

make a condition worse I may not afterwards be able to make it better and I am not willing to have that responsibility.

"I have put my philosophy on this point into the form of an illustration, and it is this: If I ever get it into my head that I can raise a man from the dead, I shall try it on a dead man. I shall not kill a man to experiment with him. (Applause and laughter.) I believe it is a fitting illustration because we are called upon every day to decide whether we will join with others in getting some reform that is today possible although we may not think it as important as some others, for which we hope—whether we will join in getting some reform that today is possible or refuse to help in the hope that accumulated demand will bring some greater reform later.

"I believe it is the part of wisdom for those to join together who believe that a proposition is good. Join together and get it today and then commence tomorrow to secure the next best thing in sight.

"I believe that God has so made this world that no good thing secured today will prevent the securing of some other good thing tomorrow. Not only that, but we are not able to measure accurately in advance the importance of a reform, and we often find that a reform which today seemed unimportant finally appears as a necessary stepping-stone to greater things.

"But I am not here to argue in favor of any particular reform. I am here, as I said, to encourage reformers and to arouse those who have not been interested in reforms, and reformers need encouragement. Not only do they need encouragement, but in proportion to their zeal they need encouragement.

"The man who sees a wrong clearly wonders why others do not see it, and when he has found a remedy that to him seems adequate he wonders why all do not accept. And as great reforms come slowly, it is not strange that those who are earnest in their efforts should sometimes become discouraged, should sometimes fear that they might die before they see the fruits of their toil.

"I heard a story that I think illustrates this tendency to be discouraged. A man had a breaking-out on his hand and went to a physician who finally gave him some ointment, and told him to make application of it every day for a month and then return and report progress. At the end of the month he went back and told the doctor he had followed instructions faithfully. The doctor said, 'How is your hand?' 'Well,' he said, 'doctor, looking at it from day to day I can not see any change. Looking at it from week to week I sometimes think I can. And now, at the end of the month I guess it is better, and, doctor, it may get well, but I am afraid it won't be in my day.' (Laughter.)

"During the earlier years of my political life one of my chief occupations was to listen to the tale of woe of discouraged reformers. I have not had so much difficulty lately (laughter); but in the earlier years I had frequent occasion to note how despondent men would sometimes become. Even the great reformers of history have had their hours of discouragement. Elijah, that brave prophet of the early days who had the courage to stand before kings and to rebuke wickedness in high places, even Elijah was faint-hearted when he was pleading before the wrath of a wicked woman, and when he thought that all the other prophets of the Lord had been put to death and it was not until he was assured that there were seven thousand who had not bowed the knee before Baal that his hope returned. Later the hermit whose zeal and eloquence swayed a continent to a crusade, even he had his hours of darkness and of doubt. And tonight I come to bring to you a message of encouragement and of hope. To tell you that no matter along what line you have labored, no matter what reform has drawn out the interest of your heart, whether it was local or state or national or world-wide, that God is still on His throne and that the world moves forward. That back of every righteous cause there is an arm strong enough to bring victory to His side.

"Tonight I desire to bring before you briefly evidence in support of three propositions: First, that the world is advancing in intelligence. Second, that it is advancing in morals; and, third, that it is advancing in the study of the science of government. And if I can convince you, as I am sure I can, if you need convincing, that the world is making progress in these three important directions, there ought to be no room for pessimism in any heart.

"I have no difficulty in finding proof. My

difficulty is in compressing into a reasonable time all that suggests itself in support of these propositions.

"First, as to the world's advance in intelligence. Every year finds a larger percentage of the people of the world able to read and write. Able to study history, and knowing the past judge the future. Every year finds more schools, more students in attendance, and higher standards of education; and this is not true today only, but every day; and not in one place only but everywhere.

"I have made the statement as strong as language can make it, and the evidence supports the statement. If time permitted I could bring illustrations from every land but a few must suffice. Fifty years ago comparatively few of the people of Japan could read and write. Now they boast that among the rising generation 90 per cent can read and write, and the study of our language is so universal in the higher classes that you can speak to college students in that country in our language without the need of any interpreter.

"A few years ago they had no schools in China but private schools, and not many attended them. Now public schools are springing up all over China. Seven years ago Yaun Chi Kai declared that in his district he had established 4,000 public schools during the preceding five years. You will find that China has already felt the influence of this intellectual awakening. The viceroy at Nanking, who had just before our visit to that country, laid the cornerstone of the first school for women established in his district, told me that they had at that time some 7,000 Chinese students studying in the schools of Japan, not to speak of those studying in other countries. And those of you who are acquainted with what has taken place recently in China know the prominent part taken in the establishment of the republic by those who have obtained their education outside of China and then carried back into that country an enthusiasm that is permeating the entire country.

"In the Philippine Islands the Filipinos are so anxious to secure an education that one American official in the islands told me that the people in the country communities would build school houses more quickly and more rapidly than they could furnish teachers for them; and one American told me that the desire for education was so widespread that in his district the attendance at the schools was 50 per cent above what the school census would indicate, because of the number of parents who attended school with their children.

