March 27, 1918.

President Henry Pratt Judson
University of Chicago
Chicago, Illinois

Dear Mr. Judson:

I have not made definite plans for drafting a bill providing for a department of education. I had intended to do this but at the last moment Dr. Strayer informed me that he proposed to secure the services of some one connected with the Law School of Columbia University to do this. It seemed to me that I would be wasting time in duplicating his work. I had not only planned to draw up a preliminary outline of the bill, but to prepare the arguments necessary to defend the bill; this does not seem necessary as we now have a number of committees working upon special aspects of the general problem. It would seem, therefore, that the only thing that you and I need to do is to familiarize ourselves as much as we can with the general aspects of the situation and to be prepared to pass a critical judgment upon the materials and data that may be handed in by Dr. Strayer and his various committees.

It seemed to me as I pointed out in our discussion in Washington that any attempt to outline detailed and specific functions of the Department in the bill would be a mistake. It would be far wiser, in my opinion, to set forth the powers and functions of the department in terms of general principles. For example, one could maintain that a department of education should, first, be a clearing house and a co-ordinating agency for the federal education agencies of
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DEPARTMENT OF EDUCATION
The University of Minnesota
College of Education
Minneapolis

OFFICE OF THE DEAN

#2. President Judson

a permanent character; second, provide for the promotion and advancement of education through cooperation with state and local institutions, both public and private; third, provide for the collection and dissemination of exact and detailed information concerning foreign school systems; fourth, grant the assistant secretary of foreign education the right to appoint educational attachés to the staff of our foreign diplomatic offices; fifth, provide for a bureau of research and investigation to be advised by a council on research, the members of which should be selected by educational societies of a national character; sixth, have sufficient support to enable it to foster health and recreation education, education of the immigrant, removal of adult illiteracy, training of teachers and the improvement of rural schools. I am finding many of the opinion that we should not ask for a secretary in the President's cabinet.

Cordially yours

L.D. Coffman
I think he legitimate as a federal function, but is not this covered by the recent act relating to illiterate immigrants?

There are some other questions relating to your sixth suggestion which I should want to think about pretty carefully.

The question as to the Secretary's being a member of the President's Cabinet is to my mind entirely immaterial.

Yours of the 27th inst. is received. That is a matter which Congress has no right to embody in a bill or to put the bill into its final shape. At the same time, the drafting by a lawyer is of course the proper way to proceed, which should not be subordinate to any of the existing Departments.

The important matter, then, is to decide what shall be that content.

Very truly yours,

I agree that so far as possible the powers and duties of the Department should be put in general terms, and in the main I should agree with your suggestions on that head.

I should doubt whether the Department should "appoint" educational attachés to the staff of our diplomatic agencies abroad. The appointment of such attachés should be recommended, I think, to the State Department. Your sixth suggestion raises more questions in my mind. Anything that can be done for the education of the immigrant would be a mistake. It would be far wiser, in my opinion, to set forth the powers and functions of the department in terms of general principles. For example, one could maintain that a department of education should, first, be a clearing house and a co-ordinating agency for the federal education agencies of...
Dear Mr. Garten:

Yours at the 26th Inst. to regarding
The inspection of a farmer is at course the proper way to
but the pill into the final number. The same time
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The important matter, then, is to gain what field of
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The confidence of the farmers, or the farmers without

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fully.

University of Chicago

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law. It is wholly for the President's consideration. The

providing for a department of education. I had intended to do this vital thing is to have a department, with a Secretary at its

but at the last moment Dr. Strayer informed me that he proposed to head, which should not be subordinate to any of the existing secure the services of some one connected with the Law School of

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Professor L. D. Coffman
The University of Minnesota
Minneapolis, Minnesota

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I think this is very interesting and it is my understanding that the presentation was given at the recent convention to which I was unable to attend. However, I was told that the presentation was very informative and that it dealt with the latest developments in the field of [insert topic].

I would like to express my appreciation for the efforts of the committee in putting together such a comprehensive and informative presentation. The attention to detail and the depth of knowledge displayed were truly impressive.

Thank you for your hard work and dedication to this important project.
Day Letter

May 6, 1918.

President D. J. Cowling, Carleton College, Northfield, Minn.

Judson agrees with our views. Suggests desirability of having alternative plan for consideration at meeting on seventeenth. Thinks you might appoint committee on your initiative as chairman to prepare alternative bill. Council could then act at once. Will send you shortly his suggestions and mine on revision of present bill.

Charles H. Judd

CHJ-G
3:15 P.M.
Paid
Dear Sir,

I am writing to inform you of the resignation of Mrs. Smith from our faculty. She has decided to leave our institution at the end of this academic year. It is with regret that we lose her valuable contributions to our community.

Respectfully,

[Signature]

[Date]
May 8, 1918.

My dear President Judson:

I enclose a copy of the comments which I have prepared for President Cowling on the bill which we discussed the other day. Will you be good enough to suggest modifications and enlargements of these comments?

Very truly yours,

[signature]

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

CHJ-G
March 6, 1919

Dear President McAdoo:

I enclose a copy of the committee report I have prepared for your consideration. I wish to assure you that the report I have prepared is based on the best information available to me at the present time.

Very truly yours,

[Signature]

President McAdoo
The University of Chicago
Proposed Section 11. The Secretary of Education is authorized and directed to make special investigations on the following matters: (1) the best methods and organization for the abolition of illiteracy; (2) the best methods and organization for the Americanization of immigrants; (3) the best methods and organization for the introduction on a large scale of physical education into all schools; (4) the best methods and organization for the training and certification of teachers. On the basis of these investigations the Secretary shall prepare special reports which shall be published within a period of three years after the date of the enactment of this bill.

Proposed Section 12. For the purposes of the investigations enumerated in Section 11 there is hereby appropriated out of money in the treasury not otherwise appropriated the following sums:

For the fiscal year ending June thirtieth, nineteen hundred and nineteen, $400,000, and for each of two fiscal years thereafter $400,000.

Proposed Section 13. Of the sums appropriated in Section 12 the Secretary of Education shall expend in any year not more than $75,000 in printing of various types including reports. The remainder may be expended at the discretion of the Secretary in conducting such inquiries as may be necessary in the preparation of the reports called for in Section 11.
The Secretary of the Treasury is hereby authorized to make such investigations as may be necessary for the following purposes:

1. To seek and receive any information or assistance in the exercise of any power of the Executive Department or the President of the United States or any agency of the Executive Department or the President of the United States or any agency of the United States that may be necessary to carry out the provisions of this Act.

2. To seek and receive any information or assistance in the exercise of any power of the Executive Department or the President of the United States or any agency of the Executive Department or the President of the United States or any agency of the United States that may be necessary to carry out the provisions of this Act.

The Secretary is hereby authorized to make such investigations as may be necessary to carry out the provisions of this Act.

In the performance of the duties assigned to him in Section 5.
In addition to the new Sections 11 to 13 recommended, attention is directed to Section 3 and to the desirability of defining more specifically the larger units which are to be absorbed into the proposed Department.

In this connection it is suggested that the Federal Board of Vocational Education be explicitly mentioned as one of the agencies to be absorbed. In order to give due recognition to the fact that this Board was created only a short time ago by Congress, it is suggested that the Board be continued for a period of five years with its director as one of the three assistant secretaries.

The organization of the Department might then be defined in such a section as the following:

Proposed Section 3. There shall be transferred to the Department of Education the offices, bureaus, divisions, boards, and branches of public service as follows: the Bureau of Education from the Department of the Interior; the Federal Vocational Board with its present organization, the same to continue as at present constituted for a period of five years from the date of the enactment of this bill, except that the Executive Secretary of this Board shall be one of the Assistant Secretaries of the Department of Education assigned by the Secretary of Education specifically to that task; the Bureau of Public Health Service from the Treasury Department;
In addition to the new position of Assistant to the President of the Broadcasting Department, which was previously described, a new position of Assistant to the President of the Broadcasting Department has been created. This position is intended to assist in the management of the Broadcasting Department and to ensure the smooth operation of its various functions.

The new position of Assistant to the President of the Broadcasting Department will be responsible for overseeing the day-to-day operations of the Broadcasting Department, including the production of programming, the scheduling of airtime, and the coordination of the various departments within the Broadcasting Department.

The Assistant to the President of the Broadcasting Department will work closely with the President to ensure that the Broadcasting Department meets its goals and objectives. The Assistant will also be responsible for ensuring that the Broadcasting Department complies with all relevant regulations and laws.

The Broadcasting Department is committed to providing high-quality programming to its audience, and the new position of Assistant to the President of the Broadcasting Department will play a key role in achieving this goal.
and such educational war emergency commissions or boards or educational activities already established by act of Congress as in the judgment of the President should be transferred to the Department of Education. The President of the United States is hereby 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, devoted to educational matters which concern the United States as a whole, or the educational system of any State or States of the Union, - which in his judgment should be controlled by, or whose functions should be exercised by, the Department of Education.

In connection with Section 10 the question may be raised whether $300,000 is an adequate appropriation. It would appear to be very small for the Department if it takes over any serious supervision of the country's educational activity.

It is suggested that sections be added to this bill making it the duty of the Secretary of Education to report annually showing in detail what elementary schools in the States and Territories give instruction in any language other than English. This form of legislation is recommended because it is doubtful whether Congress can
any new association are encouraged to continue or expand their activities.

The President of the Department of Education, in the capacity of the President of the Department of Education, is authorized to accept and to establish any additional associations that may arise in the field of education. He is also authorized to designate a representative of the Department of Education to serve as a member of the Association of the United States in the capacity of a representative of the Department of Education.

The Association of the United States in the capacity of a representative of the Department of Education, in connection with the Secretary of the Interior, may, at any time, establish associations or make arrangements with any association or any body of any association.

In connection with Section 2 of the Act of March 3, 1915, an association shall be created to carry out the purposes of the Act.

It is suggested that sections be added to this Bill to make it the duty of the Secretary of the Interior to report any association created in the United States, and any other association that may be created, to the Senate and House of Representatives, and to the Department of Education.

The Act of July 17, 1915, is amended to provide for the appointment of a representative of the Department of Education.
constitutionally enact a law requiring instruction to be given in English. The Department of Education could through publicity bring pressure to bear.

It is suggested that the Department be authorized and directed to take all possible steps to encourage an interchange of information about educational opportunities in other countries for American students and to prepare for students of other countries who wish to study in the United States full and adequate information about opportunities in the United States. To this end the Secretary of Education shall prepare and publish exact information regarding the courses and standards of all higher institutions of learning in the United States.

It is suggested that the Department be authorized and directed to make full reports on the operations of all publishers of textbooks used in public schools and shipped from one State to another.

These suggestions would, it is believed, give strong grounds for the creation of a Department and would serve to indicate the directions in which the Department ought at once to begin to operate.
It is necessary that the Department be notified and
granted to take all necessary steps to encourage and in
advance of information sent secretarial opportunities in
offer assistance to American enterprises and to promote the
employment of Indian companies who apply to work in the
United States. 1234 and in advance information report
imminent to the United States. 1234 to cite are to the Government
of the Instruction and reporting and publish exact information
regarding the occurrence and description of all foreign interests.

It is necessary that the Department be notified
and granted to make all reports as the operations of
all enterprises and transactions may to permit export
without from one place to another.

These suggested names, if approved, take effect
at once to begin to operate.
A Bill to create a Department of Education; to appropriate money for the conduct of said Department; and to appropriate money for Federal aid to the States in the promotion of Education.

Be it enacted by the Senate and the 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 is to be the head thereof, to be appointed by the President by and with the advice and consent of the Senate, who shall receive a salary of Twelve Thousand Dollars ($12,000) per annum, and whose tenure of office shall be like that of the heads of other executive departments; and Section 158 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 said Secretary 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 the said seal.

Section 2. That there shall be in said department three Assistant Secretaries of Education, to be designated "First Assistant Secretary", "Second Assistant Secretary", and "Third Assistant Secretary", to be appointed by the President, each of whom shall receive a salary of Ten Thousand Dollars ($10,000) per annum. Each Assistant Secretary of Education shall perform such duties as may be prescribed by the Secretary or required by law. There shall be appointed, as in other executive departments, chiefs of bureaus, branches or divisions, and also
Section 2. That there be transferred to the Department of Education, the offices, bureaus, divisions, boards and branches of public service as follows: The Bureau of Public Health Service, from the Treasury Department; the Bureau of Education (hereafter to be called the Bureau of Educational Statistics); the Columbia institute for the Deaf, Howard University, and other educational activities as are now included under the Department of the Interior; the Smithsonian Institute, National Museum, Bureau of American Ethnology, Astrophysical Observatory, International Catalog of Scientific Literature, National Academy of Science, National Research Council, and the Federal Board for Vocational Education; and such war emergency commissions, boards and educational activities already established by Act of Congress as in the judgment of the President should be transferred to the Department of Education. The President of the United States is hereby empowered to transfer to the Department of Education such offices, bureaus, boards, divisions, or branches of the Department of War, Navy, Commerce, Labor and Agriculture as are devoted to educational matters which concern the United States as a whole, or the educational system of any State or States of the Union.

Section 4. That the office records and papers now on file in and pertaining exclusively to the business of any bureau, office, division, branch or board of public service transferred by this act to the Department of
Education, together with the furniture now in use of such bureaus, offices, divisions, branches or boards of public service, shall be and are hereby transferred to the Department of Education.

