

Chapter 28

Mass Production Promotes Abundance

EDUCATION GREW WITH THE COUNTRY

EDUCATION HAS BEEN considered important since colonial days. In 1636, just sixteen years after the landing of the Pilgrims, Harvard College was established in the British colonies. The story of its founding was written in a letter from Boston, dated September 26, 1642:

After God had carried us safe to *New England*, and we had builded our houses, provided necessaries for our livelihood, rear'd convenient places for God's worship, and setted the Civill Government: One of the next things we longed for, and looked after was to advance *Learning*, . . . dreading to leave an illiterate Ministry to the Churches, when our present Minister shall lie in the Dust. And as wee were thinking and consulting how to effect this great Work; it pleased God to stir up the heart of one Mr. *Harvard* . . . to give one halfe of his Estate towards the erecting of a College, and all his Library.

(Latin America's University of San Marcos in Lima, Peru, and the University of Mexico in Mexico City, are on record as being the oldest universities in the Western Hemisphere. Both were founded in 1551 by order of Charles V, King of Spain.)

In the Ordinance of 1787 for governing the Northwest Territory, Article 3 expressed the feeling of most citizens then and now:

Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.

In early days, schooling for children was provided by parents in the home, church, and private school. Children on the large southern plantations had tutors who lived with the families. Not until a little over thirty years after the end of the War for Independence was the first system of schools started for every child at public expense. The reforms of the 1840's improved the public schools. However, the pattern of the present public school system was barely taking shape when war broke out between the states in 1861.

On July 2, 1862, Congress passed the Morrill Act, "an Act donating Public Lands to the several States and Territories which may provide Colleges for the Benefit of Agriculture and the Mechanic Arts."

By this law, public land was to be divided to each state — 30,000 acres for each senator and representative the state

had in Congress, under the census of 1860, except mineral lands. This Act stated:

That all moneys derived from the sale of these lands . . . shall be invested in stocks of the United States, or of the states, or some other safe stocks yielding not less than five per centum upon the par value of said stocks; and that the moneys so invested shall constitute a perpetual fund, the capital shall remain forever undiminished and the interest of which shall be inviolably appropriated . . . to the endowment, support, and maintenance of at least one college where the leading object shall be . . . to teach such branches of learning as are related to agriculture and mechanic arts

In 1862, during the war, Lincoln signed three bills passed by Congress to promote settlement of the West: the Homestead Act, the Railroad Act, and the Morrill Act.

When a settler in the frontier region had built a log cabin or a sod house, and planted a crop, he and his neighbors gathered to talk over ways to erect a schoolhouse, a church, and a courthouse, to provide for education, religion, and law. Sometimes a single log cabin served all three until separate buildings could be afforded. Having no factories, rural schools received taxes from land only and so often suffered from poor housing, lack of textbooks, and untrained teachers. A backwoodsman who could neither read nor write owned a country store and a boat at a ferry where the trail crossed the Cache River in Arkansas. When he wanted to go fishing for a few days he asked the country schoolmaster to write a notice to travelers that he tacked on the door of his log cabin trading post:

Ef anny boddy cums hear to git across the Rivver they kin just blow this here Horne, when my wife betsey up at the House hears the Horne

a bloin she'll cum down and set across the Rivver, i'm a gwin fishin.

Education was so much appreciated in new settlements that a school could actually start a town. The first school in Denver, Colorado was opened on the third of October in 1859. It was only a log hut with a strip of wagon cover for a door and a hole in the gable end for a window. The teacher was a graduate of the University of Dublin, a newspaper man who had come to the West to write about the gold rush in the Rocky Mountains of Colorado. When a covered wagon train was sighted approaching on the plain, scouts rode out to meet it, telling the families, not about gold in Cherry Creek, but about the school in West Denver with a college graduate for a teacher. With attendance between twelve and sixteen per day and tuition only \$3 per month for each pupil, the teacher could not have survived had he not received \$20 a week for articles printed in eastern papers on the Colorado gold rush. Living expenses were high. Flour cost \$20 a barrel and tallow candles sold for \$1 apiece.

