No. 124

A COMPARATIVE STUDY

OF

PUBLIC SCHOOL SYSTEMS

IN THE

FORTY-EIGHT STATES

DIVISION OF EDUCATION
RUSSELL SAGE FOUNDATION
400 METROPOLITAN TOWER, NEW YORK CITY

Price, 15 Cents

1-13-30

Published December, 1912
10,000 Copies Printed

INITIAL CIRCULATION

6,027 to members of state legislatures
48 to governors of states
48 to state superintendents of schools
777 to city superintendents of schools
154 to principals of normal schools
58 to departments of education in colleges
570 to newspapers and magazines

Reprinted January, 1913
3,000 Copies

FOREWORD

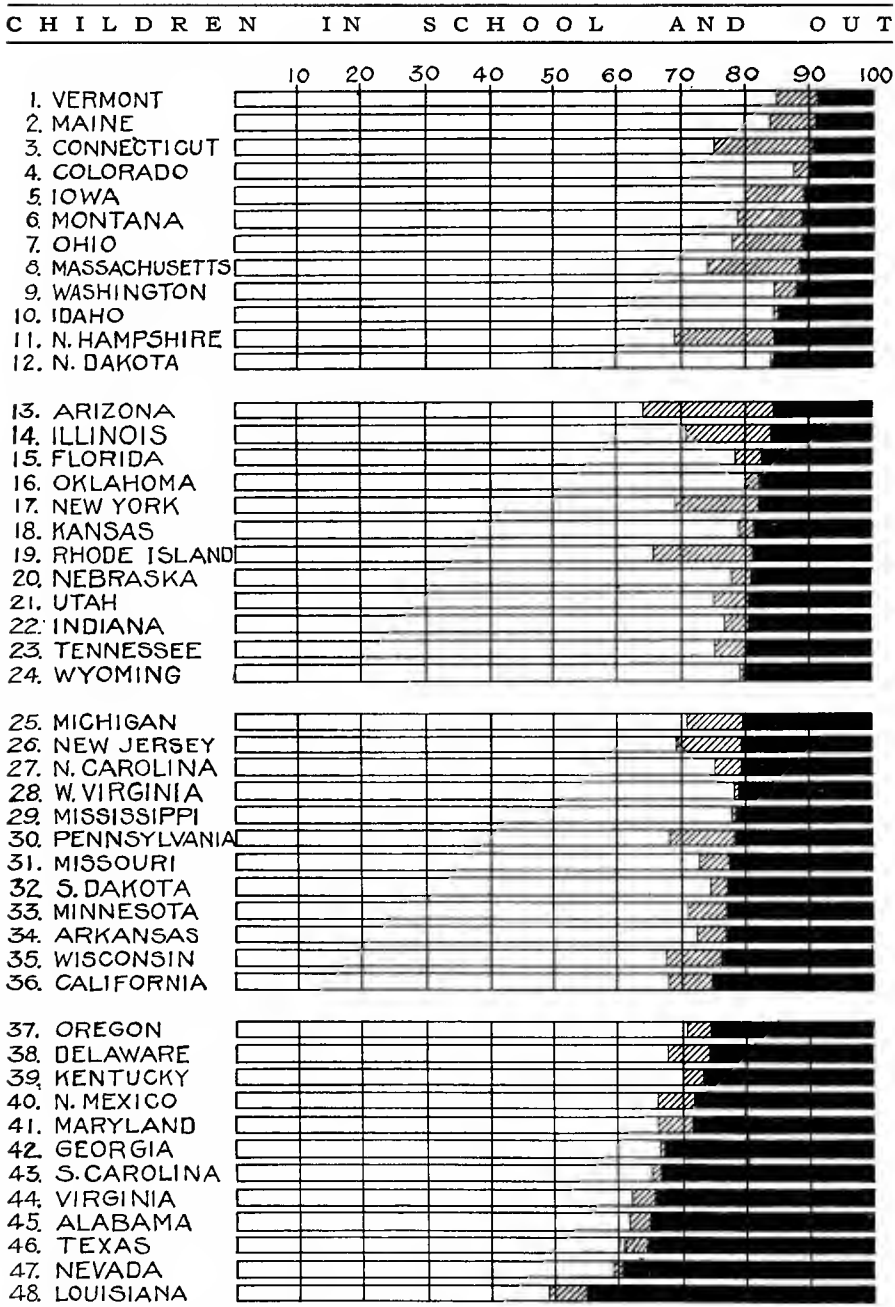
Every other winter the legislatures of about forty states meet in deliberative session. They consider approximately 1,000 bills on educational questions and enact about 200 of them into law. This pamphlet has been compiled with the object of making available to legislators, school workers, and others having at heart the interests of public education, salient facts concerning school conditions in all the states. The figures have been derived from official sources and every care exercised to insure their accuracy. Every endeavor has been made to avoid complexities and technicalities. The object of the work is to render available to each state the experience of all.

CONTENTS

Diagrams and tables are based on data published in the report of the U. S. Commissioner of Education for 1911, except those on pages 14, 16, 26, 28, and 30.

For greater clearness and simplicity, figures containing decimals have been changed to the next higher or lower figure.

Unless otherwise stated, "Children of School Age" and "School Population" do not include children enrolled in private schools.



PER CENT OF THE SCHOOL POPULATION ENROLLED IN PUBLIC SCHOOLS, IN PRIVATE SCHOOLS, AND NOT IN ANY SCHOOL, IN 1910

White portion indicates children in public schools, shaded those in private schools, and black those not in any school.

CHILDREN ENROLLED IN PUBLIC SCHOOLS, IN PRIVATE SCHOOLS, AND NOT IN ANY SCHOOL, IN EACH STATE IN 1910

States ranked in order of percentage of children in school

Rank	State	IN PUBLIC SCHOOLS		IN PRIVATE SCHOOLS		NOT IN ANY SCHOOL	
		Number	Per cent	Number	Per cent	Number	Per cent
1	Vt.	66,615	85.1	6,000a	7.6	5,679	7.3
2	Me.	144,278	83.9	14,137	8.1	13,815	8.0
3	Conn.	190,353	74.7	42,215	16.4	22,711	8.9
4	Colo.	168,798	87.5	4,000	2.1	19,967	10.4
5	Iowa	510,661	80.5	50,000	7.9	73,399	11.6
6	Mont.	66,141	78.9	6,998	8.3	10,721	12.8
7	Ohio	838,080	77.6	97,832	9.4	139,774	13.0
8	Mass.	535,869	73.7	96,464	13.2	95,011	13.1
9	Wash.	215,688	83.6	7,209	2.8	35,191	13.6
10	Idaho	76,168	83.6	1,500	1.6	13,452	14.8
11	N. H.	63,972	68.8	14,331	15.3	14,701	15.9
12	N. Dak.	139,802	83.8	1,000	.3	26,544	15.9
13	Ariz.	31,312	63.9	9,913	20.1	7,820	16.0
14	Ill.	1,002,687	71.2	167,929b	11.8	239,032	17.0
15	Fla.	148,089	78.4	8,200	4.1	33,188	17.5
16	Okla.	422,399	81.4	4,000	.8	92,291	17.8
17	N. Y.	1,422,969	68.8	267,072	12.9	376,976	18.3
18	Kans.	398,746	79.4	9,768b	1.9	93,698	18.7
19	R. I.	80,061	66.2	17,781	14.9	22,671	18.9
20	Nebr.	281,375	78.4	9,000a	2.5	68,481	19.1
21	Utah	91,611	75.1	6,500	5.5	23,601	19.4
22	Ind.	531,459	77.4	20,751a	3.0	134,616	19.6
23	Tenn.	521,753	74.9	37,124	5.2	138,255	19.9
24	Wyo.	24,584	79.6	116a	.3	6,186	20.1
25	Mich.	541,501	71.4	61,539b	8.0	155,707	20.6
26	N. J.	429,797	68.9	65,000	10.3	129,495	20.8
27	N. C.	520,404	75.4	26,200a	3.8	143,446	20.8
28	W. Va.	276,458	78.1	1,500	.4	75,941	21.5
29	Miss.	469,137	76.8	7,500a	1.2	134,482	22.0
30	Pa.	1,282,965	67.9	175,000	9.2	433,643	22.9
31	Mo.	707,031	72.7	40,000	4.1	224,503	23.2
32	S. Dak.	126,253	74.8	1,840	.8	41,235	24.4
33	Minn.	440,083	72.2	21,000	3.3	149,175	24.5
34	Ark.	395,978	74.4	5,777	1.1	130,409	24.5
35	Wis.	464,311	67.0	57,366	8.2	171,479	24.8
36	Cal.	368,391	68.2	32,802	6.1	138,888	25.7
37	Oreg.	118,412	70.5	6,233	3.6	43,546	25.9
38	Del.	35,950	67.1	3,750	6.9	13,915	26.0
39	Ky.	494,863	69.9	21,295	3.0	191,423	27.1
40	N. Mex.	56,304	65.8	5,000	5.8	24,268	28.4
41	Md.	238,393	66.1	20,000	5.3	103,009	28.6
42	Ga.	555,794	67.0	6,000	.6	268,386	32.4
43	S. C.	340,415	65.0	10,650	1.9	173,263	33.1
44	Va.	402,109	61.8	23,662	3.5	225,698	34.7
45	Ala.	424,611	62.1	16,133	2.3	243,144	35.6
46	Tex.	821,631	63.3	10,000a	.7	463,711	36.0
47	Nev.	10,200	58.7	350	1.8	6,889	39.5
48	La.	263,617	49.0	34,000	6.3	240,709	44.7

a Statistics of 1908–9. b Elementary pupils only.

Four Questions about the Children

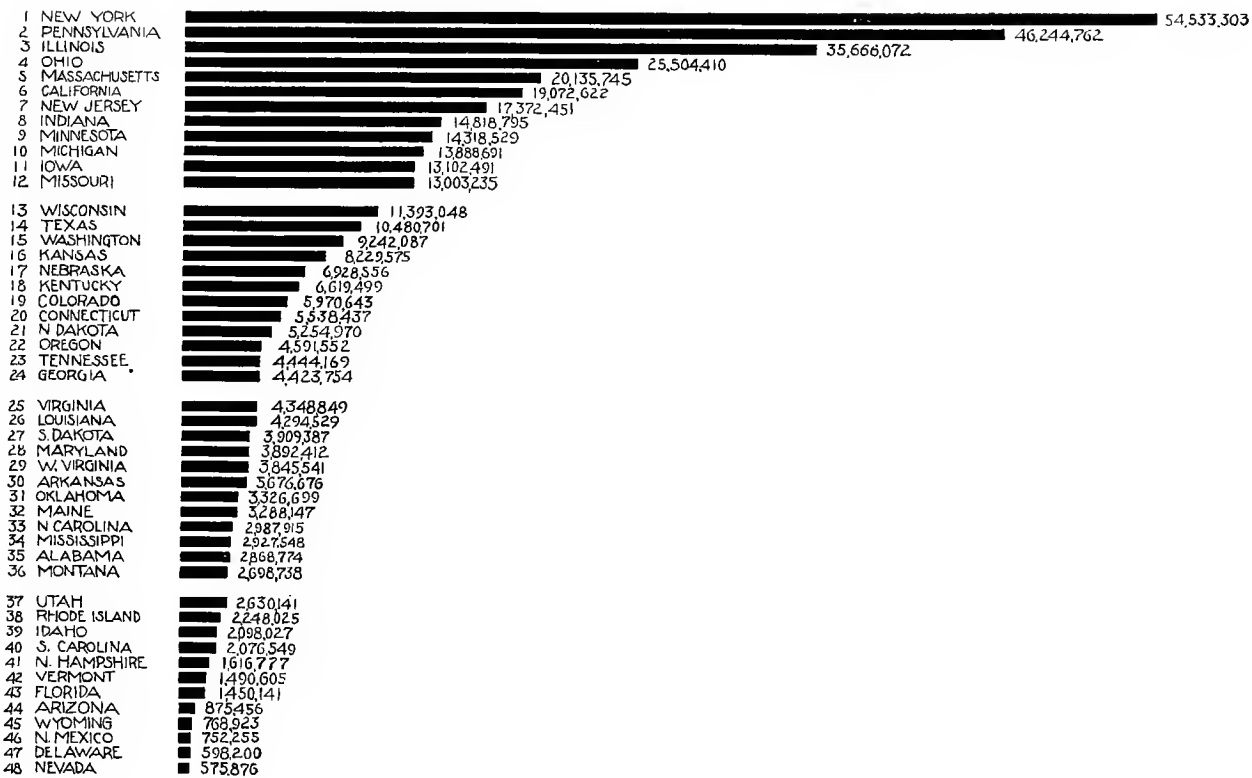
There are four questions which rank in importance before all others in getting at the significant facts about public school conditions in any locality. They are, first, how many children ought to be in school; second, how many of these are in public schools; third, how many are in private schools; and fourth, how many are not in any school at all.