Section 5. That the Secretary of Education shall have charge in the buildings or premises occupied by or appropriated to the Department of Education, of the library, furniture, fixtures, records, and other property pertaining to it or hereafter acquired for use in its business; he shall be allowed to expend for periodicals and the purposes of the library and for rental of appropriate quarters for the accommodation of the Department of Education within the District of Columbia, and for all other incidental expenses, such sums as Congress may provide from time to time; Provided, however, that while any office, bureau, division, branch or board of the public service transferred to the Department of Education by this Act, or by the President, as provided in this Act, is occupying rented buildings or premises, it may still continue to do so until other suitable quarters are provided for its use; Provided further, that all officers, clerks, and employees now employed in any of the bureaus, offices, divisions, branches, or boards of public service by this Act transferred to the Department of Education are each and all hereby transferred to the said Department of Education at their present grades and salaries, except where otherwise provided in this Act; Provided further that all laws prescribing the work and defining the duties of the several bureaus, offices, divisions, branches, or boards of public service by this Act transferred to and made a part of the Department of Education shall, so far as the same are not in conflict with the provisions of this Act, remain in full force and effect, to be
connexion, together with the particulars you may have of any previous accident.

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executed under the direction of the Secretary of Education.

Section 6. That there shall be organized by the Secretary of Education, a Bureau of Higher Education, the special duties of which shall be the promotion of college and university education and research in connection therewith, the study of the relation of secondary education to higher education, and the inauguration, in cooperation with the States, of plans whereby colleges, universities and technical schools of college rank may become a more integral part of the general system of education.

Section 7. That there shall be a solicitor of the Department of Justice for the Department of Education, whose salary shall be Five Thousand Dollars ($5,000) per annum.

Section 8. That all duties performed, and all power and authority now possessed or exercised by the head of any executive department in and over any bureau, office, officers, board, division or branch of public service transferred by this Act to the Department of Education, or any business arising therefrom or pertaining thereto, or in relation to the duties performed by it and authority conferred by law upon such bureau, office, officer, board, division or branch of public service, whether of an appellate or revisory character or otherwise, shall hereafter be vested in and exercised by the Secretary of Education.

Section 9. 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 him and his department, describing
the work done by the department and making such recommendations for the
reorganization of his department as in his judgment will make the work
of his department more efficient. He shall also from time to time make
such special investigations and reports as he may be required to do by
the President, or by Congress, or which he himself may deem necessary.

Section 10. That it shall be the specific duty of the Department of
Education to cooperate with the several States in the development of
educational and public health facilities within the respective States.
To that end the work shall be organized under three assistant secretaries.

Under the First Assistant Secretary shall be placed the present
Bureau of Education, the Bureau of Higher Education herein created,
and all work relating to educational research in the United States and
in foreign countries.

Under the Second Assistant Secretary shall be placed the Bureau of
Public Health Service, and its work of cooperating with the States in all
matters relating to child welfare, physical education and recreation, and
medical examination of children of school age.

Under the Third Assistant Secretary shall be placed the work of
administering Federal aid to Education and in cooperation with the
states all work relating to the education of immigrants and aliens,
improvement of rural schools, vocational training, teacher training,
and the promotion of education in the territories and the insular
possessions of the United States.
To know the benefits of Lland Vaughan's textbook, students should read the text carefully and actively engage with the material. The textbook is designed to help students understand the concepts and improve their writing skills. It includes exercises that allow students to practice and apply what they have learned. The textbook is written in a clear and concise manner, making it easy for students to follow along and understand the material. The textbook also includes a glossary of terms and a list of references, making it a valuable resource for students to refer to when they need help with a particular concept or terminology.
Section 11. That there is hereby appropriated to the Department of Education the sum of Three Hundred Thousand Dollars ($300,000) annually, to be available from and after this Act shall take effect, for the purpose of paying salaries, and conducting investigations, (including salaries and expenses of educational attaches to American embassies) and paying all the incidental expenses, including traveling expenses and rent in the District of Columbia where necessary. But this Section is not to be construed as in any way interfering with any appropriation which has heretofore been made and which may hereafter be made to any bureau, office, board, division or branch of public service, which is by this Act transferred and made a part of the Department of Education, or which may heretofore be transferred by the President, and said appropriations are hereby continued in full force to be administered by the Secretary of Education in such manner as is prescribed by law.

Section 12. That in order to cooperate with the states in the promotion of education and public health as hereinafter specified, there is hereby appropriated out of money in the treasury not otherwise appropriated, the following sum:

For the fiscal year ending June thirtieth, nineteen hundred and nineteen, and annually thereafter, $100,000,000.

Section 13. That in order to cooperate with the States in the abolition of illiteracy, one-tenth of the sum annually appropriated by Section 12 of this Act shall be used for instruction of both adult and minor illiterates. The courses of instruction shall be so prepared that not only will such illiterates be trained in common school branches, but also in citizenship,
and for some definite occupation or vocation. The said sum is to be allotted to the states in the proportion which their illiterate population of ten years of age and over bears to the total illiterate population of the United States, not including outlying possessions, according to the last preceding United States census.

Section 14. That in order to cooperate with the States in the Americanization of immigrants, one-tenth of the sum annually appropriated by Section 12 of this Act shall be used to teach all immigrants the English language; to train them in the duties of citizenship; and to develop among them respect for law and order; and for the civic and social institutions of the United States. The said sum is to be allotted to the States in the proportion which their foreign-born population bears to the total foreign-born population of the United States, not including outlying possessions, according to the last preceding United States Census.

Section 15. That in order to cooperate with the States in the effort to equalize the opportunities for education to the children of the respective states, three-tenths of the sum annually appropriated by Section 12 of this Act shall be used for the improvement of rural schools, with the definite aim of having more equal the length of school term in the respective states, of stimulating state and local interest, of standardizing, grading and supervising, of promoting the ungraded school in sparsely settled localities; and, of providing thorough instruction in said schools. The said sum is to be apportioned to each state in the proportion which the number of teachers in rural schools in the state bears to the total number of rural school teachers in the United States, not including outlying possessions, to be based upon
may not come readily to the nation, and to the number of people in the nation, what may come to be the nation, and to the number of people in the nation, what may come to be the nation, and to the number of people in the nation, what may come to be the nation.
figures to be collected by the Department of Education, eliminating, however, the teachers in all incorporated towns of 1,000 or more which have been or may be included as a part of the rural population.

Section 16. That in order to cooperate with the States in the promotion of physical education, three-tenths of the sum annually appropriated by Section 2 of this Act shall be used in the work of physical education and recreation, medical examination of children of school age and the employment of school nurses. The said sum is to be allotted to the States in the proportion which their entire population bears to the total population of the United States, not including outlying possessions, according to the last preceding United States census.

Section 17. That in order to cooperate with the States in training teachers for the schools, particularly rural schools, two-tenths of the money annually appropriated by Section 12 of this Act shall be used to furnish better instruction in teacher-training, to encourage fuller and more complete training of prospective teachers or of teachers already in the service, and to foster plans to provide an increased number of trained teachers. The said sum is to be apportioned to each State in the proportion which the number of teachers in the rural schools in that State bears to the total number of rural school teachers in the United States, not including outlying possessions, to be based upon figures to be collected by the Department; eliminating, however, the teachers in all incorporated towns of 1,000 or more, which have been, or may be, included as a part of the rural population.
Section 12. That in order to secure the benefits of the appropriations made in Section 12 and all or any of the allotments made in sections 13, 14, 15, 16 or 17, any state shall, through the legislative authority thereof, accept the provisions of this Act and designate its State Board of Education, with all necessary power to cooperate, as herein provided, with the Department of Education in the administration of this Act, insofar as it relates to the aiding of States in the promotion of education. In any State in which the legislature does not meet in 1919, if the Governor of that State, so far as he is authorized to do so, shall accept the provisions of this Act and designate the State Board of Education to act in cooperation with the department of Education, the said department shall recognize such designation by the Governor for the purposes of this Act until the legislature of such state meets in due course and has been in session sixty days. Any state may accept the benefit of any one or more of the respective allotments herein provided for and may defer the acceptance of any one or more of the said allotments, provided, however, that no state that does not set up a satisfactory system of teacher-training within one year after this Act becomes effective, shall be allowed to participate in any of said allotments except those referring to illiterates in Section 13 and to immigrants in Section 14; furthermore, in the acceptance of the conditions of this Act, the legislature shall designate and appoint as custodian for said appropriations its state treasurer, who shall receive and provide for the proper custody and disbursement of all money paid to the state from said appropriation or allotments, said disbursements to be made upon warrants duly drawn by the said State
Board of Education.

Section 18. That the Secretary of Education shall prepare rules and regulations governing the distribution of the funds herein appropriated by Sections 12, 13, 14, 15, 16, and 17, so that the provisions of this Act may be properly carried out; and that in order to secure the benefits of the appropriation and allotments thereof for any purpose specified in this Act, the State Board shall, in conformity with such rules and regulations, prepare plans indicating how said sums are to be spent in said states and submit said plans to the Department of Education for its approval. Said Department is authorized to reject any plans that fail to comply with said rules and regulations or to modify said plans in such a way as will accomplish the aims of the Federal Government, provided, however, that no money shall be paid from any fund in any year to any state, unless a sum equally as large has been provided by the state, or local authorities, or both, for the abolition of illiteracy, or for the Americanization of immigrants, or for the improvement of rural schools, or for physical education, or for teacher-training, as the case may be, and provided further, that no such sum shall be used by any State, county, district, 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 support of any religious or privately endowed, owned, or conducted school or college, but only for schools entirely owned and controlled and conducted by the state or county or district or local authority, as may be provided for under the laws controlling and regulating the public school system of said state.
Section 20. That the Secretary of the Treasury is hereby instructed to pay quarterly on the first day of July, October, January and April, to the treasurer of the any state entitled to any allotment, such allotment as is properly certified to him by the Secretary of Education. Wherever any portion of the fund annually allotted to any state has not been expended for the purposes provided for in this Act, a sum equal to such portion shall be deducted by the Secretary of Education from the next succeeding annual allotment from such fund to such state. The Secretary of Education may withhold the allotment of moneys to any state wherever it shall be determined that such moneys are not being expended for the purposes and under the conditions of this Act. If any portion of the moneys received by the treasurer of a state under this Act for any of the purposes herein provided shall by any action or contingency be diminished or lost, it shall be replaced by such state, and until so replaced, no subsequent appropriation apportionment for such education shall be paid to such state.

Section 21. That every state shall, not later than September 1 of each year, make a report to the Department of Education showing in detail the work done in the state in carrying out the provisions and purposes of this Act and the receipt and expenditure of money in connection with such work. Said report shall be in such form as the Department may prescribe, and if any state fails to make said report within the time prescribed, the Department may, in its discretion, discontinue immediately any allotment of funds which may have been made to said state. In addition to the regular report, the Secretary of Education shall, not later than December 1 of each year, make a report
to Congress on the administration of Sections 12, 15, 14, 15, 16, 17, 16, and 19 of this Act and shall include in such report a summary of the reports made by the several State Boards of Education. The Secretary of Education shall at the same time make such recommendations to further define the purposes and plans for federal aid to the states in the promotion of education as well, in his judgment, improve the administration of the fund appropriated for cooperating with the states in the promotion and the accomplishment of the purposes for which said appropriation is made.

Section 22. That this Act shall take effect March 4, 1919, and all acts or parts of acts inconsistent with this Act are hereby repealed.
TENTATIVE DRAFT OF A BILL

To create a Department of Education;
To appropriate money for the conduct of said Department;
To appropriate money for Federal aid to the States
in the promotion of education.

(This is a tentative draft of an education bill prepared by a Committee of the National Education Association Commission on the National Emergency in Education. All educators are invited to study the provisions of this tentative draft and to send suggestions for amendments or alterations to Superintendent J. A. C. Chandler, Richmond, Va., Chairman of the Committee. The final draft of the bill will be drawn after taking into consideration all suggestions received. It is the desire of the Commission to frame a bill which will enlist the support of the entire teaching profession.)

Be it enacted by the Senate and the 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 is to be the head thereof, to be appointed by the President by and with the advice and consent of the Senate, who shall receive a salary of Twelve Thousand Dollars ($12,000) per annum, and whose tenure of office shall be like that of the heads of other executive departments; and Section 158 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 said Secretary 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 the said seal.

Section 2. That there shall be in said department three Assistant Secretaries of Education, to be appointed by the President, each of whom shall receive a salary of Ten Thousand Dollars ($10,000) per annum. Each Assistant Secretary of Education shall perform such duties as may be prescribed by the Secretary or required by law. There shall be appointed, as is prescribed by law for the other executive departments, such chiefs of bureaus, branches or divisions, and such educational attaches to American embassies in foreign countries, and such clerks, clerical assistants, inspectors and special agents or representatives, as may from time to time be provided for by Congress.

Section 3. That there be transferred to the Department of Education the offices, bureaus, divisions, boards and branches of public service as follows: The Bureau of Public Health Service, from the Treasury Department; The Bureau of Education, (which shall hereafter be called the Bureau of Educational Statistics); the Columbia Institute for the Deaf; Government Hospital for the Insane; Howard University, and such other educational activities as are now included under the Department of the Interior; the Smithsonian Institute, National Museum, Bureau of American Ethnology, Astrophysical Observatory, International Catalogue of Scientific Literature, National Academy of Science, National Research Council, and such educational war emergency commissions or boards or educational activities already established by act of Congress as in the judgment of the President should be transferred to the Department of Education. The President of the United States is hereby 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 de-
associations, or organized independently of any department, devoted to educational matters which concern the United States as a whole or the educational system of any State or States of the Union, which in his judgment should be controlled by, or whose functions should be exercised by, the Department of Education.

