON

ASSN. OF AMERICAN COLLEGES
DONALD J. COWLING, CARLETON COLLEGE

ASSN. OF URBAN UNIVERSITIES
WM. T. FOSTER, REED COLLEGE

CATHOLIC EDUCATIONAL ASSOCIATION
THOMAS J. SHAHAN, CATHOLIC UNIV.

ASSN. OF AMERICAN AGR. COLLEGES
AND EXPERIMENT STATIONS*

ASSN. OF COLLEGIATE SCHOOLS OF
ARCHITECTURE

W. P. LAIRD, UNIV. OF PENNA.

NAT. ASSN. OF CORPORATION SCHOOLS
J. W. DIETZ, COMMITTEE EDUCATION

WAR DEPARTMENT

SOCIETY FOR THE PROMOTION OF
ENGINEERING EDUCATION

F. L. BISHOP, UNIV. OF PITTSBURGH

ASSN. OF AMERICAN LAW SCHOOLS*

ASSN. OF AM. MEDICAL COLLEGES
BURTON D. MYERS, UNIV. OF INDIANA

NATIONAL RESEARCH COUNCIL

JOHN C. MERRIAM, CHAIRMAN

AM. ASSN. OF UNIVERSITY PROFESSORS
H. W. TYLER, MASS. INST. TECHNOLOGY

NATIONAL EDUCATION ASSOCIATION
LOTUS D. COFFMAN, UNIV. OF MINN.

N. E. A.—DEPT. OF SUPERINTENDENCE
THOMAS E. FINEGAN, ALBANY, N. Y.

N. E. A.—NAT. COUNCIL OF EDUCATION
JAMES Y. JOYNER, RALEIGH, N. C.

NAT. COUNCIL OF NORMAL SCHOOL
PRESIDENTS AND PRINCIPALS

HOMER H. SEERLEY, IOWA STATE

TEACHERS' COLLEGE

ASSOCIATE MEMBERS

THE AMERICAN-SCANDINAVIAN
FOUNDATION

WILLIAM H. SCHOFIELD, HARVARD UNIV.

NATIONAL ASSN. OF DIRECTORS OF
AT LIONAL RESEARCH

E. R. BUCKINGHAM, MADISON, WIS.

NAT. BOARD FOR HISTORICAL SERVICE
EVARTS B. GREENE, UNIV. OF ILLINOIS

*FINAL ACTION TO BE TAKEN AT THE NEXT ANNUAL MEETING.

AMERICAN COUNCIL ON EDUCATION

309 MUNSEY BUILDING, WASHINGTON, D. C.

May 6, 1919.

President H. P. Judson,
University of Chicago,
Chicago, Ill.

My dear President Judson:

At the meeting of the American Council in Washington last Friday Mr. Stokes presented a plan for consolidating the interests of the American University Union, the International Institute, and the foreign work of our Council, a copy of which I am enclosing herewith.

I went over the plan with President Lowell in New York last week. The pencil marks on the copy represent changes which President Lowell suggested.

I am also enclosing a copy of a statement which President Lowell gave me expressing his opinion that the administrative board of the International Institute after its organization should be elected by the American Council on Education.

I am also enclosing a copy of the resolution adopted by the Council regarding Mr. Stokes's plan. The enclosed copies of letters which I wrote yesterday to President Lowell and Mr. Stokes may be of some interest.

I sincerely hope that you will be able to attend the meeting in New York on Friday.

With great esteem, I am

Ever sincerely yours,

Donald J. Cowling

OFFICERS

PRESIDENT

DONALD J. COWLING
ASSOCIATION OF AMERICAN COLLEGES

SECRETARY-TREASURER

P. L. CAMPBELL
NATIONAL ASSOCIATION OF STATE
UNIVERSITIES

EXECUTIVE COMMITTEE

THE ABOVE AND

HERMAN V. AMES
ASSOCIATION OF AMERICAN UNIVERSITIES

HOMER H. SEERLEY
NATIONAL COUNCIL OF NORMAL SCHOOL
PRESIDENTS AND PRINCIPALS

THOMAS J. SHAHAN
CATHOLIC EDUCATIONAL ASSOCIATION

ASSOCIATIONS CONSTITUTING THE COUNCIL

ASSN. OF AMERICAN UNIVERSITIES
HERMAN V. AMES, UNIV. OF PENNA.

NAT. ASSN. OF STATE UNIVERSITIES
P. L. CAMPBELL, UNIV. OF OREGON

ASSN. OF AMERICAN COLLEGES
DONALD J. COWLING, CARLETON COLLEGE

ASSN. OF URBAN UNIVERSITIES
WM. T. FOSTER, REED COLLEGE

CATHOLIC EDUCATIONAL ASSOCIATION
THOMAS J. SHAHAN, CATHOLIC UNIV.

ASSN. OF AMERICAN AGR. COLLEGES
AND EXPERIMENT STATIONS*

ASSN. OF COLLEGIATE SCHOOLS OF
ARCHITECTURE

W. P. LAIRD, UNIV. OF PENNA.

NAT. ASSN. OF CORPORATION SCHOOLS
J. W. DIETZ, COMMITTEE EDUCATION
WAR DEPARTMENT

SOCIETY FOR THE PROMOTION OF
ENGINEERING EDUCATION

F. L. BISHOP, UNIV. OF PITTSBURGH

ASSN. OF AMERICAN LAW SCHOOLS*

ASSN. OF AM. MEDICAL COLLEGES

BURTON D. MYERS, UNIV. OF INDIANA

NATIONAL RESEARCH COUNCIL

JOHN C. MERRIAM, CHAIRMAN

AM. ASSN. OF UNIVERSITY PROFESSORS

H. W. TYLER, MASS. INST. TECHNOLOGY

NATIONAL EDUCATION ASSOCIATION

LOTUS D. COFFMAN, UNIV. OF MINN.

N. E. A.—DEPT. OF SUPERINTENDENCE

THOMAS E. FINEGAN, ALBANY, N. Y.

N. E. A.—NAT. COUNCIL OF EDUCATION

JAMES Y. JOYNER, RALEIGH, N. C.

NAT. COUNCIL OF NORMAL SCHOOL

PRESIDENTS AND PRINCIPALS

HOMER H. SEERLEY, IOWA STATE

TEACHERS' COLLEGE

ASSOCIATE MEMBERS

THE AMERICAN-SCANDINAVIAN
FOUNDATION

WILLIAM H. SCHOFIELD, HARVARD UNIV.

NATIONAL ASSN. OF DIRECTORS OF

NATIONAL RESEARCH

B. R. PUCKINGHAM, MADISON, WIS.

NAT. BOARD FOR HISTORICAL SERVICE

EVARTS B. GREENE, UNIV. OF ILLINOIS

*FINAL ACTION TO BE TAKEN AT THE NEXT ANNUAL MEETING.

AMERICAN COUNCIL ON EDUCATION

309 MUNSEY BUILDING, WASHINGTON, D. C.

May 6, 1919.

President H. P. Judson,
University of Chicago,
Chicago, Ill.

My dear President Judson:

We had a very satisfactory meeting of the Council in Washington last Friday. President Hadley of Yale was elected Chairman of the Council for the coming year and Dean Gildersleeve of Columbia Secretary. The office of Treasurer was not filled. We hope to be able to secure Mr. Thompson who is at present Treasurer of the American University Union. Dr. S. P. Capen was elected Director of the Council at a salary of seven thousand five hundred dollars.

I had an interview with President Hadley on Wednesday of last week. He was not willing to say definitely that he would accept the Chairmanship of the Council but intimated that the following three circumstances would have a good deal to do with his decision: (1) a satisfactory adjustment of the relations between the American University Union, the International Institute, and the Council; (2) a budget of at least twenty thousand dollars for the work of the Council, to be pledged by universities and colleges before June 30; (3) Dr. Capen's acceptance of the executive headship of the Council. The last of these conditions has now been met and the second will be in due time,

I feel confident. We already have about eight thousand dollars pledged on a five year basis and about four thousand dollars more provisionally. If the universities and colleges that I have not yet approached respond as favorably as those I have already seen, there will be no doubt about securing at least twenty-five thousand a year for the Council.

President Hadley's first condition will, of course, be determined at the meeting on Friday. I sincerely hope that an arrangement will be agreed upon that will be satisfactory to President Hadley and President Lowell. I do not believe the universities and the colleges of the country will co-operate very enthusiastically with a self-appointed agency such as the International Institute is at the present time. If Mr. Butler will consent to having the Institute made a representative body I believe all parties concerned would be satisfied.

Ever sincerely yours,

Adrian G. Bowling

DJC:EVS

HARVARD UNIVERSITY
CAMBRIDGE

+ 2

September 1st, 1919

Dear President Lowell:

Thank you very much for your
kind note of the 26th of August.

I am interested in your view of
the matter and of course shall give it weight
in reaching my conclusion. I want to do what-
ever may be of service in the interests of
Higher Education throughout the country, but
am by no means anxious to give time without
any effect.

Very truly yours,

President A. Lawrence Lowell,
Harvard University,
Cambridge, Massachusetts.

*Am. Council
Education*

HARVARD UNIVERSITY
CAMBRIDGE

+ 2

PRESIDENT'S OFFICE

August 26, 1919.

Dear President Judson:

Save with your statement that the president of the American Council on Education should be an Eastern man, I agree with your doubts about accepting the position. A great many committees to co-ordinate the work of others were organized during the war; some of them succeeded and some did not. Whether there is a real need of the American Council on Education, I do not feel sure; nor whether it will be able to procure the support of enough institutions to yield the income it will require. I have agreed for a contribution on behalf of Harvard, provided the requisite sum is obtained; and I did so largely because Mr. Cowling is the president of one of the colleges with which we maintain an exchange. You probably have a better chance to estimate the future ~~of the~~ value of the Council than I have, and of course, everything depends upon that, for clergymen get fees for weddings, but not for funerals.

Very truly yours,

A. Lawrence Lowell

President H. P. Judson

The University of Chicago

Chicago, Illinois

To the Committee on Education,
Sixty-sixth Congress:

Permit me to offer a few suggestions with regard to the Smith-Towner Bill. I take this means of doing so because no other opportunity has presented itself. On one occasion, at a meeting of the Society of College Teachers of Education, held at Chicago last February, a committee on resolutions submitted a report which endorsed this bill in the form in which it existed at that time, and I objected to action upon the report of this committee until after an opportunity for discussion was given. Such an opportunity was denied, however, and this society, many of whose members are fond of talking about crises, emergencies, and making the world safe for democracy, thus furnished one more of the many endorsements of this proposed federal legislation.

I have mentioned this incident because it is typical of the procedure in which many, if not most, of the unqualified endorsements of this measure have been secured. Chairmen of societies, associations, and conventions have been "lined-up" for the "N.E.A. Program", and by the simple expedient of carefully selected committees on resolutions, which submit reports that are usually adopted as a matter of routine, these various bodies have given to the measure the appearance of an over-whelming endorsement. Indeed I do not know of a single body which has given this matter that intelligent and thorough-going discussion which is demanded before any action, entitled to serious consideration, has been taken.

It is true that advocates of the measure have spoken in favor of it on numerous occasions, but their hearers have been influenced largely by specious arguments which are not entitled to weight in reaching a verdict. Examples of these are found in the hearings before the committees of Congress and in the letters of endorsement which these committees have received. For illustration, consider the oft-repeated argument that education is as important as agriculture; therefore we must have a Secretary of Education in the President's Cabinet. Consider also the argument that certain European countries have ministers of education; therefore we must have one or we will be behind the times. Even misstatements of facts have been placed before you, as in the testimony to the effect that the Fisher Bill passed by the English Parliament in 1918 created a minister of education for England.

The learned gentlemen of the commission on the national emergency in education and the program for readjustment during and after the war did not tell you that not a single European country mentioned by them has changed its machinery for the administration of education as a result of the war. They did not tell you how radically different the administration of education in England is as compared with that proposed in the Smith-Towner Bill in its present form; that the central power in the administration of English education is a Board of Education which is advised by a Consultative Committee composed of persons representing universities and other educational interests; that the president of the board of education in England is ex officio a member of a cabinet which is constituted in a far different manner from that

obtains in our country; and that this has been the situation in England since 1902. They did not tell you that the ministry for education in France is an inheritance from the Napoleonic régime, and that some years ago a French minister of education exposed himself to all manner of ridicule by boasting that he could sit in his office at any hour of the day and tell what was going on in any school in France. They did not tell you that the best European illustration of ministerial oversight for education was to be found in Germany. They did not tell you that our country established a Department of Education in 1867 and that a year later, for reasons which are still valid, changed this Department of Education to a Bureau of Education in the Department of the Interior.

These and many other important considerations were not brought to your attention; and if any further evidence be needed to sustain my contention that this matter has not had a fair, intelligent, and thorough-going consideration, one other omission alone supplies it. I refer to the utter disregard of the lesson of experience during the past twenty-five years in the administration of certain city and state systems of education. Instead of proposing a plan for the administration of federal educational affairs which has been found the most efficient of any of the many possible forms for securing better schools and for safe-guarding them from political, ecclesiastical, and other partisan influences, the advocates of what is now known as the Smith-Towner Bill have clung from the first to a plan which no city would tolerate and which all states will sooner or later repudiate.

The plain lessons of experience have clearly shown that city school systems are best administered through expert executive officers chosen by small non-partisan boards of education elected by the people or appointed by mayors. It is true that city school systems have their troubles sometimes, especially in cities with boards of education appointed by mayors who are not chosen with care, but no city would be willing to make education a department of its civil government and have its mayor appoint the superintendent of schools as a member of his cabinet. Experience has also shown that state systems of education are best administered through executive officers chosen by non-partisan state boards of education, sometimes called state boards of regents, appointed by governors. Contrast the type of chief executive officer for education in such states, New York for example, with those usually elected in a political campaign or appointed by the successful party candidate for the governorship. Where is the educator of first rank who will consent to become the candidate of a political party or who wishes to have it said that he owes his selection, whether by election or appointment, to the fact that he is a republican or a democrat rather than an educator? And would New York city be willing to have the mayor appoint her superintendent of schools, or New York state consent to the appointment of her commissioner of education by the governor, these appointees to be succeeded by others whenever a rival political party is triumphant at the polls?

Here, then, gentlemen of the committee, is the real emergency, - an emergency in which are forgotten the bitter experiences which always attend any form of educational administration which is not separated from all forms of partisan influence.

The manner in which nearly all of our most important cities have found an escape from such influences is well-known, and has already been indicated. Reform in the administration of state systems is proceeding slowly, but surely, along the same lines. Most of the states still cling to political nomination and the popular election of residents of a state who are willing to enter politics to secure the office of state superintendent of public instruction. Under this system such states rarely have a chance to vote for the best qualified person, for such persons will not, as a rule, take chances with the wheel of politics. As a result, the educational systems in such states are usually without expert administration and leadership. Moreover, owing to frequent changes in office, such states are without continuity in the development of well-considered educational policies. The same is true, with only a few exceptions, in states where the governor appoints the chief state educational officer. It all depends upon the kind of governor, and there is always the possibility that a weak or ambitious governor will yield to the temptation to put the educational system of a state into politics. Of this there are notable examples. But even when a governor does choose a real expert for the administration of a state school system, he has neither the time nor training to oversee the work of such an officer, hold him strictly accountable for results, and protect him in the discharge of his duties against unjust criticism. And thus, so far as the choice of a state officer for education is concerned, we are reduced to one of two alternatives; election by the legislature or appointment by a state board of education. The first of these has every disadvantage of appointment by the governor and many more. So obvious is this the case that no state makes use of such a method. We have left, therefore, the method of appointment by a properly constituted board of education, as a means of safeguarding a state's educational interests, - a method which is thoroughly vindicated by the results in states where it has been tried, and in smaller units of educational administration to be found everywhere, notably in most of our large cities. To this method the leadership of Massachusetts in educational progress since the days of Horace Mann have been largely due, and mainly because all of the nine different persons who have been appointed chief executive officer of education in that state, with an average term of eight years of service, have been educational leaders of a high order.

With regard to the best manner of constituting a state board of education, little need be said here. For obvious reasons the ex officio board is undesirable. So, also, is the method of selecting such boards by popular election or election by state legislatures. The best method is by gubernatorial appointment. The term should be long and the board should not be too large. Seven or nine members, appointed at the beginning so that they shall retire in rotation, one each year, their successors thereafter to serve seven or nine years, according to the number, seems the most desirable arrangement, both in theory and practice. The long term prevents personal and political control of a governor, and the responsibility for bad appointments is so clear that he is constrained to make good ones. The possibility of abuse, however, during a governor's term of office when this arrangement first goes into effect, suggests the desirability of a confirmation of his appointments by the state supreme court. With this added safeguard, the purpose in mind is definitely assured.

