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Research Bulletin

OF THE

National Education Association

The Advance of the American School System

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Secretary, J. W. CRABTREE

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Director of Research: John K. Norton.

Assistant Directors of Research: Margaret M. Alltucker; Frank W. Hubbard.

Executive and Editorial Offices - - 1201 Sixteenth Street N. W., Washington, D. C.

World Wide Education Week

The Delegate Assembly of the World Federation of Education Associations passed a resolution at its meeting in Toronto, Canada, during the summer of 1927, authorizing its officers to promote a World Wide Education Week.

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FOREWORD

During Education Week America seeks to acquaint her people with the actual work of her schools, with their ideals, their achievements, and their needs. American idealism is advanced through having people in every walk of life—laymen as well as teachers—simultaneously focus their thought on improvement of the public schools and the importance of giving every boy and girl a fair start in life. Other nations have watched with interest the benefits resulting from Education Week and are considering making it world-wide. By action of the World Federation of Education Associations at its recent Toronto meeting, Education Week was recommended for observance throughout the nations of the world. This action has resulted in deepening the interest of our own people, in taking stock of our schools, during the week of November 7-13.

This Bulletin presents tersely and graphically data showing the advance of the American public school system. The National Education Association offers this material to speakers and editors with full permission to reproduce. Facts are presented showing for the nation as a whole increasing faith in education as evidenced by progress in length of school term, school attendance, value of school property, training of teachers, development of a living curriculum, and larger financial and moral support for public education. From these data, each state and community can see whether or not it has kept pace with the nation in providing adequate educational opportunity for its children. May these larger issues, rather than the educational tenets of vested interests or particular groups, occupy the attention of thousands of teachers and interested laymen during American Education Week. Facilities will be provided that are completely adequate to the heavy burden placed upon the public schools, when once America whole-heartedly appreciates their importance.

This Bulletin pictures the progress which our schools have already made. It points the way towards greater progress. Happily, the American public can be depended upon to continue this program of progress, for "Education has come to be nearer to the hearts of the American people than any other single public interest."

J. W. CRABTREE, *Secretary,*
National Education Association.

How Shall We Observe Education Week?¹

Education week a national institution. Education week has become a national institution. It is observed in every state in the Union. During this week school people and laymen alike will focus their attention on the larger educational issues facing the country.

During the week of November 7 to 13 public-spirited citizens from Maine to California will be asking themselves:

1. What are the characteristics of the public school which should be perpetuated?

2. What are the weak spots in the nation's schools?

3. How may the schools be brought to the highest point of efficiency?

The price of good schools is constant vigilance. Education Week should be a time of appraisal and stocktaking, of checking up of progress made and of planning for future development.

The local community's part. The success of American Education Week rests largely upon the local community. In previous years these are the local agencies which cooperated in bringing to the public's attention the work of the schools—their achievements and their needs: The schools, teachers' organizations, parent-teacher associations, civic and patriotic organizations under the leadership of the American Legion, churches, public libraries, newspapers and periodicals, motion picture houses, and radio stations. The cooperation of these agencies during American Education Week has done a great deal to strengthen public sentiment for universal education, reassure and give courage and inspiration to teachers and public school officials, and promote meritorious legislation in behalf of schools.

Future educational progress depends largely upon: (1) the understanding which the American public has of its school system, and (2) the teachers' understanding of present-day life. Visit your child's school during American Education Week so that you may know his teachers and so that they in turn may know you. The outcome should be mutual under-

standing, resulting in the better education of your child.

What happens when teachers and parents talk things over? Usually these are the results:

1. Father and mother learn, first-hand, of modern school methods.

2. The teacher has a more intelligent understanding of the child's potentialities and needs—knows better what to expect of him and how he can best be helped.

3. Father and mother can judge the teacher for themselves and not be dependent on the immature judgment of a child. Understanding forestalls criticism.

4. The teacher learns of the parents' ambition for their child.

5. Father, mother, and teacher agree on demands that should be made. The result is the child is never told to do one thing at school and a contradictory thing at home.

6. Teacher receives encouragement to do better work because of the parents' interest in the school and appreciation of his efforts.

7. Sometimes fathers and mothers do not know what fine children they have until they talk things over with their teachers.

Children among comrades of their own age reveal many traits unrevealed in the home, and parents sometimes take a boy or girl so for granted as not to see the real personality at all. Looking at your child through another's impersonal eyes is an illuminating experience.

8. Your child builds a finer life.

Are parents welcome at school? School officials urge parents to visit the schools, ask questions, and make comments. To illustrate; recently in Chicago, two hundred and ninety-one principals used over two thousand placards, placed in the schools where likely to meet the eye of visitors. On these placards were the following announcements:²

"To the Public: This school desires to serve you. The principal will be glad to receive your comments."

"Citizens Welcome. Tell us what you think."

"America's service station, a public school."

¹ See page 223 of this Bulletin for sources of material for use during Education Week.

² See Annual Report of the Superintendent of Schools for the year ending June 30, 1926, Department of Education, Chicago, Illinois. pp. 13-14.

"If you do not like the school or if you do, please tell us."
 "We are doing our best. We will appreciate your suggestions."
 "This is your school. Help us make it the best."
 "School is for service, not for self."

FIGURE I

Do You Know Your Child's Teacher?



Parents should visit schools for two reasons:

First, to understand something of modern school methods

Second, to make the acquaintance of the teacher who is so very important in the child's life.

Courtesy Children, the Magazine for Parents

What's Right with the Public Schools?¹

The American Public Schools Are Built on Sound Democratic Principles

It is easy to criticize the schools—to hold them responsible for every ill that appears in the back-wash of the great war.

Our present educational system unfits young people to deal with actual necessities. It takes away self-reliance, begets conceit, and draws attention to what is ornamental rather than what is fundamental.

This is from a newspaper editorial of 1884. In that year it was quoted by the President of the National Education Association in discussing "the matter of the attacks on the common school."

It may be a shock to some to know that the schools of the "good old days when I was a boy" were so bad. But the common schools have been just this bad ever since they began, in the minds of certain carping critics. It is unfortunate that we cannot all have the experience of living a little while in each of the past few generations. Then we would know that "the matter of the attacks on the public schools" is no new matter.

The public school, since its beginning, has been the subject of just such sweeping, unsubstantiated attacks as the one quoted. But it has thrived, none the less. It has gone on increasing its educational efficiency, opening wider its doors to greater and greater numbers of children, and gaining generally in public esteem.

Is it not time that we gave a little attention to answering the question, "What's right with the public school?" There is much good evidence upon which to base an answer. Let us review some of the facts.

The American School Is a School for All the People

In most countries there are two school systems. One educates those who are to rule, the other those who are to be ruled. The educational opportunity that a child receives is determined by birth and social position. The "high-born" are given a complete education in one school system. The "low-born" attend a different system and receive but a meagre ele-

mentary training completed at an early age. In America, we have a different plan. We accept the ideal, even if it is not realized everywhere in practice, that: *"What the best and wisest parent wants for his own child, that must the community want for all its children. Any other ideal for our schools is narrow and unlovely, acted upon, it destroys our democracy."*

The American School Is Free and Open to All

We sometimes forget that this ideal is of recent origin. In our early history, few could obtain a first-rate education who were unable to pay tuition. In many places, attendance at a free school stigmatized a child as a "pauper." That time has passed. The community is the exception, today, that does not maintain free schools to which all parents may be proud to send their children. More than 25,000,000 children were enrolled in free public schools in 1927. *At least one person in every five in the United States is at present attending a free public school.*

The American Public School Is Supported by Public Taxation

We are coming to recognize that the public school is our greatest productive institution. Without the trained intelligence for which the school lays the foundation, most of our wealth would be impossible. It is therefore proper that a small part of the wealth which this institution plays so great a part in creating should be set aside for its maintenance.

Yet, this principle has but recently been accepted. Less than a century ago, Henry Barnard was threatened with personal violence for advocating such heresy as the taxation of one man's property to educate the children of his neighbor. Such an attitude seems ridiculous today. The local school tax is levied everywhere as a matter of course. Practically all the states partially support their schools through a state-wide tax. The nation is contributing for the support of education money collected through a national tax. We have recognized the principle that the education of the future generation should constitute a first lien against all wealth—that every dollar of

¹ Parts of this and the following page are reproduced from the September 1924, *Research Bulletin*, now out of print.

the nation's wealth, no matter where it exists, should bear its just share in educating the nation's children no matter whether they live in the next house or the next state.

The American Public School Is Controlled by All the People

No "upper class" dictates what shall be taught in America's classrooms. No religious group uses it as an instrument for extending its creed. Since it is controlled by all the people, it enjoys the support and confidence of the great mass of the people. The battle to place the public schools under the control of all the people was not easily won. The victory was a precious one. It must be guarded!

Even now the schools are the battle ground of vigorous minorities, supporting forlorn hopes or protecting ancient prejudices. They would legislate into the curriculum subjects to advance their special interests. They would strike out those which threaten their fixed prejudices. The schools must be guarded from such influences. *Nothing would so undermine confidence in education as to allow it to become an instrument for the propagation of the social, economic, or religious prejudices of factional groups.*

The American School Offers a Complete Education

Many of our states have recognized that money invested in high schools and colleges, as well as that invested in elementary schools, brings big returns. They have provided free schools extending from the kindergarten through the university.

This is as it should be in a democracy. The arguments against free college education are the same as those advanced against free elementary schools a century ago, and against free high schools fifty years ago.

These statements appeared in American publications of the eighteenth century:

Reading, writing, and arithmetic are very necessary to those whose business required such qualifications; but where peoples' livelihood has no dependence on these arts, they are very pernicious to the poor, who are forced to get their daily bread by their daily labour. Ignorance, or the want of knowledge and literature, the appointed lot of all born to poverty, and the drudgeries of life, is

the only opiate capable of infusing that insensibility which can enable them to endure the miseries of the one and the fatigues of the other. It is a cordial administered by the gracious hand of Providence of which they ought never to be deprived by an ill-judged and improper education. It is the basis of all subordination, the support of society, and the privilege of individuals.

Those of limited vision no longer extol the virtues of ignorance, nor warn of the pernicious influence of the three R's generally disseminated. Now it must be the three R's and nothing else. Everything else is a fad or frill—as pernicious as the three R's were in former centuries.

