

MAINE STATE LEGISLATURE

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LEGISLATIVE RECORD

OF THE

Seventy-Eighth Legislature

OF THE

STATE OF MAINE

1917

AUGUSTA
KENNEBEC JOURNAL PRINT
1916

SENATE

Tuesday, March 20, 1917.

Senate called to order by the President.

Prayer by Rev. A. C. Townsend of Hallowell.

Journal of previous session read and approved.

Papers from the House disposed of in concurrence.

From the House: An Act to make valid the doings of the annual town meeting of the town of Jackman.

In the House received under suspension of the rules and referred to the committee on legal affairs.

In the Senate, tabled on motion by Mr. Davies of Cumberland.

From the House:

In the House of Representatives,
March 16, 1917.

To Hon. W. E. Lawry,
Secretary of the Senate:

Notice is hereby given that on Resolve in favor of the town of Solon, in the county of Somerset, for repair of highway over Robbin's Hill, in said town, the House has voted to adhere to its former action in insisting in asking for a committee of conference.

Respectfully yours,
W. R. ROIX,
Clerk.

Placed on file on motion by Mr. Holt of Cumberland.

From the House:

In the House of Representatives,
March 16, 1917.

To Hon. W. E. Lawry,
Secretary of the Senate:

Notice is hereby given that on Resolve in favor of Morrison Libby, the House has voted to adhere to its action of March 9th, at which time resolve was read and passed to be engrossed.

Very respectfully,
W. R. ROIX,
Clerk.

Placed on file on motion by Mr. Marshall of Cumberland.

A communication was received from the office of the secretary of State

transmitting the report of the Commissioner of Inland Fisheries and Game.

Placed on file on motion by Mr. Hastings of Androscoggin.

The following bills, petitions, etc., were received and on recommendation of the committee on reference of bills were referred to the following committees:

Appropriations and Financial Affairs.

By Mr. Stanley of Oxford: An Act relating to the department of agriculture. (Ordered printed.)

Judiciary.

By Mr. Burleigh of Aroostook: An Act to amend Section 2 of Chapter 5 of the Revised Statutes relating to qualification of voters. (Ordered printed.)

Legal Affairs.

By Mr. Baxter of Sagadahoc: An Act to amend Chapter 69, Revised Statutes, relating to succession taxes. (Ordered printed.)

By Mr. Holt of Cumberland: An Act to provide for the transfer to the reformatory for women of women serving in the State prison, in any county jail, or in any house of correction. (Ordered printed.)

Ways and Bridges

By Mr. Conant of Waldo: An Act to amend Chapter 319, of the Public Laws of 1915, entitled "An Act to provide for State and county aid in the construction of highway bridges." (Ordered printed.)

Bills in First Reading

S. D. 340. An Act to amend Section 76 of Chapter 4 of the Revised Statutes of 1916, relating to any town raising money to secure free use of library in adjoining town.

S. D. 346. An Act to establish the Mount Desert Bridge District for the purpose of acquiring, freeing and reconstructing the Mount Desert toll bridge in the town of Trenton, in Hancock county.

S. D. 347. An Act relating to the bond holders of Sanford and Cape Porpoise Railway Company, and the Atlantic Shore Railway.

S. D. 348. An Act to amend Section 28 of Chapter 45 of the Revised Statutes, relating to violations of the lobster law.

S. D. 349. An Act to require automatic signals and the removal of obstructions at certain grade crossings, not protected by gates or flagmen.

S. D. 305. An Act to regulate the sale of milk in bottles or jars within the town of Eden, Hancock county.

S. D. 351. An Act to provide for card index for probate registry of Aroostook county.

Reports of Committee

Mr. Stanley from the committee on banks and banking, on An Act to Amend Section 22 of Chapter 52 of the Revised Statutes of 1916 with reference to Deposits in Savings Banks and Institutions for Savings, (Senate No. 238), reported that the same ought to pass. (Read first time under suspension of the rules on motion by Mr. Stanley of Oxford.)

Mr. Baxter from the same committee, on An Act to permit savings banks to invest in certain street railroad bonds, submitted the same in a new draft under title of "An Act to permit savings banks to invest in certain electric railroad bonds," and that it ought to pass.

Mr. Googin from the committee on claims, on Resolve in favor of Henry H. Grindle of Castine, reported that the same ought to pass.

Mr. Ricker from the committee on education, on An Act to provide for the registration of teachers (Senate No. 157), submitted same in a new draft under the same title, and that it ought to pass.

Mr. Butler from the committee on interior waters on:

Resolve in aid of navigation on Moosehead Lake;

Resolve in aid of navigation on Sebago Lake, Songo River, Bay of Naples, Chutes River and Long Lake;

Resolve appropriating money to aid navigation on Rangeley lake, Moose-lucmeguntic Lake and Cupsuptic Lake;

Resolve in aid of navigation on the Lower Lakes;

Resolve appropriating money to aid navigation on Sebec lake;

Resolve in aid of navigation on Lewys, Long and Big Lakes in Washington County; and

Resolve appropriating money for the maintenance of lights along the Narrows connecting the upper and lower Richardson lakes;

Submitted the same in a new draft under title of

"Resolve in aid of navigation of various lakes, rivers and thoroughfares in the State of Maine," and that it ought to pass.

Mr. Butler from the committee on labor, on An Act for the safeguarding of employes in factories, mills and workshops, against danger from fire (Senate No. 3), submitted same in a new draft under the same title, and that it ought to pass.

Mr. Wood from the committee on legal affairs, on An Act to authorize the city of Augusta to acquire property, reported same ought to pass.

Mr. Marshall from the same committee, on An Act authorizing the city of Augusta to raise money to assist Capitol Park in maintaining grounds and conveniences for public amusements, submitted the same in a new draft under the same title, and that it ought to pass.

Mr. Marshall from the same committee, on An Act to ratify the organization of Capitol park and give additional powers to said corporation, submitted the same in a new draft under the same title, and that it ought to pass.

A majority of the committee on mercantile affairs and insurance, on An Act relating to the construction of chimneys (Senate No. 320), reported that the same ought not to pass.

(Signed) Gillin, Grant, Wilson, Tate, Lewis, Emerson, Morison.

A minority of the same committee on the same bill reported that the same ought to pass.

(Signed), Bartlett, Dutton.

(On motion by Mr. Bartlett of Ken-

nebec, both reports tabled, pending acceptance of either.)

Mr. Ames from the committee on State lands and forest preservation, on An Act to enable the chief engineer of the State highway commission to convey a certain lot or parcel of land, owned by the State of Maine, to the European and North American Railroad, reported that the same ought to pass.

The same Senator from the same committee, on An Act to Amend Section 60, Chapter 8, of the Revised Statutes, relating to the Maine Forestry District, reported that the same ought to pass.

The reports were accepted and the several bills and resolves tabled for printing under the joint rules.

Mr. Chick from the committee on claims, on Resolve in favor of Benjamin F. Towne of Waterville, in the County of Kennebec and State of Maine, reported same ought not to pass.

Mr. Wood from the committee on legal affairs, on An Act to amend Section 23 of Chapter 85 of the Revised Statutes of 1916, relating to sheriffs and their deputies (Senate No. 190), reported same ought not to pass.

The same Senator from the same committee, on An Act to incorporate the Verona Village Corporation (Senate No. 39), reported same ought not to pass.

Mr. Bartlett from the committee on mercantile affairs and insurance, on An Act for the prevention of fires by better construction of chimneys (Senate No. 13), reported same ought not to pass.

The reports were accepted and sent down for concurrence.

Passed to be Engrossed.

H. 276. An Act to amend Section 1 of Chapter 82 of the Private and Special Laws of 1891, entitled "An Act to supply the city of Auburn with pure water."

H. D. 370. An Act to amend Section 43 of Chapter 52 of the Revised Statutes, relating to the custody of securities owned by savings banks.