It is truly remarkable, in view of the fact that there is well-nigh unanimous agreement on these things among experienced, thoughtful, and conscientious school administrators and students of educational administration, that a similar plan of administration for federal educational affairs has not been considered. It is not because I think education of less importance than agriculture that I am opposed to a Secretary of Education in the President's cabinet. But because education is not the same sort of thing, and because it is of vastly greater importance than agriculture, I am opposed to a plan of administration for federal education which will expose it to all of the dangers and disasters which attend this plan in state systems of education. The plan proposed in the Smith-Towner Bill means that we would have a Democrat for Secretary of Education whenever we have a Democrat for President; a Republican for Secretary of Education whenever we have a Republican in the President's chair; and so on. This means lack of continuity in the development of well-thought-out educational policies; it means patronage in the appointment of a vast number of assistants in the department; it means, in a word, that the federal government would perpetuate on a national scale a type of educational administration which has been weighed in the balances and found wanting and from which, after an arduous struggle, counties, cities, and states are successfully working toward complete emancipations.

In view of such considerations, may I suggest the amendment of the Smith-Towner Bill so as to prevent all possibility of these things. This can be done by following rather closely the lines of procedure in our best city and state systems of schools. Let such amendment provide for a Federal Board of Education to be appointed by the President and consisting of nine members to retire in rotation as indicated above. I do not insist upon confirmation of such appointments by the Supreme Court, although this seems desirable. Confirmation by the Senate is not desirable, and fortunately there is constitutional authority under Art. II, Sec. II, 2, whereby Congress may vest such appointments without such confirmation. Let it be further provided that the President in making such appointments shall not be influenced by any considerations besides merit and fitness, and that the appointments shall be made without reference to residence, occupation, party affiliation, religion, race, or sex. Let there also be the usual provisions for removal of members of boards on grounds of immorality, malfeasance in office, incompetency, or gross neglect of duty. Let this Federal Board of Education, thus constituted, choose as its chief executive officer a Commissioner of Education and such assistant commissioners of education and other agents as may be necessary for the efficient administration of the educational interests committed to the supervisory oversight of this federal board acting in conjunction with or through their executive officers, following the best practice of city and state boards of education. In making appointments the board shall be free from all restrictions as to the party affiliations, religion, race, or sex of the persons appointed, and their qualifications, tenure and compensation shall be as provided by the board itself. (It may be noted, incidentally, that the Smith-Towner Bill as now drawn inevitably fixes the salary of the proposed Secretary of Education in conformity with that paid to all cabinet officers. The amendment here proposed furnishes a means of escape from this and removes a possible barrier to securing the expert service contemplated.)

Finally, let the general powers and duties of this federal board be carefully defined in the act, and when all educational work of the federal government has been placed under this board, you have, in brief outline, what I conceive to be the most essential features of the federal legislation necessary to accomplish most successfully the laudable purposes which the framers of the act have in mind.

May I suggest, therefore, that hearings upon the bill be continued, and that you invite all who care to be heard upon this particular phase of the matter. This statement, in connection with my article on "The Federal Government and Education", copy of which is enclosed, will indicate not only my own views upon this subject, but also those of numerous others with whom I have discussed this question. I submit it in the hope that you will consider my suggestion worth while.

Respectfully,

W. P. Durris

DEAN COLLEGE FOR TEACHERS
UNIVERSITY OF CINCINNATI

October 10, 1919

Finally, let the general powers and duties of this federal board be carefully defined in the act, and when all educational work of the federal government has been placed under this board, you have, in brief outline, what I conceive to be the most essential features of the federal legislation necessary to accomplish most successfully the laudable purposes which the framers of the act have in mind.

May I suggest, therefore, that hearings upon the bill be continued, and that you invite all who care to be heard upon this particular phase of the matter. This statement, in connection with my article on "The Federal Government and Education", copy of which is enclosed, will indicate not only my own views upon this subject, but also those of numerous others with whom I have discussed this question. I submit it in the hope that you will consider my suggestion worth while.

Respectfully,

W. W. B. 
DEAN COLLEGE FOR TEACHERS
UNIVERSITY OF CINCINNATI

October 10, 1919

Amer Council on Edu.
E.B.R.

189

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

ADDRESS ONLY
THE COMMISSIONER OF EDUCATION

WASHINGTON

October 30, 1919.

Active
President Harry Pratt Judson,
University of Chicago,
Chicago, Ill.

My dear President Judson:

I was delighted to receive your letter of October 27th and to learn that you will accept the chairmanship of the American Council on Education. I feel certain that this is one of the most useful things that could happen to the Council in this stage of its development. Personally I am delighted to have the opportunity to work with you in this enterprise.

In view of the fact that the Council's office was not opened during the interval between July 1st and November 1st, it seemed to me hardly worth while to call the Executive Committee together again until some time in December. The committee approved at its meeting on July 21st various projects, on which of course up to date there has been no progress. I submitted this matter to various members of the committee and they agreed with me that it would be well to postpone the next meeting for a few weeks. I shall of course consult with you before suggesting a date for a meeting.

I expect to be in Chicago during a part of the week of November 9th, and I shall be happy to make an engagement to see you at your convenience, if you are to be in the city at that time.

Sincerely yours,

Specialist in Higher Education.

184

E.B.R.

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

October 30, 1919.

WASHINGTON

ADDRESS ONLY
THE COMMISSIONER OF EDUCATION

President Harry Pratt Judson,

University of Chicago,

Chicago, Ill.

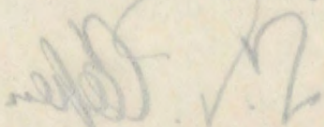
My dear President Judson:

I was delighted to receive your letter of October 27th and to learn that you will accept the chairmanship of the American Council on Education. I feel certain that this is one of the most useful things that could happen to the Council in this stage of its development. Personally I am delighted to have the opportunity to work with you in this enterprise.

In view of the fact that the Council's office was not opened during the interval between July 1st and November 1st, it seemed to me hardly worth while to call the Executive Committee together again until some time in December. The committee approved at its meeting on July 1st various projects, on which of course up to date there has been no progress. I submitted this matter to various members of the committee and they agreed with me that it would be well to postpone the next meeting for a few weeks. I shall of course consult with you before suggesting a date for a meeting.

I expect to be in Chicago during a part of the week of November 29th, and I shall be happy to make an engagement to see you at your convenience, if you are to be in the city at that time.

Sincerely yours,



Specialist in Higher Education.

THE COMMISSIONER OF EDUCATION
WASHINGTON, D.C.

November 3, 1919

Dear Mr. Capen:

Yours of the 30th of October is at hand. Only Saturday, I had a talk with President Cowling, and shall be very glad to see you when you are in Chicago next week.

I made a tentative arrangement with Mr. Cowling for a meeting of the Executive Committee at Washington on the 5th of December. I don't doubt you will have heard from him by the time you receive this letter. Please let me know just when you will be in Chicago.

Very truly yours,

Dr. S. V. Capen,
Bureau of Education,
Washington, D.C.

WASHINGTON, D.C.
BUREAU OF EDUCATION
DR. H. A. GIBBS

DEAR MR. GIBBS:

When you will be in Chicago?

You receive this letter. Please let me know what

date you will be able to come here by the time

of Washington on the 25th of December. I am

coming to a meeting of the Executive Committee

I have a tentative arrangement with Mr.

when you are in Chicago next week.

Coming? And you will be able to see you

only yesterday. I had a talk with President

Johns of the 20th of October is at hand.

Best Mr. Gibbs:

December 2, 1913

THE COMMISSIONER OF EDUCATION
WASHINGTON

BUREAU OF EDUCATION
DEPARTMENT OF THE INTERIOR

59

VASSAR COLLEGE
POUGHKEEPSIE, N. Y.

PRESIDENT'S OFFICE

November 8, 1919.

My dear Dr. Judson:

Vassar's subscription to the American Council on Education has been postponed because we have not felt that adequate provision was made for representation of women's colleges in the plans of your organization. We believe in the formation of an American Council of Education, but we also believe that without some definite recognition of women's colleges in your organization chart there must of necessity come about the formation of an independent federation of women's colleges for the maintenance of their interests which are, in many ways, a separate problem.

In order to forestall such an unfortunate duplication of activities, I should like to suggest to the American Council on Education that there be organized a division of women's colleges, with a general committee having charge of the interest thus represented, and that there should be a Third Vice President of your organization who should be consulted on matters within this field.

A natural leader in this work is Dean Virginia C. Gildersleeve of Barnard College, who has already been closely associated with the Council and with Dr. Capen in promoting international interests of women students and teachers.

When the American Council on Education was first organized I presented this same point of view, and a committee was appointed, of which Miss Elizabeth Kemper Adams, a Vassar Trustee, was made chairman. Whether this committee still functions I do not know, but my impression is that it was purely an emergency committee for the duration of the war.

Women's colleges for some time have felt the need of united action on their part in various matters which could not be brought about by any of the existing associations, such as the Association of Collegiate Alumnae and the Southern Association of College Women. Vassar College took the lead in this movement in 1915 by inviting Mount Holyoke, Smith and Wellesley to meet with her in a Conference of Four Colleges, which has continued. There have recently been steps taken in a conference of nine women's colleges, which is handling some of the problems peculiar to them. These are straws showing the way in which the wind is setting toward a general affiliation of women's colleges. It seems to me highly important that such an affiliation should be accomplished in the closest possible relation with the recently organized Council.

Faithfully yours,

Dr. Harry Pratt Judson,
American Council on Education,
818 Connecticut Ave., N.W.,
Washington, D.C.

Anna MacCracken

VASSAR COLLEGE
POUGHKEEPSIE, N. Y.

November 8, 1919.

Respected Sir:

My dear Dr. Johnson:

Vassar's subscription to the American Council on Education has been postponed because we have not felt that adequate provision was made for representation of women's colleges in the plan of your organization. We believe in the formation of an American Council of Education, but we also believe that without some definite recognition of women's colleges in your organization there must of necessity come about the formation of an independent federation of women's colleges for the maintenance of their interests which are, in many ways, a separate problem.

In order to forestall such an unfortunate duplication of activities, I should like to suggest to the American Council on Education that there be organized a division of women's colleges, with a general committee having charge of the interest thus represented, and that there should be a Third Vice President of your organization who should be consulted on matters within this field.

A natural leader in this work is Mary Virginia C. Aldenhouse of Barnard College, who has already been closely associated with the Council and with Dr. Johnson in promoting international interests of women students and teachers.

When the American Council on Education was first organized I presented this same point of view, and a committee was organized, of which Miss Elizabeth Kemmer Adams, a Vassar trustee, was made chairman. Whether this committee will function I do not know, but my impression is that it was purely an emergency committee for the duration of the war.

Women's colleges for some time have felt the need of unified action in their part in various matters which could not be brought about by any of the existing associations, such as the Association of Colleges and the Southern Association of College Women. Vassar College took the lead in this movement in 1915 by inviting some colleges, Smith and Wellesley to meet with her in a conference of four colleges, which has continued. There have recently been steps taken in a conference of nine women's colleges, which is handling some of the problems peculiar to them. There are thus showing the way in which the work is getting toward a general federation of women's colleges. It seems to me highly important that such an affiliation should be accomplished in the closest possible relation with the recently organized Council.

Faithfully yours,

Mary Virginia C. Aldenhouse

Dr. Harry Pratt Johnson,
American Council on Education,
615 Connecticut Ave., N.W.,
Washington, D.C.

November 12, 1919

Dear President MacCracken,

Yours of the 6th instant is received.
I am entirely in sympathy with your suggestion
in regard to the organization of the Women's
colleges in the Council, and the matter will be
taken up at the next meeting of the Executive
Committee which occurs in Washington on the 6th
of December.

Very truly yours,

President H. N. MacCracken,
Vassar College,
Poughkeepsie, New York.

November 12, 1919

Dear President MacGregor:

Yours of the 8th instant is received.

I am entirely in sympathy with your suggestion

in regard to the organization of the Women's

colleges in the Council, and the matter will be

taken up at the next meeting of the Executive

Committee which occurs in Washington on the 6th

of December.

Very truly yours,

President H. M. MacGregor,

Vassar College,

Poughkeepsie, New York.

AMERICAN COUNCIL ON EDUCATION

818 CONNECTICUT AVENUE

WASHINGTON, D. C.

November 29th, 1919.

President H. P. Judson,
University of Chicago,
Chicago, Ill.

My dear Dr. Judson:

Under a vote of the Executive Committee of the American Council on Education taken at its last meeting, the Chairmen of the standing committees and the Director of the Council are charged with filling up the membership of the standing committees, and I have just been consulting with President MacCracken, of Lafayette College, who is Chairman of the Committee on the Department of Education. We are both of the opinion that the title of this committee had better be changed to the Committee on Federal Legislation, and we both are very eager that you shall accept membership on it. President MacCracken will try to have its meetings coincide with your trips to the east, if you are willing to serve. I send you advance notice of our desire and shall hope to discuss it with you more fully at the meeting of the Executive Committee on December 6th.

Very sincerely yours,

J. V. Clapper

Director.

SPC/R

AMERICAN COUNCIL ON EDUCATION

818 CONNECTICUT AVENUE

WASHINGTON, D. C.

November 28th, 1918

President H. P. Johnson,
University of Chicago,
Chicago, Ill.

My dear Mr. Johnson:

Under a vote of the Executive Committee of the American Council on Education taken at its last meeting, the Chairman of the standing committees and the Director of the Council are charged with filling up the membership of the standing committees, and I have just been consulting with President MacGraw, of Lafayette College, who is Chairman of the Committee on the Department of Education. We are both of the opinion that the title of this committee had better be changed to the Committee on Federal Legislation, and we both are very eager that you shall accept membership on it. President MacGraw will try to have its meetings coincide with your trips to the east, if you are willing to serve. I send you advance notice of our desire and shall hope to discuss it with you more fully at the meeting of the Executive Committee on December 5th.

Very sincerely yours,

W. P. Johnson
Director

WPC/E

66

AMERICAN COUNCIL ON EDUCATION

818 CONNECTICUT AVENUE
WASHINGTON, D. C.

January 7th, 1920.

President Harry P. Judson,
University of Chicago,
Chicago, Ill.

My dear President Judson:

The Committee on Federal Legislation of the American Council on Education met all day January 5th and considered the committee print of the new army reorganization bill, which contains provisions for universal military training. I am enclosing a brief abstract of the bill. The provisions relating to education are printed in capitals.

The Committee instructed me to appear before the Military Affairs Committee of the Senate and to make the following points in connection with the measure :

1. The educational interests of the country are not unanimous for universal military training. Apparently they are agreed on the following principles: The national defense and the national strength in peace depend on three fundamental things, (a) General spread of intelligence and skill; (b) The development of physical training; and (c) Increased recognition of the obligations of citizenship. In other words, education is three-fourths of preparedness. The educational people of the country will generally favor a universal training measure if it emphasizes the educational features of the training. The present bill is not altogether satisfactory in this regard. The Committee recommends a change in the phraseology to bring out the point just made.

2. The Committee believes that the four months period is too short a time to achieve the educational results sought. It prefers a six months period, with at least half of the time devoted to vocational or general education.

3. The Committee favors no exemptions from the obligation to serve in camp. If the National Guard service is going to exempt men from the obligation of camp training, it believes that service in the R.O.T.C. ought also to constitute a substitute. In any event, it believes that membership in the R.O.T.C. should release a man from three months of a six months military requirement.

4. The Committee is not wholly satisfied with the provisions for the administration of the training. Since the Navy is included in the training option, it believes that the Navy should be represented on the Board of Control. It would like to see the Board dignified as much as possible. It would therefore urge that the civilian members be appointed by the President, by and with the consent of the Senate, and that the military and naval members be nominated by the Secretaries of War and Navy, respectively.

I appeared before the Senate Committee on the evening of January 6th. President Vinson of the University of Texas, who is a member of the Committee on Federal Legislation, appeared also. Other university representatives were :

WASHINGTON D. C.
1917 MAR 1 1230

Acting President Kinley of the University of Illinois; President Drinker of Lehigh University, and Prof. Adams of Yale. All of the foregoing four points were presented either by myself or by one of the other gentlemen just mentioned. In addition, it was suggested by President Vinson that the six months training period might be divided in the middle, allowing a man at the end of three months to elect whether he should continue with strictly military training, should go to college with R.O.T.C. work, or should specialize in vocational training. This point seemed to impress the Military Affairs Committee.