No state can make a better investment than to provide a complete education for all who have the capacity and the desire to obtain it. *Industry and purpose, rather than caste or wealth, are the keys that should open the doors of educational opportunity in a democracy.*

The American Public School Is Getting Results

In 1870 three children in every ten, five to eighteen years of age, were in daily attendance in public schools. In 1927 seven of every ten children of these ages are in daily attendance. By attending school children acquire the qualities parents desire in them. Denied such attendance children suffer an almost insuperable handicap. A larger percent of parents each year are willing to make sacrifices so that their children may enjoy the benefits of a complete education.

The states with the best schools have the lowest percents of illiteracy, the highest magazine and library book circulation and rank highest in characteristics indicative of solid educational attainment.

The aims of the schools are fundamentally sound. These are the objectives toward which 845,000 American public school teachers are daily striving as they work with the nation's 25,000,000 children:¹ 1. Sound health; 2. Worthy home membership; 3. Mastery of the tools of learning; 4. Good citizenship; 5. Vocational efficiency; 6. Wise use of leisure; 7. Ethical character.

No American institution has nobler purposes or works with greater faithfulness for their fulfillment than the American Public School.

¹ See page 222 and following of the October, 1927, JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION for illustration of how the schools are attaining these objectives.

Progress in Lengthening and Enriching Life¹

Life expectancy of American children at birth today is over twice that of their great grandparents. Pasteur assured us that, "It is within the power of man to rid himself of every parasitic disease." The chart on the following page shows the progress that is being made in the lengthening of human life. Life expectancy in the sixteenth century for a child born in Geneva was twentyone years; in the seventeenth century, twenty-six years; and in the eighteenth century, thirty-four years. Data collected in 1921 in those states where births and deaths are registered, and this includes the great majority of states, show that a child born in the United States has a life expectancy of fifty-eight years. The work of the school is fundamental to solid progress in preventive health work.

Health as a rule is a purchasable commodity and the price is education. The steady advance in public sentiment relative to health needs is shown by the increasing amount per capita which the larger cities spend annually for health and sanitation. The growing appreciation of the importance of health is one result of the work of the public schools.

An adequate child health program demands a closer accounting and the erection of standards based upon healthful living rather than upon death rates. Thomas D. Wood estimates that of the children who live to be six years of age, less than ten percent suffer from physical and health defects at birth. He further estimates that ninety percent of children who reach the age of six have some form of physical or health defect. Universal health education is the only solution to this problem. Scientists are securing facts as to preventive health measures. However, "knowledge is without influence until it is given to the public. It is without power until it is accepted by the public." New discoveries, relative to healthful living, unless incorporated into the lives of the people through proper health habits and attitudes toward hygienic regulations, are of little practical value. The foundation essential to progress in health work is laid in the public schools. They popularize scientific, preventive health work and teach children how to keep well. The cost of adequate health instruction is paid for many times over in the resulting savings to society.

Louis I. Dublin, writing on "The Economics of Health" in *Harper's Magazine* for November, 1926, estimated the yearly economic loss due to sickness and postponable deaths as \$8,250,000,000. He also estimated the yearly economic gain due to increased expectation of life as \$3,500,000,000.

What the lengthening of individual life means to social well being. Saving in dollars and cents is only a small part of the good resulting from increasing the span of human life. According to one writer, "each individual and each generation takes part in the great relay race of human evolution and each retires at the end of a short period." The American public school has the task of replacing the million and a quarter trained men and women over twenty years of age who die each year. Each year added to the individual's life expectancy means that less of our annual educational effort need go to providing "replacement education." It means that once a man is trained, he has a longer period in which to use that training, to profit by experience, and to contribute ideas and materials for the social well being. When one contemplates the tremendous contribution that each generation could make if it had even one year longer of life that was trained, experienced, healthy, and socially productive, he gets a new vision of the productivity of health education.

Education is a life-long process. Merely extending life without broadening and enriching it would be futile. The public schools recognize that schooling is merely the beginning of education. Making a nation literate is only the first step toward educating it. Education is a life-long process. During the period of school attendance, the tools and technics of learning should be acquired and life-long interests established. This ideal is being realized, as shown by the increase in the number of books circulated by our public libraries. Chart on page 203 shows that usually those states which rank highest educationally also rank highest in the number of public library books circulated per capita.² *What progress is your community making, not only in lengthening life but in broadening and enriching it?*

¹ See suggested program for Health Day, JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, October, 1927, page 222.

² Compare this chart with Table 3, page 222.

CHART I

The LENGTHENING of HUMAN LIFE

NUMBER OF YEARS EXPECTATION OF LIFE AT BIRTH

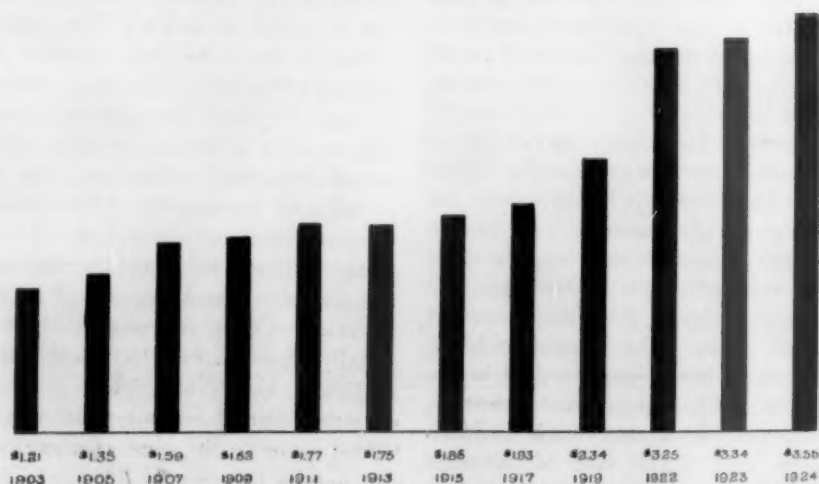


Research Division, National Education Ass'n.

Source of data. Irving Fisher, "The Lengthening of Human Life in Retrospect and Prospect," *American Journal of Public Health* January, 1927

CHART II

NET PER CAPITA EXPENDITURES OF CITIES 30,000 POPULATION OR OVER FOR HEALTH AND SANITATION, 1903-1924.

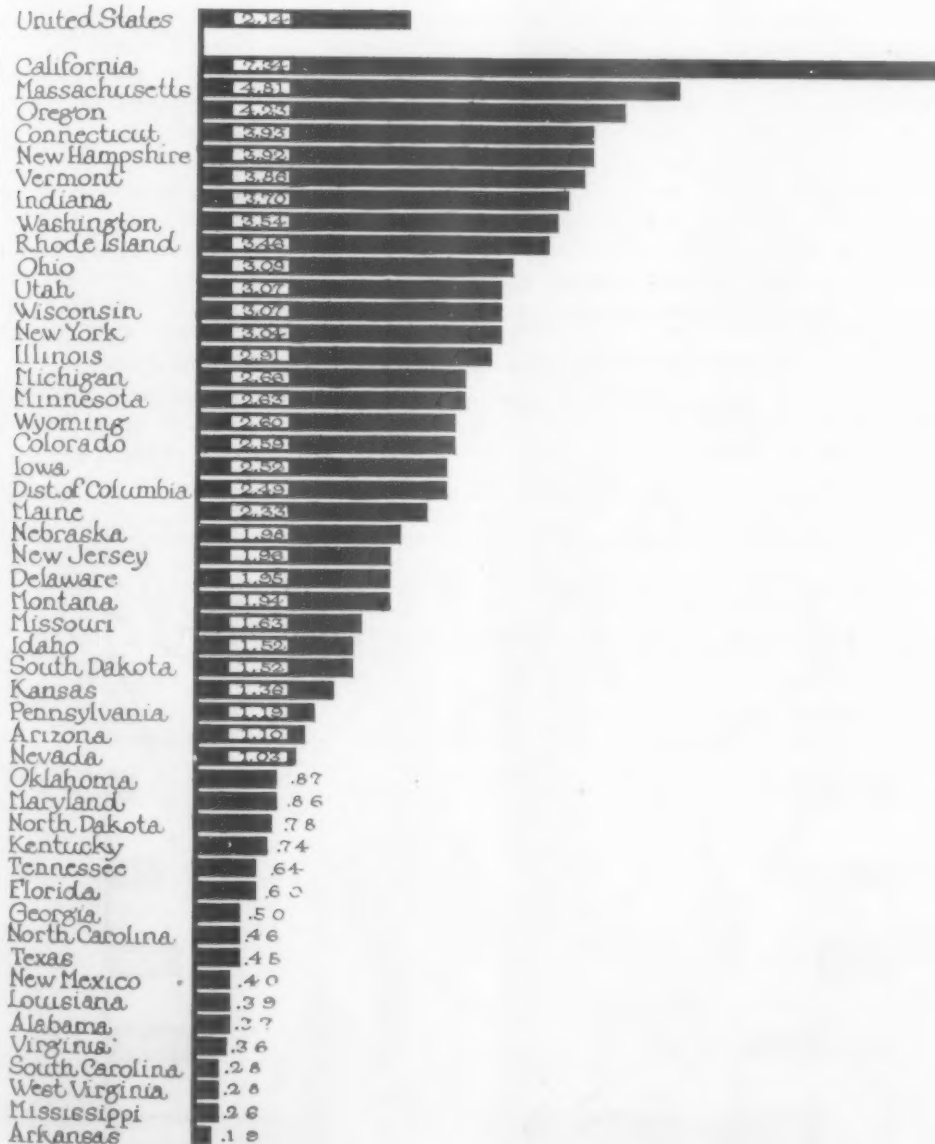


Research Division, National Education Ass'n.

Data from Dept of Commerce, Bureau of the Census, Financial Statistics of Cities, 1924.

CHART III

PUBLIC LIBRARY BOOKS CIRCULATED PER CAPITA, 1925



Research Division, National Education Assn.

Source of data, American Library Association, Library Extension, 1926

Progress in Providing Adequate School Plants

When people travel now they use the automobile, the train, or the aeroplane. Shank's mare and the covered wagon are interesting historically. We no longer use them if we really want to get anywhere.

Progressive communities are recognizing that if they really want to get anywhere educationally adequate school buildings must be provided. Modern educational results cannot be expected from an antiquated school plant. The modern school building is supplied with equipment similar to that found in the modern home, office, and shop. It is placed on a spacious site. Forty percent of the elementary school sites purchased since 1920 are five acres or more. With such sites a community can offer its children the citizenizing influences of a well planned playground in place of the demoralizing influences of the vacant lot and back alley.¹

The chart on the opposite page is indicative of progress made by the various states in providing modern school buildings and sites. It shows the average value of school prop-

erty per pupil enrolled by states in 1920 and in 1925. In 1920 the average value of school property in the U. S. per pupil enrolled was \$112. By 1925 it had increased to \$173. Much of this increase was necessary to catch up on school building programs which were practically at a standstill in many communities during the war. Part of the increase represents real advance in providing better school plants for each pupil enrolled.