H. D. 371. An Act to amend Section 24 of Chapter 52 of the Revised Statutes, relating to the withdrawal by a minor of deposits in banking institutions.

H. D. 372. An Act to amend Section 27 of Chapter 52 of the Revised Statutes, relating to the investment of deposits of savings banks.

H. D. 520. An Act to amend Section 76 of Chapter 45 of the Revised Statutes, relating to smelts. (In the House this bill after having been read twice was indefinitely postponed. Tabled, pending concurrent action with the House, on motion by Mr. Davies of Cumberland.)

S. D. 105. An Act to make uniform the law of warehouse receipts.

S. D. 109. An Act to make uniform the law of bills of lading.

S. D. 167. An Act to amend Section 19 of Chapter 129 of the Revised Statutes relating to trespasses on improved lands, how to be punished.

S. D. 172. An Act to amend Sections 1, 8 and 12 of Chapter 126 of the Public Laws of 1884, relating to the preservation of salmon, shad and alewives in Georges River and tributary streams.

S. D. 184. An Act to repeal Section 27 of Chapter 51 of the Revised Statutes, relating to returns of cashiers to the secretary of State. (Tabled on motion by Mr. Davies of Cumberland, pending second reading.)

S. D. 191. An Act to amend Section 9 of Chapter 62 of the Revised Statutes, in regard to the wearing of badges.

S. D. 198. An Act relating to bonds in the probate court, given by executors and administrators to obtain license to sell real estate, amending Section 3 of Chapter 76 of the Revised Statutes.

S. D. 211. An Act to amend Section 4 of Chapter 64 of the Revised Statutes, relative to the recording of intentions of marriage.

S. D. 223. An Act amending Section 50 of Chapter 51 of the Revised Statutes, authorizing complaint by a utility against itself, and empowering

the public utilities commission to order refund.

S. D. 262. An Act to amend Chapter 67, Section 26 of Chapter 70, Section 44 of Chapter 68, Sections 9 and 10 of Chapter 72, Section 95 of Chapter 86, and Sections 14, 15, 20 and 21 of Chapter 92; and to repeal Sections 42 and 43 of Chapter 68, and Sections 16 and 21 of Chapter 92, relating to the notice of appointment of executors, administrators, guardians of adults, and conservators; and to limitation of actions against the estates of deceased persons. (Tabled by Mr. Marshall of Cumberland, pending passage to be engrossed.)

S. D. 273. An Act to amend Section 15 of Chapter 136 of the Revised Statutes of Maine, 1916, relating to proceedings in court in criminal cases. (Tabled by Mr. Marshall of Cumberland, pending passage to be engrossed.)

S. D. 292. An Act to amend Section 47, Chapter 55, Revised Statutes of 1916, relating to orders of the Public Utilities Commission and their enforcement.

S. D. 331. An Act to amend the charter of Coburn Classical Institute.

S. D. 325. An Act to incorporate the Birch Point Village Corporation.

S. D. 332. An Act to amend Section 24 of Chapter 45 of the Revised Statutes, relation to prosecutions of violations of the lobster law.

S. D. 333. An Act to require certain vehicles to carry lights at night and to control the glare of headlights. (On motion by Mr. Fulton of Aroostook, tabled pending passage to be engrossed.)

S. D. 334. An Act authorizing the appointment of the United Baptist Convention of Maine as trustee, and to excuse said corporation from furnishing surety on its official bond.

S. D. 335. An Act to repeal the act incorporating the town of Perkins.

S. D. 336. An Act to ratify the doings of the town of Winthrop, in reference to the Chas. M. Bailey public library.

S. D. 338. An Act regulating the appointment of the members of the police force of the city of Brewer.

S. D. 339. An Act to repeal chapter 101

of the Private and Special Laws of 1911, relating to the Phillips Village Corporation.

Passed to Be Enacted

An Act to amend Section 24 of Chapter 26 of the Revised Statutes, relating to the registration of manufacturers and dealers in motor vehicles.

An Act to amend Sections 5 and 40 of Chapter 5 of the Revised Statutes, relating to boards of registration of voters.

An Act to amend Section 21 of Chapter 83 of the Revised Statutes, relating to the authority of county commissioners to procure temporary loans.

An Act to amend and extend the charter of the Bangor Boom Company.

An Act to amend Section 3 of the Revised Statutes defining what constitutes real estate for the purposes of taxation.

Orders of the Day.

(Senator HIGGINS in the Chair.)

The PRESIDENT pro tem: The Chair lays before the Senate, specially assigned for today, H. D. No. 352, An Act to amend Section 11 of Chapter 117 of the Revised Statutes relating to the salaries of stenographers of the Superior Courts, tabled by Senator Wood. The pending question is on its passage to be engrossed in concurrence.

Mr. WOOD of Hancock: Mr. President, I move that this bill be passed to be engrossed in concurrence.

The motion was agreed to.

The PRESIDENT pro tem: H. D. No. 439, Resolve appropriating money for the expenses of the State board of charities and corrections for the year 1917 and 1918; tabled by the Senator from York, Senator Deering. The pending question is the adoption of House Amendment A in concurrence.

On motion by Mr. Deering, reassigned for tomorrow.

The PRESIDENT pro tem: Report, ought not to pass, of the committee on education on bill, An Act to establish military training in the public schools, S. D. No. 86, tabled by Senator Wood. The pending question is acceptance of report.

Mr. WOOD of Hancock: Mr. President, soon after I introduced this measure, which I believed to be a good one for the people of Maine, some of the papers of the State dubbed me the father of the military training bill. The next day I received a letter from a brother attorney in the State of Maine, denying my parentage, and saying that way back in 1874 a bill of this kind was introduced in the State of Maine, and he thought it was law. I wrote him that I thought his bill bore the same relation to mine that the discovery by the Norsemen of America did to Columbus' discovery—that the Norsemen discovered it so many years before Columbus that it had been lost sight of at the time Columbus discovered it and that he got the credit, and I should claim credit therefor. I assume full responsibility for the parentage, Mr. President, and as the honorable committee on education have seen fit to kill it, or try to, I would be an unnatural parent if I did not have some word to say at the obsequies of my child. Therefore, I move, Mr. President, that the bill be substituted for the report, that it may be properly before the Senate.

Motion agreed to.

Mr. WOOD: Mr. President, I realize that it is no enviable position to take, to ask this Honorable Senate to accept my ideas in lieu of those of a unanimous report by the distinguished committee on education. A committee's report should have very grave consideration and great weight. I speak that as from a man with very slight knowledge of legislative matters, but I think I have seen that from such short time as I have acted in this capacity, from the degree of care and the deliberation that is given to their reports that they ought to receive, and do receive, great consideration. I say they should receive great consideration—when we have a hearing.

It reminds me of a story of a very distinguished attorney down in Hancock county, who was a great Mason. He presided one night at ladies' night at a Masonic district meeting, and he was telling the ladies the wonderful advantages for their husbands and lovers to be in the Masonic lodge, that

they were under wonderful teachings, splendid teachings, not surpassed even by the church itself, and "you know although you are deprived of their companionship, that they are under the most beneficent influences" and he stopped there to let it fully sink in, and he said "ladies, if they are there" --if they were in the lodge.