Section 4. That the office records and papers now on file in and pertaining exclusively to the business of any bureau, office, division or branch of public service transferred by this act to the Department of Education, together with the furniture now in use in such bureaus, offices, divisions or branches of the public service, shall be and are hereby transferred to the Department of Education.

Section 6. 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 pertaining to it or hereafter acquired for use in its business; he shall be allowed to expend for periodicals and the purposes of the library and for rental of appropriate quarters for the accommodations of the Department of Education within the District of Columbia, and for all other incidental expenses, such sums as Congress may provide from time to time. Provided, however, that where any office, bureau, division or branch of the public service transferred to the Department of Education by this Act, or by the President, as provided in this Act, is occupying rented buildings or premises, it may still continue to do so until other suitable quarters are provided for its use: Provided further, that all officers, clerks, and employees now employed in any of the bureaus, offices, divisions or branches of public service by this Act transferred to the Department of Education are each and all hereby transferred to the said Department of Education at their present grades and salaries, except where otherwise provided in this Act; Provided further, that all laws prescribing the work and defining the duties of the several bureaus, offices, divisions or branches of public service by this Act transferred to and made a part of the Department of Education shall, so far as the same are not in conflict with the provisions of this Act, remain in full force and effect, to be executed under the direction of the Secretary of Education.

Section 8. That there shall be a solicitor in the Department of Justice for the Department of Education, whose salary shall be Five Thousand Dollars ($5,000) per annum.

Section 7. That all duties performed, and all power and authority now possessed or exercised by the head of any executive department in and over any bureau, office, officers, board, division or branch of public service transferred by this act to the Department of Education, or any business arising therefrom or pertaining thereto, or in relation to the duties performed by it and authority conferred by law upon such bureau, office, officers, board, division or branch of public service, whether of an appellate or advisory character or otherwise, shall hereafter be vested in and exercised by the Secretary of Education.

Section 9. 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 money received and disbursed by him and his department, and describing the work done by the department, and shall also, from time to time, make such special investigations and reports as he may be required to do by the President, or by Congress, or which he himself may deem necessary.

Section 10. That there is hereby appropriated to the Department of Education, the sum of Three Hundred Thousand Dollars ($300,000) annually, to be available from and after the passage of this Act, for the purpose of paying salaries and representing investigations, and of paying all the incidental expenses, including traveling expenses and rent where necessary, and for the purpose of allowing the Department to inaugurate a system of attachés to American embassies abroad to deal with educational subjects. But this Section is not to be construed as in any way interfering with any appropriation which has heretofore been made and which may hereafter be made to any bureau, office, division, board or branch of public service, which is by this Act transferred and made a part of the Department of Education, or which may hereunder be transferred by the President, and said appropriations are hereby continued in full force to be administered by the Secretary of Education in such manner as is prescribed by law.

Section 11. That in order to cooperate with the States in the promotion of education, as hereinafter specified, there is hereby appropriated out of money in the treasury not otherwise appropriated, the following sums:

For the fiscal year ending June thirtieth, nineteen hundred and nineteen, and annually thereafter, $100,000,000.
Section 12. That in order to cooperate with the States in the abolition of illiteracy, one-twentieth of the sum annually appropriated by Section 11 of this Act shall be used for instruction of illiterates. The courses of instruction shall be so prepared that not only will such illiterates be trained in common school branches, but also in citizenship, and for some definite occupation or vocation. The said sum is to be allotted to the States in the proportion which their illiterate population of ten years of age and over bears to the total illiterate population of the United States, not including outlying possessions, according to the last preceding United States census.

Section 13. That for the purpose of cooperating with the States in the Americanization of immigrants, one-twentieth of the sum annually appropriated by Section 11 of this Act shall be used to teach all immigrants the English language, to train them in the duties of citizenship, to develop among them respect for law and order, and for the civic and social institutions of the United States. The said sum is to be allotted to the States in the proportion which their foreign-born population bears to the total foreign-born population of the United States, not including outlying possessions, according to the last preceding United States census.

Section 14. That in order to cooperate with the States in the effort to equalize the opportunities for education to the children of the respective States, five-tenths of the sum annually appropriated to aid the States in the promotion of education shall be used for the improvement of public schools of less than college grade, with the definite aim of equalizing the length of school term in the respective States, of stimulating State and local interest, of standardizing, grading and supervising, of promoting rural schools and schools in sparsely settled localities; and, of providing thorough instruction in said schools. The said sum is to be apportioned to each State in the proportion which the number of teachers in the public schools of each State bears to the total number of public school teachers in the United States, not including outlying possessions, to be based upon figures to be collected by the Department.

Section 15. That in order to cooperate with the States in the promotion of education, three-tenths of the money annually appropriated by Section 11 of this Act shall be used in the work of physical education and recreation, the medical examination of children of school age, the employment of school nurses, and the instruction of people in the principles of health and sanitation. The said sum to be allotted to the States in the proportion which their entire population bears to the total population of the United States, not including outlying possessions, according to the last preceding United States census.

Section 16. That in order to cooperate with the States in training teachers for the schools, particularly rural schools, one-tenth of the money annually appropriated by Section 11 of this Act, shall be used to furnish better instruction in teacher-training, to encourage fuller and more complete training of prospective teachers or of teachers already in the service, and to foster plans to provide an increased number of trained teachers. The said sum is to be allotted to each State in the proportion to which the number of teachers in the public schools of each State bears to the total number of teachers in the public schools of the United States, not including outlying possessions, to be based upon figures to be collected by the Department.

Section 17. That in order to secure the benefits of the appropriations made in Section 11 and all or any of the allotments made in Sections 12, 13, 14, 15 or 16, any State shall, through the legislative authority thereof, accept the provisions of this act and designate its State Board of Education, with all necessary power to cooperate, as herein provided, with the Department of Education in the administration of this Act, in so far as it relates to the aid given by the States in the promotion of education. In any State in which the legislature does not meet in 1919, if the Governor of that State, so far as he is authorized to do so, shall accept the provisions of this Act and designate the State Board of Education to act in cooperation with the Department of Education, the said department shall recognize such designation by the Governor for the purposes of this act until the legislature of such State meets in due course and has been in session 60 days. Any State may accept the benefit of any one or more of the respective allotments herein provided for and may defer the acceptance of any one or more of the said allotments, provided, however, no State that does not set up a satisfactory system of teacher-training within one year after this Act becomes effective, shall be allowed to participate in any of said allotments, except those allocated to illiterates in Section 12 and to immigrants in Section 13; furthermore, in the acceptance of the conditions of this Act, the legislature shall designate and appoint as custodian for said appropriations, its state treasurer, who shall receive and provide for the proper custody and disbursement of all money paid to the State from said appropriations and allotments, said disbursements to be made from warrants duly drawn by the said State Board of Education.

Section 18. That in order to establish an equitable basis for cooperating with each State in the promotion of education, as provided in Section 11, 12, 13, 14, 15, 16, 17, there is hereby created The Federal Education Board, composed of five members, to be appointed by the President, each member to serve for a term of four years, and no two members to be from the same state. The compensation of each member shall be $20.00 per diem, and the usual mileage, provided, however, that no member shall receive a per diem allowance for more than 30 days in any one calendar year.

The Federal Education Board shall hold its meetings at the office of the Secretary of Education at such times as it may designate, subject to the approval of the Secretary of Education. It shall pass upon all plans submitted by the states for carrying out the wishes of the Government for cooperating with the States in the promotion of education as provided in Sections 11, 12, 13, 14, 15, 16 and 17 of this Act, and is hereby empowered to approve, reject, or modify said plans. It is furthermore authorized, subject to the approval of the Secretary of Education, to make and publish from time to time uniform rules and regulations for carrying out the provisions of this act. With the Federal Education Board shall sit such of the assistant secretaries as the Secretary may designate. The Secretary of Education is given the authority to review all the plans and policies agreed upon between this Board and the respective States and to disapprove of such features as in his judgment will not be in accordance with the purposes of this act, provided, however, in all cases of disapproval he shall give his reasons in writing to the Federal Education Board and to the State Board of Education concerned; and such necessary clerical assistance as may be needed by the Federal Education Board shall be furnished by the Secretary of Education out of the funds appropriated in Section 10 of this act.

Section 19. That in order to secure the benefits of the appropriation and allotments thereof, for any purpose specified in this Act, the State Board shall, in conformity to such rules and regulations as are provided by the Federal Board and to the Secretary of Education, prepare plans indicating how said sums are to be spent in said State and submit them to said Board for its approval. Said Board is authorized to reject any plans that fail to comply with such rules and regulations, or to modify such plans in such a way as will accomplish the aims of the Federal Government, as provided in Section 18; provided, however, that no money shall be paid from any fund in any year to the State until a sum equally as large has been provided by the State, or by local authorities, or by both, for the abolition of illiteracy, for the Americanization of immigrants, for the improvement of public schools, for physical education, for teacher-training, or for such other purposes as the case may be; and provided further, that no such sum shall be used

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by any State, county, district, 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 support of any religious or privately endowed, owned or conducted school or college, but only for schools entirely owned and controlled and conducted by the State or county or district or local authority, as may be provided for under the laws controlling and regulating the public school system of said state; provided further, that no money shall be paid from any fund in any year to a state unless that state shall have enacted legislation in conformity to the rules and regulations of the Federal Education Board, requiring the attendance of children at school, and providing for the medical examination of children of school age, and requiring instruction in the common school branches in all schools, public and private, to be conducted in the English language.

Section 20. That the Secretary of the Treasury is hereby instructed to pay quarterly on the first day of July, October, January and April, to the treasurer of any state entitled to any allotment, such allotment as is properly certified to him by the Secretary of Education. Wherever any portion of the fund annually allotted to any state has not been expended for the purposes provided for in this act, a sum equal to such portion shall be deducted by the Secretary of Education from the next succeeding annual allotment from such fund to such state. The Secretary of Education may withhold the allotment of moneys to any state wherever it shall be determined that such moneys are not being expended for the purposes and under the conditions of this Act. If any portion of the moneys received by the treasurer of a state under this Act for any of the purposes herein provided shall, by any action of contingency, be diminished or lost, it shall be replaced by such state, and until so replaced, no subsequent apportionment for such education shall be paid to such State.

Section 21. That every state shall, not later than September 1 of each year, make a report to the Secretary of Education, showing in detail the work done in the state in carrying out the provisions and purposes of this Act and the receipt and expenditure of money in connection with such work. Said report shall be in such form as the Secretary of Education may prescribe, and if any state fails to make said report within the time prescribed, the Secretary of Education, in his discretion, may discontinue immediately any allotment of funds which have been made to said states. In addition to the regular report, the Secretary of Education shall, not later than December 1 of each year, make a report to Congress on the administration of Sections 11, 12, 13, 14, 15, 16, 17, 18 and 19 of this Act, and shall include in such report a summary of the reports made by the several State Boards of Education. The Secretary of Education shall, at the same time, make such recommendations to further define the purposes and plans for Federal aid to the states in the promotion of education as will, in his judgment, improve the administration of the fund appropriated for cooperating with the states in the promotion and the accomplishment of the purposes for which said appropriation is made.

Section 22. That this Act shall take effect March 4, 1919, and all acts and parts of acts inconsistent with this act are hereby repealed.
sible level of trained and informed intelligence.

The time has clearly come when we in America must think of education on a scale commensurate with the magnitude of the task that we have assumed and in terms that are consistent with the serious import of the obligation that the generations that are to come will inevitably be called upon to discharge. Heretofore our schools have been controlled and supported very largely by our local communities. This fundamental principle of local autonomy must be preserved, for it constitutes the most fundamental expression of that bias toward independence, self-reliance, and individual initiative which forms the unique quality of American democracy. Local autonomy in education must be preserved, and yet the efficiency of even the smallest local school must be a matter of serious concern to the nation as a whole. The larger community represented by the country as a whole must be our first consideration, and there our educational policies must be framed and fashioned in the light of our national needs and our international obligations.

To adjust these two apparently opposing interests is no impossible task. There are certain phases of public education in which the Federal Government may properly concern itself to the immediate and permanent betterment of our schools and without the slightest peril to the principle of local autonomy. Indeed, the outstanding weaknesses and defects of our present educational system are of such a nature as to make their reform upon a national scale impossible except through Federal action. Among the weaknesses and defects that are of vital significance at the present critical juncture are the following:

(Here will follow a discussion of each of the five items in the program.)
A higher level of trained and informed intelligence.

The time has arrived, some say, to recognize that we are at a crossroads. The magnitude of the problem we face has caused us to recognize that the concern with the economic impact of self-defence and all the benefits it offers are now of paramount importance. How do we propose to act?

The principle of economic self-interest will have to be balanced with the benefits to be derived from the economic participation of the American community. This is the view of many economists and others who have studied the matter.

To meet these two opposing interests is the task. There are certain principles of public cooperation in the matter of economy that must be considered in the light of the American community's interest in the economic self-interest. These principles will be the subject of a future discussion.
In entering upon the war, the American people have committed themselves to an international program the avowed object of which is to preserve, strengthen, and extend the fundamental principles of democracy. To this great cause they have pledged their wealth, their lives, and the honor of the nation. They have not viewed lightly the responsibilities which this pledge involves. They have looked the facts in the face, and they know the price that they may be called upon to pay before a decisive victory is crowned by a lasting peace.