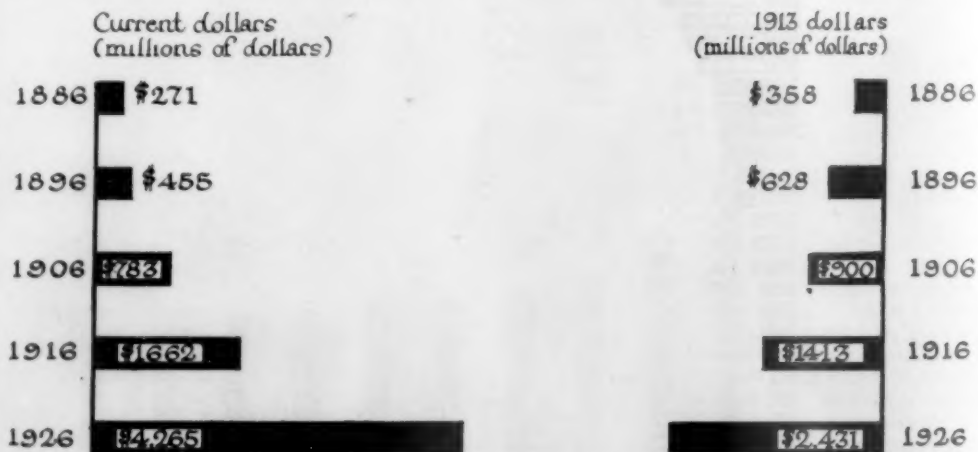
In the last forty years the capital invested in school property has increased from \$271,000,000 to \$4,265,000,000. Part of this increase is apparent rather than real. It is due to the loss in purchasing power of the dollar. If we translate the value of school property in recent decades into dollars with a purchasing power of 1913, the value of school property, stated in dollars of 1913 purchasing power, increased from \$358,000,000 in 1886 to \$2,431,000,000 in 1926.

Has your community and state kept pace with the nation in providing modern school plants for the housing of its children?

¹ For further material on this topic see: *An Adequate School Plant*, page 199, September, 1926, *Research Bulletin*.

CHART IV

INCREASE IN VALUE OF PUBLIC SCHOOL PROPERTY 1886-1926



Research Division, National Education Assn.

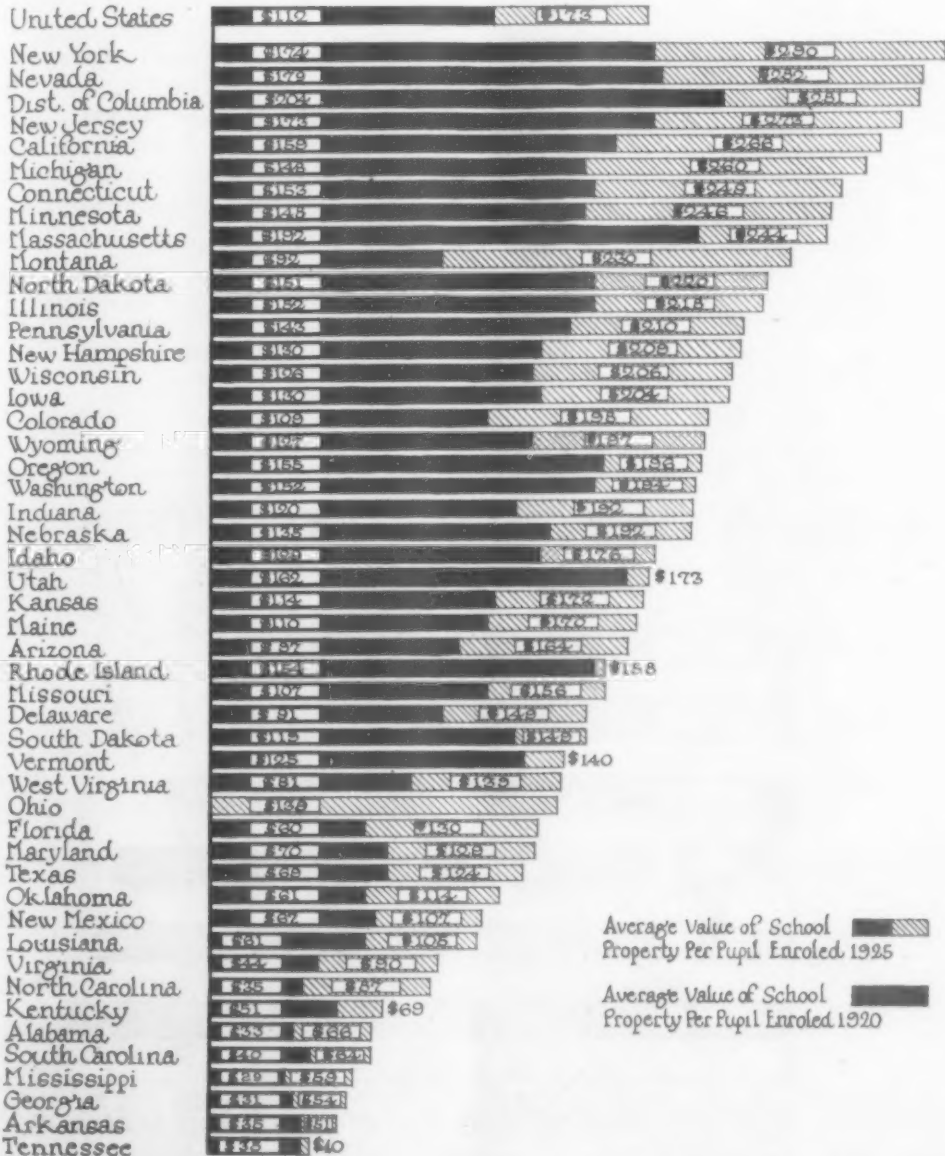
Based on data from U S Bureau of Education and U. S. Department of Labor

CHART V

PROGRESS TOWARD ADEQUATE SCHOOL PLANTS

1920 to 1925

AVERAGE VALUE OF SCHOOL PROPERTY PER PUPIL ENROLLED



Research Division, National Education Assn.

Data from U.S. Bureau of Education.

Progress in School Attendance

Unless schools are kept open, and unless children are regular in attendance they are denied a fair school opportunity. Some communities still keep their schools open but a few months each year. But progress is being made. The average length of the school term increased in the United States from 130 days in 1880 to 135 days in 1890, 144 days in 1900, 158 days in 1910 and 170 days in 1925. This progress is graphically presented in the chart at the bottom of the page.¹

The chart on the opposite page shows the average number of days schools are open in the various states and the average number of days children actually attend. The average school term in the United States in 1925 was 170 days, or eight and one half school months. The children of the nation on the average attended 137 of these 170 days, or 81 percent

of the time the schools were open. This figure represents progress. In 1880 the nation's children attended but 62 percent of the time schools were open; in subsequent decades it rose as follows toward the present percent: 1890, 64 percent; 1900, 69 percent; 1910, 72 percent; and 1920, 75 percent. The percent of the school term not used in 1880 was 38; in 1925, 19.

As population increases in number and density the back lot and the alley become less wholesome environments for the nation's children. Longer school terms and greater regularity of attendance is one means whereby the schools meet the changing conditions.

Does your community and state provide a school year of adequate length? Is a high percent of school attendance maintained?

¹ See page 204 and following of the September, 1926, *Research Bulletin*, for further facts as to school attendance in the United States.