Now if we had had a hearing—but with all due respect to the genial gentleman who presided over the meeting at which I was present, with all due respect to the Honorable Committee, I stand here and say without fear of contradiction, that the hearing which we had before the educational committee was in the nature of a star chamber hearing, and the pros and cons were not fully heard. I do not find any fault. I do not criticize. I know I am long-winded sometimes. I have no doubt the honorable committee thought I took more time than I ought to, and perhaps the distinguished gentleman from Bangor who came down and volunteered to speak for this bill took more time than the committee thought he should. But I have been before other committees, and of course I supposed that I could act before the educational committee in the same manner that I had been allowed to appear before others. When we don't have time down in the legal affairs, our genial chairman has had our hearings go over until twelve o'clock at night, and the honorable Senator who presided so gracefully over the educational affairs, at the very next meeting of his committee had four continued matters on his calendar. But there was no offer of a continuance in my case, and I had to stop. May it please you, Mr. President and fellow Senators, without answering the points advanced by the opponents to this bill in the slightest degree, and one of the gentlemen who was present, a member of the committee, called me to task when I had overrun my allotted time just two minutes. He said, "The gentleman has overrun just two minutes." Now I know that was put up to me as more or less of a joke. The gentleman who called me down for speaking over two minutes, I

found to be a very genial man, although I did not know him at the time, though I think he did it in the nature of a joke, regarding the whole matter as a sort of joke, saying, "We will hear what he has got to say about it. We don't believe it, to start with. Nothing that can be said will change our views. We want to hear what the opposition say any way."

Without finding any fault, without criticising the method, the fact remains nevertheless, Mr. President and gentlemen, that the advantages which I believe can be put forth for the adoption of this principle of training in the high schools failed to get before the committee. I take the blame myself. It may have been all my bungling way of putting it forward. But whatever the reason, the committee did not hear what I believe were some strong points in favor of this, and unless they have taken the trouble to look into it since, of course they have reported without knowing what might be said in favor of it.

Now at the committee hearing there was an opponent who seemed to be the leader. His name was Jones. Jones was strong on symposiums. And I will guarantee, Mr. President, that no senator in the hearing of my voice will say that I have attempted to lobby with him for or against the passage of this bill. Now I have found on my desk, and I dare say all other senators have, a pamphlet, a symposium, it is affirmed of all those educators in the United States who are opposed to this idea of military training in the public schools. And I also found a long typewritten statement, and as it had the postmark of East Vassalboro on it, I have no doubt that Mr. Jones was the author of it, as he is the principal of Oak Grove Seminary. Now his idea advanced before the committee was that he did not believe in military training in the public schools, he did not believe in the principle. But I also noted in the public press, although I was not able to be present before the committee on military, that this same Mr. Jones appeared to oppose our resolve which the distinguished senator from Portland,

Senator Holt, introduced here. He was there in force—in fact he was the only one, but he thinks he is a force in himself, and he was present to oppose that. So he is against all military training, I apprehend. We had more instances of Joneses at that hearing. First we had a committee report from the Society of Friends by Mr. Jones, their resolution against military training in the schools. Then we had a minister, a Quaker minister from East Vassalboro, who spoke against it. Now for these gentlemen I have only the most sincere respect, for they said, as we well know, fellow senators, that it was against the tenets of their religion and principle to fight on any occasion. And for that dignified, quiet gentleman, who spoke as a minister of the Quaker religion, and who said that it required some courage to stand before that committee and oppose this military training, I have the deepest respect. I believe he spoke from principle and conviction, and I believe it should carry weight. I of course do not agree with him. Just what we are going to do if a band of Germans or any other nationality came across the fields of Vassalboro and attacked his home, whether he is going to advise us to lie down and be murdered, or shot down, without any resistance—I do not know what the principle is, but I do not believe it. I believe you ought to be prepared and we have got to defend ourselves. But I believe he spoke from conviction and principle and I have got the greatest respect for him. But I have mighty little for the other Jones, or for his whole manner of putting the case before the committee. He not only knew all about what ought and ought not to be done in the way of military training in the public schools, but he also knew all about what ought or ought not to be done in the way of legislation. And as he proceeded I sort of wondered, and as he went on, "the wonder grew, how one small head could hold all he knew."

This gentleman from East Vassalboro thought that this bill of mine was slipshod legislation. Now that may be very true. I don't claim to know all

there is to know about legislating. It may be slipshod. He claimed it was slipshod because it didn't provide any pay for the instructors in the schools. But I think, Mr. President and fellow senators, you will agree with me that if a man can draw a bill at this term of the Legislature that does not carry any money, that it shows some degree of astuteness, because he is much more likely to get it by if no money goes with it than if it carries a large appropriation. Now I can see, and in fact every Senator can see, that it would be much better to do as did the great State of New Jersey. After having appointed a commission and investigating thoroughly this system of military training in the public schools, it appropriated the sum of \$159,000 to put it into effect. I dare say we could get a great deal better results in Maine if we had \$159,000 to hire the best military instructors there are in the United States. But I will tell you a moment later, we don't have to hire them, because the Federal government furnishes them. But there are many things that a little money smooths up and makes things go right, and I have no doubt we could reap a great deal better results if we had a large appropriation to go with it. But we all recognize the fact in these days of the high cost of living, that we have got to get along and cut out the fancy things and only have the necessities. And I believe we could get by on this and start something in our schools this fall without having to go to any great expense, still taking the step forward and in the right direction.

Well, he said that this was slipshod legislation and he liked the term and it seemed to take pretty well, and as he found he was making a hit with it he run it in on every occasion and had it over a great many times.

Well now, when a fellow gets a little pet measure that he has fostered and thinks it is pretty good and the principle is right any way, and some fellow comes in from outside and puts it all over him with his slipshod legislation, it cuts under his skin a little mite, you know and he feels as though he would like to say something back. With all due respect to the committee, I didn't

have the time. I know they gave me all the time they could.

Now I said that I was perfectly willing to have my bill amended in any way that it could meet the situation better. And he said that was one of the worst things that could happen and one of the inherent weaknesses of the bill, to think it was not so perfect that it could not be amended. Now I am willing to have it amended—I have written this down so I need make no mistake in what I want to say—I am willing to have it amended. This idea is not mine by right of discovery. I claim no brief for the people of Maine. But I do believe the principle is a most valuable one and should be adopted now. If there is any better vehicle by which it can be made effective, amend the life out of it, murder it if you please, so long as you substitute a better one which retains the principle. When you retain this principle and introduce this kind of training in the schools, you have done a great act. I believe, simple as it may perhaps seem to some, but from what I have read upon the subject, I believe you have taken the one big step forward for the boys of Maine.

Now I suggest one other amendment,—I hope Jones will read this somewhere—for such spineless gentlemen as these who are afraid of the title, military training. I once knew an old lawyer down in my section of the country who said that his wife was afraid of a picture of a gun. Now I hope that the Winchester Arms Company, or any of those people, will not circulate their catalogues over in East Vassalboro, because that gentleman may be frightened of the picture of those guns in there.

I would amend also my bill by providing a tree-climbing squad, and I would make Jones the chief of staff. In case of actual war with Germany I think that you would see this man from East Vassalboro taking to the tall timber, if there is any on the east side of the Kennebec, for I have no doubt that you could hear his coat-tails snap in the breeze as he attained the topmost bough, as Shakespeare would put it, and I want him trained, for I assure you he could get up a tree much

faster if he were trained to do it. But perhaps that is not necessary as I doubt not that many a time and oft as this gallant gentleman has taken his fearsome way through the darksome jungles of East Vassalboro, the blood-curdling roar of the woodchuck, the stealthy tread of the squirrel, or the terrifying leap of the rabbit has caused the chills to run up and down his spineless back, and caused him to hit the high places for the tall timber where he might seek refuge, and having attained the topmost bough, to crouch in abject terror on the limbs from which his Simian ancestors used to swing by their caudal appendage. (Laughter). Luther Burbank, you know, made himself two-thirds famous by creating a spineless cactus, but, fellow Senators, I don't believe the spineless man is very much to brag about.

One of the opponents said after the hearing that the system was not so objectionable as the name. He objected to the name, military. I am going to show you a little later, fellow senators—and I will try not to be too long—I just want to show you a little later that a great educational journal instead of calling it military training has hyphenated it. I know hyphens are not popular in these times. He has hyphenated it and called it military-physical training. But with any name the results are exactly the same, gentlemen. It is simply introducing into the public schools, wherever this system is adopted, a method of training the boys to be alert, manly boys. That is the whole of it in a nutshell. Now I chose the name advisedly. Don't every man know that the very word, military appeals to the average boy and that the same kind of training under the name "physical training" would be irksome to him? Call it military training and make a game of it, in which he can take sides with other boys in a contest, and he would take to it with avidity. The danger creating a spirit of militarism is imaginary and not real.

