

Framed in France

By HARRY J. HIBSCHMAN

ON the 8th of June, upon going to one of the buildings of the Army Educational Corps at Beaune, in France, to report at the close of the educational work in the A. E. F., I saw, spread out in heaps over half the floor of the main room, hundreds of bulky official envelopes assorted for mailing. Five or six soldiers were constantly adding to the piles, some addressing the envelopes, others filling them, and some arranging them for systematic mailing. In one end of the room was a number of mail sacks already filled; and piled on the floor and on chairs were the copies of the three or four pamphlets which were going into the envelopes. I happened to glance first at the addressed envelopes on the floor and noticed that some were addressed to public libraries in the United States, some to schools, and others to public officials all over the country. Naturally, I became curious as to the nature of documents considered important enough to be franked by the thousands from France to all kinds of people and institutions all over America, and so I picked up several of them. As the first few I examined contained matter that would obviously have been of value to those of us working in the field, I was considerably mystified, for not only had I, as a lecturer in the Citizenship Department, never received copies of them, but, as soon appeared, many of the members of the A. E. C. besides myself had never heard of them until they came to Beaune to be discharged. However, whatever mystery there seemed to be was cleared up later in the day when I read the last of the pamphlets, for I realized that while prepared in France, it was intended mainly for use in America. The cover reads as follows:

"Educate America. A Complete After-the-War Program for the Advancement of Public Education. By Frank E. Spaulding, Member of Educational Corps Commission, American Expeditionary Forces, and Superintendent of Public Schools, Cleveland, Ohio."

The significance of this pamphlet became plainer to me later because of two incidents, the first of which occurred a few nights ago. I was sitting in a tent in Camp Pontanzen at Brest, where several prominent members of the Army Educational Corps were discussing the immediate future of education in America. One of them prophesied that some such scheme as that advocated by Dr. Spaulding would surely be adopted, saying with due modesty that three or four United States Senators who were personal friends of his had pledged their support. Another spoke of conferences that he had attended at which the subject of discussion was some such scheme; at these conferences General R. I. Rees, in charge of education in the A. E. F., was present as well as other prominent army officers. The gentleman added that he himself had been appointed a member of a committee to meet at home in September for the purpose of forwarding the movement in a practical way.

The second incident occurred out on the Atlantic Ocean on the way home. One of the men on board the ship, who was an instructor at the A. E. F. University at Beaune, describing a recent visit of a Congressional committee to Beaune, concluded with the remark: "There wasn't much fuss, because I'm sure the authorities were afraid they might learn something about the dissatisfaction which really existed both among students and instructors." I asked him

what committee it was, and he answered that it was the Military Committee under Julius Kahn.

I immediately recalled a third but earlier incident. On May 17 I spoke before the 319th Engineers. As usual, at the conclusion of my talk, I invited questions. One of the first was, "Are the people at home in favor of universal military training?" I answered substantially that it was one of the great current issues now before the people at home for settlement, that no final judgment had yet been formed, and that the decision would depend to a great extent upon the influence of those who had had the actual military experience on that side. Some one then asked for my personal views, and when I answered that I was absolutely, emphatically, and forever opposed to it, I received the loudest applause and the most uproarious chorus of approval in my entire experience on the other side. In fact the demonstration was so vehement that I was puzzled until after I left the stage, when some one told me that Congressman Kahn had been there the night before and had told those same men that as Chairman of the Military Affairs Committee of the House, he intended to give all his personal influence and attention to the passage of a law for universal military training and that he was sure it would pass. My informant concluded: "He told the boys that as most of them were from his district, he wanted them to remember his stand on this issue; and you bet they will!"

In the light of all this, the mailing of the pamphlets, the conferences of military authorities, the proposal for later systematic work, the visit of the Congressional Committee, and the speech of Congressman Kahn on his way home, let us examine the proposed scheme "to educate America." The printed pamphlet contains thirty-two pages, but I am directly concerned only with pages 18 to 21 inclusive. However, to place them in proper perspective, it is necessary to notice some of the features covered in the other parts of the paper, which in fact include much to which every thoughtful American will gladly subscribe. Here, for instance, is the opening sentence:

Many and impressive have been the revelations of the Great World War; but none of these revelations has been more impressive than that of the supreme importance of education, both in war and in peace.

Dr. Spaulding himself describes his paper in these words:

The programme here outlined consists of two parts: first, a brief statement of the objectives of American education for the immediate future; and, second, an outline of the general plans and means calculated to realize these objectives.

He then names the objectives thus:

There are three minimum, comprehensive objectives that American public education should at once set for itself; these are measurably distinct, yet intimately related, both in themselves and in the processes of their achievement. They are: first, essential elementary knowledge, training, and discipline; second, occupational efficiency; third, civic responsibility.

One of the most important of his suggestions is set forth on page 31, as follows:

It is evident that the development of this, or any other plan of education, national in scope and adequate to national needs, demands the establishment of a Department of Education in the National Government, a Department that shall be on a par with all other State departments, having a Secretary at its head who is a member of the President's Cabinet.