As a rule schools improved faster in industrial towns where factories helped pay the taxes that supported them. Since New England had the most industry, this section for a long time had the best schools, both public and private. Public schools for the children of all the people, were gradually established throughout the country, wherever industry located to share the burden of the cost. Today, even in rural districts, splendid graded schools offer instruction in many subjects to prepare children for abundant living in our complex industrial society. Education has traveled far from the one-room school with the three R's — "readin', ritin', rithmetic."

Education is a costly item in the budgets of town, city, county, state, and federal governments. Taxpayers are assessed to provide education from the nursery school to the university. In many communities schools are maintained at the taxpayers' expense for adults, especially evening schools. Although a citizen no longer attends classes, he may continue his education by reading books, magazines, and newspapers and listening to lectures in halls and over the air. There are day schools, evening schools, and correspondence schools; public schools, private schools and church schools; country schools, city schools, and state universities. A citizen of the United States has a wide choice in education.

FOUNDATIONS TO PROMOTE LEARNING

FROM EARLY DAYS, leaders in the nation encouraged learning. In 1732, Benjamin Franklin established the first

circulating library in Philadelphia. Wishing to continue his support to education after his death, he set up the first foundation for training young men in crafts. During his lifetime, he had helped many skilled craftsmen from Europe to settle in Pennsylvania. Franklin stated in his will:

I have considered that among Artisans good Apprentices are most likely to make good Citizens, and having myself been bred to a manual Art Printing, in my native Town . . . I wish to be useful even after my Death, if possible, in forming and advancing other young men that they may be serviceable to their country . . . To this end I devote Two thousand pounds Sterling, which I give, one thousand thereof to the Inhabitants of the Town of Boston . . . and the other thousand to the Inhabitants of the City of Philadelphia . . .

With this fund, Franklin desired to help young married men take care of their families while learning a trade and starting a business. His will reads:

The said sum of One thousand Pounds Sterling, if accepted by the Inhabitants of the Town of Boston, shall be managed under the direction of the Select Men, united with the

FIRST CIRCULATING LIBRARY IN PHILADELPHIA

Benjamin Franklin welcomed readers at the first circulating library in Philadelphia in 1732. His idea helped to establish free libraries in the United States.

Franklin Institute of Boston





Franklin Institute of Boston

STUDENT AND TEACHER IN FRANKLIN INSTITUTE OF BOSTON

In the early days, young men borrowed money from the Franklin Fund to learn trades of that time. According to the records, they wanted to be bricklayers, cabinet makers, tanners, silversmiths, blacksmiths, tallow chandlers (candle-makers), coopers, bakers, and hairdressers.

Today, graduates of the two-year programs find jobs as assistants in chemical research, civil engineering, architecture, electrical maintenance, electrical engineering, electronic research, mechanical engineering, automotive repair, commercial photography, and in factories requiring special skills.

Ministers of the oldest Episcopal, Congregational and Presbyterian Churches in that Town; who are to let out the same upon Interest at five per cent per Annum to such young married artificers, under the age of twenty-five years, as have served an Apprenticeship in the said Town; and faithfully fulfilled the Duties required in their Indentures, so as to obtain a good moral Character from at least two Respectable Citizens, who are willing to become their Sureties in a Bond with the Applicants for the Repayment of the monies so lent with Interest according to the Terms

Among the “young married artificers” who borrowed money from this fund in May of 1791 were a bricklayer, a cabinet maker, a tanner, a silversmith, a blacksmith, a saddler, and a baker. They paid back their loans with interest.

According to Franklin’s will, the fund was divided into two parts in both Boston and Philadelphia, the first to gather interest for one hundred years, and the second, for two hundred years. In Boston, after a hundred years, the 1000 pounds sterling amounted to \$432,000 with which the Board of Managers established a trade school, the Franklin Institute. The second part of the fund available in 1991, after two hundred years, is now well over a million dollars.