School Age

The degree to which the public schools are reaching the children has been computed in the accompanying diagram and table, by comparing the number of children in school with the number of children of school age School age as here used is the period between the ages of five and eighteen years, adopted by the United States Commissioner of Education in the presentation of national school statistics.

Children Not in School

The fact that there are many children of school age who are not in school does not necessarily mean that they have had no schooling, and will get none. This is because the number of children from five to eighteen years of age includes some who have not yet begun to go to school, and others who have completed their education. However, it is evident that Vermont, Maine, and Connecticut, with more than 90 per cent of the children of school age actually in school, are making better investments in future citizenship than Alabama, Texas, Nevada, and Louisiana, with from 35 to 45 per cent of their children of school age not receiving schooling.



TOTAL SCHOOL REVENUE IN EACH STATE IN 1910

SOURCES OF SCHOOL REVENUE IN EACH STATE IN 1910

Rank	State	PER CENT OF REVENUE DERIVED FROM			
		Local taxes	State taxes	Permanent funds	Other sources
1	N. Y.	87.0	9.0	.6	3.4
2	Pa.	59.7	15.6	..	24.7b
3	Ill.	78.8	2.8	2.4	16.0
4	Ohio	82.7	9.2	1.0	7.1
5	Mass.	96.8	.9	1.1	1.2
6	Cal.	69.8	26.4	1.7	2.1
7	N. J.	66.9	17.5	.1	15.5
8	Ind.	71.6	16.5	4.5	7.4
9	Minn.	59.9	14.7	6.1	19.3b
10	Mich.	51.9	38.6	2.5	7.0
11	Iowa	81.1	..	7.5	11.4
12	Mo.	80.6	12.5	6.9	..
13	Wis.	65.7	14.1	1.7	18.5
14	Texas	38.9	41.0	16.2	3.9
15	Wash.	64.8	21.4	7.0	6.8
16	Kan.	93.8	..	6.1	.1
17	Nebr.	75.1	.5	8.4	16.0
18	Ky.	40.0	53.0	..a	7.0
19	Colo.	86.4	..	2.3	11.3
20	Conn.	80.6	12.1	1.9	5.4
21	N. Dak.	75.0	.8d	19.7	4.5
22	Oreg.	80.0	..	6.9	13.1
23	Tenn.	67.1	13.0	2.9	17.0
24	Ga.	29.6	51.0	2.0	17.4
25	Va.	51.7	38.1	1.0	9.2
26	La.	57.8	22.5	2.8	16.9
27	S. Dak.	78.2	..	14.9	6.9
28	Md.	60.8	38.0	1.2	..
29	W. Va.	72.0	17.0	2.0	9.0
30	Ark.	59.2	33.8	1.5	5.5
31	Okla.e	76.0	..c	15.8	8.2
32	Me.	61.8	35.2	1.3	1.7
33	N. C.	88.0	9.0	..a	3.0
34	Miss.	40.7	45.1	10.1	4.1
35	Ala.	24.0	69.4	4.7	1.9
36	Mont.	87.9	..	6.7	5.4
37	Utah	73.2	22.5	4.3	..
38	R. I.	90.9	6.7	1.9	.5
39	Idaho	79.4	14.0	..	6.6
40	S. C.	83.9	3.9	..	12.2
41	N. H.	88.2	7.0	..a	4.8
42	Vt.	77.3	16.5	3.3	2.9
43	Fla.	83.3	11.0	2.5	3.2
44	Ariz.	78.4	7.4	..	14.2
45	Wyo.	77.5	..	19.5	3.0
46	N. Mex.	85.2	..	7.8	7.0
47	Del.	64.4	25.8	6.9	2.9
48	Nev.	51.1	35.0	..	13.9

a Included with state tax.
b Includes receipts from bond sales.
c Included with permanent funds and rents.
d For high schools only. e Statistics of 1908–9.

The Healthy Progress of School Expenditures

Our expenditures for public education have more than doubled in the past ten years. No other investment produces so large a return. More money means better schools. Better schools mean more efficient citizens. More efficient citizens produce more money. It is a beneficent circle.

Where the Money Comes From

Over 72 per cent of school revenues are derived from local taxation. The proportion from this source ranges from nearly 97 per cent in Massachusetts to less than 27 per cent in Georgia. State taxation produces 15 per cent of the total. Six states receive more than 10 per cent of their income from permanent funds, in most cases originally derived from land grants set aside for school purposes.

Equal Taxation and Equal Opportunity

The right of the state to tax the property of the state to educate the children of the state is now firmly established. A free common school education is the common birthright of every American child, and this is provided for by the taxation of property without reference to whether the owner has children to be educated or not.

Provisions School Tax Legislation Should Include

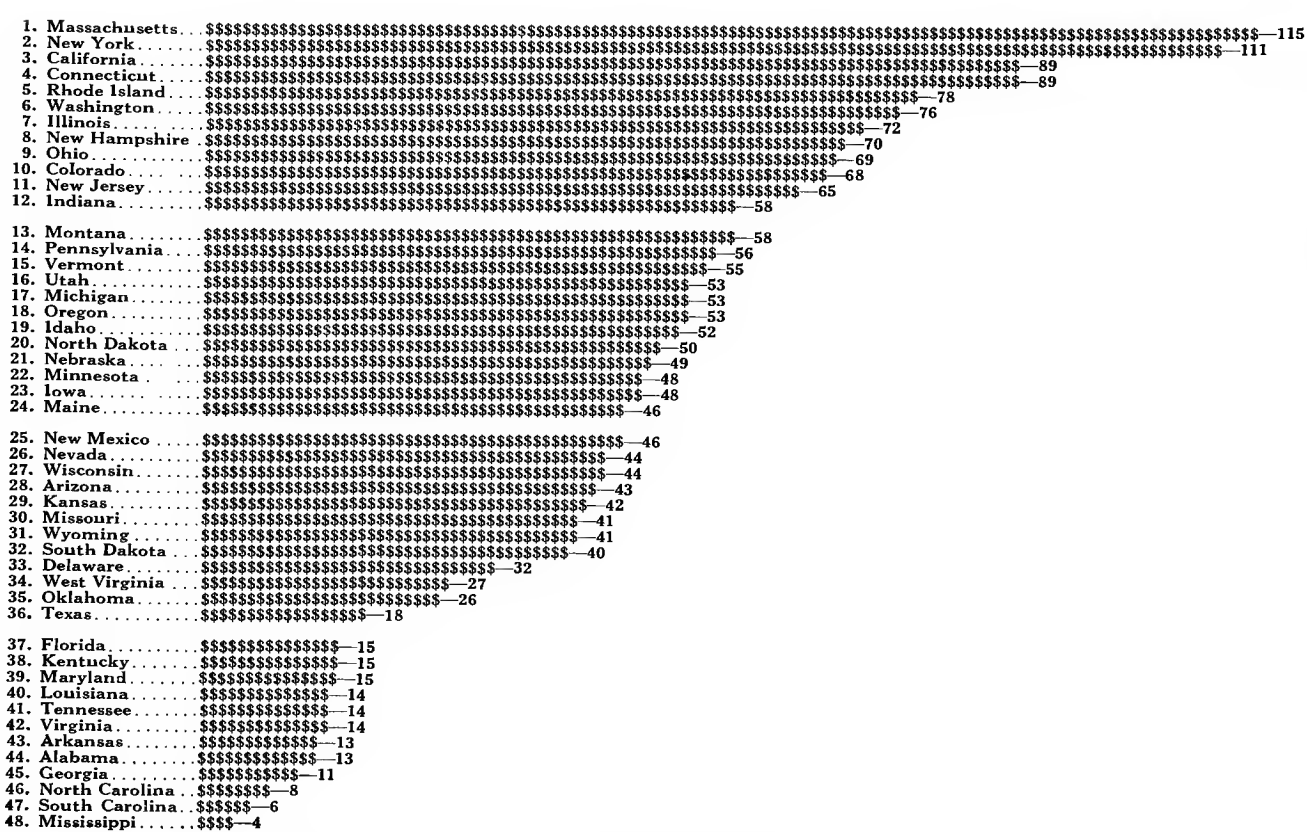
American experience shows that school tax legislation should provide for

a. Sufficient local taxation to encourage local pride and initiative

b. Sufficient state taxation to equalize educational advantages by aiding poorer communities

c. A distribution of school funds based both on the number of teachers employed and the aggregate days of attendance of the school children

d. The stimulation of progress through additional grants to communities providing such advantages as continuation schools, evening schools, playgrounds, medical inspection, etc.



AVERAGE VALUE OF SCHOOL PROPERTY (SITES, BUILDINGS, EQUIPMENT, ETC.) PER CHILD OF SCHOOL AGE IN 1910

VALUE OF PUBLIC SCHOOL PROPERTY (BUILDINGS, SITES, ETC.), CHILDREN OF SCHOOL AGE, AND AVERAGE VALUE PER CHILD, IN EACH STATE IN 1910

State	Rank	Value of school property	Children of school age c	Average value per child
Ala.	44	$8,561,916	667,755	$13
Ariz.	28	1,688,653	39,132	43
Ark.	43	6,939,319	526,387	13
Cal.	3	45,322,214	507,279	89
Colo.	10	12,872,186	188,765	68
Conn.	4	18,869,431	213,064	89
Del.	33	1,575,000	49,865	32
Fla.	37	2,790,869	181,277	15
Ga.	45	9,076,294	824,180	11
Idaho	19	4,646,423	89,620	52
Ill.	7	88,819,664	1,241,719	72
Ind.	12	38,661,762	666,075	58
Iowa	23	28,279,374	584,060	48
Kans.	29	20,891,590	492,444	42
Ky.	38	10,423,780	686,286	15
La.	40	7,132,177	504,326	14
Me.	24	7,309,494	158,093	46
Md.	39	5,000,000a	341,402	15
Mass.	1	72,685,323	630,880	115
Mich.	17	37,196,776	697,208	53
Minn.	22	28,596,866	589,258	48
Miss.	48	2,410,000	603,619	4
Mo.	30	38,518,322	931,534	41
Mont.	13	4,446,781	76,862	58
Nebr.	21	17,266,334	349,856	49
Nev.	26	750,000b	17,089	44
N. H.	8	5,509,059	78,673	70
N. J.	11	36,438,048	559,292	65
N. Mex.	25	3,694,785	80,572	46
N. Y.	2	198,896,310	1,799,945	111
N. C.	46	5,862,969	663,850	8
N. Dak.	20	8,353,135	166,346	50
Ohio	9	67,901,717	977,854	69
Okla.	35	13,310,040	514,690	26
Oreg.	18	8,624,731	161,958	53
Pa.	14	96,244,694	1,716,608	56
R. I.	5	7,973,232	102,732	78
S. C.	47	3,250,000	513,678	6
S. Dak.	32	6,754,641	167,488	40
Tenn.	41	9,150,301	660,008	14
Tex.	36	23,247,340	1,285,342	18
Utah	16	6,147,928	115,212	53
Vt.	15	3,976,466	72,294	55
Va.	42	8,555,344	627,807	14
Wash.	6	19,069,112	250,879	76
W. Va.	34	9,385,504	352,399	27
Wis.	27	27,685,149	635,790	44
Wyo.	31	1,246,459	30,770	41

a Does not include Baltimore City.
b Statistics of 1907–8.
c Pupils in private schools not included.

The School House

Good schools must be properly housed. Next to efficient teaching the most important requirements for successful school work are comfortable, sanitary school buildings and adequate equipment.

