

**THE SYSTEMATIZING AND
STRENGTHENING
OF HIGHER EDUCATION.**

AN ADDRESS BY



**Chancellor MacCracken,
OF New York University. :**



GIVEN AT THE PRESBYTERIAN CENTENNIAL,



**WASHINGTON CITY,
NOVEMBER 19, 1895.**

PRESBYTERIANS AND EDUCATION.

HENRY M. MacCRACKEN, D. D., LL. D.,

Chancellor of the University of the City of New York.

I am not here to-night to recount the educational achievements of American Presbyterianism. So much remains to be done in our land in the cause of education, that I shall ask you as Presbyterians to look this hour not to the past, so much as to the present. I trust thus, to reach a practical end, namely, the turning of your minds to the question, what work have we to do for education in America? Three characteristics should belong to any work thus proposed. First, it must be one which greatly needs to be done. Second, it must be one in which Presbyterians may undertake to lead without presumption. Third, the enterprise should be such as this Centennial of Presbyterianism in the capital city of the United States of America might fittingly inaugurate.

Possibly there may occur to your minds various tasks which fulfill all of these conditions. The view, however, of the educational field, which my office has given me throughout many years past, impresses this one subject more highly than any other namely, the systematizing, strengthening and

honoring of higher education in the United States of America.

First, I shall argue that this work needs to be done, and that Presbyterians may fittingly lead in attempting it. You will allow me to present this argument not in abstract propositions, but by concrete facts, in the way of illustration.

There happens to be in the world one Presbyterian country. This country has attempted much in the way of higher education. I will place this land and our own side by side for the sake of comparison and suggestion. I mean the land of Scotland; the little nation of four millions. I shall dwell on Scotland as an object-lesson in both Presbyterianism and education. Scotland is more than four-fifths a thoroughly Presbyterian people. Of the other fifth the majority are Protestants of the Independent or Episcopalian pattern. Not one-tenth of the nation is Catholic or far removed in religious sympathy from its Presbyterian population.

England is far less homogeneous, more than one-third of her people dissenting from Episcopacy. Holland, Germany and Switzerland are each of them more than one-third Roman Catholic. The Scandinavian countries alone approach Scotland in denominational homogeneousness. Hence, if anything has been done in Scotland for higher education, Presbyterians have had the principal share in the doing of it.

Before, however, I enter on the comparison of our heterogeneous America with homogeneous Scotland, let us remember that we have nearly twenty citizens to deal with where Scotland has one. Each group of twenty American citizens is scattered over more than a square mile of territory. Little Scotland expects more than one hundred of her citizens to live upon each square mile, being five times as compact as our own nation. Scotland has had many centuries for rearing her people, with comparatively little admission of foreign elements. The United States, starting a century ago with fewer people than Scotland has to-day, has had to give place to every tribe under heaven.

I now ask you to imagine yourself with me in an educational corridor, with a nation on either side. On the left hand of this corridor I will put little Scotland as an example of Presbyterianism and education, and on the right hand I will put the United States of America. We will start with the elementary school, proceed to the secondary or higher schools, thence to the college and university.

First, I observe, that in Scotland, in the elementary school, of the children from seven to fourteen years of age, every child has a seat provided for it; indeed, there were nearly one hundred thousand more seats according to the official report of three years since, than there were children to occupy them. The enrollment of children in the school was eighty for every one hundred of the

school population ; the average attendance was sixty-eight for every one hundred of the school population.

In the United States of America, on the other hand, according to the last report of our Government, there are not enough seats or school-room accommodation. There were but sixty-nine scholars enrolled for every one hundred of the school population, being eleven less than in Scotland. And when we come to the average attendance, there are less than forty-five in the United States against sixty-eight in Scotland. So that while more than two-thirds of the children in Scotland who might be in school are found there every day of the school year, in the United States not one-half of the children from five to eighteen years of age are found in daily attendance.

This suggests what Presbyterianism has done for Scotland in elementary education, and what Presbyterians ought to seek to do for common schools in America.

In Scotland the average salary of a schoolmaster is between \$650 and \$700 ; of a school mistress over \$300. Moreover, one-seventh of the schoolmasters and schoolmistresses are provided with residences free of rent. The total expenditure is nearly \$11 for each pupil in average attendance.

