

carried on before school buildings grew into palaces, but scholarship and learning came into their own through teachers and children using books.

Before current hard times set in, however, the library was a stepchild of the administration. Most instructors in college knew that the supply of books for reference materials was entirely inadequate because he found difficulty in supplying his classes. All students could tell tales of house wasted because the books they wanted were in use by someone else. Thus a condition was produced, which, though familiar in educational institutions, would not be tolerated in industry, for the supply of raw materials must flow freely to the workmen under their foreman. But in libraries the student-workman stands idle and wastes valuable time because the raw materials found in books have ceased to flow over the library desk. Sometimes the teacher-foreman is at fault, but ordinarily the blame rests upon the management. The book materials have not been purchased, and the workers therefore cannot produce efficiently. This, I say, would not be tolerated in industry, because labor can be measured in financial units. It is tolerated, condoned, and neglected in schools, because we are not able definitely to measure the product of the student-worker. His product is mental and intangible, but it is valuable; and society always desires and sometimes demands that the student-worker labor both industriously and efficiently to secure in his years of schooling as much education as possible.

Therefore, it would seem to be the essence of wisdom that students be supplied with the books and equipment necessary for learning, as a first responsibility of administrators after the teachers have been cared for. In the better times that are coming, as they always have, there will be more money available for necessities, and management should in my judgment see that the book supply is cared for before build-

ings and grounds and other material things. First things should come first.

W. W. CHARTERS

VIRGINIA'S PROPOSED MINIMUM EDUCATION PROGRAM

Present Status of Virginia's Education Program

IN 1931-32 the average school term in Virginia was 168 days. The number of school days varied from 129 in Buckingham County to 190 in Arlington County. A total of seventeen counties had terms below 160 days, six below 150 days. Martinsville, with a term of 178 days, was the only city with a term below 180 days (nine months).

The average annual salary of all white teachers was \$983—\$776 for the counties and \$1,498 for the cities. Negro teachers' salaries were \$400 for the counties and \$911 for the cities with a state average of \$528.

The average cost for instruction, operation and maintenance in Virginia was \$34.43 per pupil enrolled, \$27.99 for the counties and \$52.86 for the cities. In the counties, the costs range from \$12.49 for Scott to \$63.78 for James City. The range in the cities was from \$29.05 in Buena Vista to \$61.21 in Williamsburg.

Such inequalities as are described above are based on averages for the state, counties, or cities. For schools and individual pupils, the variations are much greater. The situation demands more state supervision over the strictly professional phases of education and more local supervision and control over those phases of the school work involving material equipment, business management, and local adaptations. The solution of the problem of greater equality of educational opportunities throughout the state demands that a minimum education program be set up, the cost of which shall be equitably distributed between the state and the local divisions.

*Minimum Education Program as Advocated
by the State Board of Education*

The State Board of Education proposes the following Minimum Program of Instruction:

1. A minimum school term of eight months. This minimum term is to be provided by state support with nine months as the standard school term.
2. A capable teacher for each group of twenty-five to forty pupils in average daily attendance. This variation of size of groups is the factor which tends to equalize opportunity by giving a larger per pupil appropriation to sparsely settled divisions. Cities will receive the fixed sum for each group of 40 pupils in average daily attendance whereas the most thinly settled counties will receive the same sum for each group of 25 pupils in average daily attendance.
3. An allotment of \$560 annually from the state toward the cost of teaching each of the above groups on an eight months' basis. The local supplement for a standard nine months' term will require a corresponding annual increase.
4. An allotment of \$40.00 annually from the state toward the cost of supervision for each of the above groups. Supervision of instruction is an absolute essential in avoiding waste.
5. An allotment of \$2.00 per child in average daily attendance for free textbooks and other instructional materials.

It is estimated that this complete program will require approximately \$3,000,000 more annually than the state appropriated for the school year 1932-33. This would make it possible to reduce local school taxes approximately twenty-two per cent (28% in the counties and 16% in the cities).