An Index of Past Educational Interest

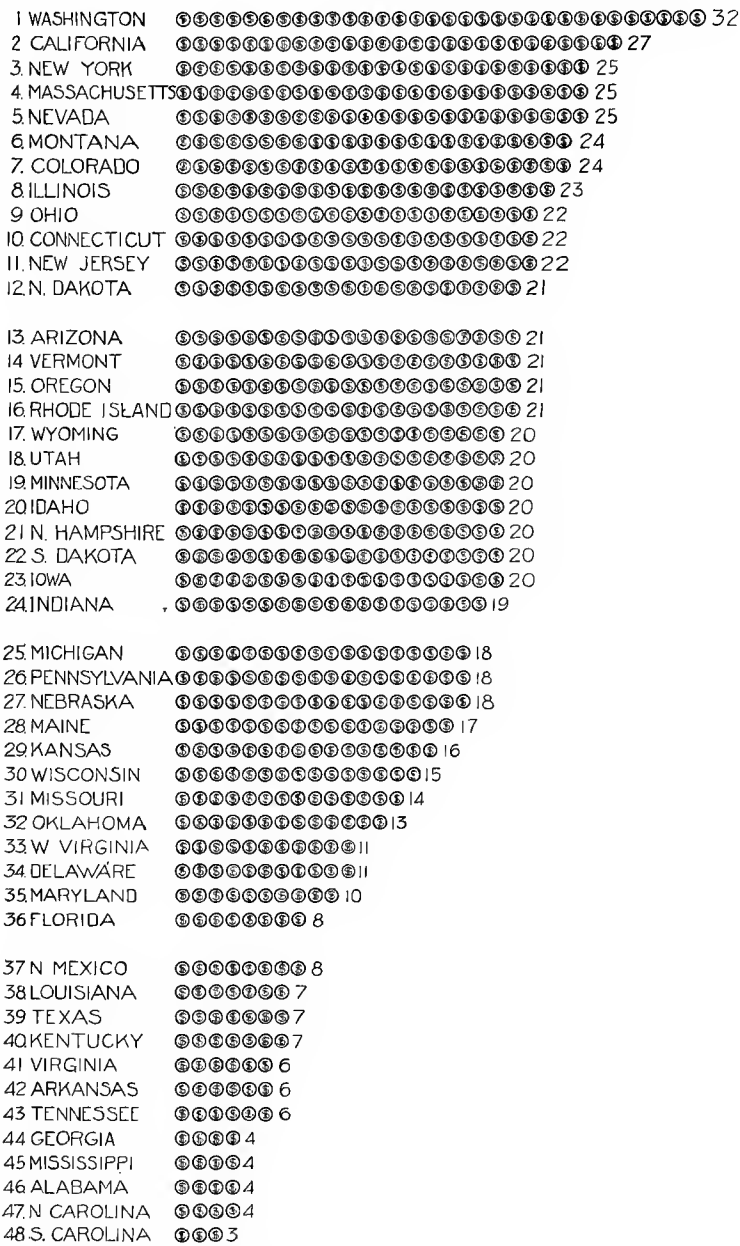
The amount that a state has invested in its public school buildings and grounds is the best available index of the past educational interest of its people. The state which has taxed itself to provide the most adequate public schools and the best locations for its young people is the state which has had most deeply at heart the welfare of its children.

The Average Investment for Each Child of School Age

If we take the total value of the public schools of a state, together with their sites and equipment, and divide that sum by the number of children of school age in the state, leaving out those who are in private schools, we have the average permanent investment which the state has made in these things for each of its children. Such computations are the basis of the diagram and table on these pages.

Amazing Contrasts

The contrasts between the figures on the upper and lower ends of the diagram are almost incredible. If Massachusetts and New York require school equipment and buildings to the value of more than $100 per child, we can only wonder that there are states whose investments amount to less than $10 and even less than $5 per child. Schools in northern climates and under urban conditions cost more than in southern climates and rural conditions, but they do not cost twenty-five times as much for the same quality.



ANNUAL EXPENDITURE FOR SCHOOL PURPOSES FOR CHILDREN OF SCHOOL AGE IN EACH STATE IN 1910

The diagram shows the amount that would be expended for each child were the total expenditure distributed equally among the children of school age.

ANNUAL EXPENDITURE FOR PUBLIC SCHOOLS, CHILDREN OF SCHOOL AGE, AND AVERAGE ANNUAL EXPENDITURE PER CHILD, IN EACH STATE IN 1910

State	Rank	Children of school age a	EXPENDITURE FOR SCHOOLS	
			Total b	Per child
Ala.	46	667,755	$2,837,537	$4
Ariz.	13	39,132	817,023	21
Ark.	42	526,387	2,954,320	6
Cal.	2	507,279	13,674,209	27
Colo.	7	188,765	4,442,199	24
Conn.	10	213,064	4,659,715	22
Del.	34	49,865	523,695	11
Fla.	36	181,277	1,492,345	8
Ga.	44	824,180	3,702,373	4
Idaho	20	89,620	1,767,140	20
Ill.	8	1,241,719	28,984,711	23
Ind.	24	666,075	12,771,428	19
Iowa	23	584,060	11,413,123	20
Kans.	29	492,444	8,082,930	16
Ky.	40	686,286	4,657,450	7
La.	38	504,326	3,588,848	7
Me.	28	158,093	2,683,153	17
Md.	35	341,402	3,482,506	10
Mass.	4	630,880	16,012,722	25
Mich.	25	697,208	12,521,583	18
Minn.	19	589,258	11,745,415c	20
Miss.	45	603,619	2,663,992	4
Mo.	31	931,534	13,067,193	14
Mont.	6	76,862	1,872,785	24
Nebr.	27	349,856	6,167,327	18
Nev.	5	17,089	419,268	25
N. H.	21	78,673	1,548,611	20
N. J.	11	559,292	12,189,257	22
N. Mex.	37	80,572	646,811	8
N. Y.	3	1,799,945	45,786,810	25
N. C.	47	663,850	2,370,211	4
N. Dak.	12	166,346	3,546,925	21
Ohio	9	977,854	21,606,950	22
Okla.	32	514,690	6,739,216	13
Oreg.	15	161,958	3,366,004	21
Pa.	26	1,716,608	30,795,607	18
R. I.	16	102,732	2,108,254	21
S. C.	48	513,678	1,687,374	3
S. Dak.	22	167,488	3,289,342	20
Tenn.	43	660,008	3,678,838	6
Tex.	39	1,285,342	8,799,594	7
Utah	18	115,212	2,308,385	20
Vt.	14	72,294	1,507,876	21
Va.	41	627,807	3,817,025	6
Wash.	1	250,879	7,908,866	32
W. Va.	33	352,399	3,700,290	11
Wis.	30	635,790	9,271,852	15
Wyo.	17	30,770	628,694	20

a Pupils in private schools not included.

b Current expenditures only. Outlays—sites, new buildings, and equipment—are not included.

c Includes payment of debts.

The Question of Dollars

Children, teachers, and buildings are the principal elements in any school system, and the abundance and excellence of the last two depend almost entirely on the amount of money expended for them. Better teachers can be secured only by paying higher salaries. More and better schools can be secured only by paying more money for sites, buildings, and equipment. Educational progress involves increased expenditure.

Expenditure per Child of School Age

If in any state we find the total current expenditure for school support and divide by the total number of children of school age, not taking into account those who are in private schools, the result is the average expenditure per child of school age. It is by this process that the accompanying diagram and table have been prepared. In compiling these results, permanent investments and outlays, such as the purchase of school sites, erection of new buildings, bond payments, etc., are not taken into account. This rule has been followed so that the results would be as fair to each state as they are to any other.

The Child Versus the Dollar

At the head of the diagram we find one state which spends more than $30 per year for each child of school age within its borders. At the low end is one which spends only $3 per child. The discrepancies between the records of other states are only less great. In the long run, states, like individuals, purchase about what they pay for, not much more and not much less.

DAYS OF SCHOOLING PER YEAR IF EACH CHILD GOT HIS SHARE

1. MASSACHUSETTS — 131
2. CONNECTICUT — 128
3. NEW YORK — 117
4. RHODE ISLAND — 116
5. VERMONT — 115
6. OHIO — 113
7. MICHIGAN — 109
8. ILLINOIS — 108
9. MAINE — 107
10. WASHINGTON — 107
11. NEW JERSEY — 107
12. IOWA — 106
13. N. HAMPSHIRE — 104
14. CALIFORNIA — 103
15. MONTANA — 99
16. PENNSYLVANIA — 99
17. UTAH — 99
18. KANSAS — 97
19. NEBRASKA — 95
20. INDIANA — 93
21. WISCONSIN — 91
22. COLORADO — 89
23. OREGON — 88
24. MINNESOTA — 88
25. MISSOURI — 82
26. WYOMING — 81
27. N. DAKOTA — 80
28. S. DAKOTA — 79
29. MARYLAND — 79
30 DELAWARE — 78
31. IDAHO — 78
32. W. VIRGINIA — 72
33. TENNESSEE — 72
34. ARIZONA — 70
35. FLORIDA — 66
36. OKLAHOMA — 65
37. NEVADA — 63
38. GEORGIA — 62
39. MISSISSIPPI — 58
40. VIRGINIA — 58
41. KENTUCKY — 57
42. TEXAS — 56
43. ARKANSAS — 52
44. N. CAROLINA — 51
45. S. CAROLINA — 50
46. LOUISIANA — 49
47. ALABAMA — 47
48. N. MEXICO — 46

AVERAGE DAYS OF SCHOOLING PER CHILD OF SCHOOL AGE IN EACH STATE IN 1910

Each dot represents one day of schooling for one child. The total is the number of days of schooling each child would receive were the schooling provided by the State distributed equally among the children of school age.

CHILDREN OF SCHOOL AGE, AGGREGATE DAYS OF ATTENDANCE, AND AVERAGE DAYS OF ATTENDANCE PER CHILD, IN EACH STATE IN 1910

State	Rank	Children of school age a	ATTENDANCE	
			Total in days	Average per child
Ala.	47	667,755	31,273,831	47
Ariz.	34	39,132	2,723,845	70
Ark.	43	526,387	27,171,877	52
Cal.	14	507,279	52,187,408	103
Colo.	22	188,765	16,773,120	89
Conn.	2	213,064	27,185,993	128
Del.	30	49,865	3,891,504	78
Fla.	35	181,277	11,962,086	66
Ga.	38	824,180	51,413,594	62
Idaho	31	89,620	6,985,739	78
Ill.	8	1,241,719	133,683,336	108
Ind.	20	666,075	61,854,660	93
Iowa	12	584,060	61,950,616	106
Kans.	18	492,444	47,632,292	97
Ky.	41	686,286	39,399,500	57
La.	46	504,326	24,778,489	49
Me.	9	158,093	16,984,918	107
Md.	29	341,402	26,965,790	79
Mass.	1	630,880	82,600,740	131
Mich.	7	697,208	75,831,318	109
Minn.	24	589,258	51,885,786	88
Miss.	39	603,619	34,977,018b	58
Mo.	25	931,534	76,001,416	82
Mont.	15	76,862	7,625,521	99
Nebr.	19	349,856	33,289,613b	95
Nev.	37	17,089	1,075,190b	63
N. H.	13	78,673	8,216,564	104
N. J.	11	559,292	59,660,041	107
N. Mex.	48	80,572	3,738,900	46
N. Y.	3	1,799,945	210,559,101	117
N. C.	44	663,850	33,763,036	51
N. Dak.	27	166,346	13,285,028	80
Ohio	6	977,854	110,252,480	113
Okla.	36	514,690	33,232,780b	65
Oreg.	23	161,958	14,290,314	88
Pa.	16	1,716,608	170,248,880	99
R. I.	4	102,732	11,915,340	116
S. C.	45	513,678	25,622,482	50
S. Dak.	28	167,488	13,281,548	79
Tenn.	33	660,008	47,313,890	72
Tex.	42	1,285,342	71,354,468	56
Utah	17	115,212	11,413,557	99
Vt.	5	72,294	8,336,705	115
Va.	40	627,807	36,315,160	58
Wash.	10	250,879	26,875,936	107
W. Va.	32	352,399	25,446,600	72
Wis.	21	635,790	57,679,070	91
Wyo.	26	30,770	2,484,097	81