CHART VI

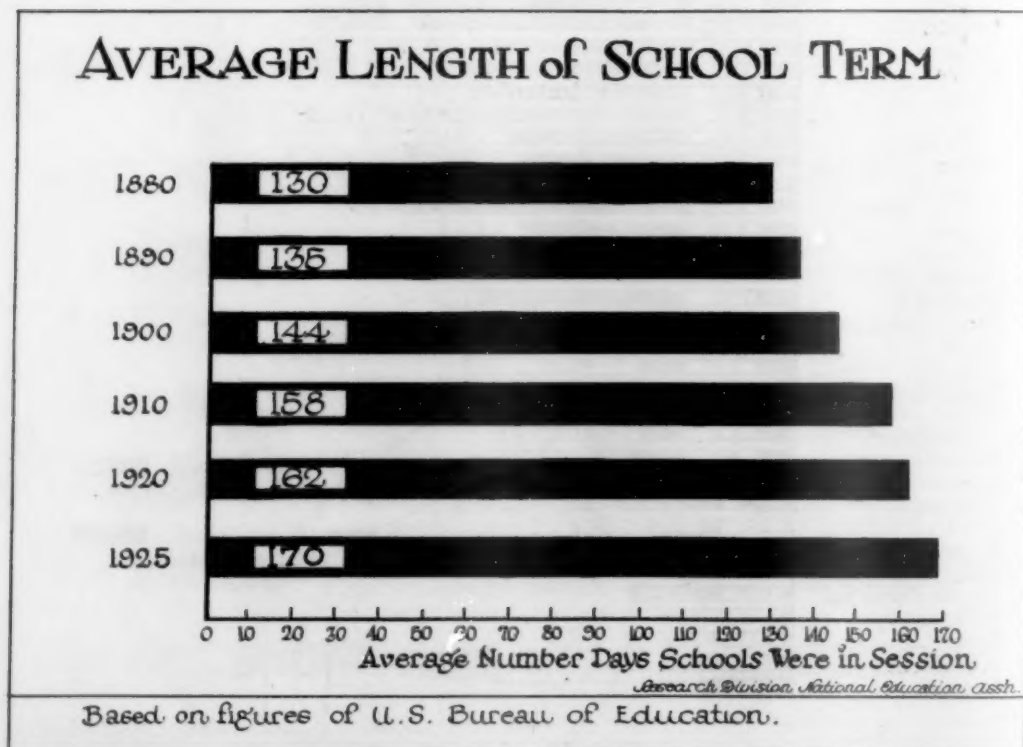


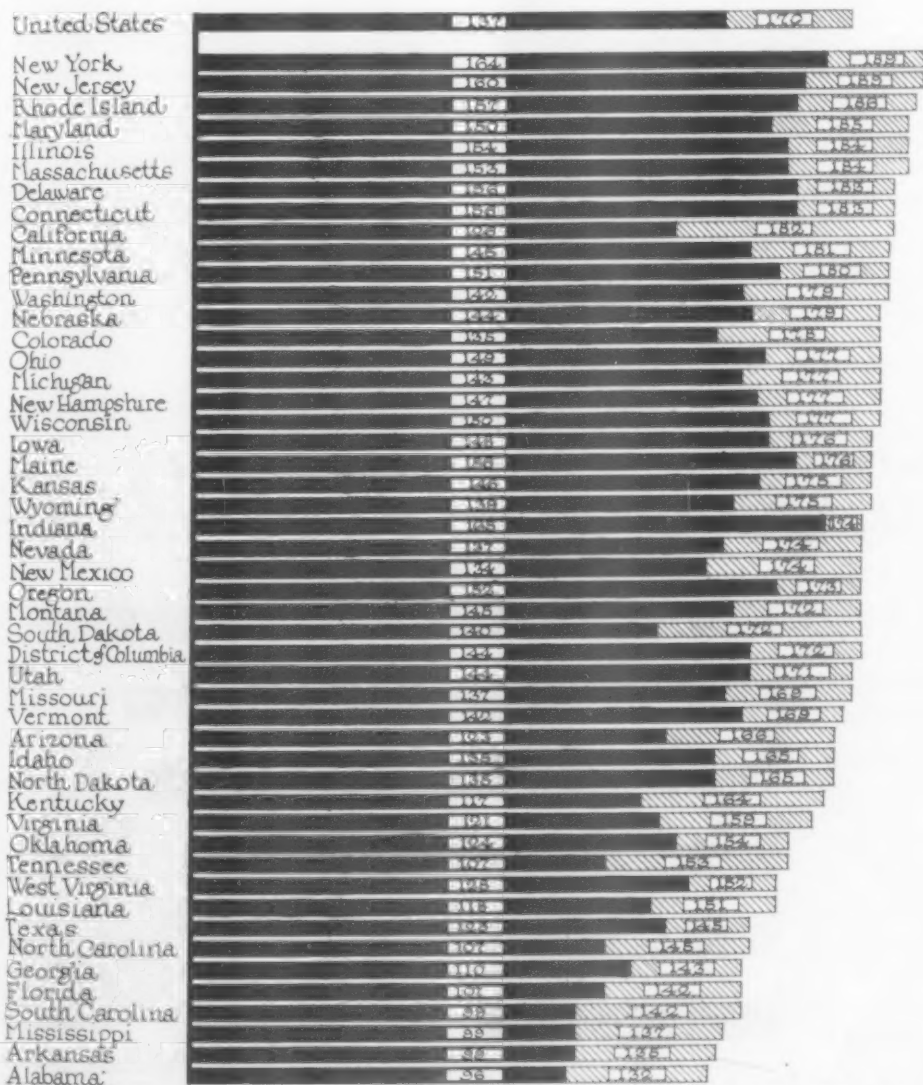
CHART VII

OPPORTUNITY TO ATTEND SCHOOL AND USE MADE OF OPPORTUNITY

AVERAGE LENGTH OF SCHOOL TERM AND AVERAGE
NUMBER OF DAYS ATTENDED PER PUPIL ENROLLED

Average Number of Days
Attended Per Pupil Enrolled

Average Number of Days
Schools Were in Session



Research Division, National Education Assn.

Based on data of U. S. Bureau of Education

Progress in Lifting Teacher Compensation to a Professional Level¹

Teaching is still far short of being a profession as to financial reward given those who enter this work. The chart on the opposite page shows the average salary of teachers, supervisors and principals in the various states. There is but one state in the Union in which the average salaries of teachers is as much as the average income of all gainfully employed workers, which was \$1,971 in 1925. The average salaries of teachers in 1925 was \$1,252, or but 64 percent of the average income of the nation's gainfully occupied. Herein lies the fundamental reason why approximately half of the nation's teachers have less than an acceptable minimum of training, that is, normal school graduation.

But progress is being made. Teachers salaries increased slightly more rapidly between 1913 and 1926 than did the income of most groups. The chart at the foot of the page shows the percent increase in the average

salaries and wages of several groups including teachers. This progress is encouraging. But it should be remembered that teachers' salaries were lamentably low in 1913; the average salary of teachers in that year being but \$512. No group of workers for which figures are available, then received so low an income. The position of teachers in 1913 is graphically shown in the chart at the foot of page 210. A modest increase in amount of salary represents a large percent gain if the salary concerned is very low. Teachers' salaries were very low in 1913. The percent increase in teachers' salaries is therefore comparatively large.

The income promised by a line of work largely determines the type of human material doing that work. This is particularly true of an occupation in which the level of compensation is relatively close to the level of subsistence. In choosing between several careers a capable young person will give relatively

¹ The May issue of the *Research Bulletin* contains material pertinent to the further study of this topic.

CHART VIII

PERCENT INCREASE IN AVERAGE INCOME SALARY OR WAGE OF SEVERAL GROUPS 1913 TO 1926

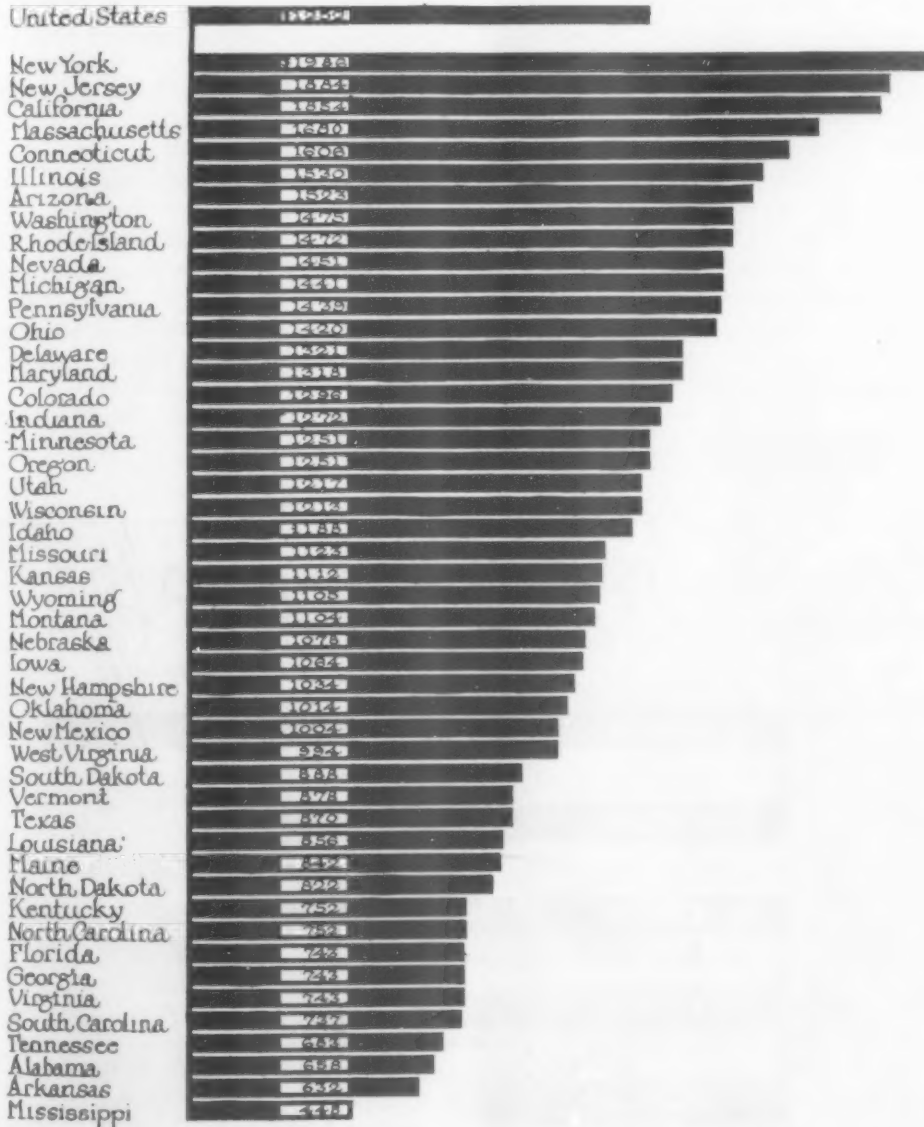


Research Division National Education Assn

Based on data in Tables 20 and 22 of the May, 1927 Research Bulletin of the National Education Association

CHART IX

AVERAGE SALARIES OF TEACHERS, SUPERVISORS, AND PRINCIPALS BY STATES, 1925



Research Division National Education Ass'n

Based on data from U. S. Bureau of Education.

little consideration to differences in compensation to be expected, when all careers under consideration promise an income well above the level of a living wage. The matter of compensation becomes a matter of growing consideration, however, as it approaches nearer to the level of subsistence.

A reduction in teachers' salaries, which was the virtual result of the loss in purchasing power of the dollar around 1920, caused a rapid loss in normal school enrolments. Thousands of the best teachers left the profession. They could no longer maintain the standard of living teaching required. Increases in teachers salaries since 1920 has resulted in a growth in attendance in teacher training institutions.

Recently it has been stated there is an over-supply of teachers. There is an over-supply of people who are willing to keep school, but there is not an over-supply of trained teachers. There are fewer people ready to offer their services as teachers, who

have training equivalent to normal school graduation, than there are teaching positions in the United States.¹

These statements sum up the recent history of teachers' salaries and incomes of gainfully occupied persons in general:

1. In the pre-war period teachers were the lowest paid of any group of workers for which figures are available.

2. Salaries and wages of the population in general have substantially increased over pre-war figures.

3. Teachers' salaries have been substantially increased over pre-war figures.

4. Teachers' salaries still occupy a disadvantageous position when compared with those of other groups.

5. Further increases will be necessary in teachers salaries to lift them to an appropriate place in the economic scale.

Are the salaries paid teachers in your community such as will attract the type of person you wish to instruct your children?

¹ See page 175 and following of the September, 1926, *Research Bulletin*, for further evidence on this point.

CHART X

AVERAGE INCOME, SALARY, OR WAGE OF SEVERAL GROUPS IN 1913



Research Division National Education Ass'n

Based on data from Table 21, May 1927 *Research Bulletin* of the National Education Association.

COMPARISON of TEACHERS SALARIES WITH EARNINGS AND INCOMES OF VARIOUS GROUPS OF GAINFULLY OCCUPIED PERSONS IN 1926

Average income of all
gainfully occupied
persons.

