Shall wages and salaries be reduced?" asks William M. Leiserson, professor of economics, Antioch College, in the February Journal of the National Education Association.

He answers his own question by asking another, "Can you imagine any greater miracle than that employment and wages should be restored by reducing employment and wages more and more?" Then he decides "our naive faith that something to which we have given the high-sounding name, 'natural economic law,' knows better than human beings do what is best for mankind. . . .

"Would any sensible person nowadays say that the time-tested law of gravitation must be allowed a free hand—to sink ships, to drop bridges, or to topple skyscrapers? So long as we stand in helpless, superstitious fear of economic laws, which are natural only in an academic sense, we shall believe in and be witnesses to economic miracles. . . . Business, far from being natural, is about as artificial a contrivance as man has ever created to aid him in getting a living.

"Why should natural economic law require that wages be reduced drastically in times of depression, while incomes in the form of interest and dividends must be increased, or maintained as closely as possible to the levels of the years of prosperity?" he asks in his analysis of a "natural law" with which business experts say there should be no "monkeying."

"Bear in mind that dividends are profits and the system of private enterprise assumes the profit maker will bear the inevitable risks of business. The wage earner is supposed to take no business risks.

"To the worker whose earnings have been cut in half by unemployment and part time work it must seem like a grim joke to get an additional wage reduction because living costs have declined 10 or 15 per cent."

Professor Leiserson points out that real wages, or the purchasing power of money wages, fell 16 per cent in 1921 and 12 per cent in each of the depressions of 1908 and 1894. "This may have been necessary when interest and dividends were cut as drastically as wages. But today, it is important to note, if wage earners' incomes are cut it is done in order that the incomes of bondholders and stockholders may be paid.

"The effects of depressions on employment and wages are not brought about by any unseen force of natural law, but by human beings in the form of employers and directors of corporations, who wish to accomplish certain definite human purposes. They choose to maintain the incomes of those who invest money in industry because they think that the maintenance of the property investment is more important than the maintenance of the labor investment."

GOING TO COLLEGE

In the second half of the senior year in high school, students' decisions about attending college crystallize. Over a quarter of a million seniors decide to start on the college adventure, and many more decide to enter the occupations. Such a period of decision carries heavy social responsibilities.
for those teachers and administrators in the high school who advise seniors. They may expect one-fourth of those who start for college with gaiety and hope to return in tragedy and defeat. Their friends conduct them to the train in September. No one meets them in June, because they wish to avoid acquaintances and save embarrassing explanations. In many cases the returning “failure” is inordinately depressed—far beyond the seriousness of his case—and he may struggle for years before he overcomes the personal feeling that he has tried and failed in a cherished ambition.

To avert such tragedies is the responsibility of the high school. Parents and students, to be sure, sometimes override the cautions of the adviser. Equally certain, the college sometimes fails to help those students who by personal attention might achieve a reasonable success. But allowing for the contributory errors of the parent and of the college, the high school still must bear a major share of the obligation to advise the student of his chances of success.

Has the high school given an intelligence test and advised the student who ranks in the lowest 25th-percentile for college freshmen that his chance of returning as a sophomore to college is two out of five? Has the high school ranked its graduating class, and told each pupil who is in the lowest third that his chance of being placed on probation in his autumn quarter is four out of five? Has it advised the boy who has failed to promotion in the elementary grades or the high school, except for accidental reasons, that his chances in college are slight? Has the high school advised him, if he is in the lowest 25th-percentile of intelligence and has to earn a substantial portion of his expenses in college, that his chances for continuing are almost prohibitive?

These and other facts from studies made at Ohio State University are available for the high schools. The facts do not prove that a particular student will succeed or be eliminated, but they do define the chances of his success and failure. If such facts are sympathetically brought to the attention of parents and students, the decision about going to college will be settled on some basis other than sentiment, prestige, family pride, or reflective ambition.

The junior year is a better time than the second half of the senior year to bring such data to the attention of the student and of his parents. Better still, facts about other careers might be provided for the students, so that a constructive decision of what to do might be substituted for a negative decision of not going to college.

Equal is the responsibility of the high school to see that gifted students are stimulated to go to college. A double responsibility belongs to the high school—to dissuade the potential failures and encourage the gifted.

If college faculties are not awake to their responsibilities and fail to do what they should for their students, the responsibility of letting the high-school students know what they are to expect in the college and of encouraging or of diverting them, still rests upon the high school. The colleges should raise the chances of success, but at the same time the high school should make the current chances known to prospective freshmen. Many unpromising students will thus be saved unnecessary tragedy, and many gifted students will find their life careers.—W. W. Charters, in the Educational Research Bulletin.

HOW THE SCHOOLS BUILD ETHICAL CHARACTER

1. By helping each child to develop high standards of physical and mental fitness.
2. By training the senses in classroom, shop, laboratory, and playground so that children know how to gather and use data accurately.
3. By surrounding children with an at-
mosphere of the true, the good, and the beautiful.

4. By giving training in collecting and weighing the evidence bearing on various problems of everyday life.

5. By bringing all the children together and teaching them to work together in friendly co-operation.

6. By building into the lives of children the best ideals of health, home, learning, citizenship, vocation, and leisure.

7. By surrounding children with teachers who are genuine, cultivated, earnest, and happy. No one can teach more than he is.—Journal of the National Education Association.