The average salary of a schoolmaster in the common schools of the United States is not quite \$280 and of schoolmistresses, \$263. As to residences for schoolmasters or schoolmistresses, if there is

such a thing provided for our teachers in any one of the United States, I have never been so favored as to have any school board invite me to visit it.

Much has been said of the great advantages in the matter of wage earning of the American workman over the unfortunate inhabitant of the British Isles. If my statistics are not all wrong, and they are taken from the official reports of the United States Government, Presbyterian Scotland provides far more handsomely for her laborers in the school-room, whether man or woman, than does our own country.

Presbyterians who are credited with enforcing Gospel doctrine, have a work to do throughout America in proclaiming on behalf of the school teacher, that "the laborer is worthy of his hire."

Before I pass from the elementary or common school, lest this comparison may seem too disheartening to Americans let me tell some of the advanced steps which we have made in the last quarter century, or since 1867 when the national department of education was first established. We have begun with the little children. In 1870 there were only four kindergartens in our country. The most recent statistics at my command, report one thousand and one such schools with over fifty thousand pupils. Besides the separate kindergarten work which trains the little ones between the ages of three and six years, without the aid of books, to enter upon the elementary school, excellent results from this form of school have been accomplished by carrying its spirit into tens of thousands of the

primary school-rooms of our land. Another hopeful feature of our common schools is the setting alongside of them in the last quarter century of the manual training annex. With the enormous drift towards city life, the facilities for the old-fashioned manual training on the farm or in the village workshop, have been greatly diminished. In twenty-eight of our large cities manual training has been established alongside of our common school training from the beginning of the primary grade to that of the grammar school. It is not the teaching of a trade, but it is the teaching of what may greatly help towards successful entrance upon either a trade, a business pursuit or higher education. What, however, gives more encouragement than the setting up of additional agencies such as the kindergarten or school of manual training is the increased energy put into the common school for its great work of giving us citizens sufficiently intelligent to exercise the high office of voters. Our census reports of 1890, compared with those of 1870, show that while only $17\frac{3}{4}$ per cent. of the population were enrolled in the common schools a quarter of a century ago, more than 20 per cent. were found there five years since. The real increase has been, however, wholly in the south and in the west. The newer parts of our country have advanced ; the older portions have barely held their own.

Take as favorable a view as we can of the elementary schools, if we judge them by no higher

standard than those of Scotland, we see an immense work to be done. The two branches of work that are most urgent, are, first, to provide qualified teachers, men and women, for every common school in the United States. Second, to educate the public sentiment to make the office of these teachers at least as good an office as we find in poor Scotland.

Shall barren Scotland "land of brown heath and shaggy wood," as she is named by her foremost writer, be allowed to do more for her pedagogues, whether "Reuben Butlers" or "Dominie Samsons," than our land of deep loamy prairies and broad alluvial valleys, for her teacher, though some of them be "Ichabod Cranes" or "Hoosier Schoolmasters?"

I ask you to resume the walk up the educational corridor, where we now reach, whether in Scotland or in the United States, the place of the advanced school, named in either country the secondary or high school. Little Scotland has one hundred and fifty-two schools that give secondary training, of which the larger part are outside the Government inspection. In these schools over seven thousand students presented themselves for what is known as the "leaving certificate," corresponding to our high school diploma. This is very nearly one for every four hundred and sixty of the population. According to the last reports in the United States in the year 1892, there were from both public and private academies and high schools, not quite thirty-seven thousand graduates, about one for every seven-

teen hundred of the population. Nor am I sure that the leaving certificate of the Scotch high school does not testify higher attainment than the average diploma of the American academy. They are accepted by the Scottish universities in place of their preliminary examinations. The powerful lever in Scotland for securing system and uniformity in secondary education, is the rule of her four universities, that the only equivalent for the preliminary examinations by the university, shall be those conducted by the Government examiners.

Has not the time come in America when throughout all our States, secondary education may be rendered more uniform and thorough? Presbyterians were the pioneers in numberless counties of the Middle States of private high schools or academies.

My own recollection goes back near fifty years before public high schools were set up in Ohio, to the building by my parents upon their own ground of a small academy; the only one in a broad county.