\$ 2010

Average income of all
persons having incomes
of less than \$3000.

\$ 1693

Average earnings of
workers in 25 manu-
facturing industries.

\$ 1309

Average earnings of
trade union members

\$ 2502

Average salary of routine
clerical employees work-
ing under supervision.

\$ 1200

Average salary of
high grade clerical
workers

\$ 1908

Average salary of
U. S. Government
Employees

\$ 1809

Average Salary of teach-
ers, principals, and
superintendents in
public schools

\$ 1275

*Research Division
National Education Association*

Read table thus: The average income of the 44,600,000 gain-
fully occupied persons in the United States in 1926 was \$2010.
Similarly read figures for other groups of workers.
Sources of data: These figures based upon a number of income and wage
investigations cited in the May, 1927 Research Bulletin of the
National Education Association.

Progress in Developing a Living Curriculum

A new curriculum suited to children of all levels of ability and to present-day-life needs. Hundreds of school systems are striving to build courses of study broad enough to meet the needs of all children, varied enough to serve the interests of the individual child, and related definitely to the problems of contemporary living. These new courses are selected, not on the basis of tradition, but on the basis of (1) the needs, abilities, and interests of particular pupils; (2) results of occupational or job analyses; (3) pooled judgments of thoughtful men and women as to the human abilities and characteristics which are most desirable for adult citizens; and (4) findings of research as to the best educational practices and the relative social value of various curriculum materials.

The table on the opposite page shows the evolution of our elementary-school curriculum and of methods of teaching. Cubberley¹ classifies the studies which now characterize the elementary school as follows:

Drill Subjects		
Reading	Spelling	Language
Writing		Arithmetic
Content Subjects		
Geography	Manners and Conduct	
History	Nature Study	
Literature	Agriculture	
Civic Studies	Health Work	
Expression Subjects		
Kindergarten Work	School Gardening	
Music	Vocational Subjects	
Drawing	Plays and Games	
Manual Arts	Auditorium Activities	
Domestic Arts	Civic Activities	

The order of arrangement above, according to Cubberley, is not only almost the order of historical introduction of the different subjects into the elementary school, but the three groups also represent the three great periods of our elementary-school development. The earlier school was characterized by drill subjects; the period from 1860 to 1890 by the content subjects, with the exception of agriculture and

health work; and the modern elementary school by the expression subjects. A review of these subjects shows that the twentieth century has given us a new conception as to the function of the public school. Now it is expected to offer opportunity to practice life, to develop skills and habits, to create attitudes, and to train in reflective thinking and analysis.

High school curriculums have gone through a similar evolution. Formerly they included only college preparatory subjects. In addition to these, they now often include journalism, public speaking, business English, bookkeeping, typewriting, stenography, penmanship, commercial law, arithmetic, mechanical drawing, agriculture, general science, shop mathematics, electricity, machine shop, auto shop, printing, sheet metal, home management, dietetics, nursing, band, orchestra, chorus, free-hand drawing, design, hygiene, and physical education.

The twentieth century has given us a new conception as to the function of the public schools. Formerly the work of the school was complete when the child had attained the ability to write a legible hand, to read, and to perform simple mathematical calculations. Today the child acquires the valuable skills known as the three R's and becomes more proficient in them as he applies them in the study of such subjects as hygiene, history, civics, science, music, and art. Through these subjects he comes into possession of habits of thought and action that mold his character for public service.

The child of the old-time school memorized certain facts and acquired a few simple skills. Such an education does not fit a child for modern life. To illustrate: It is not enough that a child be able to read aloud in a halting voice. He must learn to read silently, accurately, and with rapidity. He must acquire the habit of reading. He must be given the ability, insofar as his innate capacity permits, to discriminate between trash and literature. No lower ideals than these should be accepted in the teaching of reading if the foundation for intelligent citizenship is to be laid. And so it is with every subject in the curriculum. The

¹ Cubberley, Ellwood P., *An Introduction to the Study of Education and to Teaching*, Boston, Houghton Mifflin Co., 1925, p. 18.

modern school seeks to create an environment made up of real life situations. The new course of study calls for the mastery of life as it is today and is to be tomorrow.

One of the public school's greatest virtues is its flexibility. The American public school's ability to modify its organization and the content of its curriculum stands out as unique in the history of educational systems. The public school is recognizing that the educational methods which sufficed in the eighteenth century will not do for the twentieth.

It is true that the public school is not achieving its growth without growing pains, but these should not be mistaken for organic disease. He who condemns the school for its efforts to adapt its organization, methods, and curriculum content to the needs of an age of rapid change condemns the school for one of

its greatest virtues. It is this characteristic that has enabled the school to hold and strengthen its position as a constructive institution. A static school in a dynamic civilization soon loses its influence.

A quick means of determining the ideals and purposes which actuate a school system. The examination of the course of study of a school system is a reliable means of determining the ideals and habits of conduct which the school seeks to develop. When a board of education adopts a course of study, it is shaping the thinking of the future citizens of that community.

Does the course of study in use in your school system pool the best thinking of your teaching staff, the advice of experts, the findings of educational research? Is it adapted to individual and social needs?

TABLE 1

THE EVOLUTION OF OUR ELEMENTARY-SCHOOL CURRICULUM, AND OF METHODS OF TEACHING¹

1775	1825	1850	1875	1900
READING..... Spelling..... Writing..... Catechism..... BIBLE..... Arithmetic.....	READING*..... <i>Declamation</i> SPELLING*..... <i>Writing</i> <i>Good Behavior</i> <i>Manners and Morals</i> ARITHMETIC*.....	READING..... DECLAMATION..... SPELLING..... WRITING..... Manners..... Conduct..... MENTAL ARITH.*..... CIPHERING.....	READING..... <i>Literary Selections</i> SPELLING..... PENMANSHIP*..... Conduct..... PRIMARY ARITH..... ADVANCED ARITH.....	READING*..... LITERATURE*..... <i>Spelling</i> <i>Writing</i> *..... ARITHMETIC.....
	Bookkeeping..... GRAMMAR..... Geography.....	Bookkeeping..... Elementary Lang..... GRAMMAR..... Geography..... History U. S.....	<i>Oral Language</i> *..... GRAMMAR..... <i>Home Geography</i> *..... TEXT GEOGRAPHY..... U. S. HISTORY..... Constitution.....	ORAL LANGUAGE..... <i>Grammar</i> <i>Home Geography</i> TEXT GEOGRAPHY*..... <i>History Stories</i> *..... TEXT HISTORY*.....
	Sewing and Knitting.....	Object Lessons.....	Object Lessons*..... Elementary Science*..... Drawing*..... Music*..... Physical Exercises.....	<i>Nature Study</i> *..... Elementary Science..... <i>Drawing</i> *..... <i>Music</i> *..... Play..... Physical Training*..... Sewing..... Cooking..... Manual Training.....

CAPITALS=Most important subjects. *Italics*=Subjects of medium importance. Roman=Least important subjects. *=New methods of teaching now employed.

¹ Cubberley, Ellwood P., *An Introduction to the Study of Education and to Teaching*. Houghton Mifflin Company, Boston, 1923, p. 17.

Progress Toward Becoming a Nation of Eighth Graders

A decade ago we were "A Nation of Sixth Graders." We have made progress since that time. Now we are a nation of seventh graders. The chart on the opposite page shows that the average number of years of school life in the United States is 6.92, or nearly seven years. If all children were promoted a grade for every year they attend we would be just short of being a nation of eighth graders. Since all children do not make a grade for each year of attendance, we are probably just barely in the seventh grade.

Some states have definitely gotten out of the grammar school. Massachusetts, Utah, New Jersey, Maine, and a few other states seem to have reached high school. Some states are still fourth graders. The southern states since 1870 have had to build a school system from the ground up for a large percent of their population. As a result most of these states on the average give their children but four or five years of schooling.

The nation as a whole is making real prog-

ress toward providing its children a sufficient number of years of schooling to prepare them for successful living in a great democracy. The chart at the foot of the page shows a tremendous increase in high school enrolment. The high school is not only becoming a peoples' college as to number enrolled but as to type of opportunity offered. It serves all classes, not the few who go to college.

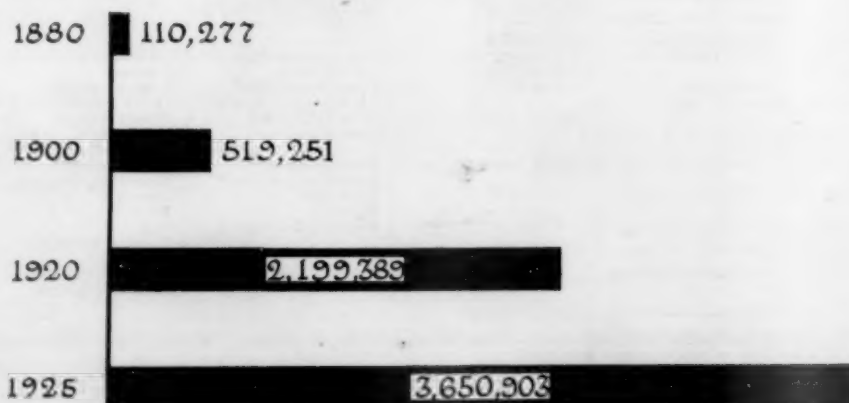
If the population of the nation had increased as rapidly between 1880 and 1925 as high school enrolment, we would have had a population of 1,660,507,508 in that year. More pupils were enrolled in high schools in each of the following states in 1925 than in the whole nation in 1880: California, Illinois, Indiana, Iowa, Massachusetts, Michigan, New York, Ohio, Pennsylvania, Texas, and Wisconsin.

Is your community offering its children sufficient schooling so that they have a fair start in the race of life? In what grade is your state?