That has been demonstrated in South Carolina, if you please. Mr. President and gentlemen, for a period of more than 17 years. In the November number of the Review of Reviews, which is Vol. 52 of the

bound book in the public library, the State Library, is an article, Military Training in the Public School—Results in the Schools of Sumter, S. C. Now this was introduced more than 15 years ago, about 17 years ago as I reckon it, and it started in with 19 boys.

"For 15 years these schools, which have received the highest praise from Dr. P. P. Claxton, United States Commissioner of Education, have graduated boys with ample military training but not once has the subject of militarism been broached to them.

The organization of a military company in the Sumter schools took place 15 years ago when a committee of the boys asked the superintendent if they could form a company and drill. These boys, of course, had no thought of war and the idea has never been instilled into their minds at any time during the years that the system has proved to be such a success. The object was solely to develop the boys physically and mentally.

* * * * *

For the first few years there was a gradual evolution. Boys are not accustomed to be commanded by boys of their own age, and it would not do to discipline them too severely all at once. No revolution was possible; only by very gradual changes could the full military discipline be realized."

They started with boys as young as the sixth grade, and they found that they all took to it, and "there is sufficient reason, other than the military training, given for the system in vogue at Sumter, S. C. Necessarily the training received by the boys makes for bodily development." One of the opponents to my poor little slipshod bill objected to the fifteen minutes per day. Now that is exactly what they have used in the Sumter schools, fifteen minutes each day for every day of the year, when practicable, and they have found that it worked out so that they have brought forth boys trained in the military almost equal to those of West Point, by just using fifteen minutes per day. In other places they find it is better to work two periods a week, Wednesday afternoon and Saturday afternoon, and in the spring of the year after they go into camp

training, why they take the whole period in one day at the end of the week. These matters can be left entirely with the principal, and entirely in accordance with the conditions of the particular school in which the work is being done. "The Sumter Light Infantry, the local company of the State militia and one of the crack military organizations of South Carolina, is recruited practically entirely from the graded school graduates. Almost all the company's officers had training at the high school."

Now these are some of the reasons developed by the Sumter schools, why they advise it. First, the boys themselves are enthusiastic, and from the first little band of nineteen, the boys have grown to a great military organization. Second, the Sumter schools have the United States record—please note this, Mr. President and fellow Senators—the Sumter schools have the United States record for holding a large percentage of boys in the high school. One of the opponents to this bill, the gentleman who is teaching at, I think, Waterville, said, "it is hard enough to keep the boys in the high school now. If you introduce this military feature you will have great trouble in keeping them. Don't do anything to make it any harder to keep boys in high school."

Now there was that gentleman's theory. As contrasted to his theoretical idea is the actual results of the Sumter schools in practice for more than seventeen years, that they have the highest percentage of boys completing the high school course of any school in the United States. And this is confirmed by Dr. Claxton, United States commissioner of education, who characterized it as a truly remarkable record.

You would find, if I had the time to point it out, that every one of the objections raised in the royal purple objection, which you found on your desk while Mr. Jones was trying to lobby with you—which I have not—you will find that every one of those objections about militarism, failure to attend school, and the hundred and one things which these men bring up as theoretical objections, have been

demonstrated by actual proof that they are the farthest from the truth, and that the actual results in practice are just the reverse.

The idea of militarism is answered by a pamphlet gotten out by the state of Wyoming. And I want to say right here, fellow Senators, and it is not of great consequence to me perhaps whether this bill passes or not—I have no boys that it will affect—Mr. Messenger, will you please give these round to the Senators—this is the first lobbying I have done—sometime at your leisure, if you will just read this military idea gotten out by the Army War College at Washington, an outline of a plan for military training in the public schools of the United States, you will see what the Wyoming plan is, and I think you will find that that is the proper plan if we should ever introduce anything of this kind into the State of Maine. This Wyoming system has the endorsement of the Secretary of War, and it is not all warlike. Endorsement comes from the superintendent of the public schools of the United States. It is approved by the Secretary of War, Newton D. Baker, in a letter as late as July 3, 1916, in which he says: "The so-called 'Wyoming system' of military instruction for boys in high school is in large part the creation of Lieut. Edward Z. Steever, a talented and enthusiastic officer of the Army. It gives military training without militaristic ideas. * * * It cannot fail to be wholesome and beneficial for the youth of the country." That is the Secretary of War's idea about it.

It has the endorsement of Governor Charles S. Whitman of New York in a very strong letter, which I would like to read to you if I had the time. It has the endorsement of Franklin K. Lane, the secretary of the interior, and he says, "I cannot too heartily—and this was dated July 19, 1916—too heartily express my endorsement of what is known as the Steever plan"—that is the same as the Wyoming plan—"of military instruction for high school boys. Your effort to enlarge the work by organizing The High School Volunteers of the United States is most commendable." That was writ-

ten to Everybody's Magazine after it had taken it up as a volunteer.

I have several letters which I have received since the hearing before the committee from various people throughout the State of Maine. I have a letter from Mrs. Mabel Rogers Holt of Bangor, whom the gentlemen from Penobscot will know, I do not, but she says: "From my own school days I have had the conviction that military training helps a boy to straighten up and through life carry himself better for having had the training. It instills pride in personal appearance, which fact appeals to any mother, boys care so little how they look. There is nothing violent, as in some athletics, so it does not overtax any boy, but with head up, chin in-chest out, shoulders back, eyes front, lift your feet' how can a boy help but breathe deeper, live cleaner and generally conduct himself with more snap and spirit, even manliness." I would like to read the whole of it.

I had a very excellent letter from a man who is now teaching a high school. I was unfortunate enough to have a fire down in Bar Harbor two weeks ago Saturday, and while I was coming down off the ladder with an armful of my poor books that I was saving from getting a drenching if not getting burned up, I met one of my friends from over across the bay, who shook hands with me, sympathizing with me in my fire, and right in the midst of things he said, "I am sorry I couldn't have been present at your hearing up there." Now you know my specialty, Mr. President, is bridges, and I thought he meant up there to argue for the benefit of the Sullivan-Hancock bridge, and I said I was surprised he wasn't up there to appear for that bridge and have a lot of fellows up there. "But I didn't mean the bridge," he says, "I meant your military training bill. That is what I am interested in." He is teaching school now. He is an attorney at law. Sometimes they degenerate and sometimes they rise, you know. I know of the case where one of them has so far fallen from grace that he has turned from a lawyer to a bishop,

and other cases vice versa. My friend has degenerated into a high school teacher. I just want to say that I have a most excellent letter from him. I wish I might read it all but time forbids. I am watching the clock. I am not going to speak too long. This was written only a day or two ago. "My dear Senator: I want to express a few words of approval of the bill—of which I understand you are the sponsor—relating to military training in the schools. Had conditions permitted, I should have been present at the hearing and publicly expressed my hearty approbation of the proposition you are so ably supporting. I believe the time is ripe for its enactment into law, and I sincerely hope that a sufficient number of your fellow-legislators share your views in the matter, to insure its passage. * * I think, Senator, you selected an inopportune time for the introduction of this bill. Although we as a people are cognizant of the seriousness attendant upon our relations with foreign countries, and although we realize that as a nation we are confronted by a condition and not a theory, yet the undeniable fact remains that many of our citizens are suspicious of everything that smacks of preparedness." He says, skipping a part of the letter: "The merit of the proposition is to be found—not in the fact that it is military, (that is secondary), but rather in the stately mien, the athletic, manly physique, and the gallant carriage, that will surely characterize every boy who is fortunate enough to receive the great interminable benefits of such training. But your bill, if it fail, as it doubtless will, will be from the fact that it is called 'military.' * * * The seeds of modesty, humility, and willingness to condescend to authority, should be implanted in the minds of the youths of today, and your plan in my opinion will effectively prepare the ground for the sowing. Andrew P. Havey." Some here may know him personally. He was a representative here from his district in Sullivan and he was insurance commissioner in the State of Maine, and is teaching school at Sulli-

van with great success. He has the confidence and approbation of his pupils and the parents themselves and is highly esteemed in that section.