In Philadelphia, Franklin requested that the city officials handle the money. He recommended that the hundred-year fund be spent “in bringing by Pipes the Water of Wissahickon Creek into the Town . . . I also recommend making the Schuylkill completely navigable.” Since these needs

FRANKLIN INSTITUTE OF BOSTON

In time, fewer “young married artificers” applied for loans from the Franklin Fund. The apprentice system of Franklin’s day was no longer popular. The trustees pondered a way to carry out Franklin’s instructions in the spirit of his will. In 1908, plans were made to spend the money for a trade school where students could learn skills needed in new industries. The school is now co-educational.

Franklin Institute of Boston



no longer existed, the Board of Trustees in Philadelphia turned over the first part of the Franklin Fund, a little over \$133,000, to erect the Franklin Institute in that city. With good management and profits, the fund grew to over a million and a half dollars. At the end of two hundred years, the money on hand is to be "divided between the inhabitants of the city of Philadelphia and the Government of Pennsylvania" as stated in Franklin's will.

Franklin remembered children in the Boston schools. He left in his will "One hundred Pounds Sterling" to be "put to Interest, and so continued at Interest forever, which Interest annually shall be laid out in Silver Medals, and given as honorary Rewards annually by the Directors of the said Free Schools for the encouragement of Scholarship, . . ." Today, students in the Boston Public Schools still vie for the honor of winning a Franklin Medal.

Benjamin Franklin, one of the few rich men in the British colonies, lived to play a part in writing a constitution for a new republic, the United States of America. Aware that the new government needed informed citizens to survive, he provided a way for his lifelong interest in education to function after his death.

Many wealthy men in this country have followed Franklin's idea and established foundations to support art museums, music schools, symphony orchestras, colleges and universities. A foundation frequently reflects the interest or hobby of the man who gives his money to support it. For example, Henry E. Huntington collected rare books, manuscripts, paintings, and art objects as a hobby. Then he decided to share his treasures with the public, free of charge, and set up a

THE BLUE BOY by Thomas Gainsborough

The BLUE BOY was Jonathan Buttall, the son of a wealthy ironmonger in London. His portrait was painted by Gainsborough about the time of the American Revolution.

Another great portrait painter, Sir Joshua Reynolds, who lived at the same time, made this statement: "that the masses of light in a picture ought to be always of a warm, mellow color, yellow, red, or a yellowish white, and that the blue, gray, or the green colors be kept almost entirely out of these masses, and be used only to support or set off these warm colors."

According to tradition, to refute Reynolds' remark, Gainsborough painted young Buttall's costume in shades varying from pale turquoise to deepest azure blue. The famous portrait was purchased by Henry E. Huntington in 1921 for his art gallery, open to the public and free of charge. During the year, thousands of children accompanied by their parents and teachers visit the Henry E. Huntington Library and Art Gallery to see the BLUE BOY.

*Henry E. Huntington
Library and Art Gallery*



foundation to maintain the Henry E. Huntington Library and Art Gallery in San Marino, California. Many Americans continue their education in some way during their leisure time, by taking advantage of opportunities offered free or at a small cost.

Thomas Jefferson planned to keep his book collection of about 10,000 volumes until his death, when it would be offered to Congress "at their own price." But after a British army burned all the public buildings in Washington, including the public library, Jefferson offered to sell the books to start a new library. He wrote to his friend, publisher of the Washington Intelligencer, on September 21, 1814, describing them:

I have been fifty years making it, and have spared no pains, opportunity or expense, to make it what it is. While residing in Paris, I devoted every afternoon I was disengaged, for a summer or two, in examining all the principal bookstores, turning over every book with my own hand, and putting by everything which related to America, and indeed whatever was rare and valuable in every science. Besides this, I had standing orders during the whole time I was in Europe, on its principal bookmarts, particularly Amsterdam, Frankfort, Madrid and London, for such works relating to America as could not be found in Paris. . . . Nearly all of the whole are well bound, abundance of them elegantly, and of the choicest editions existing.