It is my first educational reminiscence. Upon graduation from college I was for a while classical teacher in a similar academy. In both of those communities the Presbyterian academy stimulated the establishing of the public high school which has taken its place. This has been the history of numberless communities. Nevertheless, while the public high schools in 1892 were about three thousand, there were still fifteen hundred and thirty academies supported by private corporations. The public high schools have about two hundred and

forty thousand students, while the private have a little over one hundred thousand. The figures cannot be precise, because as the commissioner wisely says, the exact place of the secondary school in the United States is not yet definitely determined. Enough, however, is clear to show that the zeal of the Presbyterians for country or village academies has not been misplaced. Nearly one-third of the secondary education of the United States is done by the private academy including, of course, all the numerous academies of our Roman Catholic brethren, and even then there is not one high school or academy for each fourteen thousand of our citizens.

Here, before I leave this part of the educational corridor, I mention for our encouragement three agencies that have sprung up in America parallel with the high school or academy. I mean the trade school, the business college and the school of arts and design. Young men and young women by thousands, take these as a substitute for the high school. In the cities of America over one-half a million of youth complete the common or elementary schools every year. Not fifty thousand of these enter the high schools ; that is, only one out of every ten. The question arises as in the New Testament narrative, "where are the nine?" The answer in a crude way must be, in the shop, in the office, in the railway, in the street, or in the saloon. To supply the demand of the common school scholar who wants to go out promptly to earn his livelihood, business colleges offer themselves, perhaps

two hundred to three hundred in our country with nearly fifty thousand students. The trade schools are much newer and perhaps number less than half-a-dozen in the entire United States. They can hardly have superseded very largely the old-fashioned mode of learning trades by young men becoming helpers and associates of skilled mechanics, but they may do much in a generic way. There are scores of various trades in the United States. The trade schools are not likely ever to teach each and every one of these forms of labor, but they may teach a few and they may exalt before the eyes of intelligent youth the mechanical occupations. The schools of industrial art have grown up wholly in this generation ; there are thirty-three named in the last national report. They range from teaching how to design ordinary fabrics, all the way up to educating the sculptor and engraver. The energy that Americans are giving to these practical forms of secondary training, explain, in some measure, our doing so much less than we ought in the work of academies or high schools.

I now invite you to enter the third and last portion of the educational corridor, the place of the college and university. On the left hand is Presbyterian Scotland, which, far more than people are aware of, has been the exemplar of the colleges and universities of America. At this very day, if you ask me what schools in the old world our chief colleges and universities most resemble, I answer, not the universities of Germany, for they relegate

the entire work of general training to the Gymnasia, which supply the place of both our high schools and colleges. Not any other continental system, because every one of them is further away from us than even Germany. Not the great English universities, for they have never builded by their side the professional schools of law, medicine and engineering. Moreover, their colleges are primarily dormitories, each with its instruction in some measure independent of the university proper. The real prototypes are Glasgow, Edinburgh, St. Andrews and Aberdeen. Harvard, Brown, Yale, Columbia, New York University, Cornell, Philadelphia, Michigan and Chicago, if they have not each the entire six faculties of Edinburgh, namely, arts, science, law, medicine, divinity and music, have in every case the most of them.

Unfortunately, the faculty of music is but slightly copied on this side of the Atlantic. The ballads, the soul-thrilling airs of old Scotland, the songs of Scott and Burns, are still waiting for a response to be echoed from the Alleghenies, the Rockies or the Sierra Nevada. This remark upon music is not wholly a digression, for if he was right who said "Let me make the songs of the people and I care not who makes their laws," certainly the education of America must depend much upon who writes her songs and her sacred hymns. The university on these shores that will lead in the exaltation of music and song, may do more to influence America than any other.

I return to ask you to look closely at the excellent points of college and university training in Presbyterian Scotland. Her four foundations date back, St. Andrews to 1411, Glasgow, to 1450, Aberdeen to 1494, Edinburgh to 1583. The income of the four reaches something over a half million dollars. They are not very rich as compared with the four richest American Universities, or with the wealthiest foundations of Germany.