CHART XII

GROWTH IN HIGH SCHOOL ENROLMENT

1880 to 1925

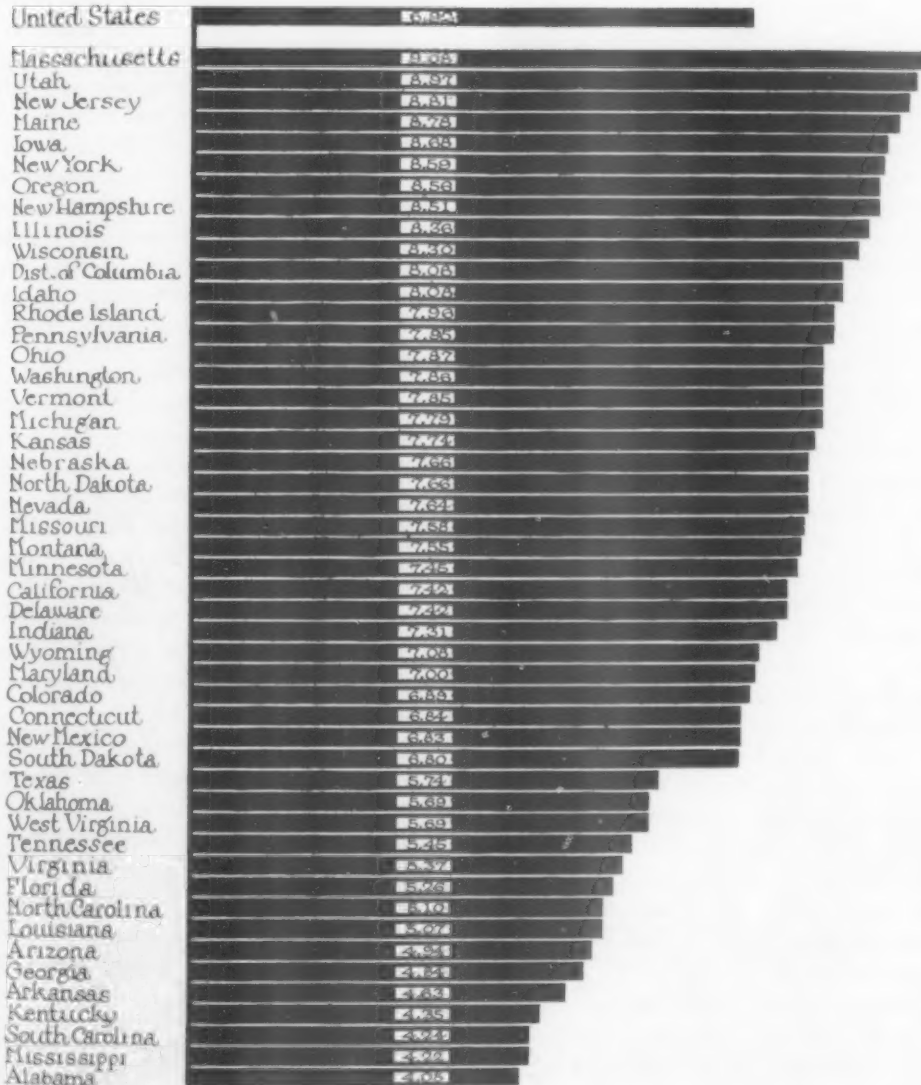


Research Division, National Education Ass'n.

Based on data of U. S. Bureau of Education.

CHART XIII

AVERAGE NUMBER OF YEARS CHILDREN ATTEND SCHOOL



Research Division National Education Ass'n.

Based on Data from U.S. Bureau of Education.

Progress in Securing Adequate School Support¹

Early in its history the nation recognized that sound financial support was essential to effective conduct of important public services. The army and navy, the postal service, road building and other primary public functions have long been conducted on a sound financial basis.

The nation less promptly recognized the necessity of adequate financial support for public schools. In some states the schooling of children was at first a charitable activity. Only paupers attended public schools. The last vestige of this idea has disappeared in progressive communities. One state after another is taking action to place school support on a firm foundation.

The chart on the opposite page shows the expenditures in 1925 for public elementary and secondary schools per pupil in attendance for all purposes, both current expenses and buildings and sites. The average cost of a year's schooling for a child is \$76.24. In 1925 new buildings and sites cost \$21.86 per pupil attending. These figures are remarkably low when one compares the cost of educating a child for a year under private auspices, but it represents a real advance over the meagre support provided in our earlier educational history.

Some have criticized the schools because of the increases in school expenditures in recent years. Such critics frequently disregard the fact that much of this increase is due to growth of attendance and loss in purchasing power of the dollar. School expenses require more dollars now than in former decades because more children are in school and because each dollar expended purchases less of the things essential to school maintenance.

The increase in cost of a given quantity of schooling has not been out of proportion to the increase in the cost of other services or commodities. The chart at the foot of page 220 shows the percent increase in the cost of various commodities and services since 1913. Comparable amounts of food and house fur-

nishings cost 62 percent and 66 percent more in 1925 than in 1913. The cost of labor increased 138 percent during this period, while the average income of the nation's gainfully employed persons increased 133 percent.

During this period the average cost of educating one child one day in the public elementary and secondary schools of the United States increased 112 percent. Considering that the financial support of education was on a relatively low level before the war, this increase does not appear excessive. The standard of living has substantially increased since 1913. The average income of gainfully employed persons has increased 133 percent, and per capita income 134 percent, since that year. During this same time the cost of educating children has increased 112 percent.

A democracy cannot afford to allow its standard of living to increase more rapidly than its standard of educating.

At present school costs require but a minor fraction of the nation's economic power. Unless one conceives of education as a matter of minor interest, he would not wish to reduce the financial support accorded the schools. The ability of the nation to meet present or greater educational costs if school efficiency demands is clearly evidenced by the figures of the table on pages 118-119.

Looked at from any but a short-sighted viewpoint, the money spent for schools is a first-rate investment. This is recognized by authoritative economists. Willford King, in estimating the increase in capital and savings in the United States, lists increases in productive power resulting from education as one of four factors that mean greater productive power. He states:

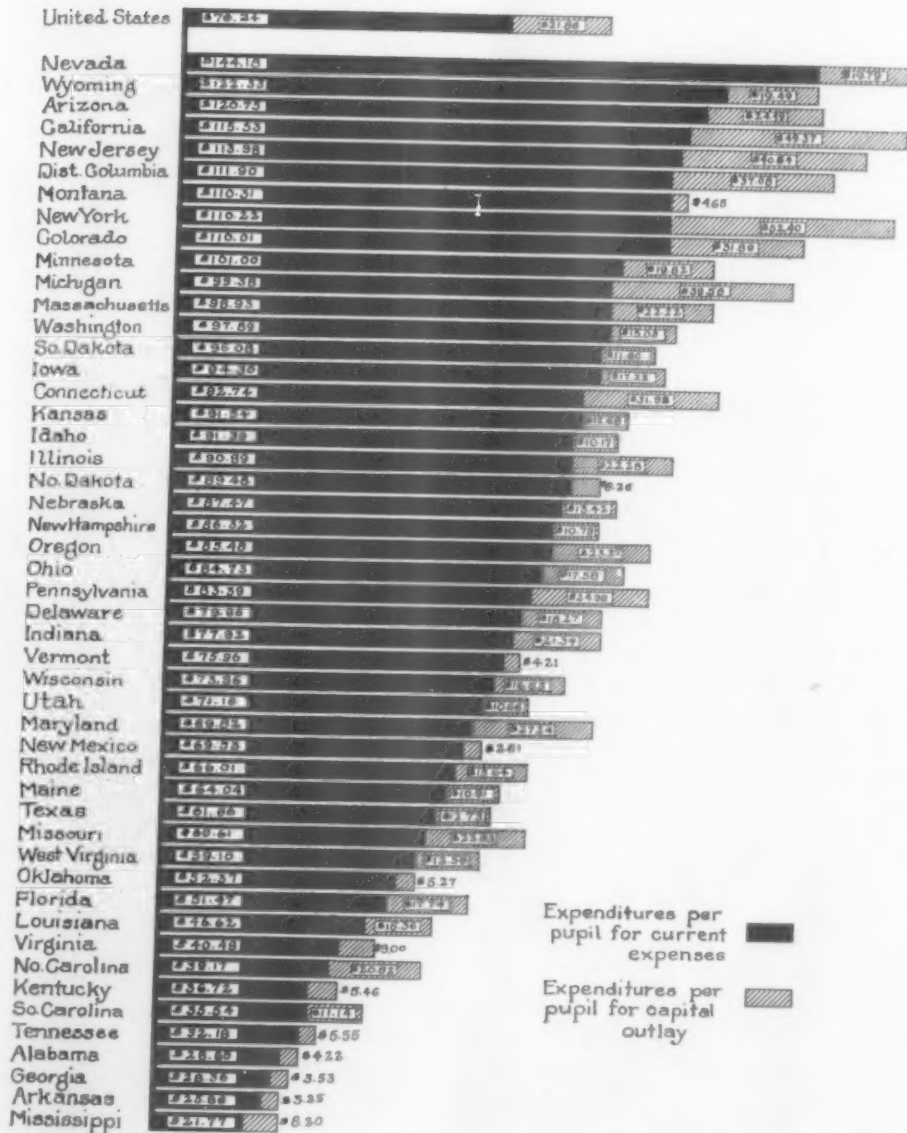
Some of the most expensive and important forms of saving are not tangible but consist of such things as accumulated scientific knowledge and the training of the human mind. Savings of the last-mentioned variety are extremely perishable, since they are constantly being lost through the death of the persons possessing the education.²

¹ The November, 1926, and January, 1927, issues of the *Research Bulletin* contain material on this topic.

² *American Statistical Association Journal*, September, 1922.

CHART XIV

EXPENDITURES OF PUBLIC ELEMENTARY AND SECONDARY SCHOOLS PER PUPIL IN ATTENDANCE, 1924-25



Research Division, National Education Ass'n

Data from U.S. Bureau of Education.

