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EDUCATIONAL COMMENT

WHY EDUCATION COSTS MORE

OCCASIONALLY the question is raised, "Why does education cost more than, say, ten or fifteen years ago?" The factors involved here are many, but for Virginia the answer, in part, is as follows:

1. Public school enrollment in the State increased from 402,109 in 1910 to 555,689, or 39 per cent, in 1924. The attendance increased from 259,394 in 1910 to 417,715, or 61 per cent. in 1924.

2. The number of standard four-year accredited high schools has increased from 112 in 1912-13, the year the present system of accrediting high schools began, to 372 in 1923-24. In these schools for the same period the enrollment increased from 10,114 to 44,506, and the graduates from 1,489 to 5,866. The number of full time teachers in all high schools recognized in the State in 1912-13 was 844. The number of such teachers in 1923-24 was 2,369, but it should be stated that the increase is really greater than these figures represent because the State Board of Education in 1912-13 recognized a large number of schools which

today would not be recognized as high schools, and, of course, teachers who may be working in any such schools today are not included in the figures here given.

3. The number of teachers of all classes increased from 10,443 in 1910 to 16,487, or 60 per cent., in 1923-24.

4. The number of teachers holding certificates higher than the First Grade Certificate, that is, holding Professional Certificates of one kind or another, has increased from 2,820 in 1910 to 9,466, or 237 per cent. in 1923-24.

5. In 1910 there was no special Federal and State appropriation for vocational agriculture, vocational home economics, and trade and industrial education. In 1923-24 this expenditure totaled \$350,134.11.

6. In 1910 the number of children transported to school at public expense was negligible. In 1923-24 more than 20,000 children were transported daily to standard elementary or high schools.

7. The cost for service, equipment, supplies, etc., has increased markedly since 1910.

8. Capital outlay for buildings and equipment is one of the big items of the increased costs of education. The increase in this item was first seen after the war. Capital outlay for public elementary and high schools in 1920 represented two and three-quarter million dollars. Last year it ran to over six and a half million dollars, and has been reaching this figure for the last several years. This is due to the fact that local communities are no longer satisfied with the small, poorly constructed, unhygienic school buildings, especially since children must spend in these more waking hours than they usually spend at home.

9. In the early days, when but relatively few children went to school as compared with the situation today, these children were highly selected, coming from the families which fostered culture and learning. Such children were likely to have a natural love

for study and almost anybody could teach them, but with the masses in school now representing such a varied type in interest and ability, only the thoroughly trained teacher, with proper school facilities at his command, can be expected to accomplish the results required; consequently for this reason if for no other one, better teachers who cost more are constantly in demand.

10. It must be emphasized that a dollar in 1913 which bought 100 cents worth of a commodity, in 1924 bought only 58 cents worth of the same commodity. The depreciation of the dollar in the last decade represents almost 50 per cent.

—*Campaign Handbook*

BOOKS

VOCATIONAL GUIDANCE IN EDUCATION

ADMINISTRATION OF VOCATIONAL EDUCATION, by A. F. Payne. New York: McGraw-Hill Co., Inc. 1924. 354 pages.

ORGANIZATION OF VOCATIONAL GUIDANCE, by A. F. Payne. New York: McGraw-Hill Co., Inc. 1925. 438 pages. \$3.50.

CHOOSING YOUR LIFE WORK, by William Rosengarten. New York: McGraw-Hill Co., Inc. 1924. 323 pages. \$2.50.

Only in recent years have educators uniformly recognized that vocational education is the oldest form of education and that vocational guidance entered clearly into the educational utopias of the pre-Christian Greek philosophers. However, the tendency of the school when it was organized to draw away from this problem and leave it to extra-school agencies—except as regards professional and semi-professional education—until within the past century, is clearly mirrored in the late development of a significant body of literature on the subject. Readers and workers in the field of general education as well as vocational workers will welcome the addition of three volumes to our professional literature during the past school year, volumes which are equally excellent in the practical yet scientific contri-

bution of the authors and in the workmanship of the publishers.

Dr. Payne's treatise on the *Administration of Vocational Education* escapes alike the tendency to mere philosophizing and the tendency only to record the necessary skills and facts of trade education. Beginning with the education essential to a democracy and the place of vocational training therein, the author convinces his readers at the outset that he has a practical message. The business of vocational education is tied up with other aspects of education, the liberal and the civic; the position is taken that it includes not only skills and knowledge of vocational and related processes but also "an understanding of social and economic relationships."

The Introduction is further devoted to a careful analysis of the various kinds of related practical work in education, Parts II and III are given over to a discussion of federal and state administration, and Part IV to the local administration of vocational education. In the pages of one volume the student of vocational education can thus inform himself of the various features of the present American plan of vocational training under the Federal Board of Vocational Education in each detail as regards types of schools, funds, and training, salaries, and certification of teachers. The book's value is enhanced many fold by an abundance of tables of data, charts of organization and administration, analytic outlines, and carefully selected bibliographies.

In a companion volume, the *Organization of Vocational Guidance*, the author goes with equal thoroughness into a related problem—that of giving adequate educational and vocational guidance to young people in and out of school in order that vocational education may be intelligently offered and administered. To the admirable features of the first treatise, Dr. Payne has added a large number of "case problems" and supplementary questions for the student. The