

# American Education and Culture

ONE can foretell the derision which will be awakened in certain quarters by a statement that the central theme of the current meeting of the National Educational Association is cultural education. What has culture to do with the quotidian tasks of millions of harassed pupils and teachers preoccupied with the routine of alphabetic combinations and figuring? What bond is there between culture and barren outlines of history and literature? So far the scene may be called pathetic rather than an occasion for satire. But one foresees the critics, the self-elected saving remnant, passing on to indignant condemnation of the voluntary surrender of our educational system to utilitarian ends, its prostitution to the demands of the passing moment and the cry for the practical. Or possibly the selection of cultural education as a theme of discourse will be welcome as a sign of belated repentance, while superior critics sorrowfully wonder whether the return to the good old paths is sought out too late.

To those who are in closer contact with the opinions which hold conscious sway in the minds of the great mass of teachers and educational leaders there is something humorous in the assumption that they are given over to worship of the vocational and industrial. The annual pilgrimage of the teachers of the country to European cathedral and art gallery is the authentic indication of the conscious estimate of the older ideal of culture. Nothing gets a hand so quickly in any gathering of teachers as precisely the sort of talk in which the critics engage. The shibboleths and the sentimentalities are held in common by critic and the workers criticized. "Culture and discipline" serve as emblems of a superiority hoped for or attained, and as catchwords to save the trouble of personal thought. Behind there appears a sense of some deficiency in our self-conscious devotion to retrospective culture. We protest too much. Our gestures betray the awkwardness of a pose maintained laboriously against odds. In contrast there is grace in the spontaneous uncouthness of barbarians whole-heartedly abandoned in their barbarism.

While the critics are all wrong about the conscious attitude and intent of those who manage our educational system, they are right about the powerful educational currents of the day. These cannot be called cultural:—not when measured by any standard drawn from the past. For these standards concern the past—what *has* been said and thought—while what is alive and compelling in our education moves toward some undiscovered future. From

this contrast between our conscious ideals and our tendencies in action spring our confusion and our blind uncertainties. We think we think one thing while our deeds require us to give attention to a radically different set of considerations. This intellectual constraint is the real foe to our culture. The beginning of culture would be to cease plaintive eulogies of a past culture, eulogies which carry only a few yards before they are drowned in the noise of the day, and essay an imaginative insight into the possibilities of what is going on so assuredly although so blindly and crudely.

The disparity between actual tendency and backward-looking loyalty carries within itself the whole issue of cultural education. Measured in other terms than that of some as yet unachieved possibility of just the forces from which sequestered culture shrinks in horror, the cause of culture is doomed so far as public education is concerned. Indeed, it hardly exists anywhere outside the pages of Mr. Paul Elmer More, and his heirs and assigns. The serious question is whether we may assist the vital forces into new forms of thought and sensation. It would be cruel were it not so impotent to assess stumbling educational efforts of the day by ideas of archaic origin when the need is for an idealized interpretation of facts which will reveal mind in those concerns which the older culture thought of as purely material, and perceive human and moral issues in what seem to be the purely physical forces of industry.

The beginning of a culture stripped of egoistic illusions is the perception that we have as yet no culture: that our culture is something to achieve, to create. This perception gives the national assembly of teachers representative dignity. Our school men and women are seen as adventuring for that which is not but which may be brought to be. They are not in fact engaged in protecting a secluded culture against the fierce forays of materialistic and utilitarian America. They are, so far as they are not rehearsing phrases whose meaning is forgot, endeavoring to turn these very forces into thought and sentiment. The enterprise is of heroic dimensions. To set up as protector of a shrinking classicism requires only the accidents of a learned education, the possession of leisure and a reasonably apt memory for some phrases, and a facile pen for others. To transmute a society built on an industry which is not yet humanized into a society which wields its knowledge and its industrial power in behalf of a democratic culture requires the courage of an inspired imagination.

I am one of those who think that the only test and justification of any form of political and economic society is its contribution to art and science—to what may roundly be called culture. That America has not yet so justified itself is too obvious for even lament. The explanation that the physical conquest of a continent had first to be completed is an inversion. To settle a continent is to put it in order, and this is a work which comes after, not before, great intelligence and great art. The accomplishment of the justification is then hugely difficult. For it means nothing less than the discovery and application of a method of subduing and settling nature in the interests of a democracy, that is to say of masses who shall form a community of directed thought and emotion in spite of being the masses. That this has not yet been effected goes without saying. It has never even been attempted before. Hence the puny irrelevancy that measures our strivings with yard sticks handed down from class cultures of the past.

That the achievement is immensely difficult means that it may fail. There is no inevitable predestined success. But the failure, if it comes, will be the theme of tragedy and not of complacent lamentation nor wilful satire. For while success is not predestined, there are forces at work which are like destiny in their independence of conscious choice or wish. Not conscious intent, either perverse or wise, is forcing the realistic, the practical, the industrial, into education. Not conscious deliberation causes college presidents who devote commencement day to singing the praises of pure culture to spend their working days in arranging for technical and professional schools. It is not conscious preference which leads school superintendents who deliver orations at teachers' meetings upon the blessings of old-fashioned discipline and culture to demand from their boards new equipment, new courses and studies of a more "practical" and appealing kind. Political and economic forces quite beyond their control are compelling these things. And they will remain beyond the control of any of us save as men honestly face the actualities and busy themselves with inquiring what education they impart and what culture may issue from *their* cultivation.

It is as elements in this heroic undertaking that current tendencies in American education can be appraised. Since we can neither beg nor borrow a culture without betraying both it and ourselves, nothing remains save to produce one. Those who are too feeble or too finicky to engage in the enterprise will continue their search for asylums and hospitals which they idealize into palaces. Others will either go their way still caught in the meshes of a mechanical industrialism, or will subdue the indus-

trial machinery to human ends until the nation is endowed with soul.