Nor have they been unmindful of the problems of reconstruction and readjustment that they, with the other great democracies, must face and solve. Many of these problems cannot even be foreshadowed today; some, while important, must not divert our energies from the immediate task before us. But there are others that lie close to the very heart and soul of the great cause for which we are at war, so close that the hour of victory must find their solution well advanced.

In this last group of problems that demand immediate action are those concerned with the reconstruction of public education. We are in a position today to see clearly the vital relation between education and an effective and enduring democracy. Both England and France while straining every nerve and sinew to win the war have yet found time to plan for immediate educational developments that would have been deemed utopian four years ago. And Russia, crumbling before the invasion of our common foe, must stand as a symbol not of the inherent weakness of democracy, but of the tremendous handicap under which democracy must struggle when it lacks the substantial basis of knowledge and skill and discipline that universal education alone can provide.

We in America have not been unmindful of the significance of universal education as the foundation of effective democracy. But we too, like France and England, must recognize what may have been sufficient in the past will be far from sufficient in the future. As the
In estimating upon the uses for which international trade and economic cooperation are best employed, it is necessary to consider the fundamental principles of economic cooperation. These principles are: extension, equilibrium, and efficiency. They have not only increased the capacity of the economic system to produce, but they have also protected the welfare of nations. They have not only increased the trade of the world, but they have also increased the prosperity of nations. They have not only increased the welfare of nations, but they have also increased the peace of nations. They have not only increased the peace of nations, but they have also increased the security of nations.
largest and richest of the great democracies, our country must recognize that its responsibilities and obligations to insure both the triumph and the permanence of the great principle for which we are contending are at least equally as great as theirs. If we have been late in entering the struggle, we must be doubly zealous not only to bring it to a successful issue, but to insure that the ultimate triumph will not be an empty victory. If other countries assumed the obligation of first picking up the gauntlet in defense of democracy, we should in fairness take the responsibility, not only of continuing its defense until its present enemies are undone but of insuring that it will not again be imperiled. With our wealth and our strength, this is a kind of leadership that we can neither evade nor avoid. It must be a leadership assumed in humility and not in arrogance. It will not involve military leadership alone, nor industrial and economic leadership alone. Its aims are not to be sought alone through arms and armaments or through ships and materials. In the last analysis, our leadership must be a spiritual leadership and its dominant forces must be ideas and ideals.

It is this great national obligation that will lay upon our educational system its most serious task. In the first place, we must have an educational system that will serve as a stimulus and example to the new democracies, to the countries that even now are looking to us to learn what the schools of a great democracy should be. If with our friends in Europe we are to fight to enthrone democracy as a world-principle, we must vie with them to live consistently with our own ideals. We must make democracy here at home a substantial reality. In the second place, we recognize that the collective will of our people will inevitably be a potent force in determining the development of the new world order; we recognize that the voice of the people will be heard in the future as it has never been heard in the past; and it must be the task of education to see to it that this voice is an articulate voice and that this collective will is guided and directed by the highest pos-
Juxtaposed any fragment of the great germogonies, our country must receive

that the repentiments and apologizes to imagine part of them.

and the presenceance of the great principal, for which we are convinced.

a somewhat as great as robots. If we have been false to

assert the state for, we must be guilty of some not only to prove it to

be no necessary issue, but to imagine that the immediate stimulus will not be

an empty victory. If we offer ourself, assuming the obligation of the

project of the community, in defense of Germany, we might to overcome

take the responsibility; not only of continuing the defense until the

present moment to arrive at the navigation. But we might take of a kind of

important. With our money and our strength, this in a kind of

insisted that we can neither come nor reach it. If not something will

written in humanity and not to assistance. If not something will

first, rather than blame, not immoral or economical tuberculosis

be done. We are not to be sought alone. Think now and example after this

author, every material. In the last instance, can tuberculosis, or the

spiritual tuberculosis and the common loss, must be there and there.

Is it the exact national obligation that will I have ever

In the first place, we

essentially shaped the most serene task. In the first place, we

must have no enthusiastic speech that will serve as a stimulus and as

sample to the new gnosticism, to the community that can now see

looking to be to form the schools of a great gnostic, and put

It with our intent to know that we see to light to continue gnostic as

a match-bonfire, we must be with them to live consistently with one

our nature and our intelligence that the recognition that the collective will of our people

In the mean place, we recognize that the collective will of our people

with intelligence be a potent force in determining the development of the

new world order; we recognize that the voice of the people will be heard.

In the future it is not novel heard in the past, but it must be the

Page 2

voice of aspiration to see to if that fine voice is an extraneous voice

and that fine collective will be painted and quoted by the present code.
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   David Felmley, Normal, Illinois

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9. LAY SUPPORT:
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   Susan M. Dorsey, Los Angeles, California

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   J. W. Withers, St. Louis, Missouri

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   George D. Strayer, New York, N. Y.

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   Payson Smith, Boston, Massachusetts
   Thomas E. Finegan, New York, N. Y.
   L. D. Coffman, Minneapolis, Minnesota
Committee on Joint Commission

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S. M. Doxsey, Los Angeles, California

11. Insofar as Regional Planning in Education:

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R. M. Malen, C. H. Huntington, Denver, Colorado
L. B. McConnell, Wisconsin, Wisconsin
D. E. Smith, Boston, Massachusetts
Y. W. W. Hunger, St. Louis, Missouri

12. EDUCATIONAL AGENCIES IN WASHINGTON:

D. C. Ogle, Minneapolis, Minnesota

George D. Stiver, New York, N.Y.

13. EXECUTIVE COMMITTEE:

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D. E. Smith, Boston, Massachusetts
Y. W. W. Hunger, St. Louis, Missouri
D. C. Ogle, Minneapolis, Minnesota
I. ASSISTANT SECRETARY OF INTERNATIONAL RELATIONS.

1. Bureau of Education
2. Bureau of Educational Commissions
3. Bureau of Comparative Education (Bu. of Ed.)

II. ASSISTANT SECRETARY OF NATIONAL RELATIONS.

1. Bureau of Immigrant and Naturalization Education
2. Bureau of Racial and Special Education
   a. Indians (Int.)
   b. Negroes (Howard University) (Int.)
   c. Columbia Institute for the Deaf (Int.)
3. Bureau of Public Recreation
4. Bureau of Child-Welfare
5. Bureau of Public Health Service (Trésa.)
6. Bureau of Insular Affairs
   a. Philippines
   b. Alaskans
   c. Porto Ricans
   d. Hawaiians
   e. Samoans
   f. Panama Zone

III. ASSISTANT SECRETARY OF STATE AND INTERSTATE RELATIONS.

1. Bureau of Mechanic Arts and Agricultural Colleges and Schools
2. a. Animal Husbandry (Ag.)
   b. Plant Husbandry (Ag.)
   c. Chemistry (Ag.)
   d. Soils (Ag.)
   e. Entymology (Ag.)
   f. Biological Survey (Ag.)
   g. State Relations Service, etc. (Ag.)
2. Bureau of Vocational Education
   a. Smith-Hughes (F.B.)
   b. Training of conscripted men (F.B. & W)
   c. Re-education of disabled soldiers and sailors (F.B. & W)
   d. Re-education of disabled employees of industry (F.B.)
3. Bureau of Educational Auxiliaries (Ag.)
4. Bureau of Teacher Training
5. Bureau of Higher Education (Bu. of Ed.)
6. Bureau of Private Schools
7. Bureau of Common School Education (Bu. of Ed.)
8. Bureau of Libraries and Museums
9. Bureau of Rural Education

IV. ASSISTANT SECRETARY OF RESEARCH (Advisory Council made up of men of Learned Societies.)
   a. Education
   b. Law
   c. Medicine
   d. Economics
   e. Sociology
   f. Political Science
   g. History
   h. English, etc.

1. Bureau of Research and Investigation
   a. Educational Research
   b. Geological Survey (Int.)
   c. Coast and Geodetic Survey (Com.)
   d. U. S. Geographic Board
   e. Standards (Ind.)

2. School Architecture and School Sanitation

3. Bureau of Prizes, Competitions and Exhibits
   a. Smithsonian (Ind.)
   b. National Museum (Ind.)
   c. Museum of Ethnology (Ind.)
   d. International Catalog of Scientific Literature (Ind.)
   e. National Academy of Science (Ind.)
   f. National Research Council (Ind.)
The present shortage of teachers, the necessity to provide more efficient workers in war activities, and the training of hundreds of thousands of men in short courses to meet war-time emergencies are among the questions which have led the educators of America to act together to make necessary readjustments in education during and after the war. To that end, Mrs. Mary C. C. Bradford, President of the National Education Association, appointed a committee to represent the Association in mapping out a program for the "rebuilding of civilization through a war-modified education." Dr. Thomas E. Finegan, President of the Department of Superintendence, at the recent meeting in Atlantic City, appointed a committee to cooperate with the National Education Association committee. These committees, with the members of the Executive Committee and the Board of Trustees of the National Education Association, met in Washington, March 7-9, and completed the organization of a joint commission on the national emergency in education and the program for readjustment during and after the war. The Joint Commission is composed of the following educators, representative of every phase of national education:

George D. Strayer, New York, N. Y.
Harry Pratt Judson, Chicago, Ill.
L. D. Coffman, Minneapolis, Minn.
Elwood P. Cubberley, Stanford, University, Calif.
David Felsley, Normal, Ill.
Mary E. Woolley, South Hadley, Mass.
W. C. Bagley, New York, N. Y.
William E. Owen, Chicago, Ill.
Thomas E. Finegan, Albany, N. Y.
Nina C. Vanderwalker, Milwaukee, Wis.
Susan M. Dorsey, Los Angeles, Calif.
Payson Smith, Boston, Mass.
The purpose of the National Education Association is to promote the professional growth of teachers by providing opportunities for the exchange of ideas and the dissemination of information. The Association seeks to foster necessary advancements in education and to promote the interests of the teaching profession.

The National Education Association, in cooperation with the Department of Education, sponsors a committee to represent the Association in establishing and maintaining contacts with the educational community in each State. This committee is composed of representatives from various associations and committees, including:

- National Education Association
- American Federation of Teachers
- National Education Association of the United States
- National Education Association of the United States of America
- National Education Association of Canada
- National Education Association of Mexico
- National Education Association of Central America
- National Education Association of the West
- National Education Association of the East
- National Education Association of the South

These representatives work together to ensure the best possible service for the teaching profession.
This Commission plans to enlist the services of all the educators of the country and to cooperate with the agencies related to educational readjustment in outlining a progressive program of education. Adequate teacher training, a complete program of health and recreation, rural education, immigrant education, the education of adult illiterates, training for all forms of national service, necessary war-time readjustments, and the coordination of war-service activities in the schools are among the problems to be considered definitely by the Commission. The Commission plans to meet in Washington, April 10 and to make a preliminary report at the annual session of the National Education Association at Pittsburgh, June 29 to July 6.
COMMITTEES OF JOINT COMMISSION

1. PREPARATION OF TEACHERS:
   W. C. Bagley, New York, N. Y.
   Walter R. Siders, Pocatello, Idaho
   David Wilmley, Normal, Illinois
   Carroll G. Pearse, Milwaukee, Wis.
   William B. Owen, Chicago, Ill.

2. RURAL EDUCATION:
   James Y. Joyner, Raleigh, N. C.
   A. J. Matthews, Tempe, Arizona
   Mrs. Josephine C. Preston, Olympia, Washington

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   F. D. Boynton, Ithaca, N. Y.
   Miss Agnes E. Doherty, St. Paul, Minn.

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   William B. Owen, Chicago, Ill.
   J. M. Gwinn, New Orleans, La.

5. NATIONAL SERVICE:
   Thomas E. Finegan, Albany, N. Y.
   George B. Cook, Little Rock, Ark.
   Hlwood F. Cubberley, Stanford University, Calif.
   Walter R. Siders, Pocatello, Idaho

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   Payson Smith, Boston, Mass.

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   J. M. Gwinn, New Orleans, La.
   H. P. Judson, Chicago, Ill.

8. EDUCATION IN OTHER COUNTRIES:
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10. **ENLISTMENT OF PROFESSION:**

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11. **NECESSARY REALJUSTMENT IN EDUCATION:**

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Mrs. Mary C. C. Bradford, Denver, Colo.
Nina C. Vanderwalker, Milwaukee, Wis.
Payson Smith, Boston, Mass.
J. W. Withers, St. Louis, Mo.

12. **EDUCATIONAL AGENCIES IN WASHINGTON:**

L. D. Coffman, Minneapolis, Minn.
George D. Strayer, New York, N. Y.

13. **EXECUTIVE COMMITTEE:**

George D. Strayer, New York, N. Y.
Mrs. Mary C. C. Bradford, Denver, Colo.
Payson Smith, Boston, Mass.
Thomas E. Fiegan, Albany, N. Y.
L. D. Coffman, Minneapolis, Minn.
Suggested Preamble to Statement of Principles

N. E. A. Joint Commission

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In entering the war, the American people have committed themselves to an international program, the avowed object of which is to preserve, strengthen, and extend the principles of democracy. To this great cause they have pledged their lives, their fortunes, and the sacred honor of the nation. They have not viewed lightly the responsibilities which this pledge involves. They have gauged the facts and they know the price that they may be called upon to pay before a decisive victory is crowned by a lasting peace.

