overcome the danger of nationalism in a
time when countries are being drawn closer
and closer together because of man's in-
vention of the airplane and radio, and there
is greater need of the development of an in-
ternational spirit. That a cultivation of the
arts helps to create bonds of friendship be-
tween 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 Rich-
ard Le Gallienne adds: "How lightly it is
said, but what a world of truth and com-
mon sense lies beneath it. Will the time
never come when spiritual and intellectual
gratitude between nations will prove in it-
self an indissoluble league, and the great
men and great achievements of individual
nations give them a certain protective sac-
redness even in the eyes of their enemies?"

Let us not be complacent. The art of the
Egyptians tells us that the soul expresses it-
self 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 cour-
rage. 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 what-
ever shapes he chooses, provided he thinks
the beautiful thought and lives the unhamp-
ered and aesthetic 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 educa-
tion 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 Educa-
tion George F. Zook released on December
26 a survey of "City Schools and the Eco-
nomic Situation." It follows up and supple-
ments 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 re-
duction in teachers' salaries since 1930. The
reductions run as high as 40 and 45 per
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.