FIRST THINGS FIRST

If schools are to be kept out of bankruptcy, non-essential and accessory enterprises such as public entertainment, poor relief, preschool experimentations, professional and trade training, police functions, and curriculum overexpansion must be kept out of the school budget, according to Professor Henry C. Morrison of the University of Chicago.

“A school system is overexpanded not only when its enterprises or program of study, or both, have become broader in scope than the tax base will warrant, but also when undertakings are present which are not required by the purpose of the school as a civil and social institution,” says Professor Morrison.

“With elaborate playing fields and costly stadiums, the playground is no longer a laboratory of physical education, but it becomes essentially a park for public entertainment. Public entertainment is no part of the business of the school system. It is the business of the department of public parks. If there is no park, and the community insists on being entertained in that way, it should provide a park.”

Regular medical inspection of school children is a public health measure, and its costs belong to the public health budget, and not the school budget, Professor Morrison believes.

“Penny lunches and other nutritional undertakings, dental clinics, and free dispensary service are humanitarian and eminently desirable undertakings—but not out of the school budget,” says Professor Morrison.

When the school establishes day nurseries it is assuming the burdens of parenthood, in the opinion of Professor Morrison, and the cost of preschooling is a family burden and in no sense a legitimate item in the school budget.

“American schools, as compared with other American enterprises, are ridiculously understaffed in competent managerial and administrative service,” Professor Morrison says. “While there has been a great deal of improvement in this respect in the modern period, it is still true that perhaps the most important officer in our whole public service, excepting only the great officers of state, namely, the superintendent of schools, is in most cases utterly without adequate training, even when he is something more than a mere political hanger-on. The function for which he is responsible requires a training equal to that given in our best law, medical, and engineering schools. In addition, the schools require executive capacity at least equal to that of the best business executives in the community in which the superintendent serves. We do not often get such men, primarily because we cannot afford to pay for them. We cannot afford to pay for them because of the fact that we do not manage our school money well, either on the revenue side or on the expenditures side.”

HELPS FOR THE BICENTENNIAL

Books about George Washington, free materials available to schools, music, pictures, poems, plays, source materials for teachers, and activities for pupils are all listed in a 24-page pamphlet entitled Helps for Schools prepared by Florence C. Fox.
Teachers who desire this helpful aid in celebrating the Washington Bicentennial may obtain copies at 5 cents each by addressing the Superintendent of Documents, Washington, D. C., asking for U. S. Office of Education 1931 Pamphlet No. 25.

FALSE ECONOMY IN SCHOOL BUDGETS

Statesmen, the press, and the professions are warning against false economy in school budgets. They emphasize that education is society's "debt eternal" to its boys and girls, and that adequate education for all the people is the source and sustenance of self-government.

The cost of education in the United States is only 2.4 per cent of our national income, and only one-fourth of the total amount raised by taxation.

Reduced expenditures of public money, as necessitated by present emergencies, should be made in fields of material development, such as road construction or other building operations, rather than to deprive the child of his educational birthright as a future citizen in a democracy.

Efficiency of classroom instruction can be assured only by the maintenance of adequate salary schedules. Such economies in school budgets as may be imperative should be in fields farthest removed from actual classroom instruction, since the quality of teaching service is the most important factor in public education.

The teacher must be worthy of an adequate salary. Her services should command a place of respect and appreciation in her profession and in her community. Likewise, utmost efficiency is expected of the school administrator.

Every individual who is privileged to teach is morally obligated to strive for higher qualifications and standards for the profession, and the subsequent elimination of the incompetent.

It is the continuous responsibility of every teacher to aid in informing the public as to the purposes, values, needs, and progress of education.

It is the duty and opportunity of the teacher to urge a more equitable distribution of school costs, that adequate education may in truth be the opportunity of every child.—Michigan Educational Journal.

BEST BOOK FOR PARENTS

*Home Guidance for Young Children*, by Grace Langdon (John Day Company) has just been awarded the medal offered each year by the Parents Magazine for the best book of the year for parents. The volume is of particular value to the parents of children under six. Honorable mention is made of the following 1931 books, all of which are significant in the field of child development and parental interest: *Child Psychology*, by J. J. B. Morgan (R. R. Smith); *Creative Camping*, by Joshua Lieberman, (Association Press); *The Sex Education of Children*, by Mary Ware Dennett (Vanguard Press); *Sex in Marriage*, by E. R. and G. H. Groves (Macaulay Company); *Religion and the Next Generation*, by Edwin E. Aubrey, (Harper & Brothers); *Culture and Education in America*, by Harold Rugg (Harcourt, Brace and Company).

ANOTHER AWARD

*Problems in Educational Psychology*, by Dean Walter J. Gifford and Professor Clyde P. Shorts, of the State Teachers College at Harrisonburg, has just been placed on the annual list of Sixty Best Educational Books of the Year, announcement being made in the *Journal of the National Education Association* for March. This volume consists of readings representative of modern progressive thought in educational psychology, which are so organized as to present a connected study of the principles of the subject. The volume is published by Doubleday, Doran, and Company.