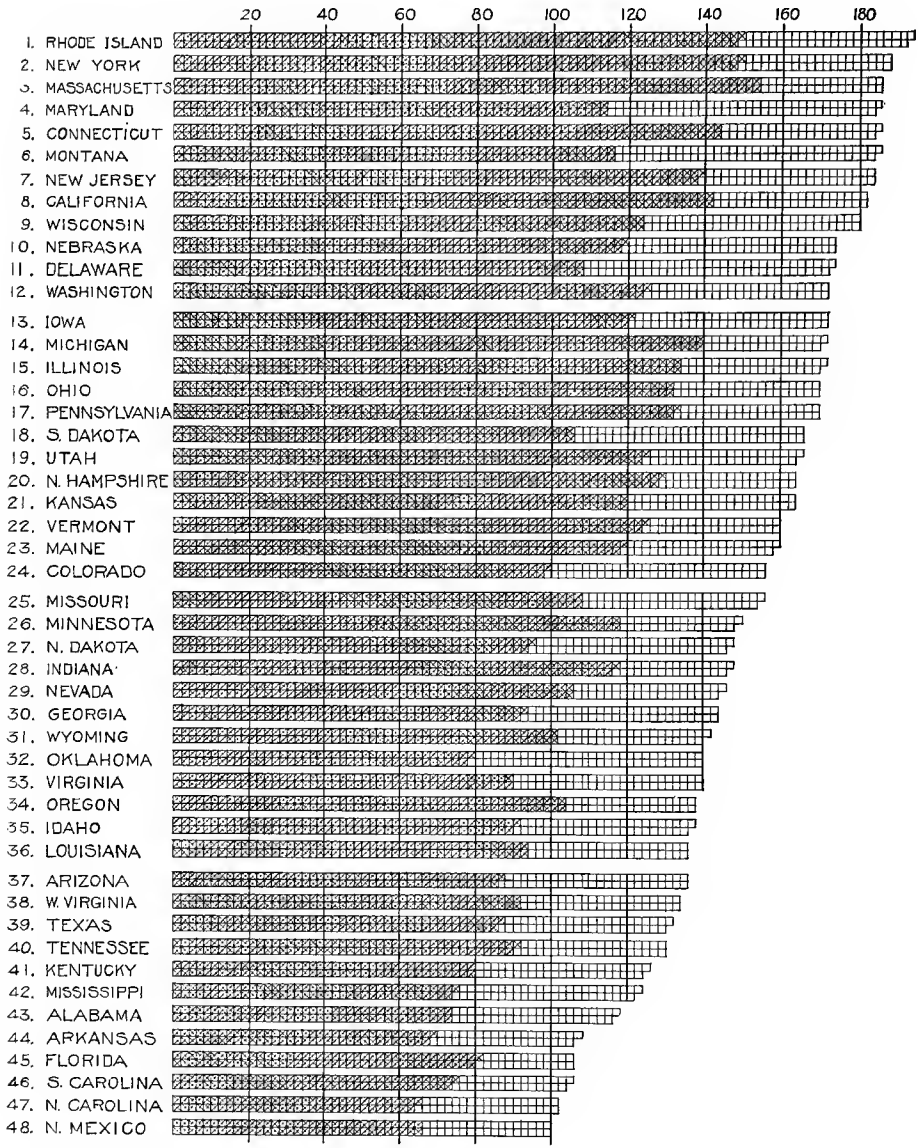
a Pupils in private schools not included.
b Statistics of 1908–9.

Measuring the Quantity of Education

The most efficient measure of the quantity of education which a school system gives the children of a state is one which combines the two factors of the problem—first, the number of children to be educated, and second, the amount of education supplied. The accompanying table and diagram give the results of measuring by such a standard the education supplied in each state. The number of children of school age is easily determined. The amount of education supplied by the public schools is expressed by the aggregate number of days of schooling given in one year. (One day of schooling is the attendance of one child one day.) Dividing the total number of days of schooling by the number of children of school age, we get the average amount of schooling supplied per capita of school population. This measure includes every element affecting the *quantity* of instruction—length of school year, regularity of attendance, and total number of children.

A Low National Record

The standard school month consists of 20 school days. On the basis of an equal distribution of instruction given among all the children of school age, the effective school year in the state making the best record is less than seven school months. Taking the country as a whole it is hardly more than four school months, and in nearly a quarter of the states it is less than three school months. As a nation the United States has a shorter school day, a shorter school week, and a shorter school year than any other highly civilized country in the world.



LENGTH OF SCHOOL YEAR AND AVERAGE ATTENDANCE IN EACH STATE IN 1910
Each small square represents one day the schools are kept open. Shaded portion indicates average attendance.

AVERAGE NUMBER OF DAYS PUBLIC SCHOOLS WERE KEPT OPEN, AVERAGE NUMBER OF DAYS OF ATTENDANCE BY EACH PUPIL ENROLLED, AND AVERAGE PER CENT OF ATTENDANCE IN EACH STATE IN 1910

State	DAYS SCHOOLS WERE OPEN		DAYS ATTENDED		
	Rank	Number	Average	Per cent	Rank
Ala.	43	117.3	73.6	62.8	44
Ariz.	37	135.5	87.3	64.2	38
Ark.	44	106.5	68.6	64.5	37
Cal.	8	182.0	142.0	77.9	10
Colo.	24	156.0	99.3	63.7	39
Conn.	5	184.7	143.5	77.5	12
Del.	11	172.5	108.3	63.0	43
Fla.	45	106.0	80.9	70.3	23
Ga.	30	144.4	92.5	62.3	46
Idaho	35	137.0	91.3	67.1	31
Ill.	15	171.0	133.7	77.9	11
Ind.	28	147.0	116.8	79.3	4
Iowa	13	172.0	121.4	70.5	22
Kans.	21	163.5	119.5	73.0	18
Ky.	41	125.0	79.6	63.7	40
La.	36	135.6	93.9	69.3	26
Me.	23	159.0	118.5	74.4	17
Md.	4	185.0	113.7	61.3	47
Mass.	3	186.0	154.2	82.9	2
Mich.	14	171.0	140.0	82.0	3
Minn.	26	149.0	118.0	79.2	5
Miss.	42	123.0a	74.6a	55.8	48
Mo.	25	155.0	107.7	69.4	25
Mont.	6	184.5	115.5	62.5	45
Nebr.	10	174.0a	118.9a	68.0	29
Nev.	29	145.3	106.0	72.5	19
N. H.	20	164.0	128.6	78.3	7
N. J.	7	184.0	138.9	75.4	16
N. Mex.	48	100.0	66.4	66.4	32
N. Y.	2	187.5	149.0	79.1	6
N. C.	47	101.9	64.9	63.7	41
N. Dak.	27	147.3	94.9	64.5	36
Ohio	16	170.0	131.6	77.4	13
Okla.	32	140.0	78.8a	66.1	34
Oreg.	34	138.0	121.8	87.8	1
Pa.	17	170.0	133.0	78.3	8
R. I.	1	193.0	148.8	76.8	14
S. C.	46	105.1	75.4	71.8	21
S. Dak.	18	165.9	106.0	63.5	42
Tenn.	40	130.0	90.6	69.8	24
Tex.	39	131.0	86.8	66.3	33
Utah	19	164.8	124.6	75.6	15
Vt.	22	160.0	125.1	78.2	9
Va.	33	140.0	90.4	64.6	35
Wash.	12	172.0	124.7	72.3	20
W. Va.	38	134.0	92.2	68.5	28
Wis.	9	180.0	124.4	69.1	27
Wyo.	31	140.9	101.5	68.0	30

a Statistics of 1908–9.

The Short School Year

The ordinary child attending school nine or ten months each year requires from eight to ten years to complete the elementary school course. Relatively few children remain in school so long, yet only nine of the 48 states keep their schools open nine months or more.

The Short Attendance Year

Our school years are short, but our attendance years are shorter still. In the diagram on the opposite page each small square represents one day that the schools are kept open. The shaded portion indicates the average number of days of attendance. In some states, such as Maryland and Mississippi, the average attendance is only about 60 per cent of the school year. In others, like Oregon and Massachusetts, it is more than 80 per cent. Lengthening the school year without provision for securing regular attendance increases school expenditures without obtaining a corresponding return in educational results.

A 22-Year Elementary Course

A school boy in North Carolina or New Mexico, with an attendance based on the average effective school year in those states—from 65 to 66 days—would need over 22 years to complete an elementary course of eight years of nine school months each. On this basis, if he entered school at the age of five, he would get his eighth grade certificate at 27. Such conditions partly account for the fact that in many states few of the children enrolled ever reach the upper grades and the high school.

LAWS RELATIVE TO COMPULSORY SCHOOL ATTENDANCE, IN EACH STATE IN 1912

States where school attendance is compulsory throughout state in outline, those where school attendance is compulsory in part of state in diagonal, and those where school attendance is nowhere compulsory in solid black.

Three Centuries of Progress

Education was made compulsory in Germany and Massachusetts in the 17th century, in France and more than half of the United States in the 19th century, and in all but 12 of the remaining states of the Union in the 20th century.

Present Status

At the present time six of our states have no laws at all. They are represented on the map in black. Six more have laws which apply to only part of their territories. These are represented on the map by diagonal lines. The rest of the states have clear surfaces which means that they have compulsory attendance laws which apply to the whole state.

Factors Determining the Efficiency of Laws

There are five factors of paramount importance in determining the efficiency of compulsory education laws. The first is the number of years of attendance required. The second is the amount of attendance required each year. The third is the means provided for locating and enumerating the children. The fourth is control of quality of work in private schools. The fifth is the kind of provision for enforcing the law. The laws of the different states vary enormously as to these prime factors.

Years of Attendance

Some of the states require school attendance only from the ages of eight to twelve—a period of four years, whereas at the other end of the scale are found states which require from their future citizens attendance at school between the ages of seven and seventeen—a period of ten years.

Amount of Attendance Each Year

Some states require attendance for only twelve weeks per year, but the more enlightened ones insist that the children must attend during the entire term that the public schools are kept open. In the most progressive localities this amounts to ten months per year.

Locating and Enumerating the Children

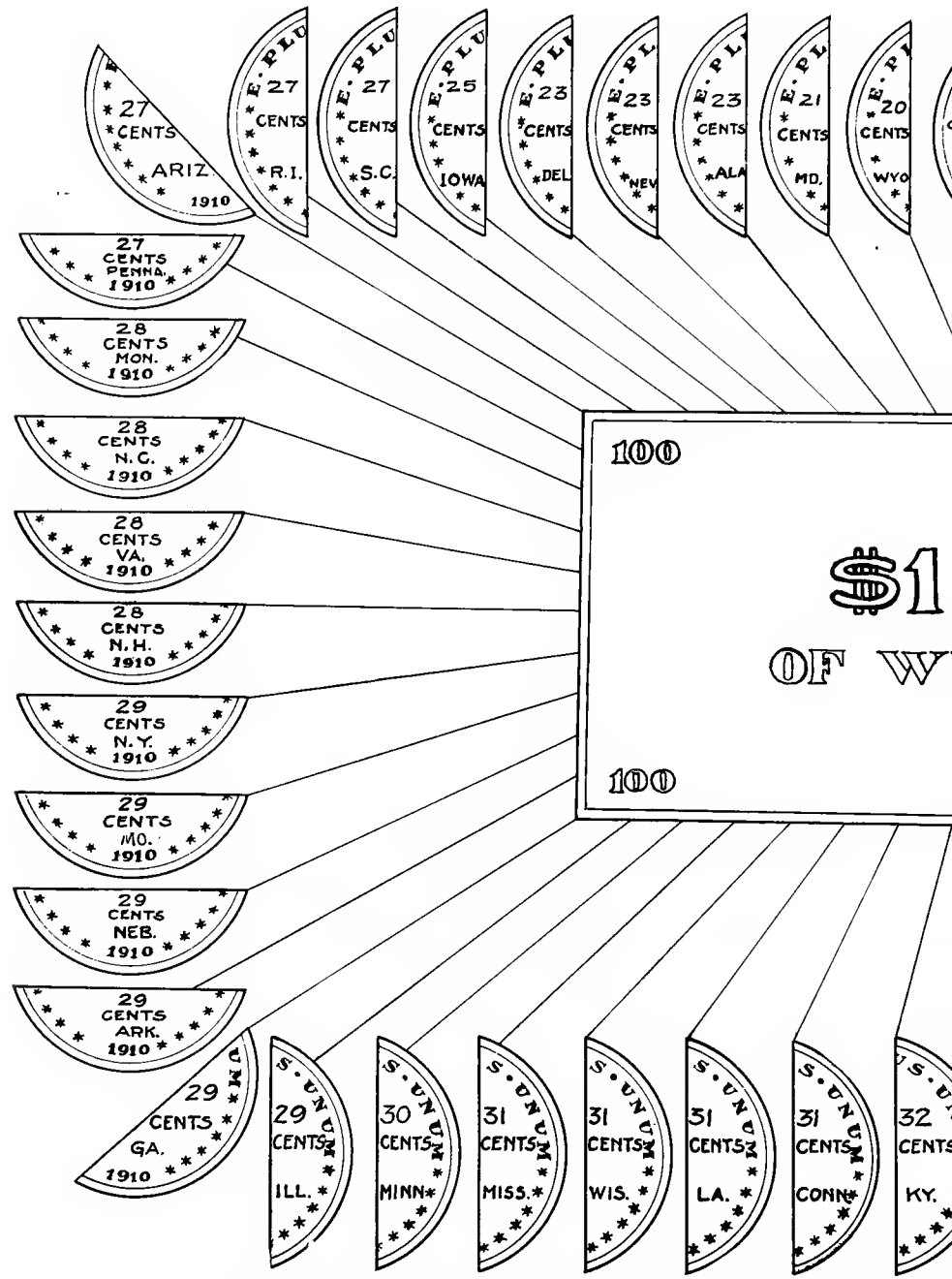
An efficient compulsory attendance law requires adequate registration of the children of school age. The more advanced laws provide for periodical school censuses which register all of the children by age and sex, and state which ones are in public schools, which ones in private schools, and which ones not in any school.

