

## EDUCATIONAL COMMENT

The basis of our whole political system is the right of the people to make and alter their constitutions of government—but the Constitution which at any time exists until changed by an explicit and authentic act of the whole people is sacredly obligatory upon all. The very idea of the power and the right of the people to establish government presupposes the duty of every individual to obey the established government.—*George Washington.*

### A SPECIALIST IN TEACHER-TRAINING

A new activity of the higher education division of the Bureau of Education has just been organized with the appointment of a specialist in teacher training, it is announced by the Interior Department.

While the bureau has conducted research into the various phases of higher education, this is the first time that it has undertaken a specialized and systematic study into the subject of the training of teachers in normal schools, colleges and universities. The inauguration of the work was due to the demand of educators throughout the country that the bureau undertake more extensive research and investigation into this important feature of higher education.

The new specialist is Ben W. Frazier of Milligan College, Tennessee. He has had wide experience in teacher training, serving as director and head of the department of education of the Alabama State Normal School prior to his appointment. He is a graduate of the Tennessee Teachers College, attended Peabody College and the University of Tennessee, where he received a bachelor of arts degree, and later Columbia University specializing for three years in teacher training and administration and receiving a master of arts degree.

He also has been principal of elementary, junior and senior high schools in several states. He served in the Marine Corps

during the World War and was a teacher in the Army post schools at Montiershaume, France.

The new specialist assumed his duties on June 21 in the higher education division of the Bureau of Education.

### EXPENDITURES OF STATE HIGHER INSTITUTIONS

Fifty-one per cent, \$79,011,421, of the total incomes of State universities and colleges in the United States, \$154,584,675, is expended for salaries and wages; 23 per cent, \$36,208,800, for materials and supplies; 14 per cent, \$21,733,841, for lands and buildings; and 4 per cent, \$6,277,863, for equipment. Allowance for scholarships accounts for about 2 per cent, \$2,697,906; and 6 per cent, \$8,654,844, goes into unclassified miscellaneous expenses, as shown by statistics compiled by Walter J. Greenleaf, assistant specialist in land-grant college statistics, published by the Interior Department, Bureau of Education, in Higher Education Circular No. 32. Recent adoption by State universities and colleges of a standard budget system and more uniform methods of accounting have enabled the bureau for the first time to publish expenditures of State higher educational institutions.

Of all State universities and colleges the largest amount for salaries, \$5,804,557, was expended by the University of California, the University of Michigan ranking next, with \$4,760,205, and the University of Minnesota third, with \$3,887,389. The largest expense for supplies, \$2,520,759, was incurred by the University of Michigan; the Universities of California and Wisconsin followed closely, each with expenditure of more than \$2,000,000. The University of Michigan led also in the amount of money put into permanent equipment, \$694,592. Four institutions expended more than a million dollars each during the year ending June 30, 1925, for buildings, lands, and land improvements. The exact figures are: Mich-



igan, \$2,376,796; Illinois, \$1,900,457; Ohio State, \$1,665,136; and Louisiana, \$1,090,778.—*School Life*.

#### UNDERPAYING LEADERS

During this period when school needs are particularly pressing no policy could be more shortsighted than underpaying leaders. Our chief state school officers have suffered especially from this evil. The most recent case is in California. State Superintendent Will C. Wood, recognized for the effectiveness of his leadership both within the state and throughout the nation, gave up the position to which he had been recently reelected to become state superintendent of banks in California. This loss of a valuable professional leader followed the failure of a proposed constitutional amendment to increase the salaries of certain state officers. It is expensive economy of a kind that would not be tolerated in ordinary business.

The underpayment of this position in California which now carries a salary of five thousand dollars is again emphasized by the fact that William John Cooper gave up the superintendency of the San Diego schools at a salary of nine thousand dollars to accept a position with this lower income. Is Will C. Wood worth more to the banks of California than to the children? Is not William John Cooper worth more to the state of California than he was to the city of San Diego?

These are questions that the citizens of California must decide if they wish to keep the strongest educational leadership in the state office. Similar questions are facing citizens of other states that wrote the salaries of their state offices into the constitution, where they have tended to remain fixed during the period when standards of living have risen greatly and competition for leadership in business and commerce is constantly bidding for the services of men and women of established professional ability and reputation. Education needs coordination, integration, and inspiration. The

schools cannot afford to lose tried and tested generalship to less important fields—*Journal of the National Education Ass'n.*

#### GROUP STUDY FOR PARENTS

##### *A New Pamphlet on Organization and Programs for Child Study*

"Group Study for Parents" is the title of a new pamphlet that has just been issued containing practical suggestions for parent-teacher associations, women's clubs, and other organizations interested in child study. It deals with (1) best methods of organization, (2) interesting programs for meetings, and (3) recommended books in child study.

The pamphlet explains why mothers and fathers should organize in groups to study the difficult problems that arise in the rearing of children. It advises concerning the size and make-up of groups, the time and place for meetings, officers and organization procedure. It also points out why some groups go wrong. It suggests subjects for discussion and ways to make the programs most valuable to the members.

The list of recommended books on child study is divided into seven classifications: (1) General, (2) Health and Feeding, (3) Sex and Adolescence, (4) Child Psychology, (5) Education, (6) The Family and the Race, and (7) Fiction Interpreting Child Life.

The pamphlet is by Eva V. B. Hansl. It is published by "*Children, The Magazine for Parents*," 353 Fourth Avenue, New York, N. Y., and may be obtained for ten cents.

The occupations of most women are, and are likely to remain, principally domestic; but the idea that those occupations are incompatible with taking an interest in national affairs, or in any of the great concerns of humanity, is as futile as the terror once sincerely entertained, lest artisans should desert the work-shop and the factory if they were taught to read.—*John Stuart Mill*.