The Council's Committee on Federal Legislation will have to consider in the near future a large group of Federal bills. It therefore proposes to have a meeting in this office at ten o'clock on the 1st of March, and I hope very much that it will be possible for you to be present at that meeting.

I am sending you a group of some of the more important bills now before Congress, on which the Committee may make up its mind. The Chamberlain bill, which is included in the package, is now replaced by the new army reorganization bill. Nevertheless it contains some features which are, to my mind, more satisfactory and which may be substituted in the end for features in the present bill. I therefore include it.

Sincerely yours,

S. S. Capen
Director.

SPC/R

Dictated by Dr. Capen,
but signed in his absence.

Acting President Kirby of the University of Illinois; President Dinkins of Johns
University, and Prof. Adams of Yale. All of the foregoing four letters were present-
ed either by myself or by one of the other gentlemen that accompanied me. In addition, it
was suggested by President Adams that the six months training period might be divided
in the middle, allowing a year at the end of which students would be allowed to
continue with scientific military training, or to go to college with a B.S. degree, or
would specialize in vocational training. This point seemed to interest the Military
Affairs Committee.

The Committee's Committee on Federal Legislation will have to consider
in the near future a large group of Federal bills. It therefore proposes to have a
series of public hearings on the bills of interest to the public, and I hope that it
will be possible for you to be present at one of these.

I am sending you a group of some of the more important bills now before
Congress, on which the Committee will meet up for its work. The Committee on
it is interested in the National Defense Education Act, the National Science
Foundation Act, the National Aeronautics and Space Administration Act, and
the National Defense Education Act. The present bill, I believe, is
included in.

Sincerely yours,

J. V. Coffey
Director

ENCLOSURE

Received by J. V. Coffey
and signed in his presence.

7 427
AMERICAN COUNCIL ON EDUCATION

818 CONNECTICUT AVENUE
WASHINGTON, D. C.

June 5, 1920
May 19, 1920.

My dear Sir:

Congress will probably take action in the near future on several of the more important educational bills now pending. It is desirable that educational organizations and institutional officials should have an opportunity to study these bills and to determine whether or not they should be enacted as proposed, or amended. It is desirable also that Congress should know the views of the educational public concerning these measures.

The Executive Committee of the American Council on Education has therefore ordered the Council's office to submit the principal legislative proposals affecting education to the constituent and institutional members of the Council for action. The results of this referendum will be reported to the Congressional committees in charge of the several bills.

The Council is informed that these Congressional committees will appreciate an early report on the attitude of the principal educational institutions and bodies. It is hoped that the votes of every institutional member of the Council may be reported before the close of the current academic year.

It will be helpful also if the votes of the executive committees of those associations which do not meet before next autumn may be reported this spring or summer. Such votes may serve as indices of the probable views of the respective associations, although it will be made clear that they do not commit the associations.

A number of copies of the referendum are sent under separate cover for distribution among the faculties of institutions and the members of executive committees of associations.

Sincerely yours,

S. A. Cohen

Director.

June 5, 1920

Dear Dr. Capen:

Your favor of the 19th of May with a questionnaire and a copy of a printed document was duly received. It came so late, however, that I was not able to take steps to secure a complete answer on behalf of the University Senate. I am wondering whether you can send me seventy-five copies of the printed document. Of course you may send a bill for the same and I shall be glad to remit.

Very truly yours,

Dr. S. P. Capen,
818 Connecticut Ave.,
Washington, D.C.

HPJ:JN

AMERICAN COUNCIL ON EDUCATION

June 5, 1930

Dear Dr. Gaper:

Your favor of the 19th of May with a questionnaire and a copy of a printed document was duly received. It came so late, however, that I was not able to take steps to secure a complete answer on behalf of the University. I am wondering whether you can send me seventy-five copies of the printed document. Of course you may send a bill for the same and I shall be glad to remit.

Very truly yours,

Dr. S. F. Gaper,
618 Connecticut Ave.,
Washington, D.C.

HRJ:JH

"Schools and the means of education shall be forever encouraged."

Ordinance of 1787

The Educational Bill

(Smith-Towner Bill Revised)

For a Department of Education and Federal Aid

To be introduced at the opening of the Sixty-sixth Congress by Congressman Horace Mann Towner, of Iowa, at the request of the National Education Association, the American Federation of Teachers and the American Federation of Labor.

Subject Matter by Sections

- Sec. 1. Creates Department of Education and Secretary of Education.
- Sec. 2. Assistant Secretary and other subordinate positions.
- Sec. 3. Transfer of offices, bureaus, etc. to Department of Education.
- Sec. 4. Powers and duties of Secretary of Education.
- Sec. 5. Duties and scope of Department.
- Sec. 6. Appropriation of \$500,000 for administrative purposes.
- Sec. 7. Appropriation of \$100,000,000 to be apportioned as specified.
- Sec. 8. Apportionment of \$7,500,000 for removal of illiteracy.
- Sec. 9. Apportionment of \$7,500,000 for Americanization.
- Sec. 10. Apportionment of \$50,000,000 for equalizing educational opportunities.
- Sec. 11. Apportionment of \$20,000,000 for physical education, including health education and sanitation.
- Sec. 12. Apportionment of \$15,000,000 for preparation of teachers.
- Sec. 13. Conditions under which States may receive apportionments.
- Sec. 14. Administration of Act by state and local authorities.
- Sec. 15. Duties of Secretary of Education in relation to States.
- Sec. 16. Duties of Secretary of the Treasury in relation to the Act.
- Sec. 17. Reports of States on administration of the Act.
- Sec. 18. Reports of Secretary of Education to Congress.
- Sec. 19. Date of taking effect and repealing clause.

Abraham Lincoln once declared that he hoped the day would come when this country would guarantee to all "an unfettered start and a fair chance in the race of life." The purpose of this bill is to hasten that day.

A BILL

To create a Department of Education, to authorize appropriations for the conduct of said Department, to authorize the appropriation of money to encourage the States in the promotion and support of education, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there is hereby created an executive department in the Government, to be called the Department of Education, with a Secretary of Education, who shall be the head thereof, to be appointed by the President, by and with the advice and consent of the Senate, and who shall receive a salary of twelve thousand dollars (\$12,000) per annum, and whose tenure of office shall be the same as that of the heads of other executive departments; and section one hundred and fifty-eight of the Revised Statutes is hereby amended to include such department, and the provisions of Title Four of the Revised Statutes, including all amendments thereto, are hereby made applicable to said department. The Secretary of Education shall cause a seal of office to be made for such department of such device as the President shall approve, and judicial notice shall be taken of said seal.

Sec. 2. That there shall be in said department an Assistant Secretary of Education to be appointed by the President, who shall receive a salary of five thousand dollars (\$5,000) per annum. He shall perform such duties as may be prescribed by the Secretary or required by law. There shall also be one chief clerk and a disbursing clerk and such chiefs of bureaus and clerical assistants as may from time to time be authorized by Congress.

Sec. 3. That there is hereby transferred to the Department of Education the Bureau of Education, and the President is authorized and empowered in his discretion to transfer to the Department of Education such offices, bureaus, divisions, boards or branches of the Government, connected with or attached to any of the executive departments or organized independently of any department, as in his judgment should be controlled by, or the functions of which should be exercised by, the Department of Education, and all such offices, bureaus, divisions, boards or branches of the Government so transferred by the President, or by Act of Congress, shall thereafter be administered by the Department of Education, as hereinafter provided.

All officers, clerks and employees employed in or by any office, bureau, division, board or branch of the Government, transferred in accordance with the provisions of this Act to the Department of Education, shall each and all be transferred to said Department of Education at their existing grades and salaries, except where otherwise provided in this Act; and the office records and papers on file and pertaining exclusively to the business of any such office, bureau, division, board or branch of the Government so transferred, together with the furniture and equipment thereof, shall be transferred to said Department.

Sec. 4. That the Secretary of Education shall have charge, in the buildings or premises occupied by or assigned to the Department of Education, of the library, furniture, fixtures, records and other property used therein or pertaining thereto, and may expend for rental of appropriate quarters for the accommodation of the Department of Education within the District of Columbia, and for the library, furniture, equipment and all other incidental expenses, such sums as Congress may provide from time to time.

All power and authority conferred by law upon or exercised by the head of any executive department, or by any administrative board, over any officer, office, bureau, division, board or branch of the Government, transferred in accordance with the provisions of this Act to the Department of Education, and any and all business arising therefrom or pertaining thereto, and all duties performed in connection therewith, shall, after such transfer, be vested in and exercised by the Secretary of Education.

All laws prescribing the work and defining the duties and powers of the several offices, bureaus, divisions, boards or branches of the Government, transferred in accordance with the provisions of this Act to the Department of Education, shall, in so far as the same are not in conflict with the provisions of this Act, remain in full force and effect and be executed by the Secretary of Education, to whom is hereby granted definite authority to reorganize the work of any and all of the said offices, bureaus, divisions, boards or branches of the Government so transferred, in such way as will in his judgment best accomplish the purposes of this Act.

Sec. 5. That it shall be the duty of the Department of Education to conduct studies and investigations in the field of education and to report thereon. Research shall be undertaken in (a) illiteracy; (b) immigrant education; (c) public-school education, and especially rural education; (d) physical education, including health education, recreation and sanitation; (e) preparation and supply of competent teachers for the public schools; and (f) in such other fields as, in the judgment of the Secretary of Education, may require attention and study.

In order to carry out the provisions of this section the Secretary of Education is authorized, in the same manner as provided for appointments in other departments, to make appointments, or recommendations of appointments, of educational attachés to foreign embassies, and of such investigators and representatives as may be needed, subject to the appropriations that have been made or may hereafter be made to any office, bureau, division, board or branch of the Government, transferred in accordance with the provisions of this Act to the Department of Education; and where appropriations have not been made therefor the appropriation provided in section six of this Act shall be available.

Sec. 6. That for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, and annually thereafter, the sum of five hundred thousand dollars (\$500,000) is hereby authorized to be appropriated, out of any money in the Treasury not otherwise appropriated, to the Department of Education, for the purpose of paying salaries and conducting investigations and paying all incidental and traveling expenses and rent where necessary, and for the purpose of enabling the Department of Education to carry out the provisions of this Act. And all appropriations which have been made and which may hereafter be made to any office, bureau, division, board or branch of the Government, transferred in accordance with the provisions of this Act to the Department of Education, are hereby continued in full force and effect, and shall be administered by the Secretary of Education in such manner as is prescribed by law.

Sec. 7. That in order to encourage the States in the promotion and support of education, there is hereby authorized to be appropriated out of any money in the Treasury not otherwise appropriated, for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, and annually thereafter, one hundred million dollars (\$100,000,000), to be apportioned, disbursed and expended as hereinafter provided.

Sec. 8. That in order to encourage the States to remove illiteracy, three-fortieths of the sum authorized to be appropriated by section seven of this Act shall be used for the instruction of illiterates ten years of age and over. Such instruction shall deal with the common-school branches and the duties of citizenship, and when advisable shall prepare for some definite occupation. Said sum shall be apportioned to the States in the proportions which their respective illiterate populations of ten years of age and over, not including foreign-born illiterates, bear to such total illiterate population of the United States, not including outlying possessions, according to the last preceding census of the United States.

Sec. 9. That in order to encourage the States in the Americanization of immigrants, three-fortieths of the sum authorized to be appropriated by section

seven of this Act shall be used to teach immigrants ten years of age and over to speak and read the English language and to understand and appreciate the spirit and purpose of the American Government and the duties of citizenship in a free country. The said sum shall be apportioned to the States in the proportions which their respective foreign-born populations bear to the total foreign-born population of the United States, not including outlying possessions, according to the last preceding census of the United States.

Sec. 10. That in order to encourage the States to equalize educational opportunities, five-tenths of the sum authorized to be appropriated by section seven of this Act shall be used in public elementary and secondary schools for the partial payment of teachers' salaries, for providing better instruction and extending school terms, especially in rural schools and schools in sparsely settled localities, and otherwise providing equally good educational opportunities for the children in the several States, and for the extension and adaptation of public libraries for educational purposes. The said sum shall be apportioned to the States, one-half in the proportions which the number of children between the ages of six and twenty-one of the respective States bear to the total number of such children in the United States, and one-half in the proportions which the number of public-school teachers employed in teaching positions in the respective States bear to the total number of public-school teachers so employed in the United States, not including outlying possessions, said apportionment to be based upon statistics collected annually by the Department of Education.

Provided, however, That in order to share in the apportionment provided by this section a State shall establish and maintain the following requirements unless prevented by constitutional limitations, in which case these requirements shall be approximated as nearly as constitutional provisions will permit: (a) a legal school term of at least twenty-four weeks in each year for the benefit of all children of school age in such State; (b) a compulsory school attendance law requiring all children between the ages of seven and fourteen to attend some school for at least twenty-four weeks in each year; (c) a law requiring that the English language shall be the basic language of instruction in the common-school branches in all schools, public and private.

Sec. 11. That in order to encourage the States in the promotion of physical education, two-tenths of the sum authorized to be appropriated by section seven of this Act shall be used for physical education and instruction in the principles of health and sanitation, and for providing school nurses, school dental clinics, and otherwise promoting physical and mental welfare. The said sum shall be apportioned to the States in the proportions which their respective populations bear to the total population of the United States, not including outlying possessions, according to the last preceding census of the United States.

Sec. 12. That in order to encourage the States in the preparation of teachers for public-school service, particularly in rural schools, three-twentieths of the sum authorized to be appropriated by section seven of this Act shall be used to provide and extend facilities for the improvement of teachers already in service and for the more adequate preparation of prospective teachers, and to provide an increased number of trained and competent teachers by encouraging, through the establishment of scholarships and otherwise, a greater number of talented young people to make adequate preparation for public-school service. The said sum shall be apportioned to the States in the proportions which the number of public-school teachers employed in teaching positions in the respective States bear to the total number of public-school teachers so employed in the United States, not including outlying possessions, said apportionments to be based on statistics collected annually by the Department of Education.

Sec. 13. That in order to secure the benefits of the appropriation authorized in section seven, and of any of the apportionments made in sections eight, nine, ten, eleven and twelve of this Act, a State shall by legislative enactment accept

the provisions of this Act and provide for the distribution of such funds as may be apportioned to said State, and shall designate the State's chief educational authority, whether a State Superintendent of Public Instruction, a Commissioner of Education, a State Board of Education, or other legally constituted chief educational authority, to represent said State in the administration of this Act, and such authority so designated shall be recognized by the Secretary of Education. **Provided,** That in any state in which the legislature does not meet in nineteen hundred twenty, the Governor of said State, in so far as he may have authority so to do, may take such action, temporarily, as is herein provided to be taken by legislative enactment in order to secure the benefits of this Act, and such action by the Governor shall be recognized by the Secretary of Education for the purposes of this Act, when reported by the chief educational authority designated to represent said State, until the legislature of said State shall have met in due course and been in session sixty days.

In any State accepting the provisions of this Act, the State Treasurer shall be designated and appointed as custodian of all funds received by said State as apportionments under the provisions of this Act, to receive and provide for the proper custody and disbursement of the same, such disbursements to be made in accordance with the legal provisions of said State, on warrants duly drawn by the State's chief educational authority designated to represent said State in the administration of this Act.

A State may accept the provisions of any one or more of the respective apportionments authorized in sections eight, nine, ten, eleven and twelve of this Act, and may defer the acceptance of any one or more of said apportionments: **Provided, however,** That no money shall be apportioned to any State from any of the funds provided in sections eight, nine, ten, eleven and twelve of this Act, unless a sum equally as large shall be provided by said State, or by local authorities, or by both, for the same purpose: **And provided,** That the sum or sums provided by a State for the equalization of educational opportunities, for the promotion of physical education and for the preparation of teachers, shall not be less for any year than the amount provided for the same purpose for the fiscal year next preceding the acceptance of the provisions of this Act by said State: **And, provided further,** That no money apportioned to any State under the provisions of this Act shall be used by any State or local authority, directly or indirectly, for the purchase, rental, erection, preservation or repair of any building or equipment, or for the purchase or rental of land, or for the payment of debts or the interest thereon.

