

Probably the greatest contribution of Freud is in the field of neurosis. It is to him we owe the discovery that most neuroses are due, not to emotional shock from outside sources, but to ineffective attempts on the part of the individual to adjust his desires to the conditions of life. We must also credit Freud with directing attention to the much broader influence of the factor of sex in all phases of life both normal and abnormal. And last, Freud's investigations have shown to all thinking people who are acquainted with his work, the importance of normal, healthful childhood if we hope for normal, healthful adulthood.

C. P. SHORTS

THE SCHOOL TAX PROBLEM: A QUOTATION

MOST of the higher learning in America is carried on in tax-supported state universities. The situation of all these public institutions is now so critical that unless there is some change in the attitude or condition of our people there is indeed very little hope for the continuation of that higher learning which is my theme.

The principal function of the private universities in the educational system is to provide the leadership or the recklessness which shows the public institutions what they should or should not attempt. They have led the way in research and in educational experiment and have demonstrated to the Legislatures that it is a good thing for the community to pay professors a living wage.

Such payment is not charity which the professors should accept with humility and reward with silence on controversial issues. It is an investment in intelligence. The private universities have struggled to maintain the right of the scholar to exercise his intelligence even though it led him to criticize established policies or institutions.

Their example has enabled most state universities to take the same position, with infinite profit to their states.

These spiritual values the private universities will always have for the educational system as a whole. But their income, like that of other aggregations of capital, is now so much diminished that they cannot hold out much longer in their effort to present education and research in their proper economic perspective.

Our people must, therefore, themselves believe that tax-supported education and research are important and must themselves determine to protect them. At the present time the ordinary American gives little evidence of any such belief or any such determination. We hear instead that the cost of government must be reduced.

The Chance of Reduction

Now, I do not believe that in the long run the cost of government can be reduced, or should be reduced, or will be reduced. Certain costs of government could and should be reduced. The total cost of government could and should be redistributed, with certain items increased, and other items eliminated.

The increases that we may expect in Federal taxes to support the social services and to provide for the relief of the destitute are far greater than any reductions that can be accomplished by tinkering with bureaus. Even the savings that would come from a reduction in the army and navy and from limiting aid from the Veterans' Bureau to those who deserve it would be swallowed up by the new obligations which the Federal Government must assume as a result of the collapse of our industrial system.

Take the case of education. The principal difficulty that our schools have had to face until this depression has been the tremendous increase in the number of pupils. This has been caused by the advance of the legal age for going into industry and the

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impossibility of finding a job even when the legal age has been reached. In view of the technological improvements in the last few years business will require in the future proportionately fewer workers than ever before.

The result will be still further elevation of the legal age for going into employment, and still further difficulty in finding employment when that age has been attained. If we cannot put our children to work we must put them in school.

We may also be quite confident that the present trend toward a shorter day and a shorter week will be maintained. We have developed and shall continue to have a new leisure class. Already the public agencies for adult education are swamped by the tide that has swept over them since the depression began. They will be little better off when it is over. Their support must come from the taxpayer.

For Federal Aid

It is surely too much to hope that these increases in the cost of education can be borne by the local communities. They cannot care for the present restricted and inadequate system of public education. The local communities have failed in their efforts to cope with unemployment. They cannot expect to cope with education on the scale on which we must attempt it. The answer to the problem of unemployment has been Federal relief. The answer to the problem of education must be much the same.

And properly so. If there is one thing in which the citizens of all parts of the country have an interest, it is in the decent education of the citizens of all parts of the country.

Upon this common interest rests the whole theory of our popular institutions. Our income tax now goes in part to keep our neighbors alive. It must go in part as well to make our neighbors intelligent. We

are now attempting to preserve the present generation through Federal relief of the destitute. Only a people determined to ruin the next generation will refuse such Federal funds for education as may be required.

But Federal assistance to education will not, of course, lighten the burden of the states and local communities. Their educational expenditures will increase, too. If, in an emergency like the one we are enjoying in Chicago, it is necessary to reduce them temporarily, there is one way to do it and only one. Let the duly constituted representatives of the community determine how much it can afford to spend on education. Then give the educational administration authority to determine what specific changes and reductions should be made to bring expenditures within income.

I am willing to concede, therefore, that the total sum which any community may be able to spend on education this year or next may have to be reduced. If so, the community should determine how much it can spend; the educational administration should determine the manner of spending.

But by this concession I do not mean to imply that I think even a temporary reduction in educational expenditures is a good thing. In so far as economy means efficiency it is of course beneficial. Economy may mean that to other governmental agencies. It may mean it to certain school systems if it can eliminate the expenditures forced upon the schools by politicians seeking jobs for their friends.

The Salary Issue

But in general the schools of America are undernourished rather than too richly fed. For years we have been struggling to secure a decent salary level for teachers. We have done this, not because we are sentimental about teachers, but because we have realized dimly the importance of edu-

cation and have tried to get intelligent people to go into it as their life work.

Now, the easy way to save money is to reduce salaries. It requires no thought, no effort, no reorganization. It can be done by anybody who understands the rudiments of arithmetic.

But it is, in my opinion, the stupidest and most short-sighted means of cutting the costs of education. We wish to make the teaching profession attractive by adequate and secure compensation. We shall never have a respectable educational system until we have accomplished this aim.

We defeat this aim if we reduce salaries. And in addition we miss the only advantage of this depression, the opportunity to increase efficiency through house cleaning and reorganization, the opportunity in short to give better education at lower cost. A policy of salary reduction will indeed produce a lower cost; it will produce also a poorer education, now and in the future.

This country is still the richest in the world. For the things it ought to have it can well afford to pay. But it cannot get the money through an antiquated and iniquitous taxing system. As long as the preposterous general property tax is the chief source of local revenues we shall be unable to meet the demands which our civilization inevitably places on local governments. As long as a person who does not own real estate but has an excellent income may make no contribution whatever to the support of these units, while the farmer, who owns real estate but gets no income at all, sees his property sold for taxes, we may expect to hear that the cost of government must be reduced.—ROBERT M. HUTCHINS, in the *New York Times*.

WRONG PARTY

This month's greatest mistake was made by a book agent who tried to sell the book "Ask Me a Question," to a kindergarten teacher.

WHAT WE ARE TRYING TO DO IN SCHOOL AND COLLEGE

THOUGH people of every age have probably considered their age a changing one, and rightly so, for change is the law of growth and life, yet I doubt if change in mechanism and mode of thought has ever followed change so swiftly as in our time. The boys and girls now in school and college should be especially well equipped to deal with the complex world of confused ideas in which they will find themselves. How far are we helping them in school and college?

Now education in school and college roughly falls into two divisions; technical or practical education, the end of which is to make the young man or woman a self-supporting economic unit, a wage earner, and education which has no apparent practical end in itself and which for the want of a better name we term cultural.

The first kind of education or training is exemplified in the schools by such courses as sewing, cooking, typewriting, shop practice, and in colleges and universities by various engineering courses, by courses in the applied sciences and by courses in law, medicine or pharmacy; the second kind of education, namely cultural education, is furthered by such studies as Latin, Greek, modern languages, English, and philosophy. Of course one might say that these subjects sometimes have an economic end, since many of the students who excel in these subjects later support themselves by teaching them, but as a matter of fact, we can safely say that these cultural subjects are pursued by most students as ends in themselves, with the hope that with their mastery while being not better off materially, they may have acquired the art of thinking, tolerance, a worth-while point of view, a sense of values, a desire for truth, a passion for inquiry, all of which qualities will

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