The distinguishing and admirable feature of these universities is the exact system upon which they are organized. Each and every one of them requires the same preliminary examination for admission to the faculties of arts and science. No one is admitted to the Faculty of Divinity unless he has completed the subjects embraced in the curriculum of arts. No one can be examined for the degree of Bachelor of Laws unless he be a graduate in arts of a British University or a foreign university specially recognized. No one can begin medical study unless he has passed the preliminary examination in general education. There is this same requirement for graduation in music. For graduation in arts and science the requirements are much the same as those in the best colleges of America, except that only three years residence is absolutely demanded. Recently, also, certain of the Scotch universities have set up what may be the equivalent of the graduate schools of the foremost American universities, and confer the degree of Doctor of Philosophy, Doctor of Science, or Doctor of

Letters, five years after they have received the ordinary degree in arts or science. But in this matter of research in graduate arts and science, Scotch universities are already surpassed by a few of our own universities. They are also far surpassed by the great faculties of philosophy throughout Germany.

Turning to the right hand of the corridor, we should like to compare the colleges and universities of America with those of Scotland. We are bewildered first by the utter confusion in the naming of our schools, and second, by the lack of uniformity among them in the work undertaken for either the first degrees in arts and science or for the higher degrees, whether in arts and science or in divinity, medicine, law or technology. I suggest that there may be an important work for Presbyterians who believe with Paul that "God is not the author of confusion."

As to the matter of names, I have before me upon my desk two publications, one is the catalogue of Harvard University, a volume of more than half a thousand pages, showing how an annual income of over one million dollars is used in the support of three hundred and thirty instructors, and the teaching of over three thousand students. The other is also a circular of a university, I shall not mention its name, but it has two departments, the preparatory and the college. Among the studies of the preparatory department, are mental arithmetic, the fifth reader and spelling. The freshman

studies in full for the first term are the Greek reader, the Latin reader, general history, geometry and the Bible. The concluding studies covering the second term of the Senior year are the Greek Testament, logic, moral science, German and geology. This university is catalogued by the United States Government in the same list with Harvard, as if it occupied the same platform. The merchant who displays in his show window goods named broadcloth (meaning what everyone understands by broadcloth) has no right alongside of them to place a piece of shoddy and on it write the label broadcloth. Does not the United States lend itself to false witness in its educational reports?

I take up from my desk the catalogue of another university, also honored with a place alongside of Harvard in the report of the Commissioner of Education. This university professes to include no less than twelve schools. I turn to the list of its Alumni which is published in this circular, and I find that in the year 1895, it sent forth into the world four graduates whose first names are given in three instances, the first is Eddie, the second is Jennie, the third is Lutie, the Christian name of the fourth is concealed under the initials E. J. And there is no evidence that any of these graduates has studied any language save the English. This is the contribution of an American University in the year of our Lord 1895, to the ranks of our educated citizens. Both the universities referred to are in the Mississippi Valley. I take up a third

catalogue, of a university in a northern State farther east. I find that in the list of its faculty the entire instruction in classics for both preparatory school and college, is carried on by a single professor; all the modern languages including the English language are taught by one young lady; all the natural sciences by a single instructor; the president teaches all the philosophy, and carries on the principal part of the school of theology. The Faculty comprises these four and no more. In theology students have a choice of two courses, the studies of the first term in the English theological course are algebra, the Old Testament, physics, and homiletics; in the third year of theology, the Bible is omitted and the studies of the concluding term are botany, political economy, history and moral science. In the Latin theological course, this is improved upon by the substitution for history, of Horace's Odes and Epistles. Seriously, this is the Alpha and Omega of the theological course of an American University, which is honored with the name of university in our Governmental announcements.

This same national report enrolls as a university a school in Ohio, which with rare good sense makes the following announcement in its circular: "Our resources not having increased in proportion to the requirements of the American College, we have deemed it wise to concentrate our energies upon building up a preparatory school." The only mistake here is that they still wear the name univer-

sity, and are so published by our Government. Imagine the surprise of the intelligent European who procures the catalogues of American Universities and opens this catalogue to page 7, which announces "Blank University Primary School." "The age for admission is six years. The studies are reading from a chart and first reader." Still another university claims to consist of eight schools with eight faculties, yet one man attends to all the mathematics of the eight faculties; a second man to all the classical languages, a third to English, and one lady to modern languages for all the four principal faculties. A Bachelor of Science, Atlas-like, shoulders for the five faculties, the whole world of nature. All this is done in one two-storied building costing \$26,000, where men and women are made Doctors of Science and Doctors of Philosophy. The catalogue announces that the university has achieved "a phenomenal success." "The assets have been increased to over \$10,000 with but a slight indebtedness." It regrets that "the invested funds are now almost unproductive," but "the opportunities opening before this youthful university are almost unparalleled." This is in one of our great Northern States and in the name of one of our greatest Christian denominations.