One of the opponents to this bill at the hearing—and I am really simply continuing my case which I was unable to get before the committee, as I say, at that time,—one of the opponents laid much stress on the point that the training of high school boys at this time would have no immediate effect if we should have war with Germany. Now it is not contended that this measure is primarily for the purpose of being prepared to fight a war with Germany should we be so unfortunate as to be forced into one. But don't you know, Mr. President and fellow Senators, that should war come upon us, that all our youth from sixteen to twenty, and even down to fourteen, would be the very first ones that would volunteer and be found in the ranks? That is abundantly proved by history. That gentleman said that they would take no part in a present war. He don't read his history, Mr. President, as I do mine. My histories tell me that the war of the Rebellion, that the average age of the men who fought the war of the Rebellion, the Northern soldier, was less than twenty-one years. And it is well known, while the average might not have been less in the South, because men very much older than those of the North went into the Southern armies, that boys of the tender age of twelve and thirteen and fourteen, wore the gray and fought valiently, as we have reason to remember, in the trenches of the South. We don't have to go very far to prove this assertion, Mr. President. You were presiding at a Republican caucus in the other end of this building when we heard Councilor St. Clair tell us that down in the Everglades of Florida in 1862 and 1863 he voted at the age of seventeen where he was wearing the blue of his country. I suppose our Democratic friends would say that was a Republican trick. But we will pass that. Look at Mr. Ashford, the door-keeper of the House. Ask him where he was when he was eighteen years old, and he will tell you that he was down in the army of the Potomac wearing

the blue, Mr. President. If you want another evidence of it, step along and see that gentleman whom some of you may have noticed round the State House at times, Patrick Hayes, and he will tell you that he was wearing the army blue at 14 and that at 17 he had been three years in the Union armies and at seventeen lost his good right arm at Sabine cross roads. And you don't have to go very much farther than the walls of this sacred chamber, Mr. President. There sits Mr. Lord, who was in the army of the Potomac, our honored door-keeper, when he was only seventeen years old. Regrettable and deplorable as it may be, and as many of us who have boys will find if we should have a war with Germany, don't you know this is the very thing that boys take to, and you will have to quarrel with your sons who are only twelve and thirteen and fourteen years old to keep them out of the army if we have a war. We have got to confront conditions, not theories, and I tell you, Mr. President, we should remember the slaughter of the Northern men in those early battles of 1861. If we remember those, we will remember how much better they would have accomplished the results that they were sent, and had to be sent to do, had they been prepared. And when General Wood tells you that in every speech he makes—I like that name—but regardless of the odium of carrying that name he is recognized as one of the best military authorities in the United States, and he is called the apostle of preparedness, for he knows, he has seen not theoretical fighting but fighting on the plains with Custer, fighting in the Philippines, fighting in the Spanish American war, fighting yellow fever, and fighting Theodore Roosevelt and everything else that would stand up before him and fight—he has had the experience and he knows the man that is prepared is the man that comes off best. Gentlemen, I remember a cousin who lost his good right arm at Cold Harbor, telling me when he went down there—he was four years in the army and I have always liked to hear him tell his yarns—if he was getting shot he would make a joke of it—and it was pleasant to

hear him tell about it—he said when he first went down there he felt it was smart to stand up and get shot up, that it was cowardly to get behind a stump. But after they had been down there a while it was a mighty small stump they wouldn't try to get behind.

Leonard Wood says that he believes it is the proper thing to put it right into your public schools and in three or four months you can make the best kind of soldiers of those boys and make officers for your great volunteer army that you need. And Mr. Bryan tells us there is no need of preparation. He boasts about the bravery of the American people. Does anybody dispute their bravery, Mr. President? That is not the question. Mr. Roosevelt calls it a soft and lazy giant that needs to be trained before it can become effective. It is effectiveness that wins, not bravery. I have given you the military idea more than the school-man's right now. I should feel almost guilty if I did not speak about Major Philbrook who wanted to appear before the committee but we didn't have time and he could not do it, but he wrote and gave me this letter which I want to have incorporated in what I have to say. It is very brief.

"The foundation of all military training is discipline, and the lack of it amongst us as a nation is deplorable. We are not taught discipline at home, at school, at college, but it must be learned before military training can be made.

Were the boys taught the full meaning of the word MUST and raised to obey cheerfully, without question, or hesitation, or without complaint, the efficiency of all our institutions, both civil and military—would be vastly increased.

It is best for this reason that military instruction at our civil institutions be made compulsory instead of voluntary; that we begin with MUST instead of "Will you?"

Much has been said and written about the length of time it takes to train a soldier; it takes just as long as it takes to bend the average American youth to a state of unquestioning discipline and obedience at all times and under all circumstances.

America has set its face against a

standing army; has always set its face against a great paid military institution and has proclaimed the principle that in a Democratic form of government the duty to defend rests on every male citizen of serviceable age.

I believe that the knowledge gained by the boys in school under this system would be of great benefit to the National Guard in case of a call to arms.

I heartily endorse the bill and trust the same may receive the commendation of this committee."

And if anybody thought there was any need of citing any other case of military training not creating a spirit of militarism, certainly there is no more genial, quiet, affable, smooth-appearing gentleman that I know of in the State of Maine than Major Philbrook, and perhaps you have noticed how easily and with what grace and secure confidence he conducted the affairs at our great preparedness meeting down at Portland the other day.

I have here several bills that have been introduced into the State of Connecticut to introduce training into their public schools, which shows that there is a great commonwealth that is alive to the situation. I am not going to read these bills.

The press is with us. I have innumerable clippings. I have not made any study of this, Mr. President and fellow Senators. I have clipped a few ideas, editorials from papers that have come to my notice as a casual reader since that hearing. The New York Sun, on Feb. 14, in a very strong editorial headed "Military training in the Schools" says: "Gratifying intelligence comes now from Albany to the effect that a military training camp for boys from 16 to 19 is to be established next summer, in accordance with the Slater-Welsh law. This is reassuring to every lover of his country, because it demonstrates that Governor Whitman, to whom the country is indebted for courageous initiation of military training in the public schools, has not been at all intimidated by the threats of those who assert that 'throwing the schools open to compulsory training is tightening the noose of conscription around the neck of every adult male.'"

And he goes on and says that "our American youth stand in imperative need of military training which alone may inculcate lessons of obedience, self-control, disciplined initiative and efficiency in team work.

The Portland Press had a strong editorial in favor of it. The Bangor Commercial had a column editorial after our hearing, and expressed wonder that it did not meet with greater approval throughout the State. Military training has just been established at the Washington and Jefferson College. As I read to your honorable committee, "Keep your shirts on" is no longer the rule at Harvard. A couple of years ago it was said there, "Don't get excited, don't start in military training." But even now, President Lowell himself has said to the boys, "Take your shirts off if you want to and go into military training," and 1100 or 1200 of them down there have started.

You know the position that President Hyde takes upon it, and he said that in preaching a sermon on Sunday, not in an excited rally on preparedness, where we can resolve, and hurrah when we see the American flag, but in the chapel on Sunday, to his boys who were physically fit to go into the battalions at Bowdoin and train. He said, "I will speak to you with all solemnity and all calmness, there is no need of excitement but here in the calm and consecrated atmosphere of the regular Sunday chapel service, Bowdoin College now calls on every student for consecration to the highest service of his country of which he is capable."

