

A Year of Effort in Education

HERE is a growing recognition of the need for the standardization and a more economical distribution of the higher educational institutions of this country. This year has seen the first fruits of an effective effort toward the accomplishment of these ends through the distribution of the income of the \$10,000,000 given to the General Education Board by John D. Rockefeller and of the \$10,000,000 given by Andrew Carnegie for the pensioning of college professors. This latter is one of the most interesting events in the educational world during the year, and will have a wide-reaching effect upon the higher education of the country.

In regard to the standardization of the wider distribution of colleges and universities, educators and the American people generally are awakening to the fact that the present system—a collection of several hundred institutions of varying standards and aims, with little relation to one another, may be described as a system—wasteful in the use of its opportunities, its energies and of money.

The wastefulness in the use of opportunity and energy has exhibited itself especially in the location of colleges. Dr. Walter H. Page in a recent article declared that the waste by duplication had been so great that it was probable that if the work of building, developing and constructing colleges had been done in the United States with good management, judgment from the beginning, we should now have developed—with the same expenditure that has been made—an efficient and well equipped and locally maintained college within easy reach of every youth who could profit by it. The opportunity to secure an education of the higher character near at hand often breeds the desire. It is said of the inhabitants of a certain Connecticut town, in which agriculture is the chief occupation, that in conversation they are on a par with college men. Doubtless one of the reasons is that a well known private preparatory school has flourished in that town for more than fifty years and has afforded the people an opportunity of securing a good education at a moderate cost.

Wastefulness of Location.
The wastefulness in location has many illustrations among the hundreds of institutions calling themselves colleges or universities and granting degrees. For instance, in one southern town there are two Methodist colleges. One is assisted by the northern branch of the Methodist church, the other by the southern. They are, of course, rivals for their constituencies in the same territory. Dr. Page mentions another instance. He writes:

"I know a town where there are two colleges. At each of them the boys are taught the usual subjects, ancient and modern languages, mathematics, physics and chemistry, and they are taught with practically the same degree of thoroughness. In several departments they use the same textbooks, and several members of the faculty of one college were trained at the same university as several members of the other faculty. These two colleges have buildings and grounds, too, that are very much alike. One has a finer house for its library than the other, but the college with the poorer building boasts that it has a better collection of books. One has a more pretentious dormitory than the other, but this advantage, too, is offset by some corresponding disadvantage. If you stay in this town for a while you will discover that the population is divided into two parts—those families who think that this college on this side of the town is better than the college on the other side of the town, and those families that hold the contrary view. Each group is forever talking about the 'better spirit' of its college. Inside the college themselves this college 'spirit' at times becomes intense. Each of the boys who are graduated at one college earnestly thank heaven that their parents or chance or their own good judgment kept them from becoming students of the other, with its far worse 'spirit.' Yet if, standing outside this partitioned way, you were to take a serious measure of the work and worth of these colleges, you would find it hard to decide which is the more useful to the community. The boys who have gone out from one have become as useful men as the boys who have gone out from the other. You would discover that the

president of one is a somewhat broader man than the president of the other, but they are, after all, men of the same good type. Some of the teachers in one are better than some of the teachers in the other, but this remark can be turned around with reference to other teachers.

The presidents of both of these colleges were asking for money from the same two or three rich men, the chief difference being that one was for a library, while the other sought a contribution to his endowment. There are not enough students at both to make more than a moderate sized college, yet the community is asked to support two institutions, with two presidents and two faculties, doing much the same work; two libraries, etc. The income of both, which, divided, maintains neither well, would support one very well, and enable it to do much better work than either does now.

In another town, not forty miles away, is a third college furnished by the state. This institution is a competitor with the other two for students in the same locality. A glance over the different states shows that in many of them the real college does not have been known, and as a result of ignorance of the location of the best possible use of the available funds has not been made.

"Bunching" of Colleges.