Inspection of Private Schools

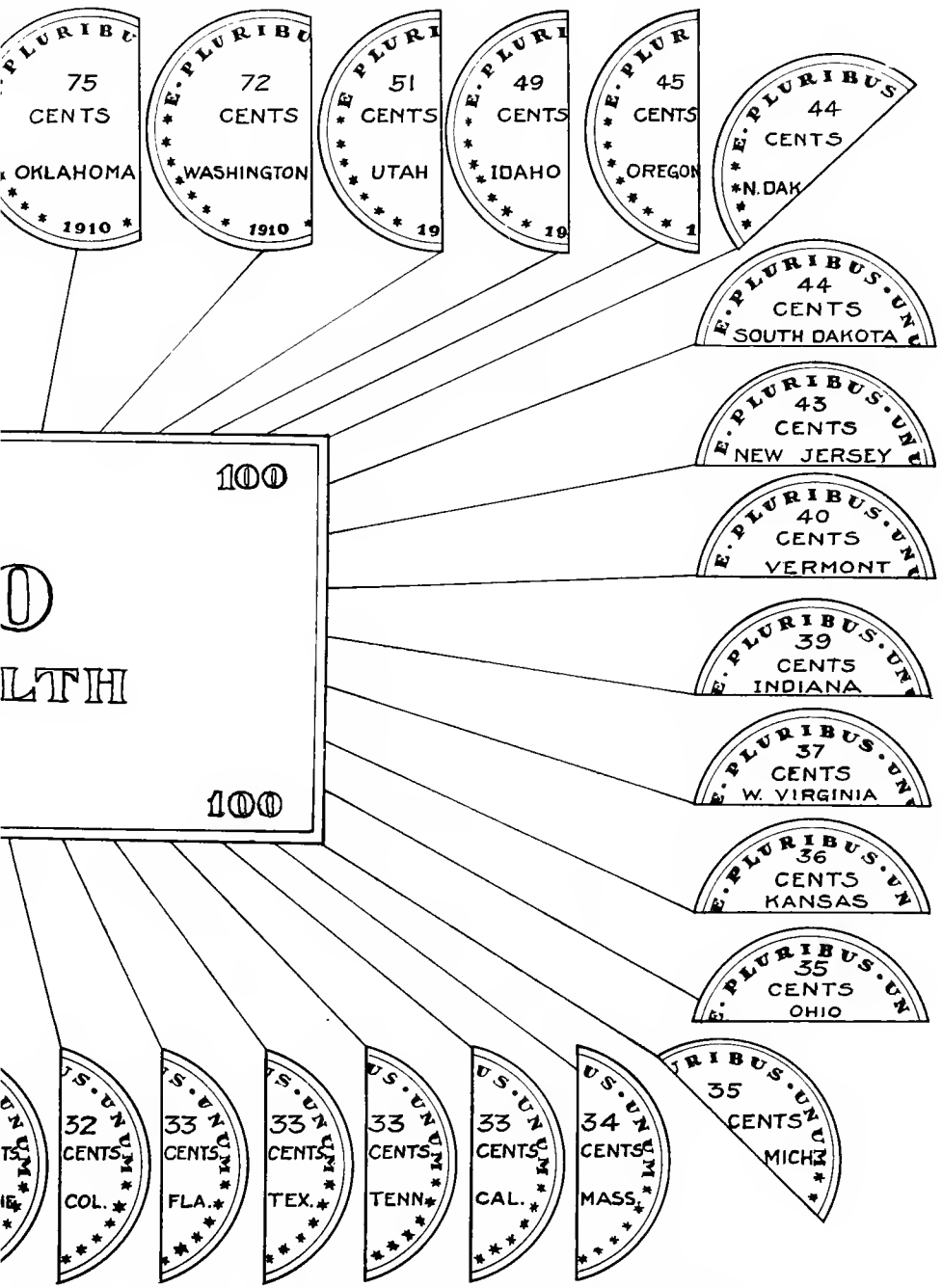
Little is accomplished for the state by requiring school attendance if no control can be had over the quality of instruction received during that attendance. Supreme court decisions in several states have confirmed the right of the commonwealth to inspect private schools and maintain a reasonable standard of efficiency in them.

Enforcement of Laws

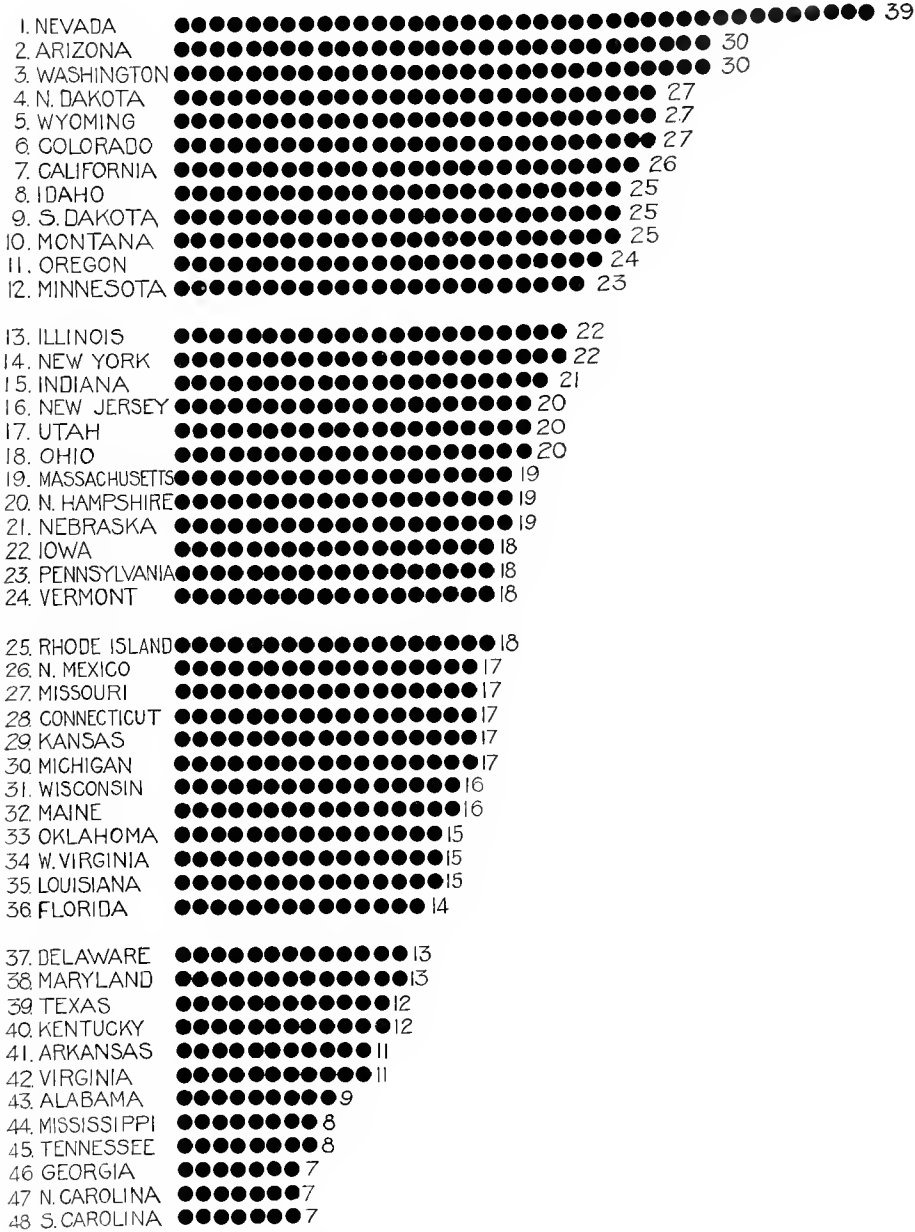
Connecticut has a special agent with assistants who enforce the compulsory education law and do it efficiently. Most states leave the matter of enforcement to local authorities, and in not a few cases the law's machinery is so defective that it is almost non-operative. It is far better for a law to have few and moderate provisions well enforced than for it to have many ambitious ones not enforced.



AMOUNT EXPENDED FOR SCHOOLS FOR EACH $100 OF WEALTH (ESTIMATED



ALUATION OF ALL REAL AND PERSONAL PROPERTY) IN EACH STATE IN 1910



COST OF ONE DAY'S SCHOOLING FOR ONE CHILD IN EACH STATE IN 1910
Each black dot represents one cent.

AGGREGATE DAYS OF ATTENDANCE, TOTAL COST, AND COST PER CHILD PER DAY, IN THE PUBLIC SCHOOLS OF EACH STATE IN 1910

State	Rank	Days of attendance	COST	
			Total b	Per child per day
Ala.	43	31,273,831	$2,837,537	9 cents
Ariz.	2	2,723,845	817,023	30 "
Ark	41	27,171,877	2,954,320	11 "
Cali.	7	52,187,408	13,674,209	26 "
Colo.	6	16,773,120	4,442,199	27 "
Conn.	28	27,185,993	4,659,715	17 "
Del.	37	3,891,504	523,695	13 "
Fla.	36	11,962,086	1,492,345	14 "
Ga.	46	51,413,594	3,702,373	7 "
Idaho	8	6,985,739	1,767,140	25 "
Ill.	13	133,683,336	28,984,711	22 "
Ind.	15	61,854,660	12,771,428	21 "
Iowa	22	61,950,616	11,413,123	18 "
Kans.	29	47,632,292	8,082,930	17 "
Ky.	40	39,399,500	4,657,450	12 "
La.	35	24,778,489	3,588,848	15 "
Me.	32	16,984,918	2,683,153	16 "
Md.	38	26,965,790	3,482,506	13 "
Mass.	19	82,600,740	16,012,722	19 "
Mich.	30	75,831,318	12,521,583	17 "
Minn.	12	51,885,786	11,745,415	23 "
Miss.	44	34,977,018a	2,663,992	8 "
Mo.	27	76,001,416	13,067,193	17 "
Mont.	10	7,625,521	1,872,785	25 "
Nebr.	21	33,289,613a	6,167,327	19 "
Nev.	1	1,075,190a	419,268	39 "
N. H.	20	8,216,564	1,548,611	19 "
N. J.	16	59,660,041	12,189,257	20 "
N. Mex.	26	3,738,900	646,811	17 "
N. Y.	14	210,559,101	45,786,810	22 "
N. C.	47	33,763,036	2,370,211	7 "
N. Dak.	4	13,285,028	3,546,925	27 "
Ohio	18	110,252,480	21,606,950	20 "
Okla.	33	33,232,780a	6,739,216	15 "
Oreg.	11	14,290,314	3,366,004	24 "
Pa.	23	170,248,880	30,795,607	18 "
R. I.	25	11,915,340	2,108,254	18 "
S. C.	48	25,622,482	1,687,374	7 "
S. Dak.	9	13,281,548	3,289,342	25 "
Tenn.	45	47,313,890	3,678,838	8 "
Tex.	39	71,354,468	8,799,594	12 "
Utah	17	11,413,557	2,308,385	20 "
Vt.	24	8,336,705	1,507,876	18 "
Va.	42	36,315,160	3,817,025	11 "
Wash.	3	26,875,936	7,908,866	30 "
W. Va.	34	225,446,600	3,700,290	15 "
Wis.	31	57,679,070	9,271,852	16 "
Wyo.	5	2,484,097	628,694	27 "

a Statistics of 1908–9.

b Current expenditures only. Outlays—sites, new buildings, and equipment—are not included.

