

overcome the danger of nationalism in a time when countries are being drawn closer and closer together because of man's invention of the airplane and radio, and there is greater need of the development of an international spirit. That a cultivation of the arts helps to create bonds of friendship between the different nations was realized by Oscar Wilde, who said: "Some day, when the world grows really civilized, men will say: 'We will not go to war with France, because her prose is perfect.'" And Richard Le Gallienne adds: "How lightly it is said, but what a world of truth and common sense lies beneath it. Will the time never come when spiritual and intellectual gratitude between nations will prove in itself an indissoluble league, and the great men and great achievements of individual nations give them a certain protective sacredness even in the eyes of their enemies?"

Let us not be complacent. The art of the Egyptians tells us that the soul expresses itself in the ideal of eternity, and if we wish to build for the future, we must lay our foundations with stone. The Assyrians say to us that we must have strength and courage. The Persians tell us that despite the intermingling influences within our borders, we can still hope to develop a truly national art on our own fruitful soil. The Greeks say that man is in effect a god and can mould both materials and men into whatever shapes he chooses, provided he thinks the beautiful thought and lives the unhindered and æsthetic life. The fervor expressed in the art of the Early Christian tells us that faith without works availeth nothing.

But let us not be complacent. Let us have faith, and let us work for a finer art education throughout the state and nation.

SARA CROSS JOYNER

Let us test our opinions by the knowledge of the most diverse minds and cling only to what survives the encounter.

—CHARLES ROSS WILLIAMSON.

CITY SCHOOLS SUFFER IN THE CRISIS

Will new tax legislation penalize greed and fortify the coming generation? Need such retrenchments be made when cities are governed by honest men?

HOW are the city school systems faring this year?

The most recent answer to this question is supplied by the Federal Office of Education.

United States Commissioner of Education George F. Zook released on December 26 a survey of "City Schools and the Economic Situation." It follows up and supplements a previous round-up of the effects of the depression on city schools last winter.

Comparisons of the two surveys indicate that conditions have grown increasingly difficult for city schools. Prospects reported by city superintendents for the current year are, as a whole, dark—although there are some bright spots in the national school picture.

School Budgets Cut

Some of the outstanding facts revealed by the reports from city schools are these:

City schools are operating with about 18,000 fewer teachers now than in 1930.

Enrolment is up sharply—probably 250,000 more than 1930.

Expenditures are down. City schools are now running on approximately \$133,000,000 less for current expenses than they did in 1931-32.

The fact that cities have had to borrow money to keep their schools open is reflected in an increase of 1.2 per cent in the amount of money devoted to interest payments.

Few school buildings are being built. Few old ones have been repaired. Expenses for capital outlay have dropped considerably.

Very few cities have not made some reduction in teachers' salaries since 1930. The reductions run as high as 40 and 45 per

cent. The average decrease is probably about 14 per cent. Further reductions are reported in prospect for the current year.

Reductions in current operating budgets for schools average almost 20 per cent since 1931, although in some size groups of cities the decrease is greater. School budget reductions in small cities of the North Central, South Central, and Western States average 33 per cent between 1931 and the present school year.

Education Affected

As a result of these budget slashes the schools have suffered considerably. The school term was reduced in length in one out of every four cities. Kindergartens were reduced or eliminated in 80 cities out of 404 reporting. Playground activity was seriously curtailed in 85 out of 502 cities. The supply of free textbooks was reduced in 106 cities and new books eliminated altogether in six of 604 cities which replied.

School supplies suffered greatly, having been reduced in nearly half of all the cities reporting.

Night and adult classes were reduced or eliminated in 113 cities of 266.

Summer schools were seriously affected in 99 cities out of 240.

There has been an increase of two pupils per teacher in the last three years. Arkansas cities will have about 45 pupils per teacher, the largest pupil load in the country, with North Dakota and Missouri having a load of 28, the smallest. The average for the country is 32 pupils for each teacher. Three years ago the average load for the South Atlantic States was 34 pupils per teacher, while in 1933 this number has risen to 37 pupils.

While for the most part the larger cities maintained their subjects of instruction, elimination and curtailment of art, music, home economics, and physical education were common in cities of from 10,000 to 30,000 population. The effect of the retrenchment on important subjects of the

curriculum is seen in this summary of reports from 600 to 700 cities:

Art has been reduced or eliminated in 113 cities, music in 169 cities, physical education in 109 cities, home-making classes in 74 cities, industrial art in 82 cities.

TO HELP CHILDREN STUDY

Home study is for the most part irregular, interrupted, and spasmodic; it is often done under harmful physical and mental conditions; study methods employed by children are frequently the worst; and many times the work is done for the child by others and at that is not always done accurately. Many suggestions for greater economy and higher efficiency in study have been offered. Not all schools are equipped and financed to carry on a program of supervised study within the schools, but home study need not continue to be inefficient and wasteful, if parents are intelligent, alert, and instructed.

The parent who would help his child to study will make him acquire the habit of study and see that he is surrounded by the conditions most conducive to work. The formation of this habit depends in large measure upon, *first*, a definite time each day for study; *second*, a definite place of study.

In choosing the time for study, bear in mind that it is best done when bodily and mental functions are at the highest. Study should not be undertaken after hard play, after a heavy meal, when a child is ill, fatigued or sleepy. The child should have a place of study that is his own. Wherever possible this is a room in a quiet part of the house away from distraction.

Gladys Bleiman

Faith builds a bridge across the gulf of Death, to break the shock blind Nature cannot shun.—*Young*.