

most insulting scorn to which disinterested public servants are all too often subjected in the midst of an economy campaign, in the years immediately ahead fewer men and women of outstanding ability will be inclined to give their lives to public service. All of which means that it will be our children rather than ourselves who will pay the price of our shortsighted economy. And this must be remembered: We can postpone the building of a road, a bridge, or a building, and catch up on such delayed construction later on. We cannot put educational opportunity in cold storage for the duration of the depression and catch up on it later on. For the children who are denied adequate educational opportunity now, it is lost forever. And we shall stand convicted of having balanced our budgets with the starved lives and frustrated careers of our sons and daughters.

GLENN FRANK

BOOK WEEK

Book Week follows immediately after Education Week, and will be nationally observed in schools, libraries, bookshops, etc., from November 12 to 18. The National Association of Book Publishers, 347 Fifth Avenue, New York, which annually acts as headquarters for the Week, has issued a leaflet of suggestions for school observances and a striking new photographic poster. To cover shipping and mailing costs, the Association asks that teachers send twenty cents with their requests for publicity material.

Book Week offers an opportunity to stress the invaluable work of the schools in building up the democracy of the future, and to protest against false economy in slashing school library appropriations.

Genius without education is like silver in the mine.—*Benjamin Franklin.*

Life is a progress and not a station.

—*Emerson.*

BOOKS

"If I were an educational administrator . . . , the first charge against the budget of the institution following the faculty would be funds for the library."

THE Big Three of the educational world are the child, the teacher, and the book. The child is constantly building conduct patterns, solving problems, feeling emotions, living a fertile life. In the child's adventures the teacher serves as counselor and guide, teaching him to avoid wasteful effort and to follow fruitful methods. To discover the distilled advice and experience of generations of thoughtful ancestors the teacher and the child both need the book—a handy storehouse of established patterns to be used as occasion may require.

If I were an educational administrator in charge of a college, a high school, or even an elementary school, the first charge against the budget of the institution following the faculty would be funds for the library. I should do this not only because of the importance of books in learning, but also chiefly because in most institutions the needs of the library are last to be met and the first to be contracted. The current evidence of this low regard for the book is overwhelming: college libraries have been subjected to tragic rigors—the depletion of personnel, extirpation of magazine funds, elimination of replacement budgets—that they should not be required to endure.

In the high schools and the elementary schools conditions are parallel. All sorts of bookish supplies have been cut from fifty to eighty per cent. Children's textbooks are falling apart, and no funds are available for the replacement of them. The contraction of building programs, though it involves the saving of millions, is not of serious import because the Big Three only are of primary importance in education. Education was

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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.