Sec. 14. That when a State shall have accepted the provisions of this Act and shall have provided for the distribution and administration of such funds as may be apportioned to said State, as herein provided, the State's chief educational authority designated to represent said State shall so report in writing to the Secretary of Education. If such report shows that said State is prepared to carry out the provisions of this Act with respect to any one or more of the apportionments authorized in sections eight, nine, ten, eleven and twelve of this Act, the Secretary of Education shall apportion to said State for the fiscal year, or for the remainder of the fiscal year as the case may be, such funds as said State may be entitled to receive under the provisions of this Act, and shall certify such apportionment or apportionments to the Secretary of the Treasury: **Provided,** That this Act shall not be construed to require uniformity of plans, means or methods in the several States in order to secure the benefits herein provided, except as specifically stated herein: **And, provided further,** That all the educational facilities encouraged by the provisions of this Act and accepted by a State shall be organized, supervised and administered exclusively by the legally constituted state and local educational authorities of said State, and the Secretary of Education

shall exercise no authority in relation thereto except as herein provided to insure that all funds apportioned to said State shall be used for the purposes for which they are appropriated, and in accordance with the provisions of this Act accepted by said State.

Sec. 15. That the Secretary of Education is authorized to prescribe plans for keeping accounts of the expenditures of such funds as may be apportioned to the States under the provisions of this Act, and to audit such accounts. The Secretary of Education may withhold the apportionment or apportionments of any State for the next ensuing fiscal year whenever he shall determine that such apportionment or apportionments made to said State for the current fiscal year are not being expended in accordance with the provisions of this Act: **Provided, however,** That before withholding any such apportionment from any State, as herein provided, the Secretary of Education shall give due notice in writing to the chief educational authority designated to represent said State, stating specifically wherein said State fails to comply with the provisions of this Act.

If any portion of the money received by the Treasurer of a State under the provisions of this Act for any of the purposes herein provided shall, by action or contingency, be diminished or lost, the same shall be replaced by said State, and until so replaced no subsequent apportionment for such purpose shall be paid to said State. If any part of the funds apportioned annually to any State for any of the purposes named in sections eight, nine, ten, eleven and twelve of this Act has not been expended for such purpose, a sum equal to such unexpended part shall be deducted from the next succeeding annual apportionment made to said State for such purpose.

Sec. 16. That the Secretary of the Treasury is hereby authorized and directed to pay quarterly, on the first day of July, October, January and April, to the Treasurer of any State designated to receive such funds, such apportionment or apportionments as are properly certified to him by the Secretary of Education, and he shall discontinue such payments when notified so to do by the Secretary of Education, as provided in this Act.

Sec. 17. That the chief educational authority designated to represent any State receiving the benefits of this Act, shall, not later than September first of each year, make a report to the Secretary of Education showing the work done in said State in carrying out the provisions of this Act, and the receipts and expenditures of money apportioned to said State under the provisions of this Act. If the chief educational authority designated to represent any State shall fail to report as herein provided, the Secretary of Education shall notify the Secretary of the Treasury to discontinue the payment of all apportionments to said State until such report shall have been made.

Sec. 18. That the Secretary of Education shall annually at the close of each fiscal year make a report in writing to Congress giving an account of all moneys received and disbursed by the Department of Education, and describing the work done by the department. He shall also, not later than December first of each year, make a report to Congress on the administration of sections seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen and seventeen of this Act, and shall include in said report a summary of the reports made to him by the several States showing the condition of public education therein, and shall at the same time make such recommendations to Congress as will, in his judgment, improve public education in the United States. He shall also from time to time make such special investigations and reports as may be required of him by the President or by Congress.

Sec. 19. That this Act shall take effect April first, nineteen hundred twenty, and all Acts and parts of Acts in conflict with this Act are hereby repealed.

Why Should a Department of Education Be Established?

A Department of Education, with a Secretary of Education in the President's cabinet at its head, should be established in order to co-ordinate and administer more efficiently the various educational activities of the National Government. The Government has dealt with the subject of education along particular lines for many years, but its activities are scattered throughout the several executive departments and administered by many unrelated boards, bureaus and divisions.

The Department should be established in order to give to education the recognition which its vital relation to our national welfare demands. Issues of the greatest importance to the nation, involving complex educational problems, are continually dealt with by the President and Congress without the advice of a cabinet member whose sole duty it is to consider such questions from the standpoint of their relation to public education. Education is represented by a cabinet minister in the Government of every other great Nation of the world.

There should be a Department of Education to conduct investigations in the field of education and give to the States and the people the benefits of such research. Illiteracy can not be removed nor real American ideals established by mere superficial attempts. We must know the facts involved in these complex social problems before we can accomplish their solution. The same is true of all our great educational questions. The National Government should furnish information and guidance.

Every valid argument used in behalf of the establishment of the Department of Agriculture, the Department of Commerce and the Department of Labor, applies with equal force in support of the establishment of a Department of Education. These departments were created in recognition of the importance of the subjects which they represent in relation to national welfare. Education is unquestionably as vitally related to the welfare of our country, and the Government is now dealing with the subject of education more generally than it dealt with the subjects embraced in any of these departments when they were created.

A Department of Education should be created as a matter of administrative efficiency and wise public policy.

Why Should the National Government Appropriate Money to Assist the States in the Promotion of Education?

Because education is essential to the life of our Nation. A government of the people must necessarily be determined by the character and intelligence of its citizens. Anarchy and social disorders thrive on ignorance. The welfare and perpetuity of our nation demand that all possible encouragement be given to the States in the development through education of a citizenship physically and intellectually sound, and imbued with the spirit and ideals of true Americanism. Thus only can our Republic be made safe, efficient and enduring.

Since education is a matter of vital concern to the Nation as well as to the States and local communities, the Nation should bear its share of the necessary expense. In addition to what is now being done, the National Government should encourage and assist the States in the removal of illiteracy, the Americanization of our heterogeneous population, the conservation of our human resources through physical education and instruction in the principles of health and sanitation, the equalization of

educational opportunities so that every child in the land may have an opportunity to obtain a good common school education, and in the preparation and supply of competent teachers who are the most essential factor in the solution of all educational problems.

The National Government is now making liberal appropriations in support of education along certain special lines, including vocational education. But the promotion and support of general education, which includes the special, is even more fundamental and necessary. Special education, however valuable in itself, must of necessity fail to accomplish its purpose if general education is permitted to deteriorate from lack of adequate support.

The Right Honorable H. A. L. Fisher, Minister of Education, declared in support of his educational bill before the English Parliament: "It is always pertinent to ask whether we can afford to spend the money. But when we are considering a form of productive expenditure, which is not only an investment but an insurance, that question cannot stand alone. We must ask a supplementary question. We must ask not only whether we can afford to spend the money, but whether we can afford not to spend the money. And the supplementary question is more important and more searching." Mr. Fisher further declared: "The fact that in the middle of this great war, when the finances of this country are strained to the uttermost, the Chancellor of the Exchequer is willing to find nearly four million pounds of additional money for the development of public education is, I think, a sufficient indication that the Government means business."

The Fisher Educational Bill carrying these increased appropriations was passed by the English Parliament. If our Government is to meet the urgent demands of this critical period of reconstruction in a broad constructive way it can not neglect the fundamental question of public education.

Will the Establishment of a Department of Education and the Granting of Federal Aid Mean Federal Control of Education?

It is illogical to conclude that if a Department of Education is created and Federal aid given, the Federal Government will arbitrarily control the administration of education in the States. Some of the executive departments deal with subjects over which the National Government has absolute authority, and others deal with subjects over which it does not have controlling authority. The Department of the Treasury and the Department of War are examples of the former, while the Department of Agriculture and the Department of Labor are examples of the latter.

The National Government can assist the States in the promotion of education as it assists in promoting the interests of agriculture, commerce and labor, but under the provisions of the Constitution it cannot control, because the administration of education is reserved to the States. This bill specifically provides that all the educational facilities encouraged by its provisions shall be organized, supervised and administered exclusively by the legally constituted state and local educational authorities within the several States.

The Towner Educational Bill

H. R. 15400

• 65th Congress, Third Session

Introduced by Congressman H. M. Towner of Iowa, January 30, 1919, at the request of the American Federation of Labor, the American Federation of Teachers, and the National Education Association.

BRIEF ANALYSIS OF THE BILL

Title: "A bill to create a Department of Education, to authorize appropriations for the conduct of said Department, to authorize the appropriation of money to encourage the states in the promotion and support of education and for other purposes."

Establishes a Department of Education

The bill establishes a Department of Education, with a Secretary at its head, thus giving Education recognition in the President's Cabinet along with Agriculture, Commerce, Labor and the other Departments. At present the administration of educational affairs is parceled out among more than eighty different bureaus, boards and divisions of the several Departments of Government. The Bureau of Education in the Department of the Interior was established for the collection of statistics and the dissemination of information.

Consolidates Bureaus and Authorizes Educational Research

The bill transfers the Bureau of Education to the Department of Education and authorizes the President to transfer such other educational bureaus, commissions, boards, divisions and branches as, in his judgment, should be administered by the Department of Education. It is made the specific duty of the Department to encourage the states in the development of public educational facilities, and authorizes investigation and research in the fields of illiteracy; immigrant education; public school education, especially rural education; physical and health education and recreation; preparation and supply of competent teachers; and in such other fields as come within the provision of the Act. It authorizes the encouragement of higher and professional education, and the appointment of educational attaches to foreign embassies to investigate and report on the educational systems of other countries.

Authorizes Appropriations for Specific Purposes.

The bill authorizes the appropriation of \$100,000,000 annually to be apportioned among the states for the following purposes:

1. To encourage the states in the removal of illiteracy, \$7,500,000.
2. To encourage the states in the Americanization of foreigners, \$7,500,000.
3. To encourage the states in the equalization of educational opportunities, and for the partial payment of teachers' salaries, providing better instruction, extending school terms and otherwise providing equally good schools for all children, \$50,000,000.
4. To encourage the states in the promotion of physical and health education and recreation, \$20,000,000.
5. To encourage the states in providing facilities for preparing and supplying better teachers, \$15,000,000.

Preserves State Autonomy and Local Control.

The appropriations are allotted to the states on condition that the state, or local authority, or both, shall furnish an equal amount for each specified purpose. The administration and control of education is left entirely to the states, and to local authorities, the Federal Government exercising supervision only to the extent necessary to see that the several amounts appropriated are used by the states for the purposes specified in the Act. The bill provides that the funds allotted to the several states shall be paid quarterly to the respective state treasurers, and disbursed on the order of the state's chief educational authority, as designated by the state legislature.

ARGUMENTS FOR THE BILL

The Removal of Illiteracy.

The war demonstrated beyond a doubt that education is a subject of great national importance. The selective draft revealed that there were 700,000 illiterate males in America between the ages of 21 and 31. These were called out by our great free country to defend principles they could not understand and to uphold with their lives a constitution they could not read. Our American officers labored to make them efficient soldiers; provision must now be made to make them efficient American citizens. In peace as in war, men are valuable in proportion as they are educated and intelligent. The last census shows that there are in this country more than five and one-half million illiterates over ten years of age. The nation must encourage and assist the states to remove this unfortunate condition which is a menace to our country. These ignorant masses lower American standards and are exploited by greedy profiteers and unprincipled leaders. Anarchy and social disorders thrive on illiteracy.

Physical and Health Education and Recreation.

Again, it was found that more than 700,000 of those examined for military service were physically unsound, and that a large proportion of the defects discovered could have been prevented or removed by proper attention in youth. This great problem deserves more consideration than it has received in the past. Here may be found the source of enormous economic and industrial loss, and the cause of much poverty and misery. The conservation of the human resources of the nation is certainly as important as the conservation of its other resources. Our people, particularly the industrial classes, are vitally interested in the promotion of the physical welfare of all through physical and health education and the encouragement of wholesome recreation.

Americanization Vital to National Welfare.

The Americanization, not only of the more than 13,000,000 foreign-born in our country, but of the many native-born who are ignorant of their duties and responsibilities as citizens of our free country, is a matter of vital importance. A government of the people and by the people, made up of people from every land, must necessarily be determined by the character of its composite citizenship. Therefore, the welfare and perpetuity of our nation demand that all possible encouragement be given to the states in the development of a citizenship physically and intellectually sound, and imbued with the spirit and ideals of true Americanism. Thus only can our Republic be made safe, efficient and enduring.

Teachers Must Be Better Trained and Better Paid.

To meet these urgent demands, constructive legislation is needed to encourage and strengthen public education in the states. As the teacher is of first importance in every educational undertaking, we must make provision for more competent, well trained teachers. But to obtain and keep good, experienced teachers it is evident that adequate salaries must be paid. The Bureau of Education reports that the average salary paid teachers in this country in 1918 was \$630.64, which is \$243.00 less per annum than the average wage paid to scrubwomen in the United States Navy Yard. Is there any wonder that results are not always satisfactory? Inefficient schools are almost invariably the result of inadequate support. Low salaries are driving many good teachers out of the profession and filling the ranks with the immature, inexperienced and untrained. Of the 600,000 teachers in America, 100,000 are less than 20 years old; 150,000 have served two years or less; 30,000 have had no education beyond the eighth grade; 200,000 have had less than a high school education. The Federal Government should investigate this great problem so vital to the welfare of the more than 22,000,000 children of America, and give aid and encouragement to the states in its solution. Our government has been accused of giving more thought to agriculture and commerce than to education; more attention to live stock than to children. The government should give no less attention to those highly important agencies, but more to education.

Equal Educational Opportunities for All.

The promotion of social justice and the general welfare demands the equalization of educational opportunities throughout the country. We sometimes boast that this is a land of equal opportunity, and yet we know that all the children of America do not have an equal chance for an education. The heaviest burdens often fall upon those least able to bear them. Every American, however fortunate his condition, should be deeply concerned in the fact that we have in our country 1,534,000 native-born whites, 2,227,000 colored, and 1,650,000 foreign-born who cannot read and write. Where are these found? Principally in the congested cities of the north and in the remote districts of the south where educational advantages are poorest, and where they should be best. The light must be turned on in these dark places. We have spent billions of wealth and thousands of lives to uphold our ideals of liberty and justice, nor have we caviled over who was paying most. Shall we, as a nation, begrudge a few hundred millions that every child in America, whether born in the crowded city or in the sparsely settled rural district, shall have the advantage of a good common school education? This is simply guaranteeing equal rights and a square deal to all.

Encouragement of Education Demands National Attention.

That the Federal Government should bear its part in the support of public education is the natural result of a process of development. Our school system

began as a local institution. First there was the subscription school for the benefit of the families in a neighborhood who were able and willing to contribute to its support. Then there developed in some localities schools supported by local taxation, offering free the rudiments of education. Finally certain states came to recognize the importance of education, and passed laws establishing more or less imperfect free school systems. Other states followed, and gradually free schools became general, but even today educational opportunities vary greatly in different parts of the country. Now the broader aspect of public education is being recognized, and this great institution that was first local, and then received consideration from the states, is now commanding increased attention from the Federal Government. It is fundamentally sound that the nation, the state and the local community should share in the support of an institution essential to the highest good of all. The principle of federal aid has already been established along lines which are no more intimately related to national welfare than is education.

Other Nations Leading. Time for America to Act.

The other great nations are giving particular attention to public education since the war, and notwithstanding their enormous war debts are appropriating more for this purpose than ever before. The Fisher Educational Bill, recently enacted by the English Parliament, is a most advanced measure. Education is represented in the Cabinets of England, France and Italy. The time has come in America when the great importance of education from the national standpoint makes it appropriate and necessary that a Department of Education shall be established to coordinate and administer the various educational activities of the Government, and that the Federal Government shall give aid and encouragement to the states in the removal of illiteracy, the Americanization of immigrants, the promotion of physical and health education and recreation, the preparation of teachers, the equalization of educational opportunities, and the improvement of our public schools, to the end that every child and every citizen in the land, entitled to the protection of our flag and the blessings of liberty guaranteed by our constitution, shall receive freely what Abraham Lincoln asked for all, "An unfettered start and a fair chance in the race of life."

COMMENTS ON THE BILL

"I consider the unifying and coordinating of the various educational agencies of the Federal Government within one Department, and full cooperation with State and local agencies, as provided in this bill, essential and vital to the promotion of public education. The American Federation of Labor has discussed this matter at a number of its recent conventions and is practically unanimous and thoroughly in earnest in its support."—*Henry Sterling, Legislative Representative, American Federation of Labor.*

"The Smith bill as amended by Representative Towner and introduced by him in the House, will have the strong support of the American Federation of Teachers. The new measure provides for Federal aid in the payment of teachers' salaries and fully safeguards the control of the States over their schools. The amendments were made in response to public sentiment throughout the country and meet with the hearty approval of the American Federation of Teachers. The people will demand the passage of this bill."—*L. V. Lampson, National Organizer, American Federation of Teachers.*

"Congressman Towner's bill has the hearty endorsement of the National Education Association. It recognizes the vital importance of education from the national standpoint and outlines a broad, comprehensive program for obtaining definite and practical results. The English Parliament has passed the Fisher bill, one of the most important educational measures ever enacted into law. If America is to meet the educational demands of this critical period, a bill of this character should be enacted by Congress."—*Hugh S. Magill, Field Secretary, National Education Association.*

IN THE HOUSE OF REPRESENTATIVES.