If the Legislature should appropriate funds for instruction and supervision only (items 1, 2, 3, and 4), then \$2,000,000 in addition to present appropriations would be

required, and local taxes for schools could be reduced twelve per cent (13% in the counties and 10% in the cities).

If the State makes appropriation for instruction only (items 1, 2, and 3), \$1,000,000 more would be required from the state, and local school taxes could be reduced eight per cent (7% in the counties and 8% in the cities).

This program places upon the state the responsibility of a larger part of the cost of instruction and the responsibility of the general supervision of the strictly professional phases of the work of the schools. It places on the counties and cities the responsibility of the cost and management of the material and business phases of education. It makes a clearer distinction between state and local support and general supervision of education than heretofore existed. To be more explicit, the counties and cities will be responsible for:

1. Capital Outlay—providing school buildings and permanent improvements.
2. Debt Service—all debts incurred for buildings, grounds and payment of bonds and temporary loans and sinking funds.
3. Maintenance and Operation of School Plant—janitor and supplies, fuel and water, light and power, insurance and all school equipment.
4. Transportation of pupils to schools.
5. Costs of Instruction, in excess of the amount provided by the state. It is important that this factor be not misunderstood.

The first four items constitute about one-third of the cost of a well-balanced school program. If the complete minimum program is adopted, the contribution of the state for the total cost of education would be raised from approximately twenty-seven per cent to about forty per cent.

*Meaning and Significance of the Program
if Put Into Operation*

The major result of this program in oper-

ation will be increased effectiveness of the schools due mainly to the proper supervision of instruction. Scientific experimentation in education has proved that the supervision of classroom instruction pays in insuring the progress of pupils and makes possible financial economies in eliminating retardation and the cases of pupils repeating the grades. It has been demonstrated over and over again in Virginia and in many other states that supervision repays many times its cost.

It is estimated that the state can furnish free textbooks at approximately one-third the cost when purchased by individual pupils. One of the main advantages of free textbooks is in having each pupil supplied with the learning tools when needed. The lack of teaching materials in many schools is very serious. These materials are inexpensive and a small percentage of school costs allotted to this purpose would result in the promotion of thousands of pupils who would otherwise fail.

The proposed Minimum Education Program will bring about greater equalization of educational opportunities over the entire state. The extent to which local taxes may be relieved depends upon how far the Legislature goes in providing for the instructional cost of public education.

—*Virginia Journal of Education*

The challenge of today is conduct. People cannot be made good nor happy by social devices. It takes both intelligence and good will. Internal principles of behavior are not as changeable as exterior forms, economic, social, and political. Social co-operation, interdependence, interlocking of interests, should replace individualism, greed for gain, strife in all forms, political turmoil.—FRANK N. FREEMAN.

What do we live for if not to make the world less difficult for each other?—*George Eliot.*

AMERICA'S EDUCATION WEEK, 1933

THE Joint Commission on the Emergency in Education invites every teacher in America to participate in its nation-wide program in defense of the schools. There are specific things to do in every community. One of these is the observance of American Education Week. Plans for interpreting the present critical educational situation to the public should be completed at the earliest possible time, should be put into operation during American Education Week, and should be systematically carried out during the remainder of the year.

This year American Education Week will be observed November 6-12. This week has become a going concern. It has been successfully observed for twelve years. It is effective because it offers an opportunity for all those interested in the development of increasingly efficient schools to unite in a common effort to interpret the strengths and the weaknesses of the schools to the American people.

Among the agencies which now co-operate in the observance of American Education Week on a national scale are the press, the radio, and the pulpit. An increasing percentage of the million teachers of the country are taking the lead in making the week a time of intelligent re-appraisal of public education. Co-operating with them are two million members of parent-teacher associations. Ten thousand American Legion Posts with 900,000 members stand ready to aid in carrying out local programs. The United States Office of Education, the National Education Association, and state departments of education are prepared to supply information and suggestions. State and local teachers associations can be counted upon to help. The whole program is centered in the welfare of childhood and is based upon the fundamental democratic