The truth is, that some of Dr. Spaulding's co-laborers at Beaune have been unkind enough to insinuate that this is

the most important feature of the programme, and even that the author has heard the buzzing of a little bee suggesting personal—and agreeable—possibilities in that connection.

Now let me quote without comment the following excerpts from pages 18 to 21 inclusive:

The training of young men for civic responsibility and vocational efficiency should culminate in a full twelvemonth year of instruction, discipline, and training, to be carried on directly under the auspices of the national Government.

For this year of training, all male youth of the land should be mobilized by a complete draft carried out by the War Department, only those seriously crippled physically and the mentally incompetent being rejected as unfit, for one of the fundamental aims of this course of training should be to make fit.

Some option should be allowed the individual concerned as to the age at which he should enter upon this year of strictly compulsory training. He should not be allowed, for example, to begin it before reaching the age of seventeen years and six months; and he should be required to begin it before passing his twentieth birthday.

For this year of instruction permanent centres should be established throughout the country. The cantonments that have proved best adapted for military training suggest themselves as most suitable. Of course these should be gradually rebuilt with permanent plain structures, adapted both to the maintenance of the student body and to the wide range of instruction to be given.

While the whole purpose of this year of Government control and direction should be educational, in the broadest sense, every student should be required to devote one-third to one-half of his time to exercises for physical development and to military training.

The curricula of these centres of training for civic responsibility, which might well be called National Civic Institutes, should be prepared jointly by the Educational and War Departments of the Government, the latter assuming responsibility for the military and physical training part of the curricula, the former for non-military subjects and courses of instruction.

The immediate control of the student body should be exercised by a military staff under the War Department. So, also, should the military instruction and physical development be carried out by the military staff; the instruction in non-military subjects, however, should be under the direction and supervision of the Department of Education.

Present experiences in carrying out a broad educational programme in the A.E.F. should yield valuable suggestions for the formulation of permanent plans.

These institutes, filled with a million young men taken at the most permanently impressionable period of their lives, should easily prove to be the most prolific institutions in the world for the development of human resources.

I have not written here to argue, only to warn. The facts speak for themselves, and to know them is to prepare for the conflict with a full understanding of what the proposed National Civic Institutes really are. However, I wish to point out one other fact with regard to this widely-distributed paper. It is designated as Bulletin 96 and is dated May 20. I have before me three others numbered 18, 92, and 93, and dated March 15, May 19, and May 1, respectively. Each of these bears the endorsement: "Published by order of Colonel Reeves, President; Livingston Watrous, Major, Infantry, Executive Officer." I venture the conclusion that the fact that Dr. Spaulding's paper bears no such endorsement in itself implies that it was not considered good policy, for reasons that will be obvious, to send this particular pamphlet out with the military endorsement upon it.

The March of Humanity

By J. CORSON MILLER

From golden dawn to purple dusk,
Piled high with bales of smiles and tears,
The caravans are dropping down
Across the desert-sands of years.

And when the moonlight's kiss is sweet,
Still holds the trail a countless throng;
Betimes a weary camel halts
Before an oasis of song.

But always toward the beckoning West,
The sunset-land of heart's desire,
The caravans go down to Death,
The King of Zidon and of Tyre.

In the Driftway

IS the satisfaction that most of us take in the quaint customs that our adopted citizens bring with them from across the sea a mere dilettante pleasure in the picturesque and exotic, or is it something deeper and more significant? The other evening the Drifter, in the pursuit of his avocation, wandered into Elizabeth Street. He found it festooned with colored lights and bunting, a band playing Traviata, the fire-escapes and lower housetops fringed with dangling legs, every window full of heads, and the street itself a compact mass of shouting and gesticulating Latin humanity, through which it was all but impossible to force a passage. "An unusually sumptuous block-party," he guessed, and proceeded to investigate. He presently found himself before a tall shrine, elaborately lighted, and dedicated, as the inscription showed, to "San Giro Marineo, wonder-working physician." The shrine was made more interesting, if less beautiful, by waxen reproductions of various parts of the body—legs and arms, feet and hands, even heads and breasts—colored to a more than lifelike ruddiness and adorned with bright emblems like the tattooing on a sailor's skin. A little space was kept clear before it, and old men removed their hats as they passed and old women dropped a genuflection; but the younger sort stared in wonder and a little shame at the goings-on of their elders.

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NOW the Drifter confesses to a considerable interest in hagiography, believing it to contain elements of poetry and human nature to which, as a humanist, he would not willingly be blind; but he had never heard of San Giro Marineo and he knows no more of him now. Is he perhaps a late-come saint, not thoroughly acclimated—or shall we say "seasoned"?—to the exalted regions to which he has been lifted; a *nouveau riche*, not quite at home in the aureoled circle of the Francises and Catherines and Anthonys that reluctantly opens to receive him? He is, at any rate, without literary standing, like that upstart intruder into the Olympian pantheon, Dionysus, in the days of Homer. Nevertheless, the Drifter takes off his hat to San Giro and his like, and to the old folk who show respect to him; and he would fain read a brief homily to the young folk who are ashamed of him and of them. For the little