Here is a university in one of the greatest Northern States. Its faculty, when you have subtracted a music teacher, a drawing master and a preparatory school teacher, consists of four or five persons. One man not only undertakes the whole world of

natural sciences, but also German ; another, not only the wealth of the Greek language and literature, but also the French, and as if this were not enough, also all of English. This university with four professors, in a single year made four honorary Doctors of Divinity, and also adds an honorary Doctor of Law each year to the roll of those created by the great universities of the Old World and the New.

It reminds me of nothing so much as of the days of wild cat banking. Many here remember the days of wild cat banking, when every cross roads, where the scream of the wild cat was still heard, set up its own bank and issued its currency, and what a harvest of frauds and failures followed. The result was that no bank bill was accepted for its face when it traveled far from home. Every American of intelligence, thanks God that the nation took up the task of systemizing our paper money and making it honest; a greenback now is good from ocean to ocean for its face value. Wild cat banks have gone, but wild cat universities and colleges are with us in large numbers. They have their origin from similar conditions. Universities and colleges are needed in every State. Over-ambitious, although generally honest citizens in numberless villages and cities, undertake to build a university or college for their neighborhood. Governmental regulation and restriction are wanting. The result to-day is, seven score nominal universities with not more than a score and a half

of them that are considered by the editors of the book of universities and colleges, published in Strasburg, Germany, worthy to be included in that volume. The work of only three of them is fully recognized by the chief universities of Scotland in their catalogues. And yet poor little Scotland has less people and less wealth in all her borders than are found within sixty minutes ride of the Chancellor's office in the New York University building on Washington Square, East.

How glorious for little Scotland that she can connect with her four universities so many great names !

St. Andrews claims John Knox and Thomas Chalmers, Playfair, the great astronomer, and Duff the great missionary. Glasgow, such a philosopher as Sir William Hamilton, and scientist as Lord Kelvin, such a writer as John Wilson, and discoverer as Livingston. Edinburgh enrolls Dugald Stuart, while Aberdeen claims Thomas Reid. Such great names as David Hume, Thomas Carlyle, Edward Irving, Norman MacLeod, Lords Jeffrey and Brougham, John Witherspoon, William Robertson the historian and Sir Walter Scott, are all on the catalogue of a single Scottish university.

Reduce our 440 universities and colleges to 40 universities, and 200 colleges, let the remaining 200 become only academies, and we may then have in each university and college a source of just pride.

I have quoted to you extreme cases, but I am quoting from catalogues of the year 1895. I am not quoting from any catalogues save of schools that are named universities, and that in a volume issued from the Government Printing Office at Washington, signed by the Commissioner of Education of the United States of America; a volume which enrolls about 140 universities in the United States and some 300 colleges. Were I to analyze also the colleges, I should present to you a far greater number of schools such as those I have named, that are hardly doing respectable work for a private academy. Here, for example, is a college department of a university so called in one of our large cities. It consists of two classes, a senior class of one boy, and a sophomore class of one boy, with a faculty of four members. I will take the liberty of calling the professors by their first names: Mary teaches all the mathematics and English literature; Emily all the natural sciences; Arthur the classics, while the president as usual, takes care of the philosophy. This is the sum total of the college.

In one of the oldest cities of the East, we have a college that claims in its annual catalogue that its classical instruction "includes the authors generally studied in colleges." Yet the most advanced classical course for the degree of Bachelor of Arts, admits to freshman class boys with no Greek, and with only a year of Latin. I have known a sea-board college to accept a youth who had been told that he must take another year in order to enter

classical freshman in New York University, and to graduate him within that same twelve months as a Bachelor of Arts, so that he was at once admitted to a Presbyterian Theological Seminary.