Certain commonplaces must be reiterated till their import is acknowledged. The industrial revolution was born of the new science of nature. Any democracy which is more than an imitation of some archaic republican government must issue from the womb of our chaotic industrialism. Science makes democracy possible because it brings relief from depending upon massed human labor, because of the substitution it makes possible of inanimate forces for human muscular energy, and because of the resources for excess production and easy distribution which it effects. The old culture is doomed for us because it was built upon an alliance of political and spiritual powers, an equilibrium of governing and leisure classes, which no longer exists. Those who deplore the crudities and superficialities of thought and sensation which mark our day are rarely inhuman enough to wish the old régime back. They are merely unintelligent enough to want a result without the conditions which produced it, and in the face of conditions making the result no longer possible.

In short, our culture must be consonant with realistic science and with machine industry, instead of a refuge from them. And while there is no guaranty that an education which uses science and employs the controlled processes of industry as a regular part of its equipment will succeed, there is every assurance that an educational practice which sets science and industry in opposition to its ideal of culture will fail. Natural science has in its applications to economic production and exchange brought an industry and a society where quantity alone seems to count. It is for education to bring the light of science and the power of work to the aid of every soul that it may discover its quality. For in a spiritually democratic society every individual would realize distinction. Culture would then be for the first time in human history an individual achievement and not a class possession. An education fit for our ideal uses is a matter of actual forces not of opinions.

Our public education is the potential means for effecting the transfiguration of the mechanics of modern life into sentiment and imagination. We may, I repeat, never get beyond the mechanics. We may remain burly, merely vigorous, expending energy riotously in making money, seeking pleasure and winning temporary victories over one another. Even such an estate has a virility lacking to a culture whose method is reminiscence, and whose triumph is finding a place of refuge. But it is not enough to justify a democracy as against the best of past aristocracies even though return to them is forever impossible. To bring to the consciousness

of the coming generation something of the potential significance of the life of to-day, to transmute it from outward fact into intelligent perception, is the first step in the creation of a culture. The teachers who are facing this fact and who are trying to use the vital unspiritualized agencies of to-day as means of effecting the perception of a human meaning yet to be realized are sharing in the act of creation. To perpetuate in the name of culture the tradition of aloofness from realistic science and compelling industry is to give them free course in their most unenlightened form. Not chiding but the sympathy and direction of understanding is what the harsh utilitarian and prosaic tendencies of present education require.

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## A Moral Equivalent for Universal Military Service

THE current agitation for preparedness has set hosts of Americans to thinking out for the first time what a real national strength and readiness would mean. We suddenly realize that if we are to defeat that militaristic trend which we loathe we shall have to offer some kind of action more stirring and more creative. The call now upon every citizen is to be not nebulously patriotic, but clear and lucid as to America's aims, so that our national energy shall not be squandered and misused. There looms up as a crucial need that "moral equivalent for war" with which William James first roused our imaginations. It seems no longer so academic a proposal. Confronted with the crisis, we see that he analyzed the situation with consummate accuracy.

All around us we feel a very genuine craving for unity of sentiment, for service, for some new national lift and broadening which shall keep us out of the uneasy pettiness into which the American conscience has threatened to fall. In our hearts we know that to crystallize this desire into a meaningless sentiment, or into a piling-up of armaments or a proscribing of alien cultures, would not satisfy us. We want action, but we do not want military action. Even the wildest patriots know that America would have to go through the most pernicious and revolutionary changes to accept the universal military service which they advocate. We wish to advance from where we stand. We begin to suspect that military service, flag-reverence, patriotic swagger, are too much the weary old deep-dug channels into which national feeling always runs and is lost. The flooding river fills again its archaic and forsaken paths. Our present confusion expresses the dilem-

ma we find ourselves in, when our instincts impel us into courses that our intelligence tells us we ought not to follow.

Our American danger is not so much that we become militarists as that we grope along, fretting and harrying each other into a unity which is delusive, and expressing our "Americanism" in activities that are not creative. The best will in America at the present time seems to crave some kind of national service but it veers off from military service. Until we satisfy that craving, we shall run at half-power, and suffer all the dissatisfaction and self-despising that comes from repressed energy. The question which all are asking, in the varied and disguised forms, is: How can we all together serve America by really enhancing her life?

To more and more of us the clue has come through James's conception of a productive army of youth, warring against nature and not against men, finding in drudgery and toil and danger the values that war and preparation for war had given. Ten years ago such an army seemed Utopian. We had neither the desire nor the technique. It seemed a project not to be realized without a reorganization of our life so radical as to make the army itself unnecessary. To-day, however, a host of new attitudes seem to give us the raw material out of which such a national service could be created. We hear much of universal military service as "education." The Plattsburgs are sugar-coated as "civic training camps," "schools for citizenship." Universal service no longer stands on its old ground of mere preparation for war. It is frankly trying to get itself recognized as an indispensable mode of education. The next pertinent step is evidently to ask why, if universal service is valuable because it is educational, it should not be constructed on a strict educational foundation.

James's proposal sounded Utopian because it would require an entirely new and colossal national organization to put it into action. Universal military service in this country would certainly mean such a task. But if our national service is to be educational, we already have the organization in existence. The rapidly consolidating public school systems in the states provide the machinery for such an organization. As the public schools become better places for children to spend their time in, we are growing less tolerant of the forms of schooling outside of the public system. The tendency is towards the inclusion of all children in the public school. And the progressive states are requiring schooling up to the full age of sixteen years. We are rapidly creating a public school system, effectively administered by the states, which gives us the one universally national, compulsory service which we possess or are ever likely to consent to.