In South Dakota, a state having a population less than half that of Connecticut, there are eight colleges, all of which are down in the southeast corner of the large state and away from the center of population. One could look at a map of Missouri and see all the colleges and universities contained therein, he would discover that there is a double row, containing twenty-eight—one might style them the Missouri educational boys—including the Missouri river. The two rows stretch entirely across the state. Elsewhere the commonwealth is practically barren of colleges. Still a third western state, with a population of a little more than twice that of Connecticut has twenty-eight institutions authorized to confer degrees.

Dr. Page makes the emphasis a little stronger when he points out that eastern Pennsylvania and central Missouri are among the most thickly planted regions of the world with "colleges" and "universities," that the three largest colleges in North Carolina are situated within a circle of thirty miles diameter, that of the six colleges in South Carolina five are within a circle of fifty miles radius. "Of the eleven colleges in Kentucky," he continues, "eight are within a circle of the same size. On the map of Ohio you may draw three such circles, and in one circle there are fifteen colleges; in another eleven and in the third six. In Illinois you may draw two such circles, and one will include eleven colleges and the other seven. In Wisconsin eight out of the nine colleges are within such a circle; in Nebraska, eight out of ten; in Kansas, seven in an eleven mile circle and seven in another, and all the colleges in Minnesota are within one such circle."

A striking illustration of this condition is that revealed in eastern Tennessee where there are four colleges of the same denomination, each with an annual income of \$2,000, and thirty students. About forty miles away is another college, an old one, with \$22,000 worth of property, an annual income of \$6,500 and 129 students in its combined preparatory and collegiate departments. Fifteen miles from this college is a third, founded only a few years after the second, having an income of \$1,000 and 233 students, of whom forty-five are in the collegiate department. There has been rivalry between these latter two colleges for a number of years for they were founded on spite. A president of the older college having been unable to persuade those in charge of its affairs to appoint his older son as his successor, went over the county line fifteen miles away and founded another college for his son, and the younger college has since been able to help from the same denominational board.

Perhaps a hundred miles away is the fourth college, by far the strongest of the quartet. It has an endowment of \$1,384,000 and owns property worth \$110,000. It has an enrollment of 922 students, with 125 in the collegiate department. In common with the others, however, it receives aid from one denominational board. And the last mentioned college is only fifteen miles from Knoxville, where the University of Tennessee is situated. It would seem to be more economical in every way to unite the three small colleges.

Investigation has shown, too, that there is no fixed standard in this country for admission to or for receiving a degree from a college. The parchment from one college means more than it does from another. Some so-called colleges have no classification of courses whatsoever, simply responding to inquiries as to their method of preparation for the degrees offered with the indefinite word, "Literary." In not a few cases the studies pursued in these so-called colleges are no higher than those taught in preparatory schools.

No General Education Board.

This year has seen the first fruits of a plan to bring about a reduction of this un-economical educational chaos to an effective system and an elevation of the standards of the low grade colleges, through the General Education Board. The board is made up of a number of well known men of different faiths, parties and professions. Through the use of its funds, it is continually analyzing the educational situation in the United States. It may in course of time, coupled with the Carnegie foundation for the advancement of teaching, become a sort of balance wheel upon the high and low of the educational movement of the country. It aims to be of benefit to education in general and to give assistance to both colleges and students.

Its power lies in the large resources behind it. It is the custodian of the \$10,000,000 given to it by John D. Rockefeller and of other sums entrusted to it by other persons for the use of education. Through its trustees, who are also officially associated with the Slater fund of \$1,000,000 for the assistance of negro schools and with the Peabody fund, it has influence in the distribution of all these great benefactions. From the Rockefeller fund alone it has the annual distribution of \$600,000 for the use of colleges. By giving this money to colleges which show strength, have lofty aims and standards and are well situated in the relation to the state in which they are located and to the needs of the country, the board will exercise great power for good in the building up of consistent state and an effective national system of colleges of high mark.

In order that it may be intelligently guided in the use of its income, the board collected a vast amount of information in regard to the various institutions and state systems of education. Aided by this comprehensive and exhaustive history the board is continually analyzing the educational work and needs of the country and putting the results of its studies into the form of monographs on the different states.