With the letter, he enclosed a catalogue. His friend showed the letter to members of Congress, and a bill was passed to pay Jefferson \$25,000 for his great and rare collection which became the nucleus of the Library of Congress. He kept a few books "chiefly classical and mathematical" until his death. Jefferson preferred to read books written in Latin and Greek in the original languages instead of translations.

After serving eight years as President of

the United States, Jefferson returned to Monticello to take care of his farm. The big project of his later years was the University of Virginia which he planned, designed, built, organized, and cherished. At the age of 82, he frequently rode to Charlottesville, not far from Monticello, to see how the University was getting along.

From colonial times to the present, schooling has been a treasured goal of the people. Today, the opportunity to acquire an education in any chosen field is being constantly improved for anyone who wants it.

GOOD HEALTH

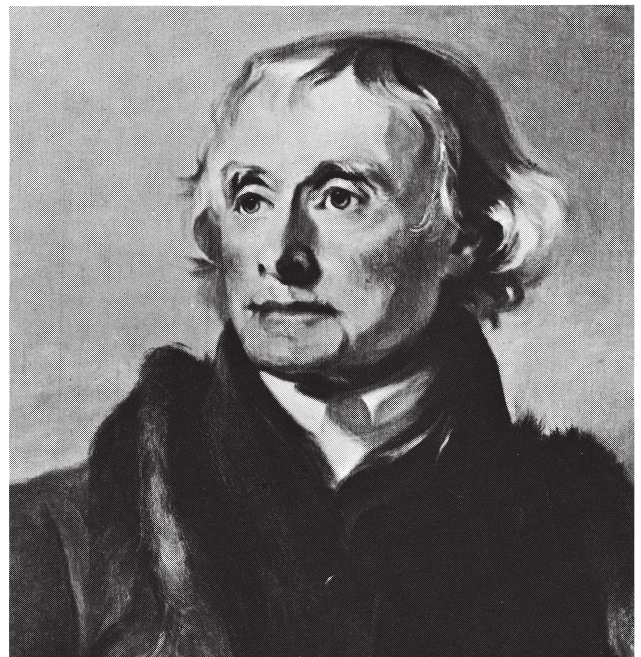
SAFEGUARDING HEALTH is part of the program for abundant living. In few nations is public health so well protected as

THOMAS JEFFERSON 1743-1826

Thomas Jefferson wrote his own inscription for his tombstone, listing three events which he considered to be the most important services to his country.

"Author of the Declaration of Independence, of the Statute of Virginia for Religious Freedom, and father of the University of Virginia."

Library of Congress



in the United States. Food and drugs must pass inspection and be properly labeled. Drinking water is treated to kill germs that cause disease. Restaurants and hotels serving the public are regularly checked for sanitation. Cities, counties, and states maintain health departments.

Great advances in medicine are made by foundations and organizations supported by private donations. These voluntary associations study cures for polio, tuberculosis, cancer, diabetes, arthritis, and many diseases while aiding people who are afflicted with these ailments. Health insurance is popular in this country. Large corporations maintain, or pay for, medical care of employees, and some have their own hospitals and doctors. Some labor unions also support these services. Nearly every factory with a large number of employees hires nurses to take immediate care of workmen who are injured or become ill on the job. Many union contracts include health benefits for workmen and their families. The average citizen has his physician or health consultant, in whom he has confidence.

For people unable to pay for medical care and without a health insurance plan of some kind, clinics and hospitals are maintained at taxpayers' expense. Church organizations also provide medical care for those unable to pay. On July 30, 1965, Congress passed bill HR 89-97, providing medical aid by the Federal Government, under specified rules, to persons 65 years of age and older. Again, in the matter of health and medical care, variety is the keynote of the American way. Both private and public health clinics are maintained.

Freedom of opportunity in this country has resulted in so many voluntary organizations that the United States is known as a

nation of "joiners." Nearly every adult and school child joins some kind of club, lodge, or society. Whether these organizations meet for business or pleasure, most of them support some kind of program to assist their fellowmen. The average citizen of this nation considers it a privilege as well as a civic duty to donate part of his earnings and his time to helping others. Most citizens give time or money, sometimes both, to an orphanage, a home for the aged, a hospital for the sick, a research bureau to eradicate disease, a missionary society, a community chest, and pay dues to a lodge or society carrying on a program to help those in need. The spirit of human brotherhood expressed in action by these many groups contributes to abundant living in this country.