Actual Daily Cost

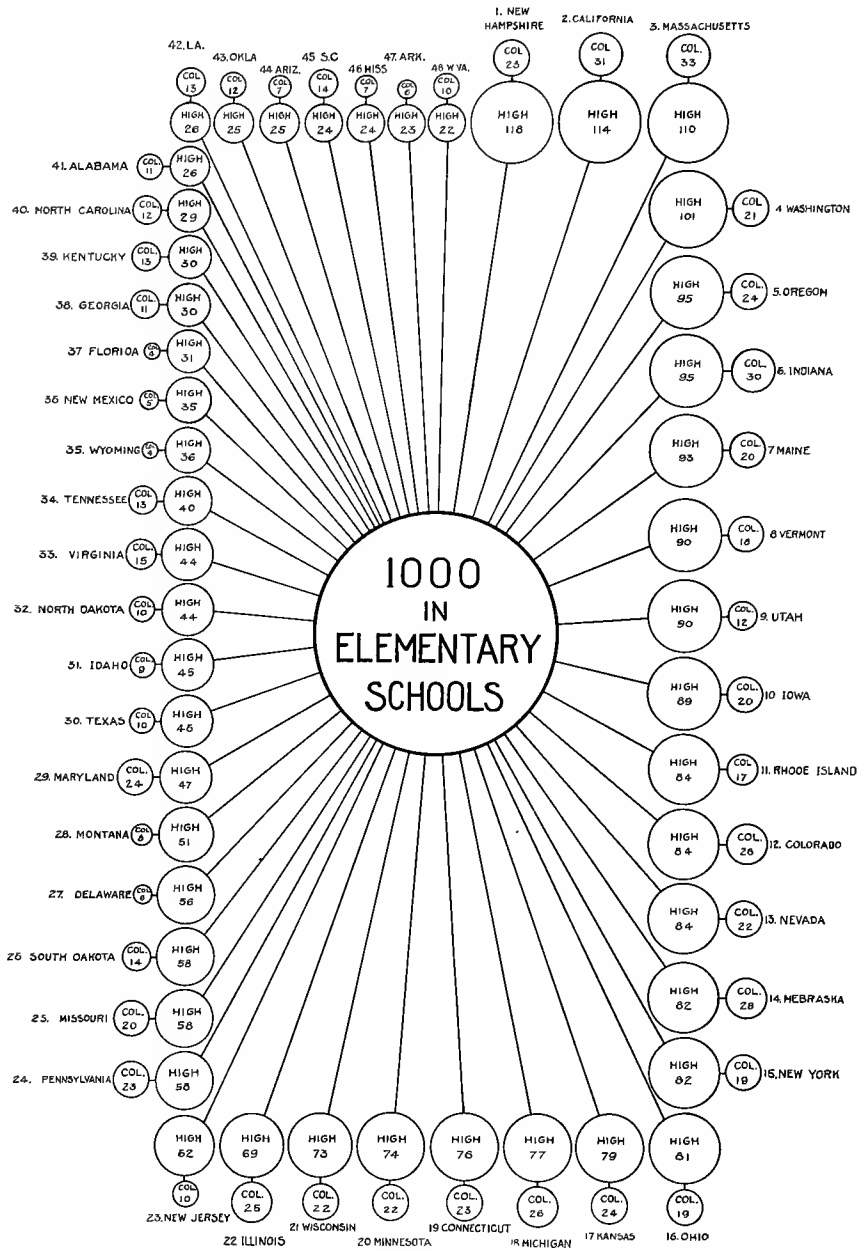
The daily expense per pupil attending school is the cost of one day's schooling for one child. As a general rule the greater the cost of schooling, the better it should be, and within certain limits the application of this principle is valid. It is not valid in the case of some of the sparsely populated western states, where the schools are small and the average cost of instruction proportionately high. But it is safe to assume that Indiana, which expends 21 cents for each day of schooling, gets better teachers, provides better equipment, and has better schools than Florida, where a day's instruction costs only 14 cents; and that the quality of instruction in Florida is superior to that in North Carolina where it costs only 7 cents.

Low Cost Means Cheap Teaching

As the expense for teachers' salaries constitutes the larger part of the cost of maintenance and operation, low cost necessarily involves cheap teaching. The average annual salary for the fifteen states which expend least per day is $304. In some of them domestic service pays better than teaching rural schools.

The Waste of Low Production

States which provide schools and neglect to keep them filled, waste a considerable part of their revenues. A school with an average attendance of ten pupils costs nearly as much as one with an attendance of forty. A mill equipped to grind 1000 bushels of wheat per day will make very expensive flour if it has to run all day on 100 bushels. Economic reasons, were there no others, are sufficient justification for compulsory attendance laws. True economy in public school administration consists in increasing production rather than in cutting down expenses.



PUPILS IN HIGH SCHOOLS AND COLLEGES FOR EACH 1,000 PUPILS ENROLLED IN ELEMENTARY SCHOOLS IN EACH STATE IN 1910

PUPILS IN PUBLIC AND PRIVATE ELEMENTARY SCHOOLS, HIGH SCHOOLS, AND COLLEGES, IN EACH STATE IN 1910

States are ranked in the descending order of the proportion that high school pupils are of elementary school pupils

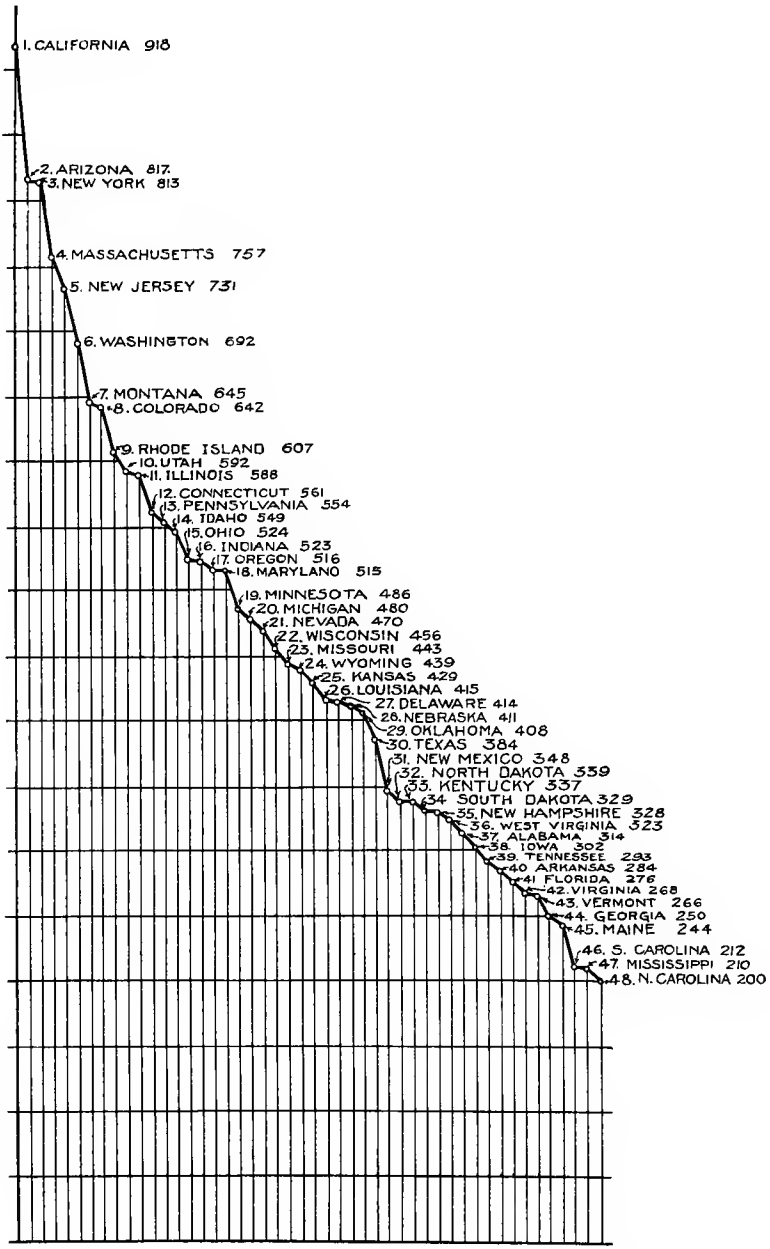
State	Rank	PUPILS IN PUBLIC AND PRIVATE SCHOOLS		
		Elementary	High	College
Ala.	41	430,897	11,131	4,602
Ariz.	44	39,650	1,478	400
Ark.	47	393,730	9,012	2,176
Cal.	2	362,804	41,558	11,112
Colo.	12	160,084	13,497	4,433
Conn.	19	216,236	16,526	4,895
Del.	27	37,747	2,107	212
Fla.	37	152,447	4,665	627
Ga.	38	547,178	16,625	6,016
Idaho	31	74,803	3,393	706
Ill.	22	1,102,371	75,979	27,812
Ind.	6	506,699	48,250	15,219
Iowa	10	517,488	46,262	10,443
Kans.	17	381,693	30,050	9,023
Ky.	39	503,313	14,883	6,681
La.	42	291,759	7,643	3,714
Me.	7	145,064	13,424	2,889
Md.	29	248,470	11,574	5,885
Mass.	3	571,157	63,072	18,787
Mich.	18	560,676	43,200	14,541
Minn.	20	431,438	32,052	9,536
Miss.	46	467,481	11,046	3,162
Mo.	25	710,720	41,187	14,372
Mont.	28	69,760	3,534	571
Nebr.	14	269,674	22,051	7,480
Nev.	13	9,828	836	220
N. H.	1	70,195	8,314	1,641
N. J.	23	468,162	29,207	4,519
N. Mex.	36	59,744	2,072	330
N. Y.	15	1,574,499	131,165	30,500
N. C.	40	533,203	15,617	6,594
N. Dak.	32	136,106	6,047	1,365
Ohio	16	870,388	70,889	16,756
Okla.	43	417,171	10,612	4,831
Oreg.	5	114,854	10,956	2,781
Pa.	24	1,383,152	78,808	31,750
R. I.	11	90,399	7,551	1,552
S. C.	45	344,565	8,346	4,893
S. Dak.	26	121,938	7,427	1,721
Tenn.	34	543,534	20,083	7,330
Tex.	30	797,474	36,978	7,617
Utah	9	90,591	8,146	1,071
Vt.	8	66,598	6,017	1,225
Va.	33	410,507	18,105	6,111
Wash.	4	203,375	20,574	4,296
W. Va.	48	273,143	6,064	2,673
Wis.	21	487,686	35,457	10,834
Wyo.	35	23,924	1,083	119

School Mortality in Elementary Grades

The diagram shows for each state the number of pupils there are in high schools and colleges for each 1,000 pupils in elementary schools. For example, in New Hampshire, the state making the best showing, there are only 118 pupils in high schools for each 1,000 in elementary schools, or about one-ninth as many. This does not mean that only one child in nine ever reaches high school, for the high school course is four years, whereas the elementary course is eight or nine years in length. If conditions were ideal and all the children remained in school and made normal progress, high school pupils ought to be almost half as many as the elementary pupils. Instead of being half as many, they are in only four cases more than one-tenth as many, and in some states the high school membership is less than one-fortieth of the elementary school membership. This means that there is a series of enormous educational leaks through which the children escape from the school system before completing the course.

How the Army of Survivors Dwindles

Accurate data are not available to tell us just how many children complete the elementary grades, what proportion go to high school, and what proportion reach college. According to an estimate made by the United States Bureau of Education, less than half the children of the country finish more than the first six grades, only about one-fourth of the children ever enter high school, less than eight in each one hundred complete the high school course, and less than five in one hundred receive any education above the high school.