Nor have they been unmindful of the problems of reconstruction and readjustment which they, with the other great democracies, must face and solve. Many of these problems cannot even be foreshadowed today; some, while important, must not divert our energies from the immediate task before us; but others lie close to the very heart and soul of the great cause for which we are at war,--- so close that the hour of victory should find their solution well advanced.
In exercising the powers of the American people, we have been committed to an international program, the nature and scope of which is to present, develop, and extend the principles of democracy. To this great cause they have pledged their lives, their fortunes, and the sacred honor of the nation. They have not viewed lightly the responsibilities which they have undertaken. They have renewed the laws and they know the price that they may be called upon to pay before a civilization victor is crowned by a lasting peace.

We have not been unmindful of the problems of

recognition and rehabilitation which await the other

Africans. We must face and solve. Many of these problems cannot even be fathomed yet alone, much more immediate, urgent, and more grievous are the needs of the colonies. It is our solemn duty to take these seriously and to solve the problems of the people of the colonies. We must strive to make the world safe for democracy.
It is this last group of problems that demand immediate attention, and among them the most important are those that have to do with the redirection and readjustment of public education. We are in a position today to see clearly the vital relation between education and an effective and enduring democracy. Both England and France, while straining every nerve and sinew to win the war, have yet found time to plan for educational developments that would have been deemed Utopian four years ago. And Russia, crumbling before the invasion of our common foe, must stand as a symbol, not of any weakness inherent in democracy, but of the tremendous handicap under which democracy must struggle when it lacks the substantial basis of knowledge, skill, and discipline that universal education alone can provide.

We in America have not been heedless of what universal education means to an effective democracy. But we too, like France and England, must recognize that what may have been sufficient in the past will be far from sufficient in the future. Upon the ruins of the old order will be built a new and worthier social structure. One would be rash indeed to
predict what this will mean to our economic, industrial, and political systems; but basic to enduring changes in any phase of our national life is our system of education. Our first and obvious duty is to see that this is freshly adjusted to meet the new needs that may even now be clearly foreseen, and strengthened to bear the heavy burdens that will inevitably devolve upon it.

With the free peoples of Europe we are fighting to establish democracy as a world-principle; we should vie with them to live consistently with our avowed aims; we should make democracy here at home a substantial reality. In our educational programs and policies there is still much that harks back to the older order. If the cankers of special privilege are to be cut from the social organism, we may well make a start with the inequities of education. Far more faithfully than heretofore, our schools must reflect the ideals for which our soldiers are fighting. For all the children of the nation, these schools must become the nurseries of responsible freedom, the embodiment of a truly democratic discipline, the clear expression of an equality of opportunity and privilege balanced by the deepest sense of obligation and duty.
The belief that these will mean to our economy, industrially, and
politically, safety; and the need to endure changes in any phase of
our national life to gain a share of success. But our life and
options thus far to see what life is likely to be, and to meet the
new needs that may now form a part of the national and
safety-netted
"To post the present promote that will inevitably recover our
life with the free people of nations we stand fighting
to establish democracy as a lasting principle, we should make
known to the conscientious, with our cause, since we stand make
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program and policies there is still much that may be done to the
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schools must implant the idea for which our schools must
lighting. For all the children of the nation, these schools must
become the nursery of democratic ideas, the cradle of distinctive
the family democratic discipline, the great expression of the
of opportunity and privilege, petrify of the deep sense of
affliction and duty.

Nor does this task of readjusting our educational system concern ourselves alone. If other countries have borne so bravely the earlier burdens of the great struggle, we must be doubly zealous to cooperate with them, not only in bringing the war to a successful issue, but in seeing to it that the ultimate triumph will not be an empty victory. This means more than military cooperation, more than financial cooperation, for the development and perpetuation of democracy is more than a military and more than an economic problem. It is a problem that is not to be solved alone through arms and armaments, or through ships and materials, overwhelmingly important as these agencies are now and must continue to be until a lasting peace has been assured. But the great heritage at stake is not a material heritage; it is a precious legacy of ideas and ideals, of beliefs and aspirations, of standards of life and conduct. It is these things of the spirit that must be made to live anew in each generation if the hopes and dreams of democracy are to come true.

We believe that the collective will of our people is to be a potent force in the development of the new world order;
Not your file I ask of you as your own...

The system consists of an analysis phase. It often consists of a phase where we work to prepare the system for the purpose of the great structure we want to build. We need to cooperate with them, not only in planning the work to an essential issue but in seeing to it that the ultimate aim is not just an empty act. Therefore more than military cooperation, more than Fomentar cooperation, for the development and preparation of a comeback to more than a military and more than an economic program. It is a problem that is not to do so many when the time and the means.

Although we lose and continue to go until a lasting peace...
we know that the voice of the people will be heard in the future as it has never been heard in the past; we owe it not only to ourselves but to the free peoples who have fought for us and with us to see to it that this will is intelligent and this voice articulate. The fundamental education common to all the children of the nation must be broadened, deepened, and enriched. It is no dumb proletariat that our common schools are to train to a fixed routine of toil; it is rather a group of free citizens that they are to educate to clear thinking and responsible conduct; and their programs and policies must be shaped with full recognition that every one of these citizens will have an equal vote and an ever-increasing voice and responsibility in determining the destinies of the nation.

We know, too, that the devastation and destruction of the war must be met and answered by an era of greatly increased production. Nor will this necessity be limited to the countries that have been closest to the field of battle. With us, too, the years of wastage must be followed by years of intelligent and fruitful industry. Technical knowledge and insight and skill will be needed as they have never been needed before, and this need our schools must strive to meet.
we know that the voice of the people will be heard in the future

as it has never been heard in the past; we owe it not only to

ourselves but to the free peoples who have looked to us and with

the voice.

attitudes.
The fundamental assumption common to all the abilities

of the nation must be profound, genuine, and enthusiastic. It is

no bump, but rather that our common values are to grow to a

living doctrine of right; it is to start a strong of free citizens

who are to become to their thinking and responsible conduct;

and

paint the result of policies that will be applied with full recognition

that every one of these abilities will have an ample voice and

every-pressing voice and responsibility in determining the

greatness of the nation.

We know that the devastation and devastation of the

war must be met and overcome by an era of greatly increased production.

Not will this necessarily be limited to the countries that have been

affected by the rise of cattle. With our own the nature of warfare

must be followed by years of intellectual and spiritual

renunciation.

Technical knowledge and insight and ability will be needed as they

have never been needed before, and this need our schools must prepare

to meet.
And something further this new era will demand. In the vast work of economic and industrial reconstruction, the burdens of toil, frugality, and sacrifice must be borne by all. Not only upon the poor as in the older time will rest the obligation to live frugally; not only upon the wage-earner will fall the burden of the world's hardest work. Each must do his share, and that he shall do it willingly and well must in large measure be the responsibility of education.

It is these lessons, then, that the schools of the nation must teach the children of the people: to think clearly and vigorously and independently, with a rich background of dependable knowledge; to work skillfully, intelligently, and steadfastly; to cooperate loyally with every force that makes for righteousness; to look upon sound health as an asset of democracy and upon its preservation as a democratic virtue; and finally to feel each a responsibility and determination that the world shall not lose in the years that are to come what the armies of the free peoples have gained. Nothing that mankind has hitherto achieved has cost so much as these gains will have cost when the last battle of the war has been fought and won. No hopes that mankind has ever before held dear have
And sometimes interlaced with war we will harken.

The work of econoics and intellectual collaboration

purposes of social, industrial and artistic means will be point by point.

Not only about the war but in a larger sense will we assume the application
to live literally, not only about the war but in a larger sense will we assume
of the world's present work. Each must do his share, and that is

sheer of all will diligently and well want in large measure to the

responsibility of education.

If we trace lessons, then, that the schools of the nation

must teach the qualities of the people: to think clearly and

rigorously and intelligently, with a high perception of the

knowledge to work intelligently, reasonably, and aesthetically.

To cooperate fully with every force that makes for righteousness;

took upon serious responsibilities as an essential of democracy and upon the peace.

allowed as a democratic virtue; and finally to feel each a responsive

philosophy and determination that the world will not lose in the heart.

Not one to come with the theme of the free peoples have gained.

by now, no hopes that mankind are ever to reign.

free.
been sanctified by so many willing and costly sacrifices, or hallowed by so heavy a toll of innocent suffering. If the deep meaning of all this is lost then indeed will our cause be lost.

The time has clearly come when we in America must think and plan for education on a scale commensurate with the magnitude of the task that lies before us, and in terms consistent with the obligations that the coming generations will be called upon to discharge. We have yet to attain in education conceptions and accomplishments that are comparable with American achievements in business, industry, and transportation. Too often our thinking has been confined and cramped by the narrow boundaries of our local units of school taxation and control. Today there are imperative educational problems that are truly national in their scope and character,—but the nation has no official voice through which these needs may be made known, much less an official channel through which they may be met.
been sensitized to work, willing and cooperative or not. The problem is how to plan for incidental and accidental. It is the need to plan for a fuller, more comprehensive, purposeful planning that the Coming Generations will be called upon to achieve. We have yet to learn to plan in education. Our thinking has been confined and recurring in the narrow confines of School and Order. Today there are important educational problems that the Nation in its schools and colleges must face and consider. Put the Nation has no alternatives, options, which these needs may be made known, much less as officially acknowledged. Therefore, which these needs may be met.
It is our belief that this weakness in our educational system can be remedied without sacrificing any essential element of strength in the principle of local autonomy. This principle is the clearest expression of that will to independence, self-reliance, and individual initiative which constitutes so striking a quality of American democracy. Local autonomy must be preserved and yet the welfare of even the smallest school must be recognized as a matter of vital concern to the nation as a whole. The needs of the local community must still be the determining factor in school organization and administration, and yet there are certain educational policies that must be framed in the light of our national needs and of our international obligations and responsibilities.

But there is no fundamental antagonism between these two types of need. There are some phases of public education with which the federal government may properly concern itself to the immediate and permanent advantage of the schools, and with an effect upon local control so slight as to be negligible. Indeed, the outstanding weaknesses, defects, and inequities of
It is our belief that this weakness in our education
system can be remedied without totalitarian or essential element
of authority in the principle of local autonomy. The principle
of self-government in the principle of local autonomy. This principle
is the essential expression of that will to independence well
recognized and advocated initiative which constitutes an afflicting
difference of American democracy. Local autonomy must be preserved
and kept the welfare of even the smallest school must be
recognized as a matter of vital concern to the nation as a whole.

The needs of the local community must still be the determining
factor in school organization and administration, and yet there
are certain educational policies that must be found in the
light of our national needs and our national educational policies
and responsibilities.

But there is no fundamental opposition between these
types of need. There are some phases of public education
with which the federal government may properly concern itself
to the immediate and permanent advantage of the school and with
its effect upon local control as rights as to be negligible.

Indeed, the curricular weaknesses, defects, and inadequacies of
our present educational system are such as to make their reform upon a national scale impossible without federal cooperation, and here as elsewhere in a true democracy, it is to cooperation and not to domination that we must look for the solution of our problems.

What the most important of these weaknesses are, and how they may be removed, are questions that the following pages will attempt to answer.
can present educational material in such a way as to make per

Let's turn now to another case impossible without liberal

correlation and hence as a measure to the government, if

is to correlation and not to domination that we must look

for the solution of our problem.

What is most important of these weaknesses is the

how they may be removed is discussed in the following

bees will attempt to answer.
Chicago, May 9, 1918

Dear Mr. Judd:

Thanks for your copy of comments on the bill. I am in entire accordance with your suggestions. I am not at all sure whether the organisation of the Department and the funds for its ordinary conduct are based on specific study of the situation or are mere guess-work. It seems to me that you are quite right in proposing:

1. The transfer of the Bureau to the condition of a separate Department.

2. Including in this Department some of the more obvious educational agencies of the federal government.

3. Providing for study of specific educational conditions on an adequate basis.

4. Leaving the future development of the Department and the union with it of some of the other educational agencies of the government to be decided in the light of
Chicago, May 9, 1918

Dear Mr. Jones:

Thank you for your copy of the manuscript on the

film I am at the moment working with your cooperation.

I am not of the opinion that the organization of the
Department and the range for the appointment commence the
near at all the attention at the mere guesswork.

It seems to me that you are quite right in proposing
on the preserves of the interest to the composition of
the Senate Department.

It is important in the Department some of the more
appropriate situation. Second, the Federal Government

and if any material of the present situation

section of the Department to be acquainted in the light of

contribution on an adequate pace.

Reserve the interest development of the Department

and the Union with its some of the other sectional

section of the Department to be acquainted in the light of
time and experience.

A bill in this form would meet my approval. So far as the Committee is concerned, I think it would be much better for Cowling to appoint somebody else as Chairman. I am very unlikely to be in Washington at the meeting next week, and it is quite possible that I may be unable to serve on the Committee at all. Some matters are pending which will doubtless take form in the near future, and which may decide this particular question.

Very truly yours,

E. F. J. — L.

Director C. H. Judd
The University of Chicago
time my experience.

A paper in these volumes meets my approval to see

as the Committee is concerned, I think it would be better for you to consider, or to suggest some other means of expression at the meeting next week. I am very sorry to be inWashington at the meeting next week and it is difficult to decide whether I may go sample to

vote on the Committee of all some matters and perhaps

which will accommodate some votes in the near future, and which

may require the particular direction.

Very yours truly,

E. L. C.
Chicago, May 16, 1918

My dear President Cowling:

I am very sorry to have been so slow in sending a copy of the report which is herewith enclosed. This is a report made in response to a request by a Commission of educational and scientific experts from France who visited this country last winter.

On the other matter of which we spoke, the work in restoration, we have not done anything in the way of specific organization. At present I understand that is wholly in the hands of Colonel Frank Billings, in the Surgeon General's Office.