Americans are interested in sports for both health and fun. In many schools, a well-equipped gymnasium and large athletic field are considered as important as classrooms. In most cities, playgrounds are cheerfully supported by the taxpayers. Some states maintain picnic grounds in shady spots along the roads to encourage families interested in outdoor fun. Although more and more citizens are participating in sports such as swimming, hiking, boating, skiing, skating, horseback riding, and tennis, many enjoy being spectators at games and contests. This country affords many opportunities to enjoy good health for those who seek it, offered with or without cost to the individual. Health is a national goal.

MORE LEISURE FOR AMERICANS

LEISURE FOR AMERICANS is a product of the machine age. Before



Mayhew Photographers, Cincinnati, Ohio

MAY FESTIVAL IN MUSIC HALL – CINCINNATI, OHIO

On a rainy afternoon, a woman who liked music talked with the conductor of the Cincinnati Symphony Orchestra about inviting the singing societies of the community to take part in a music festival. During the first week in May of 1873, the first concerts were performed. This date marks the beginning of the Cincinnati May Festivals, for which the chorus rehearses year after year to perform the works of great composers. Most of the singers are volunteers.

power-driven machinery came into use, a man usually toiled from daylight to dark to produce enough goods to supply his needs. He had little time for play. As machines did more and more of the work, a man was able to produce more and more per hour. The working day grew shorter, gradually, and there was time for the pursuit of leisure. How are Americans spending this leisure time?

Although sports are a favorite pastime for many citizens, a large number of Americans follow cultural interests in their leisure time. Music, long considered the privilege of the rich, is now universally enjoyed through phonograph records, radio and television, as well as in the

concert hall. Those who enjoy playing a musical instrument join small orchestras which rehearse and perform for the fun of it. Those who like acting may join a drama club or little theater group. The study of art is a pastime for many who paint in oils and water colors, carve figures from wood and stone, mould objects in clay, draw with pen and pencil, and design patterns for clothes. Library shelves are filled with books on varied subjects to please most readers. Few citizens are without a hobby.

Leisure time grows in proportion to the speed with which power-driven machinery takes the drudgery out of labor and increases the rate of production. Now, education includes opportunities for students to discover how to spend their leisure time in a wholesome and profitable manner. In our complex industrial society communities shoulder the responsibility

JUNIOR HIGH FIGURE PAINTING CLASS THE ART INSTITUTE OF CHICAGO

On Saturdays during the school year, students from seven years of age through high school may study drawing, painting, sculpture, design, and various forms of visual expression in The School of The Art Institute of Chicago, established and supported mainly by private contributions.

More than a million persons a year visit the galleries to see the paintings, sculpture, prints, bronzes, fabrics, pottery, and the famous miniature rooms, correct in every detail of French, English, and American interiors.

The Art Institute of Chicago



for preparing youth to earn a living and equally important, to learn to live abundantly.

Citizens of the United States have the highest standard of living ever known in the world. This country, which has contributed so many labor-saving devices, has reaped the benefits from these inventions through industrialization. Telephones, refrigerators, automobiles, gas and electrical appliances, plumbing, washing machines, radio, television, and numerous items for comfort and pleasure are common necessities to millions of Americans. To most people scattered throughout the world, such luxuries are practically unknown.

Why? This question can be answered in a few words — freedom of opportunity. The high standard of living in this country was founded upon the right of individual ownership. A citizen may own his home, his farm, his business. In this nation with a wealth of natural resources, free people, spurred by ambition, achieved success for themselves and for their country. Living in the United States is based upon mass production of goods and services at a price many people can afford to pay. This system operates under law. After free men have acquired food, shelter and clothing, they seek the better things of life and promote a cultural society.