EDUCATIONAL COMMENT

TWENTY "UNKNOWNs" OF SCHOOL FINANCE IN THE UNITED STATES

The Federal Office of Education has drafted twenty "unknowns" of school finance in the United States which will be delved into by the National Survey of School Finance recently launched.

Although the four-year, nation-wide study of public elementary and secondary school expenditure may not answer all of the questions suggested by the twenty "unknowns," it is expected to throw light on most of the major problems of education costs which generally confront taxpayers and educators.

Twenty "unknowns" of American school finance are:

The Cost of Public Education
1. Why has expenditure for education increased so markedly?
2. Where will present tendencies lead?
3. How much public expenditure is really needed?
4. What can we afford to spend for education?

Returns for Money Spent
5. Why do expenditures vary so widely from place to place?

6. What advantages are obtained by communities spending exceptionally large amounts for education?
7. What disadvantages are suffered by communities spending exceptionally small amounts for education?

The Tax Burden for Public Education
8. Under present financing systems, how is the tax burden for education distributed?
9. What changes in taxation and in state and Federal aid would bring about a more defensible distribution of burden?

The Elimination of Backward Areas in American Education
10. Why do they exist?
11. What will it cost to eliminate them?

Efficient Expenditure for Educational Funds
12. How can we secure greater value for what we spend?
13. How can we effect economies?
14. To what degree, if any, are we wasting money through the overeducation of some boys and girls?
15. What is the extent of waste suffered through failure to give some individuals sufficient education to develop their real potentialities?

Public Education During Business Depression
16. How should education be dealt with during business depressions?

The Use of Indebtedness
17. What place is indebtedness now taking in educational finance?
18. What place should it take?

Public Enlightenment on Educational Finance
19. How can the public be continually informed on the pertinent questions of educational finance?

The Economic Status of the Teacher
20. What are the conditions that should determine salaries of teachers?
INFORMATION ON INDIVIDUAL HEIGHT-WEIGHT RECORD

To meet the demand for a form by means of which a record of a child's growth in height and weight may be kept through his school years, the Office of Education, U. S. Department of the Interior, has devised a blank for keeping such a record, in graphic form, three times a year or less often. In addition to the height and weight records, notation can be made regarding illnesses, change of habits, injuries or other incidents in the child's history which might be expected to cause, or which seem to account for changes in his growth.

The lines representing roughly the usual rate of growth of children are omitted from the full-sized form because of the obsession that all children must be alike and that any divergence of the record of an individual child from the average means that there is something wrong with this child. As a matter of fact no two children are alike and no two children can be made to follow one pattern of growth. The child should be compared with himself and not with the average child.

The cost of the record forms is one and one-half cents each, whether in small or large lots. They may be obtained from the U. S. Office of Education in Washington, D. C.

WHAT WE DO NOT KNOW ABOUT CHILD HEALTH

"No two children are alike," says Dr. James F. Rogers, Federal Office of Education specialist in health education. "We have been trying," he points out, "to have children all weigh alike, all drink the same number of glasses (size fortunately not specified) of water, all drink the same number of pints of milk, all sleep the same number of hours, all stand and sit alike, all take the same exercises for the same number of minutes, etc.

"Most of our educational work is found-
SPECIALIST IN EDUCATIONAL TESTS AND MEASUREMENTS APPOINTED

Dr. David Segal, Long Beach, Calif., has been appointed to the position of specialist in educational tests and measurements in the Federal Office of Education research and investigation division.

It will be the duty of the new education specialist to conduct studies concerned with the construction and evaluation of tests and measures of pupil progress, efficiency of teaching, and adequacy of the school program; to administer measurement programs, interpret results, make administrative adjustments and curriculum changes based on results of testing programs, and to co-operate with bureaus of research in city school systems, other research agencies, and individuals in making studies in this field. Dr. Segal will also organize and conduct an information service for school officials and others interested in problems of tests and measurements; advise and assist school officials in surveys or studies of school systems, and assist in such surveys conducted by the Office of Education.

The Modern Language Association of America will hold its forty-eighth meeting on December 28, 29, and 30, at the University of Wisconsin at Madison.

Superintendent Sidney B. Hall spoke on equalization funds in Virginia at the meeting of the National Council of State Superintendents and Commissioners of Education, held in Washington, D. C., December 7 and 8.

Highland Springs High School, Henrico County, Virginia, has an experimental building for boys in home building, including landscaping the home grounds, accounting and budgeting personal accounts, furnishing a boy’s room, making conveniences for the home, etiquette, and the like.

THE READING TABLE


Simply written and profusely illustrated, this book is excellent for use as a text in a high school course in botany. It would serve admirably as a reference book for both students and teacher in a general biology course, while some parts might be used to advantage in a college course. The illustrations should be given special mention. With few exceptions they are original drawings and photographs by the author and his assistants.

M. Dorisse Howe


This author takes a different departure from most authors, in that he begins his discussion from the point of motivation—the importance of arousing desire to read upon the part of the child. There is the story motive—“surprise and plot for both sexes”—in which the child is helped to a realization “that books open up an immense world of fascinating experience”; the play motive, in which manipulation of materials, the challenge, the puzzle, “acting out” stories, creating stories—all play a part in helping the beginner to want to read; the mastery motive, bringing with it the feeling of power, or ability; the utility motive; and others. He calls to mind the fact that when a child enters school, his apprehensive background includes, as a rule, at least 2,000 words; therefore, in learning to read he goes from the auditory to the visual image.

In dealing with these and other psychological factors and processes and with methods, testing programs, and special deficiencies, Mr. Dolch has utilized much of the scientific material in the field in such manner as to make it accessible to the average teacher. The book makes for easy reading and should, therefore, be a valuable guide for her.

B. J. L.


These two books finish a delightful series. In the sixth, the material comes under the following heads: Men and Women of Action; World Neighbors; The World’s Work; Open Country; The Land We Live In; Leaves From Famous Stories. The contents of the seventh read thus: The World of Nature; Old Stories That Live; Modern Stories; With People Who Do Things; Adventures in History; Know Your Country. Even Penrod and Lindbergh live in the latter book! From these selections every child will find something to enjoy and interest because each is teeming with life and color. This is true of the poetry as well as of the prose.

B. J. L.