In this way, having obtained a first hand knowledge of educational conditions and needs, it is prepared to offer its fund of information, as well as its advice, free of charge to all who desire to know the best channels into which to turn their gifts to educational objects.

tion what a charity organization society does for miscellaneous benefactions, its value is illustrated by the two incidents that follow:

A wealthy New York business man had been visited by the president of a college, one the name of which would be as unfamiliar to 75,000,000 people of the United States as it was to the business man himself. The visitor, a man with sweeping side whiskers, had asked for funds for a gymnasium and a dormitory. "I wonder what sort of institution that is, and what it is accomplishing," said the business man to himself, as he swung around to his littered desk. "I wish I knew where I could get some accurate information about it, and what are the actual educational needs of the community where this college is located." The General Education board has just the information he wanted, and was able to advise him intelligently.

In another case the trustees of a bequest to establish a college in a certain state were about to put practically all their money into buildings at a remote place. It occurred to them to secure the advice of one of the secretaries of the board. Studying the educational map of the state in the office of the board, they discovered that there was no college in the largest city in the state. When they began to talk of establishing a college in that city, buildings were offered to them at a nominal cost, and a considerable addition was made to their funds before they left. The college was started where a college was really needed, and with a promise of a much larger patronage at the beginning than it possibly ever would have had in a remote place.

Pensions for Educators.

This year also has seen the first distribution of the income of the Carnegie foundation of \$10,000,000 for the payment of retiring allowances to college professors. There are in the English speaking countries of North America more than four hundred institutions calling themselves colleges or universities. Information secured from 23 of them shows that in these there are professors, associate or adjunct professors and assistant professors to the number of 4,877, who receive a total of \$2,521,580, or an average of \$1,520 a year. Of these institutions 23 have some denominational affiliation, and pay an average annual salary to each professor of \$1,130. Fifty-one are not to be found in either of the other divisions, and pay an average salary of \$1,297. As the living expenses of a professor are necessarily higher than those of men of similar income in other vocations, he has little opportunity to save money for the period of old age or for the support of his family should he chance to die in middle life. Not only does he receive a smaller salary than high grade men from entering the teaching profession, but it also serves to keep on the active roll men who ought to be in the retired list, their places being filled by younger, more active and progressive instructors.

In preparing his plan for distributing the pensions, the managers of the fund have also made an effort to standardize the colleges. They have decided that a college is an institution having "at least six professors giving their entire time to college and university work, a course of four full years in liberal arts and sciences, and requiring for admission not less than the usual four years of pre-academic or grammar school studies."

A college, in order to participate in the allowances, must also have a productive endowment of not less than \$20,000. As the college is to be the unit in the distribution of the pensions (the fund distributing its allowances through college treasurers, those colleges that meet the requirements of the fund being given the privilege of designating the recipients), the announcement of a standard is bound to have its effect in raising many so-called colleges to a higher educational level. Already certain of the small colleges that do not meet the requirements are trying to rearrange their staffs and courses so that they will be able to meet the standard. The Carnegie foundation and enable them to secure its benefits. Neither professors in institutions supported by public funds, nor "connected with institutions under control of a sect, or which require their trustees, board members, faculties (or a majority thereof) to belong to any specified sect, and which impose any theological test, and which of entrance therein or of connection therewith" are to benefit from the Carnegie fund. The trustees of the fund made the first provision because they desire to educate the American people to the idea of providing pensions for their teachers, and do not believe in providing private funds for public institutions. This year the allowances granted amounted to \$126,000, and the following list of colleges and universities were accepted as institutions which could draw upon the fund for pensions for their professors: Amherst, Beloit, Carleton, Colorado, Dartmouth, Hamilton, Hobart, Knox, Iowa, Marietta, Middlebury, Mount Holyoke, Oberlin, Radcliffe, Ripon, Smith, Trinity, Union, Vassar, Washburn, Wellesley, Wells, Williams, Tufts and Washington and Jefferson colleges, Clark, Columbia, Cornell, George Washington, Harvard, Johns Hopkins, Lawrence, Lehigh, Island University, New York, Princeton, Tufts, Washington and Western Reserve universities, the University of Rochester, Worcester Polytechnic Institute, Case School of Applied Science, Clarkson School of Technology, Massachusetts Institute of Technology, Polytechnic Institute, Stevens Institute of Technology, University of Pennsylvania and Western University of Pennsylvania, in the United States, and Dalhousie and McGill universities of Canada. Under certain conditions widows of professors may draw from the fund. It has been ascertained that there are 4,000 in the United States who may ultimately claim pensions under the requirements. About 10 per cent of these have reached the age when they may ask for them. Most of them have not yet done so.