MAY 19, 1919.

Mr. TOWNER introduced the following bill; which was referred to the Committee on Education and ordered to be printed.

A BILL

To create a Department of Education, to authorize appropriations for the conduct of said Department, to authorize the appropriation of money to encourage the States in the promotion and support of education, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 That there is hereby created an executive department in the
4 Government to be called the Department of Education, with
5 a Secretary of Education, who shall be the head thereof, to
6 be appointed by the President, by and with the advice and
7 consent of the Senate, and who shall receive a salary of
8 \$12,000 per annum, and whose tenure of office shall be the
9 same as that of the heads of other executive departments;
10 and section one hundred and fifty-eight of the Revised
11 Statutes is hereby amended to include such department, and

1 the provisions of title 4 of the Revised Statutes, including
 2 all amendments thereto, are hereby made applicable to said
 3 department. The Secretary of Education shall cause a seal
 4 of office to be made for such department of such device as
 5 the President shall approve, and judicial notice shall be
 6 taken of said seal.

7 SEC. 2. That there shall be in said department an As-
 8 sistant Secretary of Education to be appointed by the Presi-
 9 dent, who shall receive a salary of \$5,000 per annum. He
 10 shall perform such duties as may be prescribed by the Sec-
 11 retary or required by law. There shall also be one chief
 12 clerk and a disbursing clerk and such chiefs of bureaus and
 13 clerical assistants as may from time to time be authorized by
 14 Congress.

15 SEC. 3. That there is hereby transferred to the Depart-
 16 ment of Education the Bureau of Education, and the Presi-
 17 dent is authorized and empowered in his discretion to transfer
 18 to the Department of Education such offices, bureaus, di-
 19 visions, boards or branches of the Government, connected
 20 with or attached to any of the executive departments or
 21 organized independently of any department, as in his judg-
 22 ment should be controlled by, or the functions of which should
 23 be exercised by, the Department of Education, and all such
 24 offices, bureaus, divisions, boards or branches of the Govern-
 25 ment so transferred by the President or by Act of Congress,

1 shall thereafter be administered by the Department of Edu-
 2 cation, as hereinafter provided.

3 All officers, clerks, and employees employed in or by
 4 any office, bureau, division, board or branch of the Govern-
 5 ment, transferred in accordance with the provisions of this
 6 Act to the Department of Education, shall each and all be
 7 transferred to said Department of Education at their existing
 8 grades and salaries, except where otherwise provided in this
 9 Act; and the office records and papers on file and pertaining
 10 exclusively to the business of any such office, bureau, divi-
 11 sion, board or branch of the Government so transferred, to-
 12 gether with the furniture and equipment thereof, shall be
 13 transferred to said department.

14 SEC. 4. That the Secretary of Education shall have
 15 charge, in the buildings or premises occupied by or as-
 16 signed to the Department of Education, of the library,
 17 furniture, fixtures, records and other property used therein
 18 or pertaining thereto, and may expend for rental of ap-
 19 propriate quarters for the accommodation of the Depart-
 20 ment of Education within the District of Columbia, and
 21 for the library, furniture, equipment and all other inci-
 22 dental expenses, such sums as Congress may provide from
 23 time to time.

24 All power and authority conferred by law upon or
 25 exercised by the head of any executive department, or by

1 any administrative board, over any officer, office, bureau,
2 division, board or branch of the Government, transferred
3 in accordance with the provisions of this Act to the De-
4 partment of Education, and any and all business arising
5 therefrom or pertaining thereto, and all duties performed
6 in connection therewith, shall, after such transfer, be vested
7 in and exercised by the Secretary of Education.

8 All laws prescribing the work and defining the duties
9 and powers of the several offices, bureaus, divisions,
10 boards or branches of the Government, transferred in ac-
11 cordance with the provisions of this Act to the Depart-
12 ment of Education, shall, in so far as the same are not in
13 conflict with the provisions of this Act, remain in full force
14 and effect and be executed by the Secretary of Education,
15 to whom is hereby granted definite authority to reorganize
16 the work of any and all of the said offices, bureaus, divisions,
17 boards or branches of the Government so transferred, in
18 such way as will in his judgment best accomplish the pur-
19 poses of this Act.

20 SEC. 5. That it shall be the duty of the Department
21 of Education to conduct studies and investigations in the
22 field of education and to report thereon. Research shall
23 be undertaken in (a) illiteracy; (b) immigrant education;
24 (c) public-school education, and especially rural education;
25 (d) physical education, including health education, recre-

1 ation and sanitation; (e) preparation and supply of compe-
2 tent teachers for the public schools; and (f) in such other
3 fields as, in the judgment of the Secretary of Education,
4 may require attention and study.

5 In order to carry out the provisions of this section
6 the Secretary of Education is authorized, in the same man-
7 ner as provided for appointments in other departments,
8 to make appointments, or recommendations of appoint-
9 ments, of educational attachés to foreign embassies, and
10 of such investigators and representatives as may be needed,
11 subject to the appropriations that have been made or may
12 hereafter be made to any office, bureau, division, board or
13 branch of the Government, transferred in accordance with
14 the provisions of this Act to the Department of Education;
15 and where appropriations have not been made therefor the
16 appropriation provided in section six of this Act shall be
17 available.

18 SEC. 6. That for the fiscal year ending June 30, 1921,
19 and annually thereafter, the sum of \$500,000 is hereby
20 authorized to be appropriated, out of any money in the
21 Treasury not otherwise appropriated, to the Department of
22 Education, for the purpose of paying salaries and conducting
23 investigations and paying all incidental and traveling ex-
24 penses and rent where necessary, and for the purpose of
25 enabling the Department of Education to carry out the

1 provisions of this Act. And all appropriations which have
 2 been made and which may hereafter be made to any office,
 3 bureau, division, board, or branch of the Government, trans-
 4 ferred in accordance with the provisions of this Act to the
 5 Department of Education, are hereby continued in full force
 6 and effect, and shall be administered by the Secretary of
 7 Education in such manner as is prescribed by law.

8 SEC. 7. That in order to encourage the States in the
 9 promotion and support of education, there is hereby author-
 10 ized to be appropriated, out of any money in the Treasury
 11 not otherwise appropriated, for the fiscal year ending June
 12 30, 1921, and annually thereafter, \$100,000,000, to be ap-
 13 portioned, disbursed, and expended as hereinafter provided.

14 SEC. 8. That in order to encourage the States to re-
 15 move illiteracy, three-fortieths of the sum authorized to be
 16 appropriated by section 7 of this Act shall be used for the
 17 instruction of illiterates ten years of age and over. Such
 18 instruction shall deal with the common-school branches and
 19 the duties of citizenship, and when advisable shall prepare
 20 for some definite occupation. Said sum shall be appor-
 21 tioned to the States in the proportions which their respec-
 22 tive illiterate populations of ten years of age and over, not
 23 including foreign-born illiterates, bear to such total illiterate
 24 population of the United States, not including outlying

1 possessions, according to the last preceding census of the
 2 United States.

3 SEC. 9. That in order to encourage the States in the
 4 Americanization of immigrants, three-fortieths of the sum
 5 authorized to be appropriated by section 7 of this Act shall
 6 be used to teach immigrants ten years of age and over to
 7 speak and read the English language and to understand
 8 and appreciate the spirit and purpose of the American Gov-
 9 ernment and the duties of citizenship in a free country.
 10 The said sum shall be apportioned to the States in the pro-
 11 portions which their respective foreign-born populations bear
 12 to the total foreign-born population of the United States, not
 13 including outlying possessions, according to the last pre-
 14 ceding census of the United States.

15 SEC. 10. That in order to encourage the States to
 16 equalize educational opportunities, five-tenths of the sum
 17 authorized to be appropriated by section 7 of this Act
 18 shall be used in public elementary and secondary schools
 19 for the partial payment of teachers' salaries, for providing
 20 better instruction and extending school terms, especially in
 21 rural schools and schools in sparsely settled localities, and
 22 otherwise providing equally good educational opportunities
 23 for the children in the several States, and for the extension
 24 and adaptation of public libraries for educational pur-

1 poses. The said sum shall be apportioned to the States,
 2 one-half in the proportions which the number of children
 3 between the ages of six and twenty-one of the respective
 4 States bear to the total number of such children in the
 5 United States, and one-half in the proportions which the
 6 number of public-school teachers employed in teaching
 7 positions in the respective States bear to the total number
 8 of public-school teachers so employed in the United States,
 9 not including outlying possessions, said apportionment to
 10 be based upon statistics collected annually by the Depart-
 11 ment of Education.

12 *Provided, however,* That in order to share in the appor-
 13 tionment provided by this section a State shall establish
 14 and maintain the following requirements unless prevented
 15 by constitutional limitations, in which case these require-
 16 ments shall be approximated as nearly as constitutional pro-
 17 visions will permit: (a) a legal school term of at least
 18 twenty-four weeks in each year for the benefit of all children
 19 of school age in such State; (b) a compulsory school
 20 attendance law requiring all children between the ages of
 21 seven and fourteen to attend some school for at least twenty-
 22 four weeks in each year; (c) a law requiring that the
 23 English language shall be the basic language of instruction
 24 in the common-school branches in all schools, public and
 25 private.

1 SEC. 11. That in order to encourage the States in the
 2 promotion of physical education, two-tenths of the sum
 3 authorized to be appropriated by section 7 of this act shall
 4 be used for physical education and instruction in the prin-
 5 ciples of health and sanitation, and for providing school
 6 nurses, school dental clinics, and otherwise promoting physi-
 7 cal and mental welfare. The said sum shall be apportioned
 8 to the States in the proportions which their respective popu-
 9 lations bear to the total population of the United States, not
 10 including outlying possessions, according to the last pre-
 11 ceding census of the United States.

12 SEC. 12. That in order to encourage the States in the
 13 preparation of teachers for public-school service, particularly
 14 in rural schools, three-twentieths of the sum authorized to
 15 be appropriated by section 7 of this Act shall be used
 16 to provide and extend facilities for the improvement of
 17 teachers already in service and for the more adequate prep-
 18 aration of prospective teachers, and to provide an increased
 19 number of trained and competent teachers by encouraging,
 20 through the establishment of scholarships and otherwise,
 21 a greater number of talented young people to make adequate
 22 preparation for public-school service. The said sum shall
 23 be apportioned to the States in the proportions which the
 24 number of public-school teachers employed in teaching posi-

1 tions in the respective State bear to the total number of
 2 public-school teachers so employed in the United States, not
 3 including outlying possessions, said apportionments to be
 4 based on statistics collected annually by the Department of
 5 Education.

6 SEC. 13. That in order to secure the benefits of the
 7 appropriation authorized in section 7, and of any of the
 8 apportionments made in sections 8, 9, 10, 11, and 12 of
 9 this Act, a State shall by legislative enactment accept the
 10 provisions of this Act and provide for the distribution of
 11 such funds as may be apportioned to said State, and shall
 12 designate the State's chief educational authority, whether
 13 a State superintendent of public instruction, a commissioner
 14 of education, a State board of education, or other legally
 15 constituted chief educational authority, to represent said State
 16 in the administration of this Act, and such authority so des-
 17 ignated shall be recognized by the Secretary of Education:
 18 *Provided*, That in any State in which the legislature does
 19 not meet in 1920, the governor of said State, in so far as
 20 he may have authority so to do, may take such action,
 21 temporarily, as is herein provided to be taken by legislative
 22 enactment in order to secure the benefits of this Act, and
 23 such action by the governor shall be recognized by the
 24 Secretary of Education for the purposes of this Act, when
 25 reported by the chief educational authority designated to

1 represent said State, until the legislature of said State shall
 2 have met in due course and been in session sixty days.

3 In any State accepting the provisions of this Act, the
 4 State treasurer shall be designated and appointed as custo-
 5 dian of all funds received by said State as apportionments
 6 under the provisions of this Act, to receive and provide for
 7 the proper custody and disbursement of the same, such dis-
 8 bursements to be made in accordance with the legal pro-
 9 visions of said State, on warrants duly drawn by the State's
 10 chief educational authority designated to represent said State
 11 in the administration of this Act.

12 A State may accept the provisions of any one or more
 13 of the respective apportionments authorized in sections 8, 9,
 14 10, 11, and 12 of this Act, and may defer the acceptance
 15 of any one or more of said apportionments: *Provided*, how-
 16 ever, That no money shall be apportioned to any State from
 17 any of the funds provided in sections 8, 9, 10, 11, and 12
 18 of this Act, unless a sum equally as large shall be provided
 19 by said State, or by local authorities, or by both, for the
 20 same purpose: *And provided*, That the sum or sums pro-
 21 vided by a State for the equalization of educational oppor-
 22 tunities, for the promotion of physical education and for
 23 the preparation of teachers, shall not be less for any year
 24 than the amount provided for the same purpose for the
 25 fiscal year next preceding the acceptance of the provisions

1 of this Act by said State: *And provided further*, That no
 2 money apportioned to any State under the provisions of
 3 this Act shall be used by any State or local authority,
 4 directly or indirectly, for the purchase, rental, erection,
 5 preservation, or repair of any building or equipment, or
 6 for the purchase or rental of land, or for the payment of
 7 debts or the interest thereon.

8 SEC. 14. That when a State shall have accepted the pro-
 9 visions of this Act and shall have provided for the distribu-
 10 tion and administration of such funds as may be appor-
 11 tioned to said State, as herein provided, the State's chief
 12 educational authority designated to represent said State shall
 13 so report in writing to the Secretary of Education. If
 14 such report shows that said State is prepared to carry out
 15 the provisions of this Act with respect to any one or more
 16 of the apportionments authorized in sections 8, 9, 10, 11,
 17 and 12 of this Act, the Secretary of Education shall appor-
 18 tion to said State for the fiscal year, or for the remainder
 19 of the fiscal year, as the case may be, such funds as said
 20 State may be entitled to receive under the provisions of this
 21 Act, and shall certify such apportionment or apportionments
 22 to the Secretary of the Treasury: *Provided*, That this Act
 23 shall not be construed to require uniformity of plans, means,
 24 or methods in the several States in order to secure the bene-
 25 fits herein provided, except as specifically stated herein:

1 *And provided further*, That all the educational facilities
 2 encouraged by the provisions of this Act and accepted by
 3 a State shall be organized, supervised, and administered
 4 exclusively by the legally constituted State and local edu-
 5 cational authorities of said State, and the Secretary of Edu-
 6 cation shall exercise no authority in relation thereto except
 7 as herein provided to insure that all funds apportioned to said
 8 State shall be used for the purposes for which they are appro-
 9 priated, and in accordance with the provisions of this Act
 10 accepted by said State.

11 SEC. 15. That the Secretary of Education is author-
 12 ized to prescribe plans for keeping accounts of the expendi-
 13 tures of such funds as may be apportioned to the States
 14 under the provisions of this Act, and to audit such accounts.
 15 The Secretary of Education may withhold the apporportion-
 16 ment or apportionments of any State for the next ensuing
 17 fiscal year whenever he shall determine that such appor-
 18 tionment or apportionments made to said State for the cur-
 19 rent fiscal year are not being expended in accordance with
 20 the provisions of this Act: *Provided, however*, That before
 21 withholding any such apportionment from any State, as
 22 herein provided, the Secretary of Education shall give due
 23 notice in writing to the chief educational authority desig-
 24 nated to represent said State, stating specifically wherein
 25 said State fails to comply with the provisions of this Act.

1 If any portion of the money received by the treasurer
 2 of a State under the provisions of this Act for any of the pur-
 3 poses herein provided shall, by action or contingency, be
 4 diminished or lost, the same shall be replaced by said State,
 5 and until so replaced no subsequent apportionment for such
 6 purpose shall be paid to said State. If any part of the funds
 7 apportioned annually to any State for any of the purposes
 8 named in sections 8, 9, 10, 11, and 12 of this Act has not
 9 been expended for such purpose, a sum equal to such unex-
 10 pended part shall be deducted from the next succeeding
 11 annual apportionment made to said State for such purpose.