TABLE 2.—INDICATIONS OF ECONOMIC POWER OF THE STATES AND EXPENDITURES FOR PUBLIC SCHOOLS

States	1	2	3	4	5	6	7
	Estimated value of tangible wealth, 1925	Yearly current income, 1926	Amounts in savings accounts, 1926	Yearly expenditures for building construction, 1925	Yearly expenditures for certain luxuries, 1924	Cost of public elementary and secondary schools, 1924-25	
United States	\$355,300,000,000	\$89,682,000,000	\$24,696,192,000	\$6,500,000,000	\$5,522,000,000	\$1,946,096,912	
Alabama	3,375,350,000	977,533,800	102,408,000	61,750,000	46,384,800	14,342,220	
Arizona	1,492,260,000	313,887,000	75,229,000	23,855,000	16,013,800	7,975,366	
Arkansas	2,948,990,000	771,265,200	70,311,000	68,705,000	35,893,000	10,733,579	
California	16,983,340,000	4,188,149,400	1,679,146,000	390,330,000	335,737,600	123,014,774	
Colorado	3,659,590,000	869,915,400	107,014,000	47,710,000	49,698,000	26,416,979	
Connecticut	5,969,040,000	1,416,975,600	739,038,000	133,250,000	87,247,600	31,174,968	
Delaware	675,070,000	206,768,600	53,634,000	15,795,000	9,939,600	3,258,165	
Dist. of Col.	1,918,670,000	587,933,000	80,204,000	67,535,000	43,071,600	9,048,119	
Florida	2,735,810,000	538,092,000	178,488,000	56,485,000	39,206,200	14,963,895	
Georgia	4,405,720,000	1,372,134,600	150,597,000	116,030,000	64,607,400	17,356,210	
Idaho	1,740,970,000	340,791,600	27,793,000	23,855,000	17,670,400	9,129,820	
Illinois	25,084,180,000	6,806,853,800	1,385,377,000	459,355,000	466,609,000	126,990,918	
Indiana	9,983,930,000	2,268,954,600	388,116,000	178,555,000	133,632,400	60,287,866	
Iowa	11,867,020,000	1,838,481,000	515,221,000	125,580,000	121,484,000	56,597,796	
Kansas	7,070,470,000	1,390,071,000	126,263,000	69,745,000	71,786,000	36,844,915	
Kentucky	4,050,420,000	1,246,579,800	179,677,000	49,075,000	61,294,200	17,348,137	
Louisiana	3,837,240,000	1,013,406,600	133,985,000	63,875,000	56,876,600	19,744,859	
Maine	2,273,920,000	600,869,400	284,380,000	23,075,000	31,475,400	9,778,587	
Maryland	4,512,310,000	1,345,230,000	349,889,000	95,550,000	76,203,600	20,494,351	
Massachusetts	14,638,360,000	4,412,354,400	2,275,704,000	255,905,000	270,025,800	75,385,090	
Michigan	12,861,860,000	3,506,566,200	1,028,545,000	325,715,000	217,014,600	94,428,562	
Minnesota	9,664,160,000	1,811,576,400	531,918,000	135,655,000	112,648,800	53,067,778	
Mississippi	2,451,570,000	690,551,400	92,660,000	34,515,000	29,266,600	13,568,098	
Missouri	11,263,010,000	2,546,968,800	384,755,000	140,535,000	162,346,800	49,669,648	
Montana	2,522,630,000	448,410,000	58,933,000	28,145,000	24,246,800	11,258,117	
Nebraska	6,004,570,000	977,533,800	208,334,000	69,485,000	64,055,200	26,457,274	
Nevada	604,010,000	89,682,000	19,365,000	2,470,000	5,522,000	2,068,364	
New Hampshire	1,563,320,000	376,664,400	201,723,000	18,330,000	19,879,200	5,982,089	
New Jersey	13,323,750,000	3,282,361,200	1,127,334,000	283,465,000	181,673,800	88,724,654	
New Mexico	959,310,000	224,205,000	7,485,000	12,025,000	9,387,400	4,835,102	

TABLE 2.—INDICATIONS OF ECONOMIC POWER OF THE STATES AND EXPENDITURES FOR PUBLIC SCHOOLS—(Continued)

States	2	3	4	5	6	7
	Estimated value of tangible wealth 1925	Yearly current income, 1926	Amounts in savings accounts 1926	Yearly expenditures for building construction, 1925	Yearly expenditures for certain luxuries, 1924	Cost of public elementary and secondary schools, 1924-25
I						
New York.....	41,818,810,000	13,048,731,000	5,918,682,000	928,850,000	938,187,800	275,069,489
North Carolina.....	5,116,320,000	1,228,643,400	1,148,802,000	76,310,000	56,876,600	35,765,908
North Dakota.....	2,771,340,000	412,537,200	92,910,000	7,865,000	22,640,200	13,547,755
Ohio.....	20,891,640,000	5,389,888,200	1,252,637,000	539,370,000	331,320,000	106,483,311
Oklahoma.....	4,512,310,000	1,390,071,000	92,915,000	106,535,000	58,533,200	30,393,570
Oregon.....	3,872,770,000	744,360,600	113,776,000	52,520,000	51,354,600	17,133,490
Pennsylvania.....	32,545,480,000	8,331,457,800	2,336,513,000	480,610,000	495,323,400	166,829,808
Rhode Island.....	2,167,330,000	645,710,400	321,865,000	34,710,000	35,893,000	9,113,903
South Carolina.....	2,700,280,000	798,169,800	103,694,000	58,500,000	33,684,200	15,653,111
South Dakota.....	3,304,290,000	484,282,800	85,568,000	15,860,000	28,162,200	14,361,280
Tennessee.....	4,761,020,000	1,085,152,200	165,512,000	92,560,000	61,846,400	17,397,708
Texas.....	11,120,890,000	3,246,488,400	164,924,000	293,475,000	168,421,000	63,883,156
Utah.....	1,740,970,000	331,823,400	64,373,000	16,785,000	20,431,400	4,379,614
Vermont.....	959,310,000	260,077,800	182,322,000	12,700,000	12,700,000	4,379,614
Virginia.....	5,307,150,000	1,264,516,200	229,383,000	98,345,000	66,264,000	20,913,847
Washington.....	5,791,390,000	1,291,420,800	192,423,000	73,515,000	85,591,000	29,050,804
West Virginia.....	5,293,970,000	968,565,600	154,822,000	67,860,000	56,324,400	23,775,347
Wisconsin.....	8,882,500,000	2,080,622,400	489,951,000	154,505,000	125,901,600	46,239,265
Wyoming.....	1,101,430,000	224,205,000	21,622,000	10,790,000	11,596,200	5,835,164

Sources of data: The figure as to value of tangible property in the United States as a whole from *National Wealth, United States, 1925*, Chart No. 150, National Industrial Conference Board. This national figure was distributed among the states on the basis of the Federal Census of Wealth. The figure given for income for the United States as a whole is taken from *Bulletin of the Bureau of Economic Research*, February 21, 1927. This total was distributed among the states on the basis of the average of the national income found in the years 1919 and 1920 as estimated by the National Bureau of Economic Research. Figures for amounts in savings accounts are from *State Deposits and Depositors, 1910, 1911, 1916, 1921, 1926*, compiled by American Bankers Association, New York City. The figures for building construction in the United States as a whole from 1925 Commerce Yearbook of the United States Department of Commerce, page 295. This total was distributed among the states by using the estimate of the percent of the total volume of construction in each state, as given in *Income in the Various States*, National Bureau of Economic Research, page 70. This estimate is based upon a study of the volume of construction in the United States for the three years 1919-1921. The figures for luxuries for the United States as a whole is an estimate of the United States Treasury Department as to the amount expended in the United States in 1924 for certain articles. The figures given include the following articles: Soft drinks, and ice cream, theatres, candy, chewing gum, tobacco, sporting goods and toys, jewelry, perfumes and cosmetics. The total national expenditures for these articles were distributed among the states on the basis of an average of the percentages of the national totals of the following items found in each state: Value of tangible wealth, average annual current income, taxes paid in connection with admission to theatres, and taxes paid in connection with purchase of jewelry. The amounts given for each state should be looked upon as approximations rather than exact estimates. The fact that the taxes collected on luxuries are in many cases paid at the place of manufacture, rather than at the place of purchase, makes it impossible to estimate exactly the amount expended in each state for each item in the luxury list given above. Figures as to cost of public elementary and secondary schools from *Statistics of State School Systems, 1924-1925*, U. S. Bureau of Education, Bulletin, 1927, No. 13, Table 25, Column 7, p. 42.

Wesley C. Mitchell, in a recent publication of the National Bureau of Economic Research, states:

"... the work young people do in school is of vital concern to economic welfare in the long run."¹

Expenditures for schools have long been justified on the basis of the resulting increase in the spiritual welfare of the nation. This is the chief justification for the existence of schools and cannot be over-emphasized, but the money expended for schools can also be justified on a cold economic basis. The states which support their schools on an adequate basis rank high in per capita income and other measures of economic well-being. By this is not meant that the schools are solely responsible for this economic well-being. Economic strength is the result of a combination of factors. But a good school system is one factor which contributes toward material welfare. Without the high level of intelligence which

results from the work of the school, our present industrial organization would be impossible, both from the point of view of production and consumption. Illiterates are poor producers as well as poor buyers.

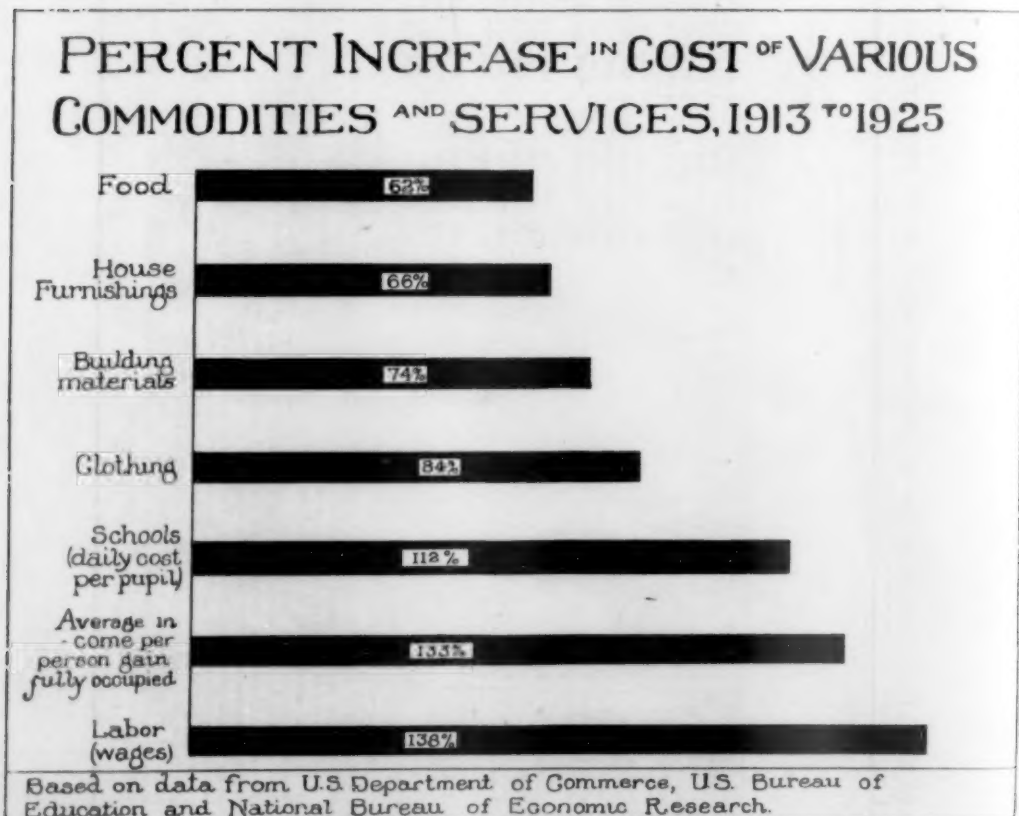
One need not be extravagant in his claims for the school. It is reasonable to suppose that our national income would be at least one-tenth less than it is if our population were an illiterate one. One-tenth of our yearly national income is nine billion dollars. This sum is more than three times the annual cost of all schools and colleges both public and private.