AVERAGE ANNUAL SALARY OF PUBLIC SCHOOL TEACHERS IN EACH STATE IN 1910

TEACHERS IN PUBLIC SCHOOLS, ANNUAL EXPENDITURES FOR SALARIES, AND AVERAGE ANNUAL SALARY, IN EACH STATE IN 1910

State	Rank	Teachers	ANNUAL EXPENDITURE FOR SALARIES	
			Total	Average
Ala.	37	8,756	$2,746,473	$314
Ariz.	2	851	695,106	817
Ark.	40	9,522	2,708,367	284
Cal.	1	11,369	10,430,898	918
Colo.	8	5,200	3,336,715	642
Conn.	12	5,277	2,962,124	561
Del.	27	993	411,520	414
Fla.	41	4,015	1,109,968	276
Ga.	44	12,625	3,158,356	250
Idaho	14	2,232	1,225,890	549
Ill.	11	29,384	17,287,771	588
Ind.	16	17,267	9,024,559	523
Iowa	38	27,598	8,335,917	302
Kans.	25	13,467	5,773,342	429
Ky.	33	11,100	3,746,180	337
La.	26	6,286	2,606,314	415
Me.	45	7,457	1,819,500	244
Md.	18	5,514	2,842,418	515
Mass.	4	15,321	11,600,631	757
Mich.	20	17,987a	8,622,071	480
Minn.	19	15,157	7,369,244	486
Miss.	47	10,166	2,136,126	210
Mo.	23	18,365a	8,126,232	443
Mont.	7	2,250	1,452,039	645
Nebr.	28	11,099	4,562,945	411
Nev.	21	489	230,000	470
N. H.	35	3,040	998,515	328
N. J.	5	12,087	8,833,622	731
N. Mex.	31	1,474	513,552	348
N. Y.	3	45,074	36,651,566	813
N. C.	48	11,216	2,245,974	200
N. Dak.	32	7,387	2,501,102	339
Ohio	15	27,841	14,599,273	524
Okla.	29	9,473	3,864,871	408
Oreg.	17	4,453	2,299,689	516
Pa.	13	35,496	19,657,319	554
R. I.	9	2,371	1,440,765	607
S. C.	46	6,968	1,475,200	212
S. Dak.	34	6,065	1,997,719	329
Tenn.	39	10,286	3,007,904	293
Tex.	30	20,742	7,971,341	384
Utah	10	2,369	1,402,828	592
Vt.	43	3,257	866,204	266
Va.	42	10,443	2,800,939	268
Wash.	6	7,170	4,960,727	692
W. Va.	36	8,782	2,838,441	323
Wis.	22	14,729	6,719,059	456
Wyo.	24	1,109	487,260	439

a Includes superintendents and supervisors.

Teachers' Salaries as a Measure of Quality

The average annual salary paid to public school teachers in the United States as a whole is $485. In one state the average is only $200 per year. The wages received by school teachers constitute a measure of two things: first, the quality of ability of the teacher; second, the value the community puts upon the teacher's services. The fact that teachers' wages are lower than those paid for almost any other sort of service means that as a nation we are neither asking for nor getting a high grade of service and as a nation we place a low valuation on the teacher's work.

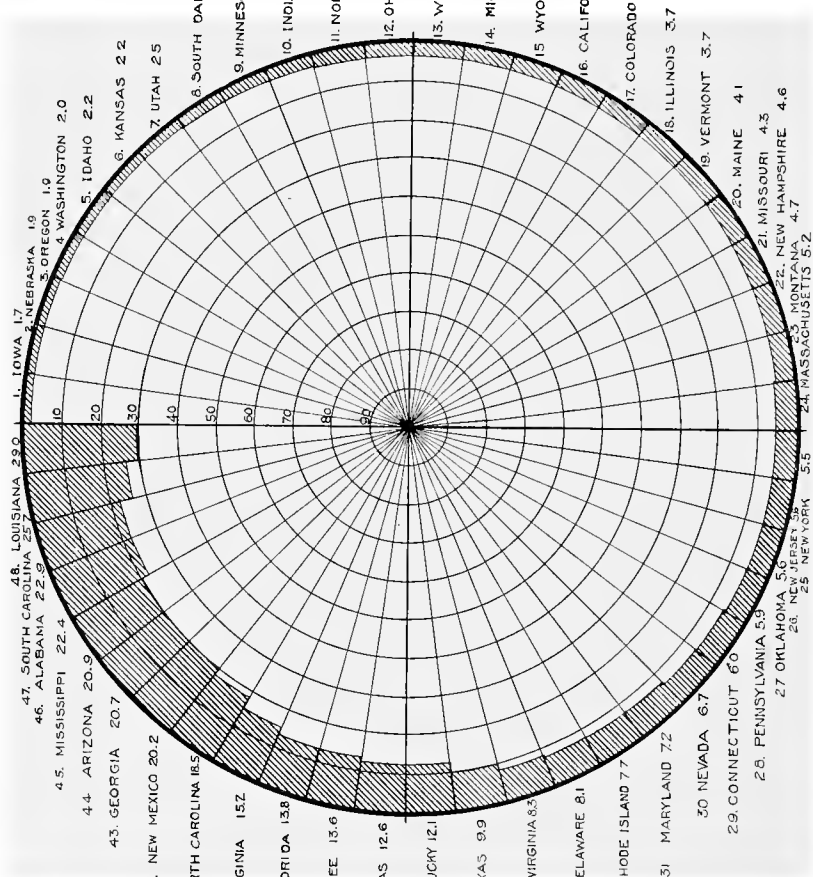
Teaching Versus Other Vocations

While it is difficult to get accurate data on wages, the best available figures indicate that the average annual wages received by the workers in five great occupations are about as follows:

Carpenters	$802
Coal miners	600
Factory workers	550
Common laborers	513
Teachers	485

Some Extreme Cases

Throughout the southern states thousands of rural teachers earn less than $150 per year. In one New England state hundreds of teachers earn less than $6.00 per week. In one county in a Central Atlantic state the average for all teachers is $129 per year. In one southern state convicts from the penitentiaries are let to contractors at the rate of about $400 each per year while the state pays its teachers about $300 each per year.



PER CENT OF POPULATION TEN YEARS OF AGE AND OVER UNABLE TO READ AND WRITE IN EACH STATE IN 1910

ILLITERATE PERSONS TEN YEARS OF AGE AND OVER, AND PER CENT THAT THEY ARE OF WHITE POPULATION, COLORED POPULATION, AND TOTAL POPULATION OF CORRESPONDING AGE, IN EACH STATE IN 1910

Data from United States Census

State	Rank	Illiterates	PER CENT		
			Among whites	Among colored	White and colored
Ala.	46	352,710	9.9	40.1	22.9
Ariz.	44	32,953	..	..	20.9
Ark.	37	142,954	7.0	26.4	12.6
Cal.	16	74,901	..	..	3.7
Colo.	17	23,780	..	..	3.7
Conn.	29	53,665	..	..	6.0
Del.	33	13,240	5.0	25.6	8.1
Fla.	39	77,816	5.5	25.5	13.8
Ga.	43	389,775	7.8	36.5	20.7
Idaho	5	5,453	..	..	2.2
Ill.	18	168,241	.	..	3.7
Ind.	10	66,213	..	..	3.1
Iowa	1	29,889	..	..	1.7
Kans.	6	28,968	..	..	2.2
Ky.	36	208,084	9.9	27.6	12.1
La.	48	352,179	14.2	48.4	29.0
Me.	20	24,554	..	..	4.1
Md.	31	73,397	3.7	23.4	7.2
Mass.	24	141,541	..	..	5.2
Mich.	14	74,800	..	..	3.3
Minn.	9	49,337	..	..	3.0
Miss.	45	290,235	5.3	35.6	22.4
Mo.	21	111,604	3.6	17.4	4.3
Mont.	23	14,348	..	..	4.7
Nebr.	2	18,009	..	..	1.9
Nev.	30	4,702	..	.	6.7
N. H.	22	16,386	..	..	4.6
N. J.	26	113,502	..	..	5.6
N. Mex.	42	48,697	..	..	20.2
N. Y.	25	406,220	..	..	5.5
N. C.	41	291,497	12.3	31.9	18.5
N. Dak.	11	13,070	..	..	3.1
Ohio	12	124,774	..	..	3.2
Okla.	27	67,569	3.6	17.7	5.6
Oreg.	3	10,504	..	..	1.9
Pa.	28	354,290	..	..	5.9
R. I.	32	33,854	..	..	7.7
S. C.	47	276,980	10.3	38.7	25.7
S. Dak.	8	12,751	..	..	2.9
Tenn.	38	221,071	9.7	27.3	13.6
Tex.	35	282,904	6.7	24.6	9.9
Utah	7	6,821	..	.	2.5
Vt.	19	10,806	..	..	3.7
Va.	40	232,911	8.1	30.0	15.2
Wash.	4	18,416	..	..	2.0
W. Va.	34	74,866	7.6	20.3	8.3
Wis.	13	57,770	..	..	3.2
Wyo.	15	3,874	..	..	3.3

Statistics of Ignorance

In 1910, there were within the boundaries of the United States 5,517,608 persons over ten years of age who could not read or write. This means that among each one thousand people more than ten years old, seventy-seven were illiterate.

The Influence of the Colored Population

The low rank taken by many southern states in the comparative figures of illiteracy is largely due to the presence of large numbers of colored people, among whom the percentage of illiteracy runs high. Among each thousand colored people above ten years of age, 305 were illiterate.

The Influence of Immigration

With the exception of the southern states, New Mexico, and Arizona, the per cent of illiteracy is greatest in those states receiving a large influx of European immigration. This explains the relatively low rank of some of the North Atlantic states where the census returns register a considerable increase in the number of illiterates during the past ten years.

International Comparisons

While in the United States 77 in every thousand are illiterate, data from abroad show that among army recruits in Germany, Sweden, and Norway less than one in each thousand is illiterate. The figures are not entirely comparable, but they are highly suggestive. What is more important to us is that in our own country among native white children of native parents 57 in each thousand are illiterate, while among our native white children of foreign parents only 16 in one thousand are illiterate.

LAWS RELATIVE TO SCHOOL HOUSE CONSTRUCTION, IN EACH STATE, IN 1912

States having complete regulation in outline, those having moderate degree of regulation in diagonal, those having deficient regulation in cross-hatching, and those having no regulation in solid black.

School House Construction and Destruction

As a nation we spend nearly one dollar per inhabitant each year in the construction of new school houses. As a nation we let our public school houses burn down at the rate of more than one for every school day in the year.

What the Map Shows

The map on the opposite page presents data compiled by Frank Irving Cooper of Boston. It shows some of the reasons why our annual bill is so large and some of the results so poor. On that map 19 states appear in black. This means that they have no laws or regulations governing the construction of school houses. Thirteen are represented by crossed hatching. This means that they have deficient regulation. Fifteen have surfaces indicated by diagonal lines. This means that in these states there is a moderate degree of control. Only Ohio is represented by a clear surface, because it is the only state having a clear record.

Provisions of Existing Laws

Six states have legal provision for the protection of school houses against fire. Twelve states have laws providing for sanitary conditions in the school houses. The largest class of sedentary workers in America is composed of school children, but only five states have regulations concerning school seats and desks. Six states control school house construction through their Boards of Health, sixteen through their Boards of Education, and four through both Boards.

Where the State Compels, the State Must Conserve

We have only three types of institutions where attendance is compulsory—jails, asylums, and school houses. Fortunately, few of us have to stay long or frequently in our jails or asylums, but all of us spend many years in school houses. This is why their construction should be regulated so as to make safety and sanitation compulsory, instead of permitting danger and disease to be possible.

One-Sixth Done, Five-Sixths to Come

The laws of the different states cover 26 separate phases of the regulation of school house construction. The best law includes all but two of these. If the law of each of the 48 states covered all of the 26 points, the total points covered would be 1248. At present all the laws and regulations combined cover only 217 points. Our national accomplishment in this field of educational legislation amounts to about one-sixth of a rather low standard of desirable attainment.

LAWS RELATIVE TO FREE TEXT BOOKS, IN EACH STATE, IN 1912

States having free text books throughout the state in outline, those having free text books in part of the state in diagonal, and those having no free text books in solid black.

Effect on Educational Efficiency

The system of providing free text books for school children is almost a century old in America, having been inaugurated by Philadelphia in 1818. At the present time 12 states have free text books throughout their public elementary schools and in most cases in their high schools also. In 15 states the laws provide for free books in all except certain districts of the state and in the remaining 21 states the system either does not exist or applies to less than one per cent of the pupils. In November, 1912, 20 state superintendents who have the system in their own states were questioned with respect to its effect on educational efficiency with the following results:

In no single case is there any movement looking toward the repeal of the free text-book law.

Each one of the 20 state superintendents testifies that free text books enhance the efficiency of the teaching in the public schools.

Seventeen of them testify that the free text-book system tends to prolong the school life of the child. The other three have no data on which to base answers.