12 SEC. 16. That the Secretary of the Treasury is hereby
 13 authorized and directed to pay quarterly, on the 1st day of
 14 July, October, January, and April, to the treasury of any
 15 State designated to receive such funds, such apportionment
 16 or apportionments as are properly certified to him by the
 17 Secretary of Education, and he shall discontinue such pay-
 18 ments when notified so to do by the Secretary of Education,
 19 as provided in this Act.

20 SEC. 17. That the chief educational authority desig-
 21 nated to represent any State receiving the benefits of this
 22 Act, shall, not later than September 1 of each year, make a
 23 report to the Secretary of Education showing the work done
 24 in said State in carrying out the provisions of this Act, and
 25 the receipts and expenditures of money apportioned to said

1 State under the provisions of this Act. If the chief educa-
 2 tional authority designated to represent any State shall fail to
 3 report as herein provided, the Secretary of Education shall
 4 notify the Secretary of the Treasury to discontinue the pay-
 5 ment of all apportionments to said State until such report
 6 shall have been made.

7 SEC. 18. That the Secretary of Education shall annu-
 8 ally at the close of each fiscal year make a report in writing
 9 to Congress giving an account of all moneys received and
 10 disbursed by the Department of Education, and describing
 11 the work done by the department. He shall also, not later
 12 than December 1 of each year, make a report to Congress on
 13 the administration of sections 7, 8, 9, 10, 11, 12, 13, 14,
 14 15, 16, and 17 of this Act, and shall include in said report a
 15 summary of the reports made to him by the several States
 16 showing the condition of public education therein, and shall
 17 at the same time make such recommendations to Congress
 18 as will, in his judgment, improve public education in the
 19 United States. He shall also from time to time make such
 20 special investigations and reports as may be required of him
 21 by the President or by Congress.

22 SEC. 19. That this act shall take effect April 1, 1920,
 23 and all Acts and parts of Acts in conflict with this Act are
 24 hereby repealed.

66TH CONGRESS,
1ST SESSION. } H. R. 7.

A BILL

To create a Department of Education, to authorize appropriations for the conduct of said Department, to authorize the appropriation of money to encourage the States in the promotion and support of education, and for other purposes.

By Mr. TOWNER.

MAY 19, 1919.—Referred to the Committee on Education and ordered to be printed.

IN THE HOUSE OF REPRESENTATIVES.

MAY 20, 1919.

Mr. RAKER introduced the following bill; which was referred to the Committee on Education and ordered to be printed.

A BILL

To make accessible to all the people the valuable scientific and other research work conducted by the United States through establishment of a national school of correspondence.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*
3 That in order to give the largest number of people access to
4 and practical instruction from the largest and most valuable
5 collection of scientific and other data upon all subjects in
6 which the American people are most vitally interested, here-
7 tofore and now being collected by the National Government
8 and lodged at the city of Washington, the President of the
9 United States and the heads of the several executive depart-
10 ments be, and they are hereby, constituted a board of control,
11 under whose direction it shall be the duty of the Commis-
12 sioner of Education to formulate a plan or plans whereby
13 the publications of the various departments and bureaus of

1 the Government shall be properly classified and lists thereof
 2 be published for free distribution, and to cause instruction
 3 by correspondence to be carried on with all persons, bona
 4 fide residents of the United States, who may apply therefor,
 5 and without charge, except such publications as any such
 6 persons shall desire to purchase and which shall be supplied
 7 to them at actual cost. The cost of such service shall be
 8 annually estimated for upon plans and in amount to be
 9 approved by such board of control and submitted to the
 10 Congress annually through the Secretary of the Treasury for
 11 necessary appropriation.

12 SEC. 2. That it shall be the duty of the board of con-
 13 trol to submit annually to the Congress a report of the work
 14 hereby authorized and any recommendations for the improve-
 15 ment and extension of such work and in aid of which addi-
 16 tional legislation may be required.

1st Session
 66th Congress
 H. R. 1108

A BILL

To make accessible to all the people the col-
 lection of scientific and other data upon all subjects in-
 teresting to the United States through estab-
 lishment of a national school of correspond-
 ence.

By Mr. BAKER.

Read twice—Referred to the Committee on Educa-
 tion and ordered to be printed.

66TH CONGRESS, }
1ST SESSION. } **H. R. 1108.**

A BILL

To make accessible to all the people the valuable scientific and other research work conducted by the United States through establishment of a national school of correspondence.

By Mr. RAKER.

May 20, 1919.—Referred to the Committee on Education and ordered to be printed.

66TH CONGRESS,
1ST SESSION.

S. 819.

IN THE SENATE OF THE UNITED STATES.

MAY 26, 1919.

Mr. OWEN introduced the following bill; which was read twice and referred to the Committee on Education and Labor.

A BILL

To create the Department of Education.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*
3 That there shall be established at the seat of government in
4 the city of Washington an executive department, to be known
5 as the Department of Education, which shall be under the
6 supervision of a Secretary of Education, who shall be ap-
7 pointed by the President, by and with the advice and consent
8 of the Senate, who shall receive a salary of \$12,000 per
9 annum, and whose term and tenure of office shall be the
10 same as that of the heads of the other executive departments;
11 and section 158 of the Revised Statutes is hereby amended to
12 include such department, and the provisions of title 4 of the

1 Revised Statutes, including all amendments thereto, are
 2 hereby made applicable to said department. The said Secre-
 3 tary shall cause a seal of office to be made for said department
 4 of such device as the President shall approve, and judicial
 5 notice shall be taken of said seal.

6 SEC. 2. That there shall be in said department an
 7 Assistant Secretary of Education, to be appointed by the
 8 President, by and with the advice and consent of the Senate,
 9 who shall receive a salary of \$6,000 a year, who shall per-
 10 form such duties as may be prescribed by the Secretary or
 11 required by law. There shall also be such clerical assistants
 12 as may from time to time be authorized by Congress.

13 SEC. 3. That all of the rights, powers, and duties now
 14 and heretofore devolving upon and exercised by the sub-
 15 department of the Department of the Interior, known as the
 16 Bureau of Education, shall attach to and be performed by
 17 such Department of Education, and the same are hereby
 18 transferred from said Bureau of Education to said Depart-
 19 ment of Education and the same shall hereafter remain under
 20 the jurisdiction and supervision of the last-named department.

21 SEC. 4. That all the laws and parts of laws heretofore
 22 enacted relating to education and the said subdepartment
 23 known as the Bureau of Education, so far as the same are
 24 applicable and not in conflict herewith, are continued in full
 25 force and effect.

1 SEC. 5. That it shall be the province and duty of said
 2 Department of Education to collect, classify, and dissemi-
 3 nate information and advice on all phases of education and
 4 through cooperation with State, county, district, and municipi-
 5 pal education officers to promote, foster, and develop advanc-
 6 ment and improvement in the public-school systems through-
 7 out the United States.

8 SEC. 6. That a sum sufficient to carry out the purposes
 9 of this act is hereby appropriated out of any money in the
 10 Treasury of the United States not otherwise appropriated.

11 SEC. 7. That this act shall take effect upon its passage.

1st Session
 58th Congress
 2819

A BILL

to create the Department of Education.

By Mr. Quay.

Read twice and referred to the Com-

66TH CONGRESS,
1st Session.

S. 819.

A BILL

To create the Department of Education.

By Mr. OWEN.

MAY 26, 1919.—Read twice and referred to the Committee on Education and Labor.

That it shall be the province and duty of said
Department of Education to collect, classify, and disseminate
information and advice on all phases of education and
through cooperation with State, County, district, and municipal
education officers to promote, foster, and develop advancement
and improvement in the public-school systems throughout
the United States.

That a sum sufficient to carry out the purposes
hereby appropriated out of any money in the
United States not otherwise appropriated.

That this act shall take effect upon its passage
as may from time to time be authorized by

Sec. 3. That all of the rights, powers, and heretofore
exercised by the Department of the Interior, the
Bureau of Education, shall attach to and be performed by
each Department of Education, and the same are hereby
transferred from said Bureau of Education to said Department
of Education, and shall hereafter remain under
the jurisdiction and supervision of the said department.

That all of the laws and parts of laws heretofore
enacted relating to education and the said subdepartment
known as the Bureau of Education, so far as the same are
applicable and not in conflict herewith are continued in full
force and effect.

AMERICAN COUNCIL ON EDUCATION

818 CONNECTICUT AVENUE
WASHINGTON, D. C.

November 26, 1919.

President H. P. Judson,
University of Chicago,
Chicago, Ill.

My dear President Judson:

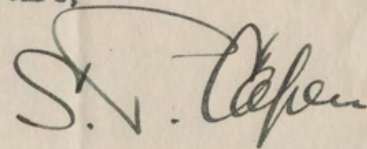
I am sending you herewith copies of some of the more important bills now before Congress. You wished to look over them before the meeting of the Executive Committee of the American Council on Education. I call your attention particularly to the following:

H. R. 1108; H. R. 9322; S. 3006; H. R. 2023, H. R. 7;
S. 1017; S. 3315 and S. 1536.

In H. R. 10583, the National Guard bill, Sections 44 to 52 relate to education.

In H. R. 8287, the Army Reorganization bill, Section 39 and following have some bearing on education.

Sincerely yours,



Director.

SPC/R

AMERICAN COUNCIL ON EDUCATION

818 CONNECTICUT AVENUE

WASHINGTON, D. C.

November 26, 1915.

President H. P. Johnson,
University of Chicago,
Chicago, Ill.

My dear President Johnson:

I am sending you herewith copies of some of the
more important bills now before Congress. You will find no lack over them
before the meeting of the Executive Committee of the American Council
on Education. I call your attention particularly to the following:

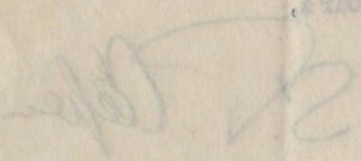
H. R. 1108; H. R. 9332; S. 3006; H. R. 2033, H. R. 7;
S. 1017; S. 3315 and S. 1356.

In H. R. 1055, the National Student Relief Act, as amended, to provide relief for students.

In H. R. 8237, the Army Reorganization Bill, Section 39 and following have

some bearing on education.

Sincerely yours,



Director.

Enc.

66TH CONGRESS,
1ST SESSION.

S. 1017.

IN THE SENATE OF THE UNITED STATES.

MAY 28, 1919.

Mr. SMITH of Georgia introduced the following bill; which was read twice and
and referred to the Committee on Education and Labor.

A BILL

To create a Department of Education, to authorize appropriations
for the conduct of said department, to authorize the approp-
riation of money to encourage the States in the promotion
and support of education, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*
3 That there is hereby created an executive department in the
4 Government to be called the Department of Education, with
5 a Secretary of Education, who shall be the head thereof, to
6 be appointed by the President, by and with the advice and
7 consent of the Senate, and who shall receive a salary of
8 \$12,000 per annum, and whose tenure of office shall be the
9 same as that of the heads of other executive departments;
10 and section 158 of the Revised Statutes is hereby amended

1 to include such department, and the provisions of title 4 of
 2 the Revised Statutes, including all amendments thereto, are
 3 hereby made applicable to said department. The Secretary
 4 of Education shall cause a seal of office to be made for such
 5 department of such device as the President shall approve,
 6 and judicial notice shall be taken of said seal.

7 SEC. 2. That there shall be in said department an As-
 8 sistant Secretary of Education, to be appointed by the Presi-
 9 dent, who shall receive a salary of \$5,000 per annum. He
 10 shall perform such duties as may be prescribed by the Sec-
 11 retary or required by law. There shall also be one chief
 12 clerk and a disbursing clerk and such chiefs of bureaus and
 13 clerical assistants as may from time to time be authorized by
 14 Congress.

15 SEC. 3. That there is hereby transferred to the Depart-
 16 ment of Education the Bureau of Education, and the Presi-
 17 dent is authorized and empowered, in his discretion, to trans-
 18 fer to the Department of Education such offices, bureaus,
 19 divisions, boards, or branches of the Government devoted
 20 to educational matters and connected with or attached
 21 to any of the executive departments or organized inde-
 22 pendently of any department as in his judgment should
 23 be controlled by, or the functions of which should be exer-
 24 cised by, the Department of Education; and all such offices,
 25 bureaus, divisions, boards, or branches of the Government

1 so transferred by the President or by act of Congress,
 2 shall thereafter be administered by the Department of Edu-
 3 cation, as hereinafter provided.

4 All officers, clerks, and employees employed in or by
 5 any office, bureau, division, board, or branch of the Govern-
 6 ment, transferred in accordance with the provisions of this
 7 act to the Department of Education, shall each and all be
 8 transferred to said Department of Education at their existing
 9 grades and salaries, except where otherwise provided in this
 10 act; and the office records and papers on file and pertaining
 11 exclusively to the business of any such office, bureau, divi-
 12 sion, board, or branch of the Government so transferred, to-
 13 gether with the furniture and equipment thereof, shall be
 14 transferred to said department.

15 SEC. 4. That the Secretary of Education shall have
 16 charge, in the buildings or premises occupied by or as-
 17 signed to the Department of Education, of the library,
 18 furniture, fixtures, records, and other property used therein
 19 or pertaining thereto, and may expend for rental of ap-
 20 propriate quarters for the accommodation of the Depart-
 21 ment of Education within the District of Columbia, and
 22 for the library, furniture, equipment, and all other inci-
 23 dental expenses, such sums as Congress may provide from
 24 time to time.

1 All power and authority conferred by law upon or
 2 exercised by the head of any executive department, or by
 3 any administrative board, over any officer, office, bureau,
 4 division, board, or branch of the Government, transferred
 5 in accordance with the provisions of this act to the De-
 6 partment of Education, and any and all business arising
 7 therefrom or pertaining thereto, and all duties performed
 8 in connection therewith, shall, after such transfer, be vested
 9 in and exercised by the Secretary of Education.

10 All laws prescribing the work and defining the duties
 11 and powers of the several offices, bureaus, divisions,
 12 boards, or branches of the Government, transferred in ac-
 13 cordance with the provisions of this act to the Depart-
 14 ment of Education, shall, in so far as the same are not in
 15 conflict with the provisions of this act, remain in full force
 16 and effect and be executed under the direction of the Secre-
 17 tary of Education, to whom is hereby granted definite au-
 18 thority to reorganize the work of any and all of the said
 19 offices, bureaus, divisions, boards, or branches of the Govern-
 20 ment so transferred, in such way as will in his judgment best
 21 accomplish the purposes of this act.

22 SEC. 5. That it shall be the duty of the Department
 23 of Education to conduct studies and investigations in the
 24 field of education and to report thereon. Research shall
 25 be undertaken in (a) illiteracy; (b) immigrant education;

1 (c) public-school education, and especially rural education;
 2 (d) physical education, including health education, recre-
 3 ation and sanitation; (e) preparation and supply of compe-
 4 tent teachers for the public schools; and (f) in such other
 5 fields as, in the judgment of the Secretary of Education,
 6 may require attention and study.

7 In order to carry out the provisions of this section
 8 the Secretary of Education is authorized, in the same man-
 9 ner as provided for appointments in other departments,
 10 to make appointments, or recommendations of appointments,
 11 of educational attachés to foreign embassies, and of such
 12 investigators and representatives as may be needed, subject
 13 to the appropriations that have been made or may here-
 14 after be made to any office, bureau, division, board or branch
 15 of the Government, transferred in accordance with the pro-
 16 visions of this act to the Department of Education; and
 17 where appropriations have not been made therefor the ap-
 18 propriation provided in section 6 of this act shall be available.

19 SEC. 6. That for the fiscal year ending June 30, 1921,
 20 and annually thereafter, the sum of \$500,000 is hereby
 21 authorized to be appropriated, out of any money in the
 22 Treasury not otherwise appropriated, to the Department of
 23 Education, for the purpose of paying salaries and conducting
 24 investigations and paying all incidental and traveling ex-
 25 penses and rent where necessary, and for the purpose of

1 enabling the Department of Education to carry out the
 2 provisions of this act. And all appropriations which have
 3 been made and which may hereafter be made to any office,
 4 bureau, division, board or branch of the Government, trans-
 5 ferred in accordance with the provisions of this act to the
 6 Department of Education, are hereby continued in full force
 7 and effect, and shall be administered by the Secretary of
 8 Education in such manner as is prescribed by law.

9 SEC. 7. That in order to encourage the States in the
 10 promotion and support of education, there is hereby author-
 11 ized to be appropriated, out of any money in the Treasury
 12 not otherwise appropriated, for the fiscal year ending June
 13 30, 1921, and annually thereafter, \$100,000,000, to be ap-
 14 portioned, disbursed, and expended as hereinafter provided.