Cannot Presbyterians attempt the work of reform in regard to our entire classification of universities and colleges? Cannot the United States find some way of calling nothing a university save what the civilized world have agreed shall be a university? To call only that a college which does part of the work of a University, at least the principal work in arts and science.

Presbyterians have a vocation as reformers. They are surpassed by Methodists in far reaching activities; by Congregationalists in assertion of individual liberty; by Baptists and Episcopalians and Lutherans in adherence to sacramental and liturgical forms, but they have a genius from the days of John Knox and John Calvin for calling things by their right names, for plain speaking, for a devotion to order and system.

My old teacher Dr. Charles Hodge used to claim that though our banner did not bear in largest letters the word "liberty," or the word "worship" or "order," yet it did blaze forth the word "truth." Well, we want truth as to higher education.

John Locke says: "The best way to come to truth is to examine things as really they are, and not to conclude they are, as we fancy of ourselves or have been taught of others to imagine." To dream that we are in anything like satisfactory shape as to

higher education in the United States, is to dwell in a fool's paradise.

Our honored ex-President, Benjamin Harrison, last Friday in New York, declared that Presbyterians were the pioneers of higher education in a great part of America. That is true. But these are not pioneer times any more. We cannot subsist any longer on the log college tradition. Railroads and telegraph make all our States Eastern States. Let no State plead youth any longer as an excuse for sham or superficiality.

I am here to make you restless—to render you dissatisfied—to rally you to new activity in education. In the Revolution, whether in Congress or battle, or constitutional convention, Presbyterians were leaders. A revolution and reform of our system of education is needed. Who will dare take the leader's part?

I should rather see the Presbyterians inaugurate and carry through such measures as would put the United States on the same platform with Presbyterian Scotland as regards system and order in education, and the truthful naming of her schools, than to see them endow a university as richly as the Baptists have endowed that of Chicago.

I urge upon the Presbyterians of Washington City, this work of reform. It can be achieved only by legislation, and you who live near the Capitol, know best how to legislate. The Christian men that lived near the Cæsars in Rome, were wise in using their neighborship to governmental power

and activity for many a good purpose. This was the chief reason that the Church of Rome became a leader. They helped their fellow-citizens in every corner of the Empire. You, in some degree, can, like them, influence the Government for good ends.

The task I propose, is a difficult one. It includes the establishment by all our States in common, of a minimum standard for schools to be known as colleges, and a broader standard for schools to be known as universities. The assisting of many schools throughout our forty-four States to reform their work if need be, so that they may take a place in one or the other of these classes, or the aiding of them to become high schools or academies. The securing probably by the appropriation of money, of the consent of from one hundred to two hundred of the schools now possessing charters as universities or colleges to take instead the more modest name of high schools or academies. By giving them solid endowment you may tempt the so-called university that now starves at few teachers, and cheats a few students, to become an honest, self-respecting country academy.

The most liberal gift to education ever made by the United States was the gift to the States for the agricultural colleges a generation ago, in 1862. Each State received 30,000 acres of land for each Senator and Representative in Congress. In all, 48 colleges and universities have been aided thereby. The total value of the gift was not far from five millions of dollars. Able statesmen

could, by apportioning among our 44 States, no larger sum than was given in '62, and renewing it for a few years, secure from each of them such action as would organize on a common basis, the universities, colleges and high schools of our continent. The problem would be a difficult one, but for that reason ought to be attractive to statesmen and Presbyterians. The work may seem to some a costly one, but the return would be larger for the outlay than for any appropriation Congress can offer.

Why should not this centennial lead to the organization, by the Presbyterians of Washington, of an association for the reform of higher education in the United States? I do not mean to monopolize it; simply that you take the lead, asking all others to join. Your neighbors here are doing important work for higher education. Methodists in Washington are building the American University; Baptists in Washington are sustaining the Columbian University; Catholics are endowing the Catholic University. Your fellow-citizens in other cities are attempting large things for universities, especially the people of Chicago and New York. In the Western Metropolis million upon million has been placed in the coffers of the three universities. In New York the amounts given are less imposing, but a great beginning of liberality has been manifested within the last five years. Within six months half a million dollars has been pledged to me for the New York University, chiefly by Presbyterians. Presbyterians in other cities are giving

money for higher education; cannot Presbyterians in Washington City resolve to-night to inaugurate an effort for legislation that would send a new current of life into every state of the Union? Albeit, our American people are involved in a complication of false pretenses in regard to education; it does not follow that they are in love with this business. They would welcome deliverance, they would bless the name of the statesman that would redeem every State of the Union from presenting to the world as broadcloth what is only shoddy, as pure milk that which is half water, as universities what are grammar schools, as colleges what are only tolerable private academies.