If it is important to have this training, it is important to have it in the high schools, for some boys enter the high school at 14 years of age, and some enter college at 14, but boys from sixteen to seventeen and eighteen are in the high schools, and some are in the fitting schools for the colleges, and part of them are in the college itself. There is no reason, if it is applicable to the college, that many boys, if they are so situated that they can get their training earlier, will be advanced farther than those in the country where I was unfortunate

enough to be and could not get fitted for college until too late to get through.

If it is important to have this training in one of these schools it is important to have it in others, for you will find boys of all ages in them.

New York has a military training commission. The great state of New York thinks it of sufficient importance to have a commission appointed, and they think it important enough to get out a pamphlet. Everybody's Magazine devotes several pages in each number to military training.

In the city of New York, since our hearing, 25 high schools have adopted military training and they are still flowing in. So that we have plenty of precedents. We are not alone. It is not a case where Maine can lead, notwithstanding our State motto, for many have led the way and are still leading. But I hope we will fall into line. I believe it is important, and that we will fall into line.

I have taken too much of your time, Mr. President and fellow Senators, but I thank you for your attention and that you have heard me for my cause. The State of Maine—through you may not be ready to receive this advanced idea, but I hope you will recall our motto "Dirigo" and deal with this cause as we try to in other good causes.

Should this idea not be adopted it will not prove to my mind that it is not right. There are distinguished precedents—the world was not ready nineteen hundred years ago to listen to the message of the gentle prophet to the shepherds who kept their flocks on the hills of Galilee, but though rejected and crucified, His message was good and though spurned at the time it has ever gained force and momentum until like a tidal wave it has overflowed and inundated a listening world; the abolition of slavery was at first regarded as the vaporing of visionary and unbalanced minds, but the seed was good and though much of it fell on stony ground, some fell in the fertile land and increased so many hundred fold that it came to be the national idea and a living reality. In

my short life I remember when a distinguished gentleman from my own county had the temerity in yonder house to speak in favor of woman's suffrage, then he and his subject was regarded as a joke and he was not only almost laughed out of the house, but out of Augusta for his stand, and in derision a bouquet as big as a bushel basket was placed on his desk, and yet you have seen that same idea which was then laughed to scorn and buffeted on the sea of ridicule, at this very session of the Legislature adopted by a vote of 113 to 35 in that same House, and unanimously by this honorable Senate. And the fact that it was received so many years ago without grace, made it no less a right principle and one that we have now adopted.

Mr. President, it was Stephen A. Douglas who in one of his debates with President Lincoln said he did not care whether slavery was voted up or voted down, but I do care very much about this question and wish I were so gifted with oratory, yea, with tongues of fire that I might cause each Senator within this chamber to see this matter in the light and importance that I see it and vote it up and not down, and thereby as I believe most firmly confer upon the boyhood of Maine a benefit of incalculable value.

Personally, it will not affect me. I have no boys of high school age, I regret to say. The only one I have is about to receive a commission in the regular army, where, if he profits by the teachings of a good mother, and follows the family tradition of a great, great grandfather, who though shot down and crippled at Bunker Hill, survived to march with the Minute Men of New Hampshire across his native state to fight again with Stark at Bennington, will do his duty modestly and well, and who I pray, as did the ancient Greeks, will return with his shield or upon it. While as I say, I have no direct personal interest, I am keenly interested in all the boys of Maine who in a few short years, too few, will be filling your honorable position, Mr. President, and Fellow Senators. I am keenly alive to their needs and would

like to contribute my mite to their future welfare. I pride myself on the warm friendship of a large number of boys at Bar Harbor, and I have always kept the gray hairs out of my heart though they have crept into my head. I have kept in touch with their sports, their track-meets, base ball and foot-ball games, and I think I can put myself into a boy's place to the extent of seeing with what zest he would take to this training game. And the great key-note of the Wyoming Plan is the "game." The events are nothing more or less than "track meets" with different "events" and the greatest single advantage presented to my mind is that under the training game every boy takes part, whereas in school sports, as at present constituted, only the few stars are participants. The smart athletic fellows get all the bouquets. The poor fellow who from physical unfitness, not from courage or lack of it, but from physical unfitness can't measure up to the other boys, he is set on the side lines. But if you made it compulsory—I would just as leave you would leave out the word "compulsory," Mr. President—if you make it voluntary and let the boys know that they are under the care of the State and that the State approves of it, I will risk but what you will get every boy there is in the high school; if you make it voluntary there won't be any boys on the side lines when it comes to a military training.

I want to close by quoting the view of a school-man and not that of the military man. I have got just four minutes, Mr. President and Senators. (Laughter.) When I was in the third house, Mr. Smith at the other end of the building, was speaking against time and watching the clock. He got down to 12 minutes of 12 and he said, "I have just 12 minutes more to speak the rest of my speech," and I have just four minutes more. I want to close with the word of a great educational journal, the Journal of Education, by Charles L. Pepper, agent of the Massachusetts State Board of Education, and he says: "Lest somebody should be fearful of this word 'military' at the present time, mili-

tary training in those schools which have undertaken it at all generally consists of drill in close formation, manual of arms and more or less setting up exercises. That is the same form of training that the new recruit receives when he enters the armory for the first time after joining the militia, and its advantages are these: Good set-up, knowledge of arms, interest in school affairs, experience in control, improvement in carriage, self-control, neatness, team work and school spirit. Now if it only accomplishes two or three of those things, it is a wise move, Mr. Chairman and gentlemen, if we adopt it into our schools." And in conclusion, he says, "Let us hope that by a modified course of military-physical training (hyphenated) we may so build up our youth mentally and physically into loyal, healthy, self-reliant and resourceful young men that they will be the pride of the state and the country."

Mr. President, I would suggest—I have got two more minutes—I would suggest that I have an amendment which I think might meet with the approval of all and take the objectionable feature out; my amendment would be to make it purely voluntary. Then recommit this bill to the committee on education, if they would accept the spirit and have it in his way, add a clause making it in the nature, if you please, of a referendum, that this bill shall only become effective in those schools where the local school board vote to introduce it, and with that feature in it, making a referendum to any school so that it cannot be considered compulsory unless the school votes to introduce it, I think the objectionable feature must be largely removed from it.

I thank you, Mr. President and fellow Senators, for your attention. (Applause.)

Mr. DEERING of York: Mr. President, I understood that the senator from Hancock, Senator Wood, desired to make an amendment to his bill and then recommit it to the committee, but he had made the motion that the bill be substituted for the report. In the earnestness of his

speech he has forgotten that motion, and perhaps he wishes to withdraw that motion at this time?

Mr. WOOD: Mr. President, I did not forget that. I make that last statement in the way of a suggestion. I had suggested before to the Honorable Chairman of the committee that I might like to refer the bill back to the committee, but he at that time thought there was some doubt about his wanting to stand for the principle of the bill, and I did not offer to refer it back.

My original motion is to substitute the bill for the report, but with the explanation that if that is to be done I wish to make this amendment.

Mr. WALKER of Somerset: Mr. President, it seems necessary that some one say a word, at least, in relation to the hearing on this bill before the committee on education.

I had supposed that it was entirely fair to the proponents, at least. If any party had reason to complain in the hearing it would be the opponents to the measure.

As I remember, we commenced our hearing about 4 o'clock in the afternoon and continued it until nearly 7. The senator from Hancock, conducted the hearing for the proponents. He was very gentlemanly. He was very earnest. He presented his case admirably, and he used nearly one-half of the time which was allotted to both sides. After he had presented his case—captains and colonels and other titled officers spoke for the proposition, until the hour was getting late. Then the opponents presented their side of the case, and they were continually interrupted by the proponents.

One of the reasons which the proponents gave for the passage of this bill was obedience. Your committee had fixed a time limit for each side. The proponents continually interfered with the opponents until it became necessary for the chairman of the committee on education, good-naturedly, to ask them if they had ever learned to obey orders.

Now so far as continuing this hearing is concerned, no one asked for its continuance. The committee would have been very glad to have continued the hearing to another day had the proponents stated

to them that they had not had an opportunity to present their case. But in as much as no request was made to the committee on education, no continuance was given.

