Governor's Office,
Topeka, Kan., May 14, 1909.

Editor Times-Dispatch:

There are some propositions so patent that they need no discussion and argument is impossible. Free governmental institutions can only be maintained through an intelligent and educated citizenship. The State has no alternative except to build school-houses or penitentiaries; to maintain school teachers or standing armies. Comparisons are odious, but one has only to contrast America, Great Britain and Germany, on the one hand, with Russia, Turkey and China on the other. And the most casual consideration of the subject will show that the fundamental difference between these great nations is that the first three maintain public school systems and the other three do not. Coming nearer home, the States of the American republic which spend public funds liberally for education are far ahead of the States which have pursued a policy of niggardliness in this regard for any considerable length of time.

W. R. STUBBS,
Governor of Kansas.

Executive Office,
Lincoln, Neb., May 13, 1909.

Editor Times-Dispatch:

It is hardly conceivable to me that there is any one of this day and age who will contend that there is a negative to this question. In fact, my own opinion is that education is the real foundation of all the forces that make for the public good; that the progress of democratic government is dependent upon it; and that when the public has provided the best possible means for general education it has done about all that is possible to be accomplished for the betterment of society by governments among men. Of course I am referring to education in its very broadest scope, and mean to take in every line of human endeavor that seeks to widen the knowledge of humanity.

ASHTON C. SHALLENBERGER,
Governor of Nebraska.

Executive Chamber,
Madison, Wis., June 4, 1909.

Editor Times-Dispatch

The value placed by the people of Wisconsin upon education is shown by the fact that there is a strong popular demand that education, in all its departments, be within reach of all the people of the State.

The idea that the education provided by the State should develop the faculties and latent powers of the individual so that he may be of the greatest possible help to society, and that the educational system should be so organized that each individual may be prepared for activity in every field of life, has supplanted the idea that the educated individual might live for himself alone and find enjoyment in his education, regardless of his obligation to society. Wisconsin is democratic in its attitude toward education, and is earnestly seeking for means through which to realize its ideal.

J. O. DAVIDSON,
Governor of Wisconsin.

State of Minnesota,
Executive Department,
St. Paul.

Editor Times-Dispatch:

Lord Mosely, when engaged in business in South Africa, was so impressed with the ability of American trained engineers to meet new difficulties and solve new problems that he came to America to discover the causes therefor. He found on the part of American bus ness men the same alertness and mental acumen. After a careful study of conditions, he unhesitatingly attributed these desirable results to the methods employed in American schools.

Our distinguished contemporary thus compliments our schools for training men to think clearly and to do effectively. I believe that with equal sincerity we may compliment them for training men to feel wisely. By education prejudice is banished and the nobler emotions of love and patriotism are developed. As long as the schools continue to educate successfully the thinking, feeling and doing powers of the soul, they are rendering a service of the greatest possible importance to the State, as well as to the individual himself.

JOHN A. JOHNSON,
Governor of Minnesota.

Executive Department,
State of Indiana, May 10, 1909.

Editor Times-Dispatch:

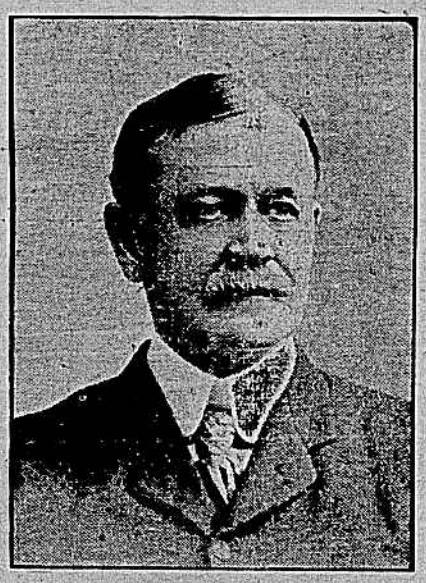
Indiana was carved out of the old Northwest Territory, which Virginia gave to the Union, and by the very terms of cession it was provided that section 16 should be dedicated to common school purposes.

The Constitution of 1852, which was largely formulated by Virginia-bred men, declares "that knowledge and learning generally diffused throughout a community, being essential to a preservation of a free government, it shall be the duty of the General Assembly to encourage, by all suitable means, moral, intellectual, scientific and agricultural improvement, and to provide by law for a general and uniform system of common schools wherein tuition shall be without charge and equally open to all." If the common school system is a source of pride, then Indiana has a just reason to be proud of her system. Thus far, she is convinced that knowledge and learning, generally diffused, are indeed essential to the preservation of a free government.

Public welfare can only be advanced when the public, exercising the right of suffrage, can thoroughly understand the problems presented to a free people. We believe there are no two sides to the question of common school education. It can have but one weak spot, and that is its inability to furnish religious training.

THOS. R. MARSHALL,
Governor of Indiana.

State of New Hampshire,
Executive Department,
Concord, N. H., May 12, 1909.



Editor Times-Dispatch:

The belief of the State of New Hampshire and of its chief executive that "education is for the advancement and interest of the public welfare" was practically shown by the Legislature of 1909, which made appropriations, approved by the Governor, of $40,000 for Dartmouth College; of $65,000 for the New Hampshire College of Agriculture and the Mechanic Arts; and of $80,000 a year for the equalization of school privileges between city and country—in other words, for the benefit of rural schools.

HENRY B. QUINBY,
Governor of New Hampshire.