More and more business concerns and the people in general are looking upon taxes paid for school support as an investment which pays a high rate of return.

Are the schools of your state receiving adequate financial support? Is your state insuring its future by providing a first rate school system?

¹ *Business Cycles*, National Bureau of Economic Research, p. 85.

CHART XV



Advance in General School Effectiveness

The measurement of school efficiency, state or local, is a difficult task. No one has accurately measured all the factors which constitute school efficiency. We know in a general way that good citizenship, vocational efficiency, ethical character and other desirable traits result from the work of good schools. As yet we have not measured these qualities with convincing success.

The most satisfactory attempts to measure state school efficiency are those of Ayres and Phillips. These statisticians have each selected ten items considered indicative of the status of a state's school system.

Ayres based his rankings of the states upon their standing in these ten items:

1. Percent of school population attending school daily.
2. Average days attended by each child of school age.
3. Average number of days schools were kept open.
4. Percent that high school attendance was of total attendance.
5. Percent that boys were of girls in high schools.
6. Average expenditure per child in average attendance.
7. Average expenditure per child of school age.
8. Average expenditure per teacher employed.
9. Expenditure per pupil for purposes other than teachers' salaries.
10. Expenditure per teacher employed for salaries.¹

Phillips based his educational ranking of the states upon these items:

1. Percent of illiteracy.
2. Ratio of children in attendance to those of school age.
3. Percent of enrolment in high school.
4. Average days attended by each child enrolled.
5. Average number of days schools were open.
6. Ratio of students preparing to teach to teaching positions.
7. Percent of high school graduates continuing education.
8. Cost, excluding salaries, per pupil in attendance.
9. Average salary of teachers, principals, supervisors.
10. Amount expended per child of school age.²

The table on the following page shows the ranking of the states arrived at by combining

their standings in the items used by Ayres and Phillips. An uncritical acceptance of these rankings will lead to misinterpretations.³ They indicate the school facilities provided in a state as well as the educational results obtained. A state school system may be making excellent use of meager facilities furnished for the conduct of the schools and still rank low. An ideal ranking of the states might show that some states really rank higher and others lower than the table indicates.

The rankings of the table, however, are of value. Few would deny that, other things being equal, a state's educational standing is improved:

1. If its schools receive adequate rather than inadequate financial support.
2. If all children of school age are enrolled and attend regularly during a school year of adequate length.
3. If provision is made for training of teachers.
4. If the percent of illiteracy is low.

It is such factors as these that Ayres and Phillips have used in their educational rankings of the states. If a state stands high on such indications of educational efficiency it is to be commended. If it stands low it should study the situation and determine the causes. It is of particular importance to determine whether it is gaining or losing in educational effectiveness. This cannot be determined from the table of state ranks. A state may be gaining in school efficiency, but gaining less rapidly than the majority of states, and hence rank lower each year among the 48.

Lack of space precludes giving figures for individual states as to advance in school efficiency. The index of state school effectiveness has increased since 1918 in all states but one. The indexes for the United States, if we accept 100 as denoting high efficiency, are: 1918, 44.34; 1920, 44.73; 1922, 57.15; and 1924, 59.51. The figure is probably over 60 at present. This represents real advance.

What is the standing of your state school system? What can be done to increase the educational effectiveness of the schools of your state?

¹ Ayres, Leonard P. *An Index Number for State School Systems*, Russell Sage Foundation, p. 11.

² Phillips, Frank M. "Educational Rank of the States, 1924." *American School Board Journal*, April, 1926. p. 47.

³ See for example: Myers, Charles E. "Educational Ranking of States," *Pennsylvania School Journal*, December, 1926. p. 237.

TABLE 3.—EDUCATIONAL RANK OF STATES, BY TWO METHODS—1910, 1920, AND 1924

States	1910		1920		1924	
	Ayres	Phillips	Ayres	Phillips	Ayres	Phillips
1	2	3	4	5	6	7
Alabama.....	45	43	47	45	46	45
Arizona.....	18	30	8	33	12	26
Arkansas.....	46	47	44	44	49	49
California.....	2	3	1	4	1	2
Colorado.....	12	12	17	21	7	8
Connecticut.....	13	20	10	24	14	23
Delaware.....	34	38	33	32	28	29
District of Columbia.....	4	1	9	3	13	9
Florida.....	41	40	37	42	38	40
Georgia.....	44	42	46	47	45	48
Idaho.....	20	18	5	2	29	24
Illinois.....	11	7	23	22	16	16
Indiana.....	17	14	15	12	17	11
Iowa.....	30	23	20	9	23	13
Kansas.....	24	19	21	14	22	14
Kentucky.....	40	41	49	46	43	39
Louisiana.....	39	37	40	39	40	41
Maine.....	31	29	32	29	32	28
Maryland.....	33	35	36	34	27	32
Massachusetts.....	5	4	11	17	9	22
Michigan.....	19	8	16	11	6	7
Minnesota.....	21	15	18	15	11	6
Mississippi.....	47	48	48	49	47	47
Missouri.....	32	31	30	28	33	33
Montana.....	7	13	3	19	30	31
Nebraska.....	22	9	25	25	25	19
Nevada.....	3	17	2	8	2	17
New Hampshire.....	28	31	28	23	31	34
New Jersey.....	6	6	7	6	4	5
New Mexico.....	38	39	35	36	37	42
New York.....	8	5	12	7	3	4
North Carolina.....	48	46	43	43	41	43
North Dakota.....	27	24	24	18	26	25
Ohio.....	14	21	13	10	5	3
Oklahoma.....	35	33	34	35	35	35
Oregon.....	15	16	19	13	15	10
Pennsylvania.....	16	26	31	27	19	21
Rhode Island.....	10	10	29	30	21	27
South Carolina.....	49	44	45	48	48	46
South Dakota.....	26	22	22	20	20	15
Tennessee.....	43	49	42	40	44	44
Texas.....	37	34	39	37	39	35
Utah.....	9	11	6	5	24	26
Vermont.....	29	28	26	31	34	30
Virginia.....	42	45	41	38	42	38
Washington.....	1	2	4	1	10	7
West Virginia.....	36	36	38	41	36	36
Wisconsin.....	23	25	27	16	18	12
Wyoming.....	25	27	14	26	8	18

Read table thus: According to Ayres' Method, Alabama ranked 45th among the states of the Union, in 1910 (Column 2); 47th, in 1920 (Column 4); and 46th, in 1924 (Column 6). According to Phillips' Method, Alabama had an educational rank of 43 in 1920 (Column 3); 45 in both 1920 and 1924 (Columns 5 and 7).

Sources of data: From *A Graphic View of Our Schools*, Frank M. Phillips, Houghton Mifflin Co., 1927.

STATES WITH THE highest average length of school life have low rates of illiteracy, high per capita incomes, and high per capita wealth. States with low average length of school life have high rates of illiteracy, low per capita income, and low per capita wealth. While it is not contended that length of school life causes all the fluctuations in the other three factors, it correlates so well with each of the three that school attendance seems to be a strong contributing factor to the welfare of the nation. *Statistics of State School Systems, 1924-25, U. S. Bureau of Education, page 10.*

Material for American Education Week

Journal of the National Education Association, October, 1927, presents material of particular value to those observing American Education Week. Detailed suggestions for making a program are included.

The Advance of the American Public School System, Research Bulletin, Volume V, No. 4, September, 1927, National Education Association, Washington, D. C. Price 25¢ per copy with discount when purchased in quantity. Especially prepared for use during American Education Week. Shows the progress of American education and the ideals, achievements and needs of our public schools.

A Handbook of Major Educational Issues, Research Bulletin, Volume IV, No. 4, September, 1926. National Education Association, Washington, D. C. Price 25¢ per copy with discount when purchased in quantity. Especially prepared for use during American Education Week last year. Material is still suggestive for the current year.

Research Bulletins issued for Education Week, 1923-1925 also contain material of current value. These bulletins are out of print but copies should be available in local school or city libraries. Ask for *Five Questions for American Education Week*, Research Bulletin, Volume I, No. 4, September, 1923; *Facts on the Public School for American Education Week*, Volume II, No. 4, September, 1924; and *Taking Stock of the Schools*, Volume III, No. 3, May, 1925.

Source Material for the Use of Rural Parent-Teacher Association Units. National Congress of Parents and Teachers, 1201 16th Street N. W., Washington, D. C. Price 25¢ per copy. Contains chapters dealing with the seven major objectives in education with suggestions for the organization of activities around these objectives.

Statistics of State School Systems, 1924-1925, Bulletin 1927, No. 13, United States Bureau of Education. Price 10¢ per copy from Superintendent of Documents, Government Printing Office, Washington, D. C. Latest comprehensive state school statistics, attractively presented.

American Legion Posts have special material available and are cooperating in the observance of American Education Week.

State Departments of Education, in a number of states, are now issuing pamphlets containing material of especial interest to the particular states concerned.

Local school systems also issue material which gives patrons an accurate picture of the achievements of the local schools, what it costs to maintain them, the ideals toward which the school board and the teaching staff are striving, and the financial and moral support from the local citizenry necessary to their realization.

Any activity is appropriate for American Education Week that results in a better understanding of the public school as an instrument of progress in a democracy. All the activities of the Week should emphasize and be built around this central theme.



EDUCATION has entered upon a most distinctive epoch of experimentation, change and improvement. Curiously, it seems to have long been an article of popular creed that the teacher is a conservative, the follower of a routine, changeless and unchanging. But if we take . . . account of his activities . . . , it is evident that the educator, together with the trained jurist, the scientific physician, the advanced theologian, the entrepreneur and the man of affairs generally, is moving onward and upward in this day of progress and reform, and that the educational achievements of these early years of the twentieth century are in themselves destined to make our age a memorable one.—*Frank Pierrepont Graves, State Commissioner of Education, New York.*