Just a word more in relation to the hearing. The senator from Hancock, Senator Wood, referred to several Jones's that appeared before the committee on education. Every Jones that appeared before that committee was a stranger to me. One gentleman said he was the pastor of the Quaker church, and the other said he was the principle of Oak Grove Seminary at Vassalboro. As I read my history, Mr. President, there have been Quakers in this country almost since its discovery. I remember reading of William Penn, a man who had so much brotherly love that he was able through kindness, and because of the principles in which he believed, to exert more influence on the Indians in that section of the country than scores of companies or even regiments of soldiers. His name lives, and will live forever.

I do not think it fair for any member of this Senate, however distinguished, however honorable he may be, to unjustly criticize any man who believes that he is doing his duty. And I would say to you, Mr. President, that the Jones's who appeared before the committee on education, were gentlemanly in every respect, and this attack on this good man does not appeal to me.

I will briefly give some of the reasons which actuated the minds of your committee for reporting unanimously ought not to pass on this bill.

The paramount objection to this bill is the principle that is involved. The contention is that the public school is not the legitimate channel through which to provide for the defense of the nation, this appearing to be the object and purpose of the bill. The opposition takes the ground that the national defense is a federal governmental function, so declared by the preamble of our federal constitution, and should be so provided for under the federal military arm of the government. The national defense is not, and by the very nature of the case cannot be, the function of the public school. True, the

public school forms a convenient instrument to seize upon to this end, but just as soon as it is so seized upon its declared functions are perverted. If such an institution seems necessary for the proper officering and manning a national army, much better that it be done through regular schools for that purpose, sufficient in number and equipment under the United States government as recommended to Congress by Secretary of War, Newton D. Baker.

War is a man's job. The overwhelming testimony of American educators, of prominent physical trainers, and of army experts is to the effect that for physical development the recognized school sports and training classes are far preferable to that of military training. Furthermore, the testimony of army experts goes to show that where such military training is so given it does little towards preparing the youth for actual soldiering, except in the humorous sense of that word. Much is claimed in the way of erect carriage, a high sense of honor, and prompt obedience from such training by those who advocate the system; yet in actual practice, unless very thoroughly done, directly the reverse is true. Lax military training receives the boy's righteous scorn. Rigid military training arouses his resentment. Moreover, when once tinged with the mind of the soldier the boy becomes much harder to teach and manage in his other branches of study.

To require the school boy, and none other, to train for the national defense is class legislation. The High school boy represents about 10 per centum of the boys of his age of the nation. If such training is good for him, and is to be required of him, it should be required of all.

Due to the advancing requirements of the colleges, the technical, and the professional schools the High school program is already taxed to its very limit. The strain upon the American youth in this regard is intense, evincing itself in the marked increase of poor eyesight and nervous disorders. To add compulsory military training would further burden the program and increase the strain. In this connection

a potent fact should be mentioned. Where the public interests demand specialized training along particular lines, such as vocational subjects special provision is made for their proper instruction. This certainly should hold true with so important an element as military training. The proper place for it is the specialized school.

The opposition to this bill not only contends that compulsory military training is not the function of the public school, but it also contends that for America today compulsory military training for the school boy is not essential to the national defense, and in consequence should not be forced upon that institution. No amount of argu-ally, physically, and numerically America is able to defend itself against all likely combinations that are likely to come against her without calling to the colors those who are in our High and graded schools. True, enlistments to the regular army of recent years have been very small. But there has been no imperative national need. Our people are by nature peace loving, busily engaged in building up a mighty Republic. Should the necessity of defending that Republic arise we know full well that our nation would rise as one man to its defense. The public school boy would be no deciding factor in that defense.

And finally, compulsory military training in our public schools would be a positive, irreparable psychological wrong to the rising generation. Veneer it as we may. "War is hell." The spirit of war is the one element that today most seriously obstructs the constructive development of society. To foster it and fasten it upon the youth is criminal, in the light of the future. It has been the curse of Europe. It would be the curse of America. The teaching of temperance in the schools has been a forward step. The teaching of war would be a backward one.

Having considered the principle involved in Senate bill number 86, the provisions of the bill should next be considered.

Section I provides that "On and after September 1, 1917, there shall be established in all the public schools of the

state of not less than High school grade, a system or course in military training." What is to constitute this "training" is not defined. All High schools are included, without regard to size, location, or adaptability. A specific and arbitrary date, irrespective of what day this may fall on or when the schools are to open, is set. The facts are that the conditions prescribed by this bill could not be met. The time for putting it into operation is too short. Some High schools will not be operating at that time. And some schools could not provide for the proposed course if they were open. Later statistics will show this last statement to be true.

The opponents to the bill hold that the period of "not less than fifteen minutes of each school day" (summer and winter) would be an unwarranted tax on the present over crowded school day. On the other hand the testimony of the proponents acknowledged that so short a period as fifteen minutes of each school day would be of little value as a piece of practical military training.

Section 3 of the bill stands as a glowing tribute to the ability of the Maine high school principal, yet judging from their expression on the bill many fail to appreciate the honor. Were it possible for all of the 192 principals of this State, old and young, men and women, married and single, rich and poor to take the three months of the coming summer at their own expense to so equip themselves for the service called for, still the expert military testimony present at the hearing advised against such a procedure, knowing full well that it was impracticable.

Furthermore, with conditions in the State of Maine as they are today, the benefits from the contemplated federal aid are an almost negligible quantity. Of the 192 High schools in Maine in 1914-15, 37 had less than ten boys enrolled, some having not more than three or four boys. Here surely the law would be unworkable. Seventy-seven of these 192 schools had less than 15 boys, 127 schools had less than 25 boys, 154 schools had less than 40

boys (the number necessary for federal aid in guns and ammunition), and only nine schools had a hundred or more boys.

Sections 5 and 6 of this bill place an almost superhuman task upon the State superintendent of schools. So scattered are the smaller rural schools, and in many cases so inaccessible are they that during much of the winter it would be next to impossible to reach them with instructors, were such instructors available.

Since the avowed purpose of this bill seems to be for military training, its execution should lie with the military department rather than with the department of education, as provided for in Section 7.

Section 8 of the bill provides for dipping down into the "eighth and ninth grades of grammar schools" with the training when it might appear "expedient." One of the proponents called the attention of the committee to the impracticability of such a measure. The fact stands self evident that this section should be stricken out.

The final weakness of the bill is the fact that it provides for no appropriation to carry its measures into effect. The State department of education has no funds authorized for this purpose. It is certain that the average High school board will have little money to spend in this line. Were the opposition inclined to joke about the matter they might suggest a "free will offering."

We believe the bill should be reported unfavorably.

Will Irvin tells us in the Saturday Evening Post of March 10th that the art and science of warfare have changed since the beginning of the European War. Devices hitherto unknown have been introduced; devices believed obsolete for two centuries have been revived improved and set to new uses.

Of this new warfare the officers of our army know comparatively little in theory and nothing whatever in practice. Not one of them, from the highest bureau chief to the latest graduate of West Point has ever fired a gun at

an aeroplane; has ever used a trench mortar; has ever done his part in that gigantic co-ordination of artillery known as curtain fire. Probably not one ever directed, even in practice, a grenade attack.

Mr. Irvin gives the following remark by a Canadian officer: "When we got to France we thought we were more or less finished. As a matter of fact, we had to unlearn almost everything we learned in our home preparation. We've brought our system of training up to date now; and it is basically different from what it was in the autumn of 1914."

If our professional army experts know so little about modern warfare, what could we expect of our high school principals.

Mr. HOLT of Cumberland: Mr. President and Senators, the military problem, as you all know, is the uppermost, the paramount problem today. Faced with the probability of participation in the greatest war of history it is essential that we should take stock of our present resources and formulate some plan for the immediate situation.