15 SEC. 8. That in order to encourage the States to re-
 16 move illiteracy, three-fortieths of the sum authorized to be
 17 appropriated by section 7 of this act shall be used for the
 18 instruction of illiterates ten years of age and over. Such
 19 instruction shall deal with the common-school branches and
 20 the duties of citizenship, and when advisable shall prepare
 21 for some definite occupation. Said sum shall be appor-
 22 tioned to the States in the proportions which their respec-
 23 tive illiterate populations of ten years of age and over, not
 24 including foreign-born illiterates, bear to such total illiterate
 25 population of the United States, not including outlying

1 possessions, according to the last preceding census of the
 2 United States.

3 SEC. 9. That in order to encourage the States in the
 4 Americanization of immigrants, three-fortieths of the sum
 5 authorized to be appropriated by section 7 of this act shall
 6 be used to teach immigrants ten years of age and over to
 7 speak and read the English language and to understand
 8 and appreciate the spirit and purpose of the American Gov-
 9 ernment and the duties of citizenship in a free country.
 10 The said sum shall be apportioned to the States in the pro-
 11 portions which their respective foreign-born populations bear
 12 to the total foreign-born population of the United States,
 13 not including outlying possessions, according to the last
 14 preceding census of the United States.

15 SEC. 10. That in order to encourage the States to im-
 16 prove educational opportunities, five-tenths of the sum au-
 17 thorized to be appropriated by section 7 of this act shall
 18 be used in public elementary and secondary schools for the
 19 partial payment of teachers' salaries, for providing better
 20 instruction and extending school terms, especially in rural
 21 schools and schools in sparsely settled localities, and other-
 22 wise providing equally good educational opportunities for the
 23 children in the several States, and for the extension and
 24 adaptation of public libraries for educational purposes. The
 25 said sum shall be apportioned to the States, one-half in the

1 proportions which the number of children between the ages
 2 of six and twenty-one of the respective States bear to the
 3 total number of such children in the United States, and one-
 4 half in the proportions which the number of public-school
 5 teachers employed in teaching positions in the respective
 6 States bear to the total number of public-school teachers so
 7 employed in the United States, not including outlying pos-
 8 sessions, said apportionment to be based upon statistics
 9 collected annually by the Department of Education.

10 *Provided, however,* That in order to share in the appor-
 11 tionment provided by this section a State shall establish and
 12 maintain the following requirements unless prevented by
 13 constitutional limitations, in which case these requirements
 14 shall be approximated as nearly as constitutional provisions
 15 will permit: (a) a legal school term of at least twenty-four
 16 weeks in each year for the benefit of all children of school
 17 age in such State; (b) a compulsory school attendance law
 18 requiring all children between the ages of seven and four-
 19 teen to attend some school for at least twenty-four weeks in
 20 each year; (c) a law requiring that the English language
 21 shall be the basic language of instruction in the common-
 22 school branches in all schools, public and private.

23 SEC. 11. That in order to encourage the States in the
 24 promotion of physical education, two-tenths of the sum
 25 authorized to be appropriated by section 7 of this act shall

1 be used for physical education and instruction in the prin-
 2 ciples of health and sanitation, and for providing school
 3 nurses, school dental clinics, and otherwise promoting physi-
 4 cal and mental welfare. The said sum shall be apportioned
 5 to the States in the proportions which their respective popu-
 6 lations bear to the total population, of the United States, not
 7 including outlying possessions, according to the last preced-
 8 ing census of the United States.

9 SEC. 12. That in order to encourage the States in the
 10 preparation of teachers for public-school service, particularly
 11 in rural schools, three-twentieths of the sum authorized to
 12 be appropriated by section 7 of this act shall be used to
 13 provide and extend facilities for the improvement of teachers
 14 already in service and for the more adequate prepara-
 15 tion of prospective teachers, and to provide an increased
 16 number of trained and competent teachers by encouraging,
 17 through the establishment of scholarships and otherwise,
 18 a greater number of talented young people to make adequate
 19 preparation for public-school service. The said sum shall
 20 be apportioned to the States in the proportions which the
 21 number of public-school teachers employed in teaching posi-
 22 tions in the respective States bear to the total number of
 23 public-school teachers so employed in the United States, not
 24 including outlying possessions, said apportionments to be

1 based on statistics collected annually by the Department of
2 Education.

3 SEC. 13. That in order to secure the benefits of the
4 appropriation authorized in section 7, and of any of the
5 apportionments made in sections 8, 9, 10, 11, and 12 of
6 this act, a State shall by legislative enactment accept the
7 provisions of this act and provide for the distribution of
8 such funds as may be apportioned to said State, and shall
9 designate the State's chief educational authority, whether
10 a State superintendent of public instruction, a commissioner
11 of education, a State board of education, or other legally
12 constituted chief educational authority, to represent said State
13 in the administration of this act, and such authority so des-
14 ignated shall be recognized by the Secretary of Education:
15 *Provided*, That in any State in which the legislature does
16 not meet in 1920, the governor of said State, in so far as
17 he may have authority so to do, may take such action
18 temporarily, as is herein provided to be taken by legislative
19 enactment in order to secure the benefits of this act, and
20 such action by the governor shall be recognized by the
21 Secretary of Education for the purposes of this act, when
22 reported by the chief educational authority designated to
23 represent said State, until the legislature of said State shall
24 have met in due course and been in session sixty days.

1 In any State accepting the provisions of this act, the
2 State treasurer shall be designated and appointed as cus-
3 todian of all funds received by said State as apportionments
4 under the provisions of this act, to receive and provide for
5 the proper custody and disbursement of the same, such dis-
6 bursements to be made in accordance with the legal pro-
7 visions of said State, on warrants duly drawn by the State's
8 chief educational authority designated to represent said State
9 in the administration of this act.

10 A State may accept the provisions of any one or more
11 of the respective apportionments authorized in sections 8, 9,
12 10, 11, and 12 of this act, and may defer the acceptance
13 of any one or more of said apportionments: *Provided, how-*
14 *ever*, That no money shall be apportioned to any State from
15 any of the funds provided in sections 8, 9, 10, 11, and 12
16 of this act, unless a sum equally as large shall be provided
17 by said State, or by local authorities, or by both, for the
18 same purpose: *And provided*, That the sum or sums pro-
19 vided by a State for the improvement of educational oppor-
20 tunities, for the promotion of physical education and for
21 the preparation of teachers, shall not be less for any year
22 than the amount provided for the same purpose for the
23 fiscal year next preceding the acceptance of the provisions
24 of this act by said State: *And provided further*, That no
25 money apportioned to any State under the provisions of

1 this act shall be used by any State or local authority,
2 directly or indirectly, for the purchase, rental, erection,
3 preservation, or repair of any building or equipment, or for
4 the purchase or rental of land, or for the payment of debts
5 or the interest thereon.

6 SEC. 14. That when a State shall have accepted the
7 provisions of this act and shall have provided for the dis-
8 tribution and administration of such funds as may be appor-
9 tioned to said State, as herein provided, the State's chief
10 educational authority designated to represent said State shall
11 so report in writing to the Secretary of Education. If
12 such report shows that said State is prepared to carry out
13 the provisions of this act with respect to any one or more
14 of the apportionments authorized in sections 8, 9, 10, 11,
15 and 12 of this act, the Secretary of Education shall appor-
16 tion to said State for the fiscal year, or for the remainder
17 of the fiscal year, as the case may be, such funds as said
18 State may be entitled to receive under the provisions of this
19 act, and shall certify such apportionment or apportionments
20 to the Secretary of the Treasury: *Provided*, That this act
21 shall not be construed to require uniformity of plans, means,
22 or methods in the several States in order to secure the bene-
23 fits herein provided, except as specifically stated herein:
24 *And provided further*, That all the educational facilities
25 encouraged by the provisions of this act and accepted by

1 a State shall be organized, supervised, and administered
2 exclusively by the legally constituted State and local edu-
3 cational authorities of said State, and the Secretary of Edu-
4 cation shall exercise no authority in relation thereto except
5 as herein provided to insure that all funds apportioned to said
6 State shall be used for the purposes for which they are appro-
7 priated, and in accordance with the provisions of this act
8 accepted by said State.

9 SEC. 15. That the Secretary of Education is author-
10 ized to prescribe plans for keeping accounts of the expendi-
11 tures of such funds as may be apportioned to the States
12 under the provisions of this act, and to audit such accounts.
13 The Secretary of Education may withhold the appor-
14 tionment or apportionments of any State for the next ensuing
15 fiscal year whenever he shall determine that such appor-
16 tionment or apportionments made to said State for the cur-
17 rent fiscal year are not being expended in accordance with
18 the provisions of this act: *Provided, however*, That before
19 withholding any such apportionment from any State, as
20 herein provided, the Secretary of Education shall give due
21 notice in writing to the chief educational authority desig-
22 nated to represent said State, stating specifically wherein
23 said State fails to comply with the provisions of this act.

24 If any portion of the money received by the treasurer
25 of a State under the provisions of this act for any of the pur-

1 poses herein provided shall, by action or contingency, be
 2 diminished or lost, the same shall be replaced by said State,
 3 and until so replaced no subsequent apportionment for such
 4 purpose shall be paid to said State. If any part of the funds
 5 apportioned annually to any State for any of the purposes
 6 named in sections 8, 9, 10, 11, and 12 of this act has not
 7 been expended for such purpose, a sum equal to such unex-
 8 pended part shall be deducted from the next succeeding
 9 annual apportionment made to said State for such purpose.

10 SEC. 16. That the Secretary of the Treasury is hereby
 11 authorized and directed to pay quarterly, on the 1st day of
 12 July, October, January, and April, to the treasury of any
 13 State designated to receive such funds, such apportionment
 14 or apportionments as are properly certified to him by the
 15 Secretary of Education, and he shall discontinue such pay-
 16 ments when notified so to do by the Secretary of Education,
 17 as provided in this act.

18 SEC. 17. That the chief educational authority desig-
 19 nated to represent any State receiving the benefits of this
 20 act, shall, not later than September 1 of each year, make a
 21 report to the Secretary of Education showing the work done
 22 in said State in carrying out the provisions of this act, and
 23 the receipts and expenditures of money apportioned to said
 24 State under the provisions of this act. If the chief educa-
 25 tional authority designated to represent any State shall fail to

1 report as herein provided, the Secretary of Education shall
 2 notify the Secretary of the Treasury to discontinue the pay-
 3 ment of all apportionments to said State until such report
 4 shall have been made.

5 SEC. 18. That the Secretary of Education shall annu-
 6 ally at the close of each fiscal year make a report in writing
 7 to Congress giving an account of all moneys received and
 8 disbursed by the Department of Education, and describing
 9 the work done by the department. He shall also, not later
 10 than December 1 of each year, make a report to Congress on
 11 the administration of sections 7, 8, 9, 10, 11, 12, 13, 14,
 12 15, 16, and 17 of this act, and shall include in said report a
 13 summary of the reports made to him by the several States
 14 showing the condition of public education therein, and shall
 15 at the same time make such recommendations to Congress
 16 as will, in his judgment, improve public education in the
 17 United States. He shall also from time to time make such
 18 special investigations and reports as may be required of him
 19 by the President or by Congress.

20 SEC. 19. That this act shall take effect April 1, 1920,
 21 and all acts and parts of acts in conflict with this act are
 22 hereby repealed.

A BILL

To create a Department of Education, to authorize appropriations for the conduct of said Department, to authorize the appropriation of money to encourage the States in the promotion and support of education, and for other purposes.

By Mr. SMITH of Georgia.

MAY 28, 1919.—Read twice and referred to the Committee on Education and Labor.

66TH CONGRESS,
1ST SESSION.

S. 3006.

IN THE SENATE OF THE UNITED STATES.

SEPTEMBER 16, 1919.

Mr. LENROOT introduced the following bill; which was read twice and referred to the Committee on Military Affairs.

A BILL

To provide educational facilities for persons serving as members of the United States military or naval forces in the war with Germany and honorably discharged from such forces, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*
3 That this Act may be cited as the "War Service Education
4 Act."

5 SEC. 2. That when used in this Act, unless the context
6 otherwise requires—

7 The term "board" means the Federal Board for War
8 Service Educational Facilities, created by this Act.

9 The term "institution" means any public or private
10 university, college, or academy, or any public or private

1 high, elementary, business, trade, or night school, or any
2 regular course of instruction or apprenticeship conducted
3 in connection with any factory, mill, bank, store, or other
4 industrial or merchantile establishment.

5 The term "veteran" means a person who was engaged
6 in active service as an enlisted, drafted, or enrolled man or
7 woman, or as an officer, at any time between April 6, 1917,
8 and November 11, 1918, both dates inclusive, in the United
9 States Army, Navy, or Marine Corps, or in the United
10 States Coast Guard, Naval Reserve Force, National Naval
11 Volunteers, or Army Female Nurse Corps while serving
12 with the Army or Navy, and who was honorably discharged
13 from such service: *Provided*, That no person who was not
14 engaged in active service for at least sixty days at any
15 time prior to such discharge and no person who was a
16 member of the Students' Army Training Corps and who
17 did not otherwise engage in active service shall be consid-
18 ered as a veteran within the meaning of this Act.

19 SEC. 3. That a board is hereby created and established,
20 to be known as the Federal Board for War Service Educa-
21 tional Facilities. It shall be the duty of the board to carry
22 out the provisions of this Act. The board shall be com-
23 posed of the Secretary of War, the Secretary of the Navy,
24 the United States Commissioner of Education, and four
25 citizens of the United States, all of whom shall be veterans,

1 who shall be appointed by the President, by and with the
2 advice and consent of the Senate. Not more than two of
3 such citizen members shall be members of the same political
4 party. Two of the citizen members first appointed shall
5 continue in office for terms of one year and two shall con-
6 tinue in office for terms of two years from the date when
7 this Act becomes effective. The term of each member shall
8 be designated by the President. Their successors shall
9 be appointed under the same conditions for terms of two
10 years: *Provided*, That no term of any member shall extend
11 beyond a date five years after this Act becomes effective.
12 Any person chosen to fill a vacancy shall be appointed only
13 for the unexpired term of the member whom he shall suc-
14 ceed. No vacancy in the board shall impair the right of
15 the remaining members to exercise all the powers of the
16 board. The board shall annually elect a chairman from its
17 own membership. No citizen members of the board shall
18 engage in any other business, vocation, or employment.
19 Any member may be removed by the President on filing
20 with the board a full statement of the cause of such removal.
21 The board shall have an official seal, which shall be judicially
22 noticed.

23 SEC. 4. That each citizen member of the board shall
24 receive a salary of \$5,000 per annum, payable in the same
25 manner as the salaries of the judges of the courts of

1 the United States. The board shall appoint a secretary, who
 2 shall receive a salary of \$4,000 per annum, payable in like
 3 manner, and it shall have authority to employ and fix the
 4 compensation of such local managers, clerks, and other em-
 5 ployees as it may from time to time find necessary for the
 6 proper performance of its duties and as may be appropriated
 7 for by Congress.

8 With the exception of the secretary, the local managers,
 9 a clerk for each member, and such special experts as the
 10 board may from time to time find necessary for the conduct
 11 of its work, all employees of the board shall be a part of the
 12 classified civil service, and shall enter the service under such
 13 rules and regulations as may be prescribed by the board and
 14 by the Civil Service Commission: *Provided*, That prefer-
 15 ence shall be given to veterans in the case of all persons
 16 employed under the board in any capacity.

17 SEC. 5. That the principal office of the board shall be
 18 in the District of Columbia. It shall be the duty of the board
 19 to establish, maintain, and operate such branch offices in
 20 various cities and towns of the United States as it may deem
 21 necessary for the purpose of carrying out the provisions of
 22 this Act. Each of such offices shall be in charge of a local
 23 manager, employed under the provisions of section 4. The
 24 board shall define the powers and duties of the local mana-

1 gers and their assistants, except as otherwise provided here-
 2 in.

3 SEC. 6. That all the expenses of the board, including
 4 all necessary expenses for transportation incurred by the
 5 members of the board, and the local managers, clerks, and
 6 employees when engaged upon official business in any place
 7 other than the city or town in which is located the office to
 8 which such members, local managers, clerks, or employees
 9 are attached, shall be allowed and paid on the presentation
 10 of itemized vouchers therefor, approved by the chairman of
 11 the board. The board may adopt and prescribe rules and
 12 regulations for the conduct of its business, for carrying out
 13 the provisions of this Act, and for the control and guidance
 14 of the various local managers and the offices under their
 15 charge.

