

wages will make it increasingly difficult for the average man to pay the cost of his children's higher education and will increase the demand for scholarships, loans, and special aid. The failure of college and professional school graduates to find jobs will have a tendency to diminish the present general demand for higher education. The reduction in the number of teaching positions will leave many prospective teachers unemployed and have a tendency to reduce the scale of salaries, at least in the lower ranks. Some of the weaker colleges will be forced to become junior colleges, some will be forced to consolidate with other institutions, and a few will be forced to close. The prudent administrator who practices every economy, postpones capital expenditures, avoids the broad and easy road of increased indebtedness, will doubtless ride out the storm with safety and find his institution unified and strengthened by the enforced retrenchments, and ready for the new day of promise which will eventually follow the storm."

TEACHING OVERPAID?

Cost of public elementary and secondary education is 2.4 per cent of the total national income. Teaching has always been an underpaid profession. It has never been able to compete in economic attractiveness with other important occupations. The average salary of teachers in the United States is 71 per cent of the average salary of all gainfully occupied persons and 65 per cent of the average salary of all salaried employes. (Average salary of gainfully occupied persons: \$1920. Of salaried employes: \$2075. Of teachers, principals, and supervisors: \$1364.)—*Compiled by Research Division, National Education Association.*

"WE CALL THIS ECONOMY"

"By all means let us stop waste, but let us be sure it is real waste we are stopping. Almost three-fourths of the expenditures of

the federal government are absorbed by our military costs and obligations growing out of past wars and yet throughout the nation we are trying to balance budgets by cutting the heart out of the only things that make government a creative social agency in this complicated world. We slash scientific bureaus, we trim down our support of social service and regulatory bureaus, we squeeze education, we fire visiting nurses, we starve libraries, we drastically reduce hospital staffs, and we call this economy and actually think we are intelligent in calling it that. Real economy waits upon far sighted statesmanship that will effect deep going local, state, and national as well as international reforms. Indiscriminate budget slashing may set us back socially for a generation."—*Glenn Frank, president of the University of Wisconsin.*

"SEEN IN THE PUBLIC PRINTS"

"The state, we are told, must pay 38 cents per inmate in the seven penal institutions, whereas the College of William and Mary, V. P. I., and V. M. I., incurred an average net debt to the state of only 9.1 cents per average student.

"A comparison between costs of convicts and college students—to be sure, it is precisely the situation in which the question was asked: Which do you prefer—herring or billiards?"—Excerpt from an editorial, "The Higher Statistics," in the *Richmond Times-Dispatch*, Nov. 19, 1932.

Halmann's "Will o' The Wisp," Zona Gale's "Neighbors," and Pertwee's "Evening Dress Indispensible" are being offered as a bill of one-act plays by the Players' Club of the University of Richmond.

Owen Davis's "The Nervous Wreck" is being produced by the V. M. I. Dramatic Club in Jackson Memorial Hall on December 10.

Professor Howard W. Odum, Kenan

professor of sociology at the University of North Carolina, addressed honor students of Hollins College on the evening of Nov. 17, his subject being "The Task and Limitations of the Social Sciences in a Troubled World."

President Julian A. Burruss of Virginia Polytechnic Institute on November 14 spoke at a meeting of the Association of Land Grant Colleges and Universities held in Washington, D. C.

C. W. Dickinson, Jr., director of libraries and textbooks for the Virginia State Board of Education, spoke at the conference of the Southeastern Library Association in Chattanooga, Tennessee, on November 24.

William H. Jones, for many years president of the Southern Teachers Agency of Columbia, S. C., and Richmond, Virginia, was killed in an automobile accident on November 5. A native of Buckingham county, Virginia, Mr. Jones was widely known to teachers and school executives in Virginia and the entire South.

William and Mary's 1,562 total enrolment (including extension students) is drawn from 31 states and 7 foreign countries. Virginia students included in this enrolment number 888.

The third annual tournament of the Virginia-North Carolina Field Hockey Association was held at Sweet Briar College on November 12. Participating were full teams from Farmville, Harrisonburg, Westhampton, Sweet Briar, William and Mary, and representative players from teams of the following colleges: Hollins, Randolph-Macon Woman's College, and Salem College (North Carolina).

Charlotte Baker, a pupil in the Middletown High School, Frederick county, won \$50 as third prize in a contest sponsored by the National Grange for the best essay on "Why the Grange Should Foster Street and Highway Safety." There were 8,000 contestants.

Sweet Briar College, Sweet Briar, Va., ranked second in a test administered last May to the sophomores of 138 colleges and universities in thirty-eight states by the advisory committee on college testing of the American Council on Education, according to a detailed report of the test just submitted by the committee to the various participating colleges and printed in *The Educational Record* for October.

THE READING TABLE

ADJUSTING THE SCHOOL TO THE CHILD. By Carleton Washburne. Yonkers-on-Hudson: World Book Company. 1932. Pp. 189. \$1.68.

The very title of this book is stimulating because it gives evidence of the techniques discussed therein. These have been developed and practiced over a period of years in the public schools of Winnetka, Illinois, and are usually spoken of as the "Winnetka Plan." The plan, however, is not static, but subject to change as the need arises, this need being detected through constant "thinking, research, and experimentation."

Most of the chapters have already appeared in *Modern Education* and one, in *Progressive Education*; consequently, they have probably been read by the more progressive teacher. One of the most interesting of these is the chapter on "Adjusting the Arithmetic Curriculum to the Child," which sets forth the findings of the Committee of Seven of the Northern Illinois Conference on Supervision, covering five years' investigations in over three hundred cities. It is enlightening to read that many arithmetic facts have, heretofore, been presented to the child before he is ready for them; that is, before his mental growth is sufficient to grasp them. Perhaps this accounts for so much failure to teach arithmetic successfully.

Individualizing school work is the keynote of the whole volume. Not only is there discussion of the application to the various fields of subject matter, but also of the necessary administration required and of