In order to get effectively prepared I think it has been shown that this is a matter for the National Government, and that the system established by a plan whereby each man serves under the principle of equal obligation, is the principle upon which we must rely if we are to have adequate military defence. That is the momentous choice today, whether we shall once more experiment with volunteers or whether we shall change to a system based upon equal obligations of all.

In Congress today there is a bill pending, introduced by Senator Chamberlain, which provides for universal military training, and provides for intensive training of six months for each youth, physically fit at nineteen years of age.

In the present situation we need a large army, and Congress has that situation to face as to how that army should be raised. It would seem as though we needed an army at the present time to be trained immediately of a million men.

We do not know how long the war will last or what the eventuality will be, but it seems that common prudence would suggest the adoption of some plan by which the army can be made a real national army, and that the only way to do this is by applying the principle of universal liability to military service.

This present bill, introduced by the senator from Hancock, Senator Wood, provides for training in the public schools of the State, in the high schools. What relation has that to a general system of training under the national government? In the Chamberlain bill there is provided a method whereby a man can have credit for any preliminary training that he may have received. That would be (A) promptness, obedience and mental alertness, and (B) personal hygiene, (C) manual of arms, formation and execution of drill regulations, familiarity with the rifle and its uses. That is, this training in the schools is simply a preliminary which does not give adequate preparation, we all know. It is something preliminary to a training that will be really effective.

I believe, as the Senator from Hancock has said, that this training in itself is beneficial to our young men, and that it is conducive to the moral and physical betterment of the young men, and that in itself is worth having. But there is a serious question whether the present schools are in a position to give this training at the present time. I believe that this report should be resubmitted to the committee on education, as the Senator suggested, so that they can provide a means whereby some of the schools that are able to handle this problem can do so, and those not able to handle it should not be forced into it. The training, I believe, must come under the Federal Government, but if we can give it this time in some schools the opportunity for this preliminary training, then boys who have been in the schools can get credit for it on the training they are required to take, should the Chamberlain bill become a law.

So that it seems to me at the present time the best way to handle this pending question is to have the report recommit- ted and see if we cannot have it re-

ported in such shape that there will be some schools that will be able to give this training, so that the boys who have received it can get credit later when attending camp where universal training is carried on.

Mr. DAVIES of Cumberland: Mr. President, do I understand from the remarks of the senator from Hancock, Senator Wood, that he desires to amend the bill as it is now before the Senate?

Mr. WOOD: Mr. President, I do.

Mr. DAVIES: Mr. President, do I understand further that one of those amendments is to be that the word "voluntary" is to be substituted for "compulsory"?

Mr. WOOD: Yes.

Mr. DAVIES: Mr. President, do I further understand that the bill is to be amended so as to make it optional on the part of the schools in the various towns whether the principle of the bill should be adopted or not?

Mr. WOOD: Yes.

Mr. DAVIES: Mr. President, then under those circumstances, is there any reason for recommitting the bill to the committee? We are getting toward the latter part of the session, and it seems to me we can very safely and properly dispose of this bill here. If Senator Wood would be kind enough to prepare the amendment proposed we can dispose of the bill at the present time.

The PRESIDENT pro tem: If the senator will pardon the Chair, I will suggest that the matter be tabled until tomorrow, when the proper amendment can be prepared.

Mr. DAVIES: Mr. President, I quite coincide with the view of the Chair.

Mr. WOOD: Mr. President, I withdraw my previous motion.

Mr. WALKER: Mr. President, there seems to be a sentiment here with the idea as expressed by Senator

Wood. If carried into effect the best way would be to refer the bill back to the committee, and then the senator can prepare his amendment, and this being satisfactory to the Senate there would be ample opportunity to examine it. It seems to me that would be the better way.

Mr. WOOD: I would say, Mr. President, to the senator from Cumberland, that if we are to make this voluntary it would rather seem to me that several sections ought to be gone over and changed slightly, and if re-committed it would be the better method of reaching it, but I am not insistent upon it in any way.

Mr. DAVIES: Mr. President, may I yield, with your consent, to Senator Ames, whom I think is on the committee on education and desires to be heard.

Mr. AMES of Washington: Mr. President, I have but a few words to say on this bill in regard to military training.

I drilled two years in the English Classical school in Providence. I was in the National Guard for 10 years and was captain when I left the company, appointed by Governor Hill. My sympathies are with a liberal amount of company drill, setting up exercises, in our public schools. Bangor and Portland have military drill as a part of the curriculum in their High schools, and I approve of it, but with the large number of rural High schools with only a dozen or so boys, I think it would not be wise to make it compulsory.

The principals are not prepared, and with 20 or more female principals of our High schools they are at a great disadvantage. I am in favor of military training, but sustain the report of the educational committee that this bill is not practicable as it is written.

I think it would be much preferable to have it re-committed and have the compulsory part taken out, and the other articles amended so that it would be a workable bill. I would like to have Senator Davies give way to me and let us take it up in the committee, have an adequate amendment made and report it as soon as possible.

Mr. DAVIES: Mr. President, I am in favor of what has been said by Senator Ames and others and I would be very glad to yield my ideas to theirs.

On motion by Mr. Ames the bill was re-committed to the committee on education.

From the House: Resolve laying the county taxes for the year 1917.

On motion by Mr. Merrill of Somerset the rules were suspended, the rules read twice and the resolve passed to be engrossed in concurrence.

Assigned for Today

S. D. 235. An Act to amend Section 19 of Chapter 117 of the Revised Statutes, relating to stenographers of the supreme judicial court.

On motion by Mr. Wood of Hancock tabled until tomorrow.

Mr. BARTLETT of Kennebec: Mr. President, I have an order which I wish to present and move its passage.

I wish to say that it was the great good fortune of a large number of the members of our body to visit Portland and partake of the magnificent hospitality of the citizens of that city, so ably seconded by the members of the Senate and House from Portland.

Nothing that could be done was left undone, and nothing was left undone that could be done for the comfort or pleasure of our members.

I move the passage of this order.

The order:

Ordered, the House concurring, that the thanks of the members of this Legislature be expressed to the citizens of Portland, and to the members of the Senate and House of Representatives of that city, for their courtesies and the splendid entertainment of the members of this Legislature and guests at the great preparedness meeting in Portland, Friday, March 16.

Passed and sent down for concurrence.

Mr. MARSHALL of Cumberland: Mr. President, I ask that the rules be suspended in order that I may introduce an act, which is a special act, handed to me since I came into this chamber

It is An Act to legalize the doings of the town of Windham, at the annual meeting held March 5, 1917, and by the adjournment, and by of explanation I would say that in the opinion of eminent counsel the failure of the town to choose a moderator on the first day, and then having an adjournment, may cause trouble in all their town doings for the present year. And in view of the emergency that may arise they asked me to introduce this bill.

Mr. DAVIES of Cumberland: Mr. President, I would ask the Senator through you if the bill ratifies the doing of the town?

Mr. MARSHALL: Yes.

The rules were suspended, the bill received, and referred to the committee on legal affairs.

Sent down for concurrence.

On motion by Mr. Ames of Washington, H. D. 104, An Act relating to municipal elections in the town of Mount Desert, was taken from the table.

On further motion the Senate voted to concur with the House and join a committee of conference.

The Chair appointed on such committee on the part of the Senate, Messrs. Ames, Wood and Peterson.

On motion by Mr. Holt of Cumberland, the rules were suspended and that Senator introduced Resolve proposing an amendment to Article 7 of the Constitution, relating to the military.

On further motion by the same Senator, the resolve was referred to the committee on military affairs and 1000 copies ordered printed.

Sent down for concurrence.

Mr. DAVIES of Cumberland: Mr. President, I move that we take from the table S. D. 184, An Act to repeal Section 27 of Chapter 51 of the Revised Statutes, relating to returns of cashiers to the Secretary of State.

The motion was agreed to, and on further motion by the same Senator, the bill was given its second reading and was passed to be engrossed.

On motion by Mr. Marshall of Cumberland,

Adjourned.