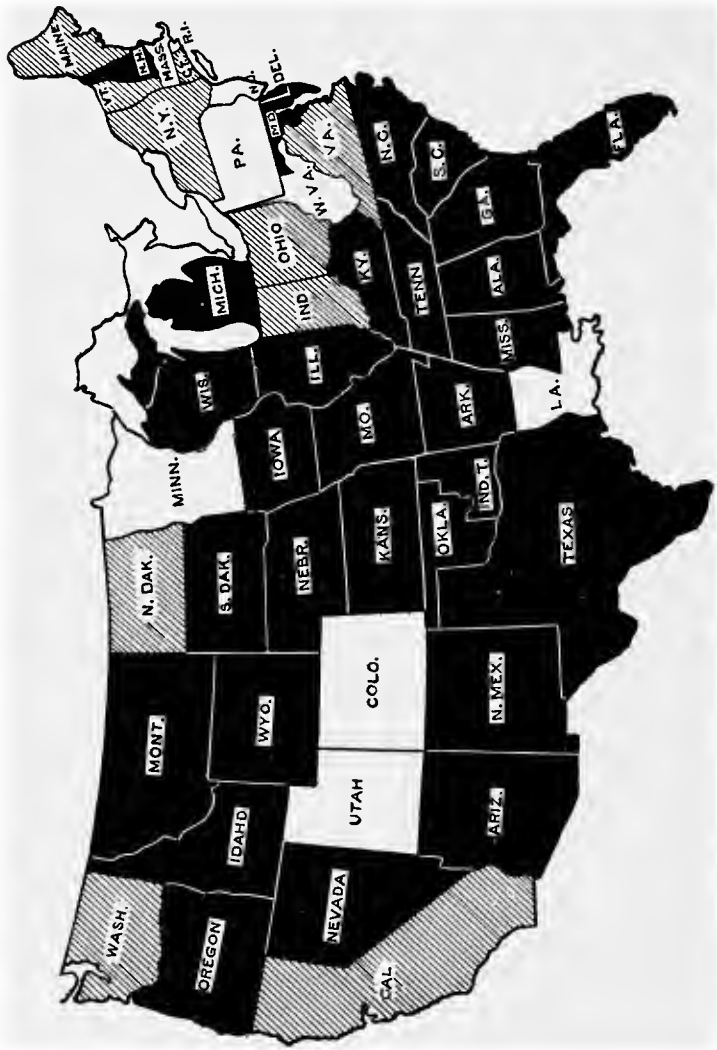
Fourteen of the 20 testify that the free text-book system makes the adoption of new text-books easier. In the other six cases new adoptions are regulated by law and so are not affected.

In a similar way 14 superintendents wrote that the free text-book system makes easier the securing of uniformity of books. In the other six cases this is regulated by law.

Ten out of 13 superintendents answering the question state that the free text-book system has no apparent tendency to take away from the child the pride of personal ownership which might come through having privately bought books.

School books bought by the community cost the community about 20 per cent less than they do when they are bought by individuals.

One unforeseen feature of the passage of the Massachusetts law was an immediate increase of 10 per cent in high school attendance.



LAWS RELATIVE TO MEDICAL INSPECTION OF SCHOOLS, IN EACH STATE, IN 1912
States having mandatory laws in outline, those having permissive laws in diagonal, and those having no laws in solid black.

A Movement for the Health of School Children

Medical inspection is an extension of the activities of the school in which the educator and the physician join hands to insure for each child such conditions of health and vitality as will best enable him to take full advantage of the free education offered by the State.

A World-Wide Movement

Systems of medical inspection have been in existence for some eighty years, and during the past quarter of a century its spread has been rapid and world-wide. It is now a movement national in scope in most of the important countries of the world. It is found in all of the continents, and the extent of its development in different countries abroad, as well as in our states here, is in some measure proportionate to their educational enlightenment.

Why Medical Inspection Laws are Needed

Laws providing for medical inspection are needed because extended experience has demonstrated that efficient medical inspection betters health conditions among school children, safeguards them from disease, and renders them healthier, happier, and more vigorous.

Provisions Laws should Contain

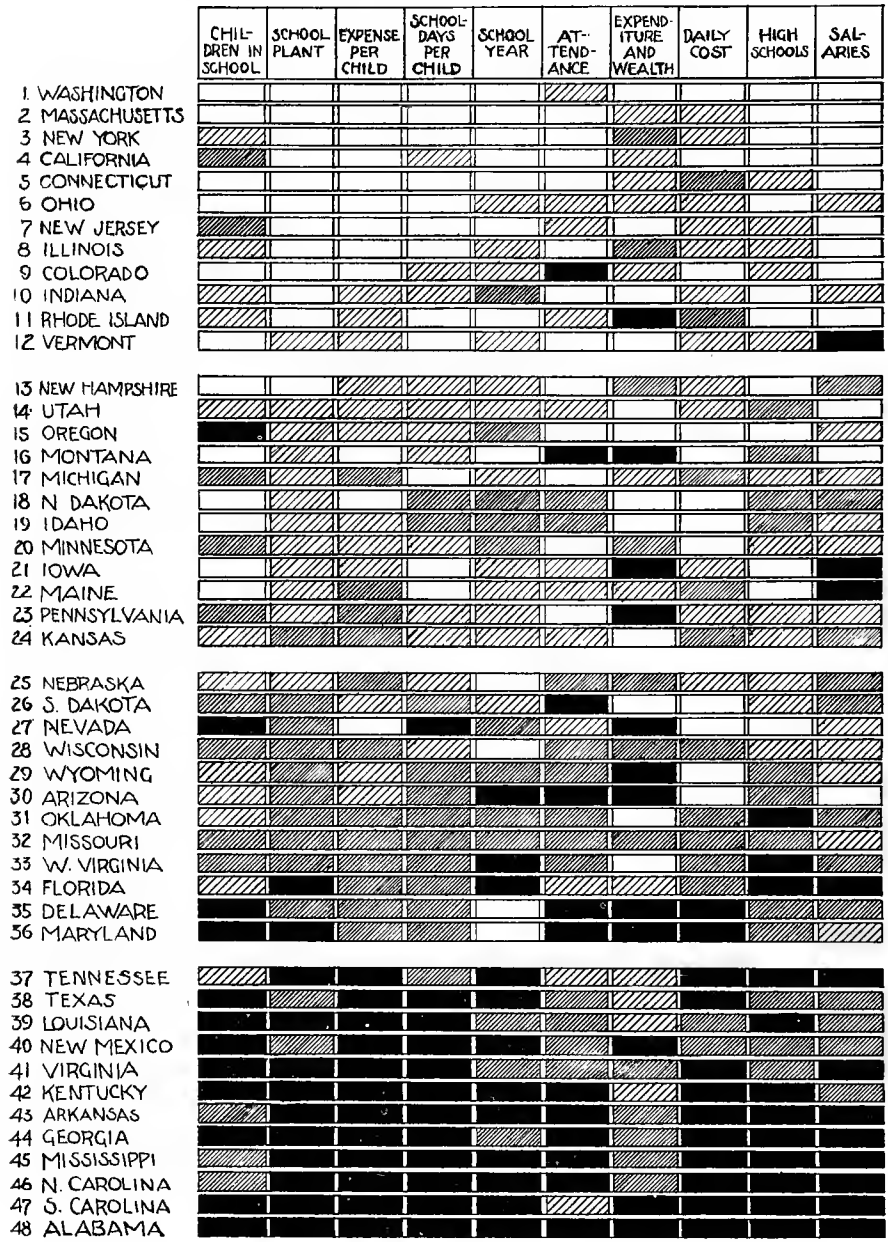
Every such law should make provision for frequent inspections of children by duly qualified school physicians to detect and exclude cases of contagious disease. It should provide for examinations of all the children by school doctors to detect any physical defects which may prevent the children from receiving the full benefit of their school work, or which may require that the work be modified to avoid injury to the child. It should empower school physicians to conduct examinations of teachers and janitors, and make regular inspections of buildings, premises, and drinking water, to insure their sanitary condition.

The School Nurse

School nurses should be provided for in each law, because they are the most valuable adjunct of medical inspection, and the most efficient possible link between the schools and the homes.

Development of the Present Status

Medical inspection in the United States was begun in Boston in 1894, and rapidly taken up by Chicago, New York, Philadelphia, and the other larger cities during the years immediately following. So rapidly and convincingly did the movement establish itself that it was soon provided for by laws in the more progressive states. The first of these was passed by Connecticut in 1899, and was followed by New Jersey and Vermont four years later. The first mandatory legislation providing for state-wide medical inspection in all public schools was passed by Massachusetts in 1906. From these beginnings the movement spread rapidly, until by 1912 seven states have passed mandatory laws, ten have passed permissive ones, and in two states and the District of Columbia medical inspection is carried on under regulations having the force of law.



RANK OF STATES IN EACH OF TEN EDUCATIONAL FEATURES, 1910

White indicates that the state ranks in the highest 12 of the 48, light shading that it ranks in second 12, dark shading that it ranks in third 12, and black that it ranks in lowest 12.

APPROXIMATE RANK OF EACH OF THE 48 STATES IN 10 SPECIFIED EDUCATIONAL FEATURES. 1910

General rank	State	RANK IN									
		Children in school	School plant	Expense per child	School days per child	School year	Attendance	Expenditure and wealth	Daily cost	High schools	Salaries
1	Wash.	9	6	1	10	12	20	2	3	3	6
2	Mass.	8	1	4	1	3	2	15	19	1	4
3	N. Y.	17	2	3	3	2	6	33	14	10	3
4	Cal.	36	3	2	14	8	10	16	7	2	1
5	Conn.	3	4	10	2	5	12	23	28	15	12
6	Ohio	7	9	9	6	16	13	13	18	12	15
7	N. J.	26	11	11	11	7	16	8	16	22	5
8	Ill.	14	7	8	8	15	11	28	13	20	11
9	Colo.	4	10	7	22	24	39	20	6	14	8
10	Ind.	22	12	24	20	28	4	10	15	6	16
11	R. I.	19	5	16	4	1	14	40	25	5	9
12	Vt.	1	15	14	5	22	9	9	24	17	43
13	N. H.	11	8	21	13	20	7	34	20	4	35
14	Utah	21	16	18	17	19	15	3	17	28	10
15	Oreg.	37	18	15	23	34	1	5	11	8	17
16	Mont.	6	13	6	15	6	45	37	10	27	7
17	Mich.	25	17	25	7	14	3	14	30	13	20
18	N. Dak.	12	20	12	27	27	36	6	4	29	32
19	Idaho	10	19	20	31	35	31	4	8	34	14
20	Minn.	33	22	19	24	26	5	27	12	21	19
21	Iowa	5	23	23	12	13	22	42	22	9	38
22	Me.	2	24	28	9	23	17	21	32	11	45
23	Pa.	30	14	26	16	17	8	38	23	24	13
24	Kans.	18	29	29	18	21	18	12	29	19	25
25	Nebr.	20	21	27	19	10	29	31	21	16	28
26	S. Dak.	32	32	22	28	18	42	7	9	23	34
27	Nev.	47	26	5	37	29	19	44	1	7	21
28	Wis.	35	27	30	21	9	27	25	31	18	22
29	Wyo.	24	31	17	26	31	30	47	5	30	24
30	Ariz.	13	28	13	34	37	38	39	2	31	2
31	Okla.	16	35	32	36	32	34	1	33	38	29
32	Mo.	31	30	31	25	25	25	32	27	26	23
33	W. Va.	28	34	33	32	38	28	11	34	46	36
34	Fla.	15	37	36	35	45	23	19	36	37	41
35	Del.	38	33	34	30	11	43	43	37	25	27
36	Md.	41	39	35	29	4	47	46	38	33	18
37	Tenn.	23	41	43	33	40	24	17	45	43	39
38	Tex.	46	36	39	42	39	33	18	39	32	30
39	La.	48	40	38	46	36	26	24	35	40	26
40	N. Mex.	40	25	37	48	48	32	48	26	35	31
41	Va.	44	42	41	40	33	35	35	42	36	42
42	Ky.	39	38	40	41	41	40	22	40	42	33
43	Ark.	34	43	42	43	44	37	30	41	45	40
44	Ga.	42	45	44	38	30	46	29	46	39	44
45	Miss.	29	48	45	39	42	48	36	44	44	47
46	N. C.	27	46	47	44	47	41	36	47	47	48
47	S. C.	43	47	48	45	46	21	41	48	48	46
48	Ala.	45	44	46	47	43	44	45	43	41	37

People are More Important than things. The merchant, the artisan, and the farmer are more important than the store, the tool, and the plow. So is education more important than any mere pecuniary interest or industry.

In the School of the Future compulsory education will spell compulsory health instead of compulsory disease.

All Children Should be Trained for, not away from, the economic age in which we live.

Ignorance and Intelligence both tend to perpetuate themselves. That is why compulsory education is necessary and why after a few decades it becomes unnecessary.

The Object of Education is to develop physical health