"In India, while education is very backward, the desire for it is so universal that every meeting of the native congress results in the demand for larger educational opportunities; and only a few years ago the people of India reached the conclusion that the viceroy was not sufficiently encouraging higher education, and they raised money by private subscription and sent young men to study in the colleges of other lands. In Calcutta we attended a farewell reception given to forty-four of these young men, some of them starting for the United States.

"In Africa there are 17,000 students, 10,000 boys and 7,000 girls attending schools and colleges established by missionaries, not to speak of an increasing number attending the government schools.

"What is known as the young Turk movement in Turkey is largely the outgrowth of educational work done in the sultan's empire. And in Russia twice as large a percentage of the present generation as of the last, can read and write; and the czar insists that the percentage of illiteracy is decreasing at the rate of one per cent a year, and bases the statement upon the statistics furnished by enlistments in the army.

"If you cross the ocean you will find the same is true on this side of the Atlantic. It is true in Canada on the north. It is true in every state of the union. It is true in the republics to the south of us. I think I can safely say that there is not one state among our sisterhood of forty-eight, in which there is not some movement on foot and growing that has for its object either extension of the area of education or the raising of the standard.

"When you come to the Spanish republics to the south of us you will find that while they vary in the percentage of illiteracy, and while in some of them the percentage of illiteracy is very large, yet everywhere it is decreasing. Visiting those countries some three years ago I found that everywhere they are not only awake to the importance of better education, but that

our government is exacting a great influence upon them. In Peru, for instance, we found seven Americans who were there by invitation of that government, who drew salaries from the public treasury, and whose business it was to bring the school system of Peru more into harmony with ours. At Lapaz, the capital of Bolivia, there was an American institute that was established by Americans at the request of the Bolivian government, and it is largely supported by government contributions. A few days ago I learned for a second time from the minister from Uruguay that their school system down there is identical with ours, the result of a visit paid by one of that country to this country many years ago. And the Peruvian minister told me that they had now some twenty-five Americans who had been called down there to assist in educational work. And so I might go on.

"But let me just call your attention to one single illustration before I pass from this branch of my subject. At Lima, Peru, we found an institution of learning that has the distinction of being the oldest in the western hemisphere. I was surprised to find that more than fifty years before the Pilgrims landed at Plymouth Rock this university was established at what was then the capital of Spain's South American possessions, and this institution has had a continuous existence. But it was a very aristocratic institution. It cost \$10,000 to graduate. A man had to finance a bull fight and give a public dinner in order to secure a diploma (laughter.) I am not surprised that you laugh at it, and it makes me think of a man once who told a remarkable story, and when the man to whom he told it did not believe it, he said, 'I don't blame you; I would not have believed it myself if I had not seen it.' And the other man said, 'I have not seen it.' (Laughter.) And so I feel about this thing. I would not have believed it myself if I had not read it in a book that I think is entitled to credit. The book was written by a citizen of that country. On the first page it says that it was prepared at the request of the president and under the supervision of the secretary of state. And it not only said what I have stated, but it said that that condition existed from the beginning to 1740, when the law substituted a deposit of \$2,000 for the expense of the dinner and the bull fight, and that continued from 1740 to 1870, when the sum was reduced to \$800. But during the last forty-three years reduction after reduction has been made until now it costs \$100 to secure one degree, and \$50 another. And I mention this to show the tendency toward democracy in education, and it illustrates what is going on not only in that country and in South America, but throughout the world.

"The idea of universal education is not an ancient one. We only have to go back a few generations even among our ancestors to find that even the very best people thought that God never intended the masses to be educated. But that is not the way we interpret God's will today. We say that when God gave brains to all He gave the best possible proof of His desire that all should have the benefit of mental discipline, and we do not think ourselves wise enough to draw a line through society and say that the children on one side shall be educated and the children on the other side condemned to the night of ignorance. The American ideal is that there shall be an open school door before every child born into the land, and that every child shall be urged to make the largest possible use of these opportunities freely furnished. And this is not only our ideal, but it is the ideal toward which the whole world is marching, our nation leading the way.

"We have such faith in education, desiring it for ourselves and providing it for those about us, that if there was no other evidence of the world's advance than was to be found in this advance in intelligence, even then the future would seem bright with hope. And yet it would be a very risky thing if we were strengthening men's minds and making those minds more powerful, more powerful for harm as well as for good, if we were not putting behind these stronger minds a heart development that would assure society that these larger mental powers would be employed for the advancement of the common weal.

"I am glad, therefore, to advance the second proposition, that the world is making progress in morals as well as in intelligence. And if I had to decide the question I would be compelled to say that at the present time the evidence of a world-wide moral awakening is even more abundant than the evidence of the world's intellectual advance. And here, too, I am em-

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