Were we to spend for river and harbor improvements by the coming Congress, only three-fourths of the twenty millions proposed and give a fourth of it to systematizing higher education it were better than to let things drift as they have drifted for a generation. I recognize fully the lack of power in the Central Government to shape directly the work of education in any State. But money answereth all things, and the people really want to be led in this matter. The suggestion of this entire address came from letters written to me from west of the Mississippi. It were not a difficult task to sketch a legislative measure which would cover the objects, which need to be accomplished.

This act of Congress should appropriate for a few years in succession a certain amount of money to be apportioned to all the States according to the

population of each. No payment to be made to any State until proof shall have been given the Government at Washington that such State has by statute provided fully for the four objects named below, subject to any restrictions imposed upon the State by its own Constitution, especially restrictions in regard to sectarian institutions. The four objects are :

1st. The acceptance by the State of the minimum property standard (to be prescribed uniformly for the entire nation in the act of Congress) for every corporation hereafter to be chartered to confer college degrees in art and science, the same also for every corporation giving degrees in medicine, law, pedagogy and technology.

2d. The acceptance by the State in like manner of the recommendation of Congress respecting a minimum entrance standard and minimum graduation standard to be required of every college and university hereafter to be incorporated.

3d. The distribution by the State of a certain sum (to be prescribed by the act of Congress) to existing corporations chartered as universities and colleges, but which fall below the recommended standard, on condition that they become secondary schools henceforth and surrender their right to confer degrees.

4th. The distribution by the State of a certain sum, prescribed by Congress, to those universities and colleges in each State that may already possess the minimum property requirement for college

work or for university work, on condition that they accept and enforce the national standard for entrance and graduation, as respects each and every degree in arts and science, medicine, law, pedagogy or technology.

In the meantime a preliminary act should be passed by Congress instructing the Commissioner of Education to classify in his annual reports all degree-giving corporations, first, according to a certain property standard carefully arranged; second, according to entrance and graduation standards clearly defined.

The German Empire has given recently to the single university of Strassburg, a new foundation in the conquered province of Alsace-Lorraine, lands and buildings costing near four millions of dollars, equal to six or seven millions in the United States, and a yearly appropriation of nearly a quarter of a million dollars, equal to an endowment of six or seven millions of dollars more. It was a magnanimous gift to the people taken away from France. A gift no larger than this by the United States, apportioned by population to our forty-five States, would regenerate our higher education.

You may answer, this would tax the richer Eastern States who pay most of the duties for the benefit of that half of the population which lives west of the Ohio. Why not? The surplus wealth flows eastward. Send back part of it, with at least as much generosity as Germany showed when she used the French war indemnity to build a great university west of the Rhine.

I approve Mr. Rockefeller for sending his millions to Chicago. He could hardly have done better. But he has simply made one more university, albeit, a great university. I ask the United States to give no more than this gift of a single man, to repeat it for a few years, and to do it wisely, and, instead of building merely one university, it will give a better life to every one of the four hundred and forty schools, named colleges and universities, to the four thousand to five thousand, named high schools and academies, and so will touch and affect every common school and every home in our nation.

As the compelling of our banks to be strong and honest in their issues of money touches the business of the smallest street stand in your city, or the pettiest country store in Arizona, so, to make our higher schools strong and honest in their sending out of bachelors, masters and doctors in each branch of study, will give impulse to every school on our broad continent.

As I came into Washington from New York and approached your city, rising magnificently against the bright western sky, I looked from the car window and marked how there now rises a trinity of architectural grandeur, the National Library, the National Capitol and the Monument of Washington. They seemed to my point of view as if standing in one group. I said to myself, "These three represent knowledge and law and highest character. The nation cares for knowledge for the sake of right government and laws, but after all the ultimate is