16 SEC. 7. That every veteran shall be entitled, except as
 17 otherwise provided in this Act, to receive the sum of \$60 per
 18 month for such time, not exceeding nine months, as he may
 19 be actually under instruction at an approved institution, and
 20 to receive his necessary traveling expenses to and from such
 21 institution: *Provided*, That no veteran shall be paid such
 22 traveling expenses for more than one round trip to such
 23 institution from his place of residence.

24 SEC. 8. That no veteran shall be entitled to receive
 25 any of the benefits of this Act unless he shall file with the

1 local manager of the office nearest his place of residence an
 2 application for the payments provided for herein, under such
 3 regulations as the board may prescribe, within one year after
 4 the date when this Act becomes effective. Any person serv-
 5 ing in the organizations mentioned in the definition of "vet-
 6 eran" in section 2, who has not yet been discharged from
 7 such organization, may, while he is still a member of such
 8 organization, make such application within the same period,
 9 but no payments shall be made under this Act to such person
 10 until after he shall have been honorably discharged from such
 11 organization. Such local manager shall require every appli-
 12 cant to submit satisfactory evidence that he is a veteran. A
 13 duly authenticated copy of the applicant's honorable dis-
 14 charge certificate shall be prima facie evidence that such
 15 applicant is a veteran. All of the papers relating to the
 16 applicant's eligibility to receive the benefits of this Act shall
 17 be promptly forwarded to the board by such local manager.
 18 No payments under the provisions of this Act shall be made
 19 to such applicant until the board shall have certified to such
 20 local manager that it is satisfied that the applicant is a
 21 veteran.

22 SEC. 9. That the board shall formulate lists of all insti-
 23 tutions which, in its opinion, maintain satisfactory courses
 24 of instruction. The board shall also prescribe the minimum
 25 number of courses or classes which a veteran assigned to any

1 such institution for full or part time instruction shall be re-
 2 quired to attend: *Provided*, That no veteran may elect, under
 3 the provisions of this Act, to attend any night, evening, after-
 4 noon, or other part-time course of instruction, or to attend
 5 courses requiring less than twelve hours classroom, labora-
 6 tory, or similar work per week, unless such veteran is obliged
 7 to work at least forty hours per week at a trade, vocation, or
 8 profession, while receiving such instruction, in order to pro-
 9 vide for persons actually dependent on him for their support.
 10 Subject to the provisions of this Act, the board may change
 11 such lists and requirements from time to time. Any veteran
 12 whose application has been approved by the board shall be
 13 entitled to elect to attend any approved institution within
 14 the State, Territory, or possession of which he is a resident.
 15 In the event that there is no approved institution of the kind
 16 which the veteran desires to attend in the State, Territory,
 17 or possession of which he is a resident, he shall be permitted
 18 to attend the nearest available approved institution of such
 19 kind in another State, Territory, or possession.

20 The veteran shall also be entitled to elect the general
 21 course of instruction which he desires to pursue: *Provided*,
 22 That no veteran shall be permitted to elect to attend an in-
 23 stitution or to take a general course of instruction, under the
 24 provisions of this Act, unless his previous education, training,
 25 and experience are sufficient to enable him to meet the en-

1 trance or preliminary requirements of such institution for
 2 such course. When the veteran has elected the approved
 3 institution to which he desires to be assigned, the local man-
 4 ager shall fix the minimum number of courses or classes
 5 which such veteran shall be required to attend, in accord-
 6 ance with the provisions of this Act and the regulations on
 7 this subject prescribed by the board.

8 SEC. 10. That the payments to veterans provided for
 9 in this Act shall be made by the Treasury Department on
 10 vouchers approved by any member of the board or by any
 11 local manager. One-way traveling expenses may be paid in
 12 advance, but the payment for the initial month of instruction
 13 shall not be made until the veteran reports at the institution
 14 to which he has been assigned. Payments to veterans at-
 15 tending institutions shall in no case be made more than one
 16 month in advance. After the initial month of instruction
 17 no further payments shall be made to the veteran until a
 18 responsible officer of the institution which he is attending
 19 shall have certified to the local manager who assigned him
 20 to such institution that such veteran has, for the preceding
 21 month, maintained satisfactory attendance in the courses
 22 of instructions prescribed for him, as provided herein. In
 23 the event that any veteran fails or refuses, without reason-
 24 able excuse, to follow such prescribed courses of instruction
 25 in a satisfactory manner, the board or such local manager

1 may withhold further payments to such veteran until he shall
 2 follow such courses in a satisfactory manner.

3 SEC. 11. That any veteran may, under the provisions
 4 of this Act, commence the instruction provided for herein at
 5 any time in the year, in so far as the rules of the institution
 6 in question permit: *Provided*, That no payments under the
 7 provisions of this Act shall be made to any veteran unless
 8 he shall have reported to an approved institution for in-
 9 struction, as provided herein, within three years after the
 10 date when this Act becomes effective, and no such payments
 11 shall be made to any veteran for instruction received, or
 12 to be received, more than five years after the date when
 13 this Act becomes effective.

14 SEC. 12. That the board and the local managers shall
 15 require that veterans who receive payments under the pro-
 16 visions of this Act shall pursue their courses of instruction
 17 with reasonable continuity. The board and the local man-
 18 agers, acting under its direction, may deny further payments
 19 to any veteran who has commenced such instruction more
 20 than once under the provisions of this Act and who has on
 21 each such occasion discontinued such instruction without rea-
 22 sonable excuse.

23 SEC. 13. That no payments under the provisions of
 24 this Act shall be withheld by reason of a veteran not attend-

1 ing classes or receiving instruction during a regular week-end
 2 or other recess or vacation allowed by the institution at
 3 which he is in attendance, unless such recess or vacation shall
 4 exceed two weeks, or unless the total time of such recesses
 5 and vacations, excluding regular week-end recesses, shall
 6 exceed twenty-eight days within the nine months' course
 7 of instruction: *Provided*, That no payments under the pro-
 8 visions of this Act shall be made to a veteran while the in-
 9 stitution at which he is in attendance has recessed for a
 10 summer vacation unless such veteran is in attendance at the
 11 summer session of such institution.

12 SEC. 14. That no person who has received, or who is
 13 entitled to receive, payments or other assistance under the
 14 provisions of the Vocational Rehabilitation Act approved
 15 June 27, 1918, as amended, shall receive any payments
 16 under the provisions of this Act.

17 SEC. 15. That the board shall submit a report to the
 18 Senate and House of Representatives, on or before the 1st
 19 day of January and the 1st day of July in each year, set-
 20 ting forth in detail the work and activities of the board. In
 21 such reports the board shall state the number of veterans
 22 receiving instruction under the provisions of this Act, the
 23 institutions which such persons are attending, the number
 24 at each institution, and the names and duties of all persons
 25 employed by the board who receive salaries or wages of
 26 more than \$2,500 per year.

1 SEC. 16. That any member of the board, or any of its
 2 local managers, clerks, or employees, or any other person
 3 who shall knowingly cause or permit any payments provided
 4 for in this Act to be made to any person not entitled to re-
 5 ceive such payment, or who shall receive and retain any such
 6 payment, knowing that he is not entitled to it under the
 7 provisions of this Act, or who shall knowingly make false
 8 representations to the board or any of its local managers,
 9 clerks, or employees, shall be guilty of a misdemeanor and
 10 shall, on conviction in any court of proper jurisdiction, be
 11 punished by a fine of not more than \$1,000, or by impris-
 12 onment for not more than two years, or by both such fine
 13 and imprisonment, in the discretion of the court.

14 SEC. 17. That there is hereby appropriated, out of any
 15 money in the Treasury not otherwise appropriated, the sum
 16 of \$1,000,000, or so much thereof as may be necessary, to
 17 be used by the board for salaries, wages, rent, and other
 18 administrative expenses necessary for carrying out the pro-
 19 visions of this Act.

20 SEC. 18. That there is hereby appropriated, out of any
 21 money in the Treasury not otherwise appropriated, such
 22 sums as may be necessary to make the payments to veterans
 23 provided for in this Act.

24 SEC. 19. That this Act shall become effective thirty
 25 days after its passage.

66th CONGRESS, }
1st Session. } S. 3006.

A BILL

To provide educational facilities for persons serving as members of the United States military or naval forces in the war with Germany and honorably discharged from such forces, and for other purposes.

By Mr. LENROOT.

SEPTEMBER 16, 1919.—Read twice and referred to the Committee on Military Affairs.

66TH CONGRESS,
1ST SESSION.

Calendar No. 234. S. 3315.

[Report No. 276.]

IN THE SENATE OF THE UNITED STATES.

OCTOBER 22 (calendar day, OCTOBER 27), 1919.

Mr. KENYON, from the Committee on Education and Labor, reported the following bill; which was read twice and placed on the calendar.

A BILL

To promote Americanization by providing for cooperation with the several States in the education of non-English-speaking persons and the assimilation of foreign-born residents, and for other purposes.

- 1 *Be it enacted by the Senate and House of Representa-*
- 2 *tives of the United States of America in Congress assembled,*
- 3 That the Secretary of the Interior, through the Bureau of
- 4 Education, is hereby authorized and directed to cooperate
- 5 with the several States in the education of illiterates or other
- 6 persons unable to understand, speak, read, or write the
- 7 English language and with the Territories and possessions
- 8 of the United States, except the Philippine Islands, in the
- 9 education of illiterates.

1 SEC. 2. That for the purpose of cooperating with the
 2 several States in the education of illiterates or other persons
 3 unable to understand, speak, read, or write the English
 4 language there is hereby appropriated, out of any money
 5 in the Treasury not otherwise appropriated, for the fiscal
 6 year ending June 30, 1920, \$5,000,000, and annually there-
 7 after until the end of the fiscal year ending June 30, 1923,
 8 the sum of \$12,500,000 and an additional sum equal to the
 9 balance unexpended of the appropriation herein provided for
 10 the last preceding fiscal year.

11 SEC. 3. That of the amount appropriated by section 2
 12 for any fiscal year, \$500,000 may be deducted and used for
 13 the publication of periodicals devoted to Americanization
 14 problems; for aiding in the correlation of aims and work
 15 carried on by local bodies, private individuals, and organiza-
 16 tions; for studies and reports through the Bureau of Educa-
 17 tion; for salaries and necessary traveling expenses of officers,
 18 assistants, and other employees in the District of Columbia,
 19 or elsewhere, as the board may deem necessary; and for all
 20 other necessary expenses connected with the administration
 21 of this Act during such fiscal year.

22 SEC. 4. That the balance of the amount appropriated
 23 by section 2 remaining after making the deduction author-
 24 ized by section 3 shall, for each fiscal year, be apportioned
 25 by the Secretary of the Interior among and allotted to the

1 several States in the ratio which the number of resident
 2 illiterates and other persons unable to understand, speak,
 3 read, or write the English language, sixteen years of age and
 4 over, bears to the number of resident illiterates and other
 5 persons unable to understand, speak, read, or write the
 6 English language, sixteen years of age and over, within
 7 continental United States, exclusive of the District of Colum-
 8 bia and the Territory of Alaska, according to the last-pub-
 9 lished United States census: *Provided*, That the total sum
 10 allotted to any State shall not be less than \$5,000 for any
 11 fiscal year.

12 SEC. 5. That no money shall be paid to a State until
 13 it shall through its legislature—

14 (a) Accept the provisions of this Act;

15 (b) Designate an appropriate official to act as custo-
 16 dian of such money;

17 (c) Authorize its department of education or chief
 18 school officer to cooperate with the United States in the
 19 work herein authorized;

20 (d) Appropriate or make available for the purposes
 21 of this Act an amount equal to that allotted to the State by
 22 the United States;

23 (e) Require, under penalty, all residents who are citi-
 24 zens of the United States, sixteen years of age or over and
 25 under twenty-one years of age, and all residents of more

1 than six months who are aliens, sixteen years of age or
 2 over and under forty-five years of age, who are illiterate or
 3 unable to understand, speak, read, or write the English lan-
 4 guage, to attend classes of instruction for not less than two
 5 hundred hours per annum until they shall have completed a
 6 specified course approved by the Secretary of the Interior;

7 (f) Provide, as far as possible, subject to the approval
 8 of the Secretary of the Interior, for the education of resi-
 9 dents who are citizens of the United States of the age of
 10 twenty-one years or more or resident aliens of the age of
 11 forty-five years or more who are illiterate or unable to
 12 understand, speak, read, or write the English language;

13 (g) Require the preparation and submission to the
 14 Secretary of the Interior, annually, of rules and regula-
 15 tions designed to enforce the provisions of such State law
 16 and the rules and regulations of the Secretary of the In-
 17 terior;

18 (h) Require the submission annually to the Secretary
 19 of the Interior a report which shall show the (1) plan for
 20 administration and supervision, (2) courses of study, (3)
 21 methods and kind of instruction, (4) equipment, (5) qual-
 22 ifications of teachers, supervisors, directors of education,
 23 and other necessary administrative officers or employees,
 24 (6) plans for the preparation of teachers, supervisors and

1 directors of education, and (7) receipts and expenditures
 2 of money for the preceding fiscal year.

3 *Provided*, That if the governor of any State, the
 4 legislature of which does not convene before the year
 5 1921, shall accept the provisions of this Act and cause
 6 such cooperation with the Secretary of the Interior as
 7 herein provided, such State shall be entitled to the benefits
 8 of this Act, and the Secretary of the Interior may cause
 9 to be expended in such State, until the legislature of such
 10 State convenes and has been in session sixty days, so much
 11 of the sums allotted to that State for the fiscal year as
 12 he may determine necessary for the purpose of this Act:

13 *And provided further*, That any appropriation or donation
 14 by a county, municipality, local authority, school, corpora-
 15 tion, partnership, society, or individual available for the
 16 purposes of this Act under the direction of the State board
 17 of education or chief school officer of the State may be
 18 accepted by the Secretary of the Interior as an appropria-
 19 tion by the State.

20 SEC. 6. That none of the sums herein appropriated,
 21 or appropriated or made available by or in any of the States,
 22 Territories, or possessions to carry out the provisions of this
 23 Act shall be used for the education of persons of less than
 24 sixteen years of age, or, except as provided by section 3, for
 25 any purpose other than the payment of salaries of teachers,

1 supervisors, or directors of education, or for the preparation
2 of teachers, supervisors, and directors of education.

3 SEC. 7. That the Secretary of the Interior shall (a)
4 withhold the unpaid portion of an allotment to any State
5 whenever he determines that any portion of the sums al-
6 lotted are not being applied for the purposes of this Act, or
7 may (b) deduct from the next succeeding allotment to any
8 State a sum equal to that portion of the previous allotment
9 paid to the State and which he determines has not been ex-
10 pended for the purposes of this Act: *Provided*, That no
11 such deduction shall be made until one year after the open-
12 ing of the first legislative session convened in such State
13 after the passage of this Act.

14 SEC. 8. That any portion of an allotment to any State
15 which remains unpaid at the end of a fiscal year shall be
16 treated as an unexpended balance of the appropriation of
17 that year.

18 SEC. 9. That the Secretary of the Interior shall annu-
19 ally ascertain whether the several States are using or are
20 prepared to use the money allotted to or received by them
21 under this Act, and shall certify, on or before the 10th day
22 of August of each year, to the Secretary of the Treasury (a)
23 each State which has accepted the provisions of this Act
24 and complied therewith; (b) the amount which each State
25 is entitled to receive.

1 SEC. 10. That the Secretary of the Treasury upon the
2 certification of the Secretary of the Interior shall pay on
3 the 15th day of August, November, February, and May of
4 each year to the custodian of such sums in each State the
5 money to which it is entitled under the provisions of this
6 Act. The money so received by the State shall be paid out
7 on the requisition of the department of education or chief
8 school officer for services already rendered or expenditures
9 already incurred and approved by such department or officer.

10 SEC. 11. That the Secretary of the Interior shall make
11 such rules and regulations as may be necessary to carry out
12 the purposes of this Act, and may cooperate with any de-
13 partment or agency of the Government and request such
14 agencies to cooperate with him and with the several States.

15 SEC. 12. That the Secretary of the Interior shall make
16 a report to Congress before December 1 of each year of all
17 operations, expenditures, and allotments under the provi-
18 sions of this Act, and shall include therein the reports made
19 by the several States on the administration of this Act and
20 the expenditure of money allotted.

66TH CONGRESS, }
1ST SESSION. } **S. 3315.**

[Report No. 276.]

A BILL

To promote Americanization by providing for cooperation with the several States in the education of non-English-speaking persons and the assimilation of foreign-born residents, and for other purposes.

By Mr. KENYON.

OCTOBER 22 (calendar day, OCTOBER 27), 1919.—Read twice and placed on the calendar.