Very truly yours,

H.P.J. - L.

President Donald J. Cowling
Carleton College
Northfield, Minnesota
My Green Testament Committee:

I am very sorry to have been

so slow in sending a copy of the report which I prepared

for a report made in response to a request

by a Commission of Inquiry into the effects of

the bombing of our community last Winter.

On the other matter of which I spoke, the work in

restoration we have not gone very far in the way of specific

organizations. At present I understand that in writing to

the Piano of General Frank Billings in the Governor General's

Office

Very sincerely yours,

[Name]

President, Donora Community

Carleton College

Northfield, Minnesota
Chicago, June 4, 1918

My dear President Campbell:

Dean Ames, representing the University of Pennsylvania, which is the Secretary of the Association of American Universities, writes me as follows:

"A letter dated May 27th from the Secretary of the Emergency Council on Education informs me that the Committee of the Emergency Council on this subject, consisting of President Judson of Chicago, representing our Association, President Campbell of Oregon, representing the Association of State Universities, and President McCracken of Lafayette, representing the Association of American Colleges, has been working during the past week with representatives of the Joint Commission on the above mentioned draft. I quote from the letter of the Secretary the following passage: 'The Committee of the Emergency Council is disposed to favor the general features of the Joint Commission's bill, with the exception of the sections calling for special appropriations to take care of general education. Our Committee thinks that the first great thing to accomplish is to get the department established. After the machinery is once set up, it will not be difficult to secure appropriations for specific purposes.'"

I am sending herewith copy of my answer.

Very truly yours,

M.P.J. - L.

President P. L. Campbell
Oregon State University
Eugene, Oregon
My Dear President Campbell:

been these, representing the Association of American Universities, write me as follows:

"A letter dated May 27th from the Secretary of the University of Pennsylvania's Board of Trustees, announcing the appointment of Dr. John F. Kennedy as President of the University, has been received by the Association. The letter indicates that the new President will assume office on July 1st. The appointment is viewed with great enthusiasm by the Association."

I am sending herewith a copy of my manuscript.

Very truly yours,

[Signature]
IN THE SENATE OF THE UNITED STATES.

May 4 (calendar day, May 5), 1921.

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

A BILL

To establish a Department of Public Welfare, 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 established at the seat of Government an
4 executive department to be known as the Department of
5 Public Welfare for the purpose of protecting and promot-
6 ing the health, education, and social welfare of the people
7 of the United States. The head of the department shall
8 be the Secretary of Public Welfare, who shall be appointed
9 by the President by and with the advice and consent of
10 the Senate. The Secretary of Public Welfare shall receive
11 an annual salary of $12,000 and his tenure of office shall
be the same as that of the heads of the other executive
departments.

SEC. 2. That there shall be in the Department of
Public Welfare the following divisions:

(1) A Division of Education, which, under the general
supervision of the Secretary, shall have charge of the educa-
tional functions and activities of the department and shall,
by investigation, publication, and such other methods as may
be authorized by Congress, promote the development of
schools and other educational and recreational facilities for
the instruction of children and illiterate adults, the training
of teachers, and the Americanization of those persons in the
United States who lack knowledge of our language or in-
stitutions.

(2) A Division of Public Health, which, under the
general supervision of the Secretary, shall have charge of the
health functions and activities of the department and shall
by investigation, publication, and such other methods as may
be authorized by Congress, protect and promote the public
health.

(3) A Division of Social Service, which, under the
general supervision of the Secretary, shall have charge of
the social welfare functions and activities of the department.

(4) A Division of Veteran Service, which under the
general supervision of the Secretary, shall have charge of
1 Each division of the department shall be in charge of an Assistant Secretary of Public Welfare, who shall be appointed by the President by and with the advice and consent of the Senate. Each Assistant Secretary shall perform such duties as may be prescribed by the Secretary or required by law and shall receive an annual salary of $5,000.

9 of SEC. 3. That section 158 of the Revised Statutes is amended to include the Department of Public Welfare, and the provisions of title 4 of the Revised Statutes, as amended, are extended and made applicable to the department.

13a Secretary of Public Welfare shall cause to be made for the department a seal of such device as the President shall approve, and judicial notice shall be taken of such seal.

16b Sec. 4. That there shall be in the Department of Public Welfare one chief clerk and a disbursing clerk and such other clerical and other assistants as may from time to time be provided for by Congress.

19b The Auditor for the State and Other Departments shall receive and examine all accounts of the Secretary of Public Welfare, and of all divisions, bureaus, and other offices, branches of the public service under his direction, and draw accounts relating to any other business within the jurisdiction of the Department of Public Welfare, and certify the
balances arising thereon to the Division of Bookkeeping and
Warrants and send forthwith a copy of each certificate to the
Secretary of Public Welfare.

Sec. 5. That the office of the Director of the Bureau
of War Risk Insurance in the Treasury Department; the
office of the Surgeon General of the Public Health Service
in the Treasury Department; the office of the Commissioner
of Education in the Department of the Interior; the offices
of the chief, assistant chief, and private secretary to the
chief of the Children's Bureau in the Department of Labor;
the Federal Board for Vocational Education; and the Board
of Managers of the National Home for Disabled Volunteer
Soldiers are abolished. All the functions, powers, and
duties which, at the time this section takes effect, are con-
ferred or imposed by law or lawful Executive order upon
any office, board, commission, or other agency abolished
by this Act are transferred to, vested in, and imposed upon
the Department of Public Welfare.

Sec. 6. That the Children's Bureau in the Department
of Labor, the Bureau of War Risk Insurance and the Public
Health Service in the Treasury Department, the bureau
called the Office of Education and the bureau known as
the Bureau of Pensions in the Department of the Interior, the
Freedmen's Hospital, and the National Home for Disabled
Volunteer Soldiers are transferred to and shall hereafter
be under the jurisdiction and supervision of the Department of Public Welfare. The powers and duties which, at the time this section takes effect, are conferred or imposed by law or lawful Executive order upon the Secretary of the Interior with respect to education or pensions or with respect to the Columbia Institution for the Deaf, the Howard University, or Saint Elizabeths Hospital are transferred to, vested in, and imposed upon the Secretary of the Department of Public Welfare.

Sec. 7. That all the functions, powers, and duties which at the time this section takes effect are exercised by or conferred or imposed upon any head of an executive department in or over the administration of any office, board, bureau, commission, agency, or institution which by this Act is abolished or transferred to the Department of Public Welfare, or in or over any business arising from or pertaining to the execution of the powers or the performance of the duties conferred or imposed by law upon such office, board, bureau, commission, or agency, or in relation to the custody, care, or control of any such institution, whether of an appellate or advisory or other character, shall, except as otherwise provided in this Act, be vested in and exercised and performed by the Secretary of Public Welfare.

Sec. 8. That section 28 of the Act entitled "An Act to provide compensation for employees of the United States
suffering injuries while in the performance of their duties, and for other purposes," approved September 7, 1916, is amended to read as follows:

"Sec. 28. That the office of United States Employees' Compensation Commissioner in the Department of Public Welfare is hereby established. The commissioner shall be appointed by the President, by and with the advice and consent of the Senate; shall hold office for a term of six years, and shall receive an annual salary of $4,000. The commissioner shall not hold any other office or position under the United States. The commissioner shall, subject to the general supervision and approval of the Secretary of Public Welfare, administer this Act and perform all the duties and exercise the powers heretofore imposed upon or vested in the United States Employees' Compensation Commission. Whenever in any law, or lawful Executive order, rule, or regulation, there occurs the name of or any reference to the United States Employees' Compensation Commission, such name or reference shall be deemed to mean the United States Employees' Compensation Commissioner."

"Sec. 9. That for the purpose of providing for the more efficient and economical administration of the powers, duties, and functions which by this Act are transferred to, vested in, and imposed upon the Department of Public Welfare, the Secretary of Public Welfare is authorized with the approval
of the President to assign all or any part of such functions, powers, or duties to one or more of the divisions created by this Act in the department, and to reorganize, consolidate, or abolish any office, bureau, or other agency which by this Act is transferred to the department, and to set up such new bureaus, agencies, or administrative organizations in his department as may be required to carry out the provisions of this Act. Orders issued by the Secretary in pursuance of the power conferred by this section shall be in writing, shall be filed among the records of the department, and shall be reported by the Secretary to Congress.

Sec. 10. That the President is authorized to transfer to the Department of Public Welfare in addition to the functions, powers, and duties transferred to the department by this Act, any educational, health, or social welfare service or activity, performed or conducted by any other office, bureau, board, commission, or agency of the Federal Government, which the President shall find and by proclamation declare are related to or connected with the functions, powers, and duties which by this Act are transferred to and vested in the department or Secretary of Public Welfare and would in his judgment be more efficiently and economically administered if vested in, imposed upon, and coordinated with the Department of Public Welfare. The President's order directing such transfer shall designate the records, equipment, prop-
property, personnel, and available balances of appropriations of
the office or agency theretofore exercising or performing the
powers or duties affected by the order, which shall also be
transferred to the department. All powers and duties
whether of a supervisory, appellate, or other character, con-
ferred or imposed by law or lawful Executive order upon the
head of an executive department in relation to the adminis-
tration of the functions, powers, or duties so transferred, shall
be vested in and shall be thereafter exercised and performed
by the Secretary of Public Welfare. The Secretary may
assign the functions, powers, and duties so transferred by the
President to such division or divisions of the Department of
Public Welfare as he may deem advisable.

Sec. 11. That all records and papers belonging to or
on file in and pertaining exclusively to the business of any
office, bureau, board, commission, or other agency which
is abolished by this Act, or which is transferred to the
Department of Public Welfare, and all furniture, equipment,
and other property belonging to the United States in use in,
or in the care or custody of, any such office, bureau, board,
commission, or other agency, are transferred to the depart-
ment. The President may, upon the request of the Secre-
tary, direct the transfer to the department of originals or
duplicates of other records in any executive department or
establishment of the Government, the possession of which
"Create a Department of Education"

FACTS

About

The Educational Bill

The Towne-Sterling Bill
H. R. 7—S. 1252
(The Smith-Towne Bill of the Last Congress)

I.
Creates a Department of Education with a Secretary in the President's Cabinet

II.
Provides Federal Aid for Education in the States, but Prohibits Federal Control

Prepared by

NATIONAL COMMITTEE
for a
DEPARTMENT OF EDUCATION

1 WEST HILL PLACE
BOSTON, MASS.

May, 1921
National Committee
for a
Department of Education

Executive Committee

A Lincoln File, Chairman,
426 Washington St., Boston, Mass.

Wm. C. Redfield, Treasurer,
50 Broad St., New York City, N. Y.

Wm. H. Bixby, Secretary,
1 West Hill Place, Boston.

Mrs. F. P. Bagley,
68 Beacon St., Boston.

Henry Bruere,
61 Broadway, New York City.

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West Upton, Mass.

W. Carson Ryan, Jr.,
New York Evening Post.

Mrs. Joseph Swan,
18 E. 93d St., New York City.

Stephen S. Wise,
23 W. 90th St., New York City.

Among the national organizations which are supporting the Educational Bill, and which are represented by their officers in the membership of this committee are the following:

American Federation of Labor.
General Federation of Women's Clubs.
National League of Women Voters.
Daughters of the American Revolution.
National Council of Jewish Women.
Congress of Mothers and Parent-Teacher Associations.

THE EDUCATIONAL BILL
(Towner-Sterling Bill H. R. 7—S. 1252)

Sixty-Seventh Congress

1. Why should there be a Department of Education with a Secretary in the President's Cabinet?

A. Education is of primary importance to the nation, and should, therefore, receive primary recognition.

B. A Department of Education would make possible the more effective administration of many of the educational activities now distributed through several departments of the federal government.

C. We should make better provision for federal leadership in educational research and development.

D. To accomplish a great national purpose there must be a national center from which shall radiate national influence.

E. A Secretary of Education would be in a position to participate in the preparation of the federal budget and to recommend what should be appropriated for the promotion of education.

F. A Secretary of Education would assure our proper participation in the solution of international educational problems.

G. Many problems of national importance, not directly educational in their nature, are influenced by educational activities. The solution of these problems would be promoted by the cooperating influence of a Secretary of Education.

2. Will the establishment of a Federal Department of Education mean federal control of education in the states?

No, the bill says: “All funds apportioned to a State shall be distributed and administered in accordance with the laws of said State in like manner as the funds provided by State and local authorities for the same purpose, and the State and local educational authorities of said State shall determine the
courses of study, plans, and methods for carrying out the purposes of this section within said State in accordance with the laws thereof.” 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; and this Act shall not be construed to imply Federal control of education within the States, nor to impair the freedom of the States in the conduct and management of their respective school systems.”

The Report (1201) of the House Committee on Education further says: “It can not be too strongly stated that this bill is to aid and encourage, and not to control. The bill instead of granting power to the Federal Government to control education within the States in the strongest possible provisions guards against it. The Secretary of Education is denied the right to establish standards or to exercise any power over the conduct of the schools. The only standards or conditions which must be met by the States in order to receive the benefits provided are clearly stated in the bill. All details with respect to courses of study, plans, and methods are left entirely to the States.”

3. Will the bill affect private and parochial schools?
No. It does not interfere in any way with entire liberty of management of private and parochial schools. On the contrary, a great measure for the aid and encouragement of public education can not but prove stimulating to all educational agencies, whether private or denominational.