Millions for Education.

In no other country in the world is so much money spent for education. It is impossible to say how great the sum is, for one cannot go into the books of the numerous private schools. The report of the United States Commissioner of Education, recently issued, which contains the statistics for the year ending June 30, 1904, shows that in the year 1973,215,277 was spent simply on the public schools of the country. Of this total \$40,453,339 went for sites, buildings, furniture, etc., \$167,324,783 for salaries of teachers and superintendents and \$53,536,939 for other purposes, chiefly maintenance. The total income of the colleges was \$40,520,190, while from benefactions was received \$12,700,000 more. The value of college property was set at \$285,244,645, an increase of almost \$30,000,000 in one year. The total attendance in all kinds of educational institutions that year was 12,500,391, or more than one-fifth of the entire population. Of these 12,570,462 were in schools supported by taxation and public funds, while those in private institutions numbered 1,929,929. There were in this country 967 universities, colleges and technical schools, with a teaching staff of 17,369 and 119,029 students. More than 12,000 of these were in the colleges. There were 1,694 private schools of the secondary grade.—New York Tribune.

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Tersely Told Tales Both Grim and Gay

Use of a Free Press.
AMUEL GORDIANO, the Spanish evangelist, preached in New York American humor.

He Went in.
A minister visiting Philadelphia and ignorant of the provisions of the Girard will, that "no ecclesiastical missionary or minister of any sect shall ever be admitted into the premises of the college," presented himself at the gate of Girard.

Effective Tippling.
A man who travels a great deal and who recently visited San Francisco confided to the Chronicle of that city his method of obtaining the utmost service from waiters.

Rest for Weary Jaws.
John Ridgley Carter, secretary of the American embassy at London, was plotting some American friends through the museum at Hastings when he observed an unhappy attendant wearing a military uniform, with a helmet from which a chin strap hung, at whom an inquisitive tourist was firing all manner of silly questions. The tourist's last question was: "Say, what is that strap under your chin for?" The attendant sighed. "The strap is to rest my jaw when I get tired answering questions," said he.

Not to Be Balked.
A distinguished educator of Boston, who once visited a western college during examination week, was, for some reason or other, not asked to address the students, as he had expected he would do. In a chapel he was merely requested to lead in prayer, which he did in this wise:

Hole in a Fool's Hand.
"I'll stop the bullet," said Joseph Pugh of Gallon, O., at his boarding house, when 15-year-old Harry Stevens playfully pointed a supposedly empty revolver at Grace Gump, aged 7. Then he playfully put his hand upon her temple—just in time, for the revolver proved to be loaded, and the bullet went through Mr. Pugh's hand and imbedded itself in the young woman's forehead. Pugh's hand had not been there a moment and doubtless had been a mortal wound instead of a flesh wound for Miss Gump.

Dead Dog's Advice.
Hank Brown of Fargo, the prosperous contractor, might have become a famous driver of fast horses had he not attended a racing meet back in the early days. There was a large crowd out and Budd Dobie was in the grandstand.

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Hank had a horse that he had entered in the two-something class. The horse was a big, rangy fellow, with not too much speed, but Hank thought he was the goods.

Rest for Weary Jaws.
All the horses except Hank's had passed the grandstand neck and neck on the first half. It was a beautiful race. Trailing behind about twenty rods came the big horse, Hank's, and he was in the lead when he was in front of the grandstand. Budd stood up and yelled at the top of his voice: "Take the first turn to the left, Hank. All the others have gone that way." Hank drove his horse to the bars.

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