4. For what purposes is federal aid provided to the states by the bill?
A. $7,500,000 for the removal of illiteracy.
B. $7,500,000 for Americanization.
C. $20,000,000 for physical education, including health education and sanitation.
D. $15,000,000 for the preparation of public school teachers.

E. $50,000,000 for equalizing educational opportunities in the states.

It should be noted that these amounts are not appropriated by the bill; they are simply the maximum allotments authorized. It is very unlikely that the whole amount will ever be called for, because not every state will qualify under every section.

5. Is the policy of providing federal aid for the promotion of state activities a new one?
No. The following precedents may be mentioned to indicate the acceptance of the principle that it is right and proper for the state to receive federal aid in work of national importance.

A. The land act of 1785 set aside lot No. 16 in every township in the Northwest Territory for “the maintenance of public schools in the said township.”

B. The ordinance of 1787 declared that “schools and the means of education shall forever be encouraged.”

C. As states were added to the Union Congress required them to set aside sections of land for school purposes.

D. In 1863, the Morrill Act established the “land grant colleges” in each state and later acts have granted large annual appropriations.

E. In 1917 the Smith-Hughes Act established the Federal Board for Vocational Education which now distributes large amounts to the states for Vocational Education and Industrial Rehabilitation.

F. Congress now distributes to the states about $100,000,000 a year to promote the building of roads.

6. Will federal subsidy mean federal control?
No, for allotments are made solely on the basis of population, and similar factors named in the bill. A state needs only to meet the statutory requirements set up by the bill itself, the Secretary of Education being prohibited from exercising any further judgment in making allotments. It will be observed that nowhere is power given
the Secretary to establish standards, and the requirements for aid from the national government are not made by him. All the standards and requirements are statutory and specifically noted in the bill, and can be changed only by Congress.

7. Why should the federal government encourage the removal of illiteracy?

A. The question of illiteracy in the nation is both a national disgrace and a national menace.

B. The 1910 census showed 5,500,000 persons ten years of age or over who could not read or write any language, and 3,500,000 more who could not speak, read or write English.

C. Practically one-fourth of the men in the draft were illiterate. Since these men were chosen by lot, we must conclude that they represent the entire nation fairly, and that the census reports are too optimistic. It is to be noted that in the Army illiteracy was determined by test, while the census figures were compiled by declaration only. If the proportion of illiteracy is carried over to a consideration of the entire voting population of the country, it would appear that one-fourth of those who determine the policies and the destinies of the nation are incapable of forming any intelligent judgment on great questions at issue.

D. Secretary Lane estimated the annual loss to the nation from illiteracy alone at $826,000,000.

E. The Director of the Bureau of Mines states that of the million men engaged in mining in the United States 620,000 are foreigners and 460,000 cannot speak English. He states that the removal of illiteracy among miners would annually save one thousand lives and one hundred and fifty thousand injuries. One half the industrial accidents are due to inability to read and understand danger warnings.

F. Illiteracy is neither sectional nor racial. It is national. It has been said that illiteracy is a southern problem. The facts do not warrant that conclusion. New York has 406,000 illiterates; Pennsylvania has 354,000, Illinois 168,000, and Massachusetts 141,000. Furthermore, illiteracy is decreasing faster in the south than in the north.

8. Why should the federal government encourage Americanization?

A. The safety of the nation rests in its citizens and the danger lies in the susceptibility of the ignorant to the plea of the agitator.

B. The problem is one of dealing with adults, not with children.

C. The persons to be reached are concentrated, to a large extent, in one-sixth of the states, but their influence is nation wide.

9. Why should the federal government encourage physical education?

A. The Provost Marshall General’s report showed that nearly one-third of the men examined for military service were disqualified by reason of physical defects, ninety per cent of which could have been prevented by a knowledge of simple health rules.

B. The nation as a whole is vitally interested in the development of a physically sound people for carrying on the affairs of home and of business.

C. In the call to military service the largest proportion of exemptions for physical defects is made in the states most neglectful of physical education. The states farthest advanced in this respect necessarily make the largest contributions to military service. The common belief that country children are more healthy is not borne out. We need to educate children in rural schools as well as in city schools in the fundamentals of health.

10. Why should the federal government encourage the training of teachers?

A. Thousands of schools are closed because no teachers can be obtained. Over 100,000 teachers now teaching American youth are less than 20 years old; 30,000 have no education beyond the eighth grade; 200,000 have less than a high school education; 300,000 out of a total of about 700,000 have no professional training whatever.

B. Large numbers of teachers move from state to state, which alone is enough to make this a national problem.
C. There is great need for the stimulation of teacher training in the several states. At least one state makes no provision of any sort for the training of teachers; many make very inadequate provision; none makes full provision. All existing facilities, at full capacity, could not give professional training to one-half the number of teachers needed each year. It cannot be disputed that, from the point of view of preparation of future citizens, an untrained teacher may be worse than a closed school house.

11. **Why should the federal government provide funds for equalizing educational opportunities in the states?**

A. The wealth of one state is $14,000 for each child of school age, while that of another state is only $2,000.

B. The greatest need for improvement in education is found where there is the least taxable wealth.

C. The most able and aggressive persons in rural districts gravitate toward the business centers. The wise conduct of industrial, commercial and political affairs, centered in cities and sometimes in whole states, requires the proper education of those who, while born in the country, will handle these affairs in the city.

D. Wealth tends to become more concentrated than population.

E. The wealth concentrated in certain centers was not created there. The federal income of $86,000,000 derived last year from the tax on the manufacture of cigarettes in North Carolina is properly returnable to the forty-eight states whose purchases make possible the cigarette industry. The same is true of manufactures in other states. It may be noted that the cigarette tax in this one state alone is nearly large enough to cover the entire appropriation of the educational bill.

F. In the cities, children are handicapped by lack of buildings; in many remote rural districts schools do not exist, and in others there are no teachers. The obligations of the Government are to all its citizens; certainly none should have a more convincing appeal than the children of the nation.

12. **Should those living in wealthier states contribute to the education of children in poorer states?**

A. The evidence is perfectly clear that the states individually cannot furnish that equality of opportunity which is fundamental to our government.

B. It is very much to the interest of the wealthy, industrial state to promote education in all the states and so make a better market for its goods. To fail to do this is to hamper the development of every state in the Union.


13. **Does the bill provide for taking over the various educational units now in other departments?**

The Department will include the Bureau of Education and such other educational agencies as Congress shall determine. This will be one of the things worked out by the Reorganization Commission just appointed by Congress.

14. **What part of the money appropriated to the states will be used for administration of the act by the Federal Department?**

Not one penny. Administration, including research, will be entirely covered by the $500,000 or such other amount as may be voted specifically for that purpose. Every cent appropriated by the bill for promotion of education in the states will be paid directly to the state treasurers.

15. **How may the states spend their allotments?**

In any way they see fit provided they spend them wholly for the purposes for which they were allotted; i.e., illiteracy, teacher training, etc. The Secretary of Education is prohibited from exercising any control over the plans, means or methods.
16. In what ways are the states prohibited from spending any portion of the allotments under the bill?
   A. For the purchase or rental of land.
   B. For debts or the interest thereon.
   C. For the purchase, construction, rental or repair of buildings.
   D. For the purchase, rental or replacement of equipment.

17. By what means will the states be prevented from wasting their allotments?
   By the same means already in use in each state. The allotments go directly into the state treasury and must be appropriated and accounted for just as other state school funds are.

18. What statutory standards are set up in the bill?
   To receive any portion of the fund for equalization of educational opportunities ($50,000,000), a state must establish the following requirements and see that they are met:
   A. A public school opportunity of not less than 24 weeks.
   B. Compulsory attendance at some school, public or private, for at least 24 weeks in the year, of all children between 7 and 14.
   C. English the basic language of instruction in all schools, public and private, in the common branches.

19. Would any state be barred from participation if its own constitution prevented its meeting the three standards?
   The bill says that in such a case the conditions are to be approximated as closely as the state constitution permits. No state would be barred, unless, although permitted by its own constitution, it refused to meet the three conditions by passing the proper laws. Most states have them.

20. What must a state do to qualify for its allotment?
   A. Meet the statutory requirements of the bill.

B. Appropriate for each purpose at least as much money as it expects to receive for that purpose, but for physical education, training of teachers, and equalization, not less than it so appropriated the year preceding acceptance of the Act. Of course, in this amount will be figured all appropriations for the same purpose by any city, town, county or other subdivision maintaining public schools. The states are now spending more than ten times the total allotment, so that, except in some cases for the special purposes, appropriations would not need to be increased to qualify for the total allotment to the state.

21. What provision is made for advisors to the Secretary?
   An Advisory Council is created, to meet once a year, at the call of the Secretary, and made up as follows:

   Forty-eight State Superintendents of Education.
   Not to exceed twenty-five educators, representing the different educational interests.
   Not to exceed twenty-five other persons, not educators.

   The members of the last two groups are to be appointed annually by the Secretary and will serve without pay.

   The proposition has met with instant approval as giving opportunity for interchange of ideas and experiences.
"When Congress is to consider to which of the various demands for appropriations it will respond, it should make selection of those which are of greatest importance and omit those which are least justifiable. There is nothing of more importance in our scheme of Government than the education of the people. Whatever else may be left out, education can not safely be excluded. If there is any one thing that justifies a tax in the judgment of American citizens, it is that which strengthens and supports our public schools. There are many millions now appropriated which have much less justification than the appropriations called for under the terms of this bill.

"If education should be given the recognition which its importance requires, if illiteracy is a national peril, if ignorance of our language and institutions is a source of danger, if through the equalization of educational opportunities there should be guaranteed to every child in the land at least a common-school education, if the conservation of the physical well-being of the youth of our land is imperative from the standpoint of national welfare, if there should be provided for every boy and girl in America a competent, well-qualified teacher in order that there may be developed throughout our Nation an intelligent and enlightened citizenship, then it can be fairly said that this legislation is justified."—From Report of House Committee on Education (Jan. 17, 1921) which recommended passage.
Sec. 12. That all officers and employees under the control and jurisdiction of or employed in or by any office, bureau, board, commission, agency, or institution, which under the provisions of this Act is abolished or transferred to the Department of Public Welfare, are transferred to the department at their respective grades and salaries on the date of such transfer: Provided, That the transfer of an officer or employee to the Department of Public Welfare under the provisions of this Act shall not be construed to be a transfer within the meaning of section 7 of the Urgent Deficiency Appropriation Act approved October 6, 1917. All unexpended balances of appropriations, including continuing, specific, or indefinite appropriations, available at the time this section takes effect for use in the administration of any such office, bureau, board, commission, agency, institution, or building, shall be and remain available for expenditure in and by the Department of Public Welfare for use in the administration of the functions, powers, and duties transferred to the department.

Sec. 13. That any controversy between the Department of Public Welfare and any other department or agency of the Federal Government with respect to what functions, powers, duties, records, property, appropriations, or per...
11 personnel are under the provisions of this Act transferred to the
2 Department of Public Welfare shall be determined by the
3 President.

Sec. 14. That the Secretary of Public Welfare shall
4 have charge in the buildings and premises occupied by or
5 appropriated to the Department of Public Welfare, of the
6 library, furniture, fixtures, records, and other property per-
7 ining to it or hereafter acquired for use in its business.
8 Until other suitable quarters are provided, the Department
9 of Public Welfare shall occupy the buildings and premises
10 now occupied by the bureaus, offices and branches of the
11 public service which, by this Act are abolished or trans-
12 ferred to said department.

Sec. 15. That all executive orders, rules, or regulations
14 issued by any officer or agency of the Federal Government
15 in or in connection with the administration of any function,
16 power, or duty which under the provisions of this Act is
17 transferred to the Department of Public Welfare, and in full
18 force and effect when this section takes effect, are continued
19 in full force and effect and shall be operative until modified,
20 superseded, or repealed by the Secretary of the Department
21 of Public Welfare. Any permit or other privilege granted
22 prior to the date when this section takes effect by any officer
23 or agency of the Federal Government in or in connection
24 with the administration of any function, power, or duty
which under the provisions of this Act is transferred to the Department of Public Welfare, is continued in full force and effect to the same extent as if this Act had not been passed. This Act shall not affect pending cases or proceedings, civil or criminal, brought by or against any office, board, bureau, commission, or any other agency hereby abolished or transferred to the Department of Public Welfare; but all proceedings, hearings, investigations, and other matters pending in or before any such office, board, bureau, commission, or agency so abolished or transferred shall be continued and brought to final determination before the Secretary or such other officer of the department as may be designated by the Secretary in the same manner as though such office, bureau, board, commission, or agency had been continued as heretofore.

Sec. 16. That whenever in any law, or in any rule, or regulation made in pursuance of law, there occurs the name of or any reference to any office, bureau, board, commission, or agency which under the provisions of this Act is abolished or transferred to the Department of Public Welfare, such name or reference shall be deemed to mean the Department of Public Welfare as established by this Act.

Sec. 17. That the Secretary of Public Welfare shall make annually, at the close of each fiscal year, a report in writing to Congress, giving an account of all moneys received
and disbursed by him and his department, describing the work done by the department, and making such recom-
mandations as he shall deem necessary for the effective per-
formance of the duties and the accomplishment of the pur-
poses of the department. He shall also make from time to time such special investigations and reports as may be required of him by the President or either House of Congress, or as he may deem necessary.

Sec. 18. That there is hereby appropriated, out of any moneys in the Treasury not otherwise appropriated, the sum of $10,000, or so much thereof as may be necessary to carry out the purposes of this Act during the balance of the fiscal year ending June 30, 1921.

Sec. 19. That sections 5 to 16, both inclusive, of this Act shall take effect July 1, 1921, and the other sections of this Act shall take effect from and after the date of its enactment.
and disbursed by him and his department, describing the work done by the department, and making such recommenda-
ions as he shall deem necessary for the effective per-
formance of the duties and the accomplishment of the pur-
poses of the department. He shall also make from time to
time such special investigations and reports as may be
required of him by the President or either House of Congress,
or as he may deem necessary.

Sec. 18. That there is hereby appropriated out of any
moneys in the Treasury not otherwise appropriated,
amounting to $10,000, or so much thereof as may be
necessary, to carry out the purposes of this Act during the
fiscal year ending June 30, 1921.

Sec. 19. That sections 7 to 10, inclusive, the Act of March 3
and all other sections of this Act shall take effect July 1, 1921,
and the provisions of said amendments shall apply to the
department, and in any event shall become a part of the
Act of March 3, 1921, as so amended, and shall be
constituted a part of the laws of the District of Columbia.

A BILL
To establish a Department of Public Welfare,
and for other purposes.

May 19, 1921, Read twice and passed by the Senate
and House of Representatives of the United States of America in Congress
assembled.

By Mr. Kenyon.

67th Congress, 1st Session
S. 1607.
My dear President Judson:

I have had a copy made of Mr. Twentyman's "Memorandum on the Powers and Duties of the Board of Education." Thank you very much for putting this material in my hands.

Very truly yours,

Charles H. Judson

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

CHJ-G
Mr. Charles E. M. Bonham
President & Ex. Officer
The University of Chicago

G7-6
June 11th, 1918.

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

My dear President Judson:

Your favor of June 4th, enclosing a copy of the letter addressed to Dean Ames, is just at hand. I am in entire accord with the form of the statement as you sent it to Dean Ames, and will write him to that effect. My note to Dean Ames was not intended as a formal statement intended for publication. I had in mind indicating to him personally that the point of divergence between the two committees was on the question of the appropriations.

I am hoping that President McCracken is in Washington and is arranging to see Senator Smith in regard to the bill. Might it not be well for the members of our committee possibly to return to Washington from the Pittsburgh meeting, with a view to going over the matter very carefully with Senator Smith? I hope to see both you and President McCracken at Pittsburgh where we shall no doubt have the opportunity of discussing plans of action.

With very best wishes,

Sincerely yours,

[Signature]
June 11th, 1918

Mr. President, Board of Control,

I am instructed to issue the following letter in accordance with the terms of the resolution of the Senate of June 8th. I am not induced to believe that the action of the Senate in refusing to pass the appropriation bill on June 8th was unwarranted. I am informed to understand that the Senate has taken action on the recommendation of the Senate Committee. The Senate committee was on the subject of the appropriation.

I am not induced to believe that the Senate committee was on the subject of the appropriation. I am informed to understand that the Senate has taken action on the recommendation of the Senate Committee. The Senate committee was on the subject of the appropriation.

I am not induced to believe that the Senate committee was on the subject of the appropriation. I am informed to understand that the Senate has taken action on the recommendation of the Senate Committee. The Senate committee was on the subject of the appropriation.

With very best wishes,

[Signature]
Chicago, June 17, 1918

My dear President Campbell:

Your favor of the 11th inst. is received, and I fully understand the situation. I am about to leave the country for Persia, to engage in relief work there, and shall be gone I hope not longer than six months. At the same time, under these circumstances it is quite impossible for me to render any further service on the Committee relating to the Department. Mr. Judd is in full possession of all my own views on the matter, and I think that he and I are in agreement on all essential points. At all events, if he can be of any service to you I am sure that he will be glad to do so. I therefore herewith tender my resignation as a member of the Committee, and trust that you will kindly see that it is accepted.

Very truly yours,

[Signature]

President P. L. Campbell
University of Oregon
Eugene, Oregon
Officeman, June 17, 1916

My dear President Campbell:

Thank you for the letter.

I am receiving and I fully understand the attention I am apt to lose the company for reasons to settle in relief work there, and I expect to leave New York at the earliest possible date. At the same time, under these circumstances it is quite impossible for me to render any further service on the committee relative to the Department. Mr. Harg is in full possession of all my own views on the matter and I think that he and Mr. Sage in combination can do much to get you out of the mess. The latter is in a sense what I refer to as a member of the Committee. I am sure that you will kindly see that it is corrected.

Very truly yours,

[Signature]

President D. L. Campbell
University of Oregon
Eugene, Oregon
IN THE HOUSE OF REPRESENTATIVES.

APRIL 11, 1921.

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.

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 $12,000 per annum, and whose tenure of office shall be the same as that of the heads of other executive departments;
and section 158 of the Revised Statutes is hereby amended 

to include such department, and the provisions of title 4 
of the Revised Statutes, including all amendments thereto, 
are hereby made applicable to said department. The Sec- 
retary 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 As- 

distant Secretary of Education, to be appointed by the Presi- 
dent, who shall receive a salary to be determined by Congress. 

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 author- 
ized by Congress.

Sec. 3. That there is hereby transferred to the De- 
partment of Education the Bureau of Education, and such 
offices, bureaus, divisions, boards, or branches of the Gov- 
ernment, connected with or attached to any of the executive 
departments or organized independently of any department, 
as Congress may determine should be administered by the 
Department of Education, and all such offices, bureaus, 
divisions, boards, or branches of the Government so trans- 
ferred 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 Govern-
ment, 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 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 trans- 
ferred 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 per- 
taining thereto, and may expend for rental of appropriate 
quarters for the accommodation of the Department of Edu-
cation 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 the 
head of any executive department, or upon any adminis-
tative 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,
shall, after such transfer, be vested in the Secretary of Education, and all business arising therefrom or pertaining thereto, and all duties performed in connection therewith shall thereafter be administered by the Department 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 administered by the Secretary of Education, to whom is hereby granted 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 the Department of Education shall conduct studies and investigations in the field of education and 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; (f) higher education; and 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 attaches 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 6 of this Act shall be made available.
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. In order to encourage the States to remove illiteracy $7,500,000, or so much thereof as may be necessary, is authorized to be appropriated annually for the instruction of illiterates fourteen years of age and over. Said sum shall be apportioned to the States which qualify under the provisions of this Act, in the proportions which their respective illiterate populations fourteen years of age and over, not including foreign-born illiterates, bear to the total illiterate population of the United States, not including outlying possessions, according to the last preceding census of the United States. All funds apportioned to a State for the Americanization of immigrants shall be distributed and administered in accordance with the laws of said State in like manner as the funds provided by State and local authorities for the same purpose, and the State and local educational authorities of said State shall determine the courses of study, plans, and methods for carrying out the purposes of this section within said State in accordance with the laws thereof.

SEC. 8. That in order to encourage the States in the Americanization of immigrants $7,500,000, or so much thereof as may be necessary, is authorized to be appropriated annually to teach immigrants fourteen years of age and over to speak and read the English language and to understand and appreciate the Government of the United States and the duties of citizenship. The said sum shall be apportioned to the States which qualify under the provisions of this Act 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. All funds apportioned to a State for the Americanization of immigrants shall be distributed and administered in accordance with the laws of said State in like manner as the funds provided by State and local authorities for the same purpose, and the State and local educational authorities of said State shall determine the courses of study, plans, and methods for carrying out the purposes of this section within said State in accordance with the laws thereof.
tional opportunities for the children of the several States.

2. The said sum shall be apportioned to the States which qualify under the provisions of this Act one-half in the proportions which the number of children between the ages of six and twenty-one of the respective States bears 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 bears 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. All funds apportioned to a State to equalize educational opportunities shall be distributed and administered in accordance with the laws of said State in like manner as the funds provided by State and local authorities for the same purpose, and the State and local educational authorities of said State shall determine the courses of study, plans and methods for carrying out the purposes of this section within said State in accordance with the laws thereof: Provided, however, That the apportionments authorized by this section shall be made only to such States as by law provide: (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 years to attend some school for at least twenty-four weeks in each year; (c) That the English language shall be the basic language of instruction in the common school branches in all schools, public and private: Provided, That apportionment may be made under the provisions of this section to a State prevented by its constitution from full compliance with the foregoing conditions if said conditions are approximated as nearly as constitutional limitations will permit.

3. Sec. 10. That in order to encourage the States in the promotion of physical education, $20,000,000, or so much thereof as may be necessary, is authorized to be appropriated annually for physical education and instruction in the principles of health and sanitation. Said sum shall be apportioned to the States which qualify under the provisions of this Act 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. All funds apportioned to a State for the promotion of physical education shall be distributed and administered in accordance with the laws of said State in like manner as the funds provided by State and local authorities for the same purpose, and the State and local educational authorities of said State shall determine the courses of study, plans, and methods for carrying
out the purposes of this section within said State in accord-
ance with the laws thereof. Sec. 11. That in order to encourage the States in the
preparation of teachers for public-school service, $15,000,000,
or so much thereof as may be necessary, is authorized to be
appropriated annually to provide and extend facilities for
the improvement of teachers 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 persons to
make adequate preparation for public-school service. The
said sum shall be apportioned to the States which qualify
under the provisions of this Act 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. All funds apportioned to a State for the prepara-
tion of teachers for public-school service shall be distributed
and administered in accordance with the laws of said State in
like manner as the funds provided by State and local authori-
ties for the same purpose, and the State and local educational
authorities of said State shall determine the courses of study,
plans, and methods for carrying out the purposes of this sec-
tion within said State in accordance with the laws thereof.
Sec. 12. That in order to receive apportionment from
one or more of the appropriations authorized in sections 7,
8, 9, 10, and 11 of this Act a State shall by legislative
enactment accept the provisions of this Act and provide for
the distribution and administration of such funds as shall 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 educa-
tional authority, to represent said State in the administra-
tion 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 within one
year after the passage of this Act, 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
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 cus-
that no money shall be apportioned to any State from any of the funds authorized to be appropriated by sections 7, 8, 9, 10, and 11 of this Act, unless a sum at least equally as large shall be provided by said State, or by local authorities, or by both, for the same purpose: And provided further, That the sum or sums provided by the State and local authorities 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 a State under any of 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. 13. 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 shall be apportioned to said State, and when the State's chief educational authority designated to represent said State shall so report in writing to the Secretary of Education, and said report shall be approved by the governor of said State, showing that said State has complied with the provisions of this Act with respect to any one or more of the apportionments authorized in sections 7, 8, 9, 10, and 11 of this Act, and when annually thereafter a like report shall be filed with the Secretary of Education, approved by the governor of said State, the Secretary of Education shall apportion to said State for the ensuing fiscal year 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 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; and this Act shall not be construed to imply Federal control of educa-
tion within the States, nor to impair the freedom of the States
in the conduct and management of their respective school
systems.

Sec. 14. 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. If the
Secretary of Education shall determine that the apportion-
ment or apportionments made to a State for the current
fiscal year are not being expended in accordance with the
provisions of this Act, he shall give notice in writing to the
chief educational authority designated to represent said State,
and to the governor of said State, in duplicate, stating spe-
cifically wherein said State fails to comply with the pro-
visions of this Act. If after being so notified a State fails to
comply with the provisions of this Act, the Secretary of
Education shall report thereon to Congress not later than in
his next annual report.

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 named 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 made to said State. If any part of the
funds apportioned annually to any State for any of the pur-
poses named in sections 7, 8, 9, 10, and 11 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. 15. That the Secretary of the Treasury is hereby
authorized and directed to pay quarterly to the treasurer of
each State such apportionment or apportionments as the
Secretary of Education shall certify that said State is entitled
to receive under the provisions of this Act.

Sec. 16. That the chief educational authority design-
ated to represent a State receiving any of the apportion-
ments made under the provisions of this Act shall, not later
than September 1 of each year, make a report to the Sec-
retary of Education showing the work done in said State in
carrying out the provisions of this Act during the next pre-
ceeding fiscal year, and the receipts and expenditures of
money apportioned to said State under the provisions of this
Act. If the chief educational authority designated to repre-
sent a State shall fail to report as herein provided, the Sec-
retary of Education may discontinue all apportionments to
said State until such report shall have been made.

Sec. 17. That there is hereby created a National Coun-
cil on Education to consult and advise with the Secretary of
Education on subjects relating to the promotion and develop-
ment of education in the United States. The Secretary of
Education shall be chairman of said council, which shall be constituted as follows: (a) The chief educational authority of each State designated to represent said State in the administration of this Act; (b) not to exceed twenty-five educators representing the different interests in education, to be appointed annually by the Secretary of Education; (c) not to exceed twenty-five persons, not educators, interested in the results of education from the standpoint of the public, to be appointed annually by the Secretary of Education. Said council shall meet for conference once each year at the call of the Secretary of Education. The members shall serve without pay, but their actual expenses incurred in attending the conferences called by the Secretary of Education shall be paid by the Department of Education.

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 1 of each year, make a report to Congress on the administration of sections 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, and 17 of this Act, and shall include in said report a summary of the reports made to him by the several States showing the administration of this Act 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 upon its passage, and all Acts of parts of Acts in conflict with this Act are hereby repealed.
BILLS

In the House of Representatives, February 18, 1921.

To amend the Internal Revenue Code to provide for the establishment of a State Department of Education, and for other purposes.

Mr. Lowe. Mr. Chairman, I introduce a bill to amend the Internal Revenue Code to provide for the establishment of a State Department of Education, and for other purposes.

Approved by the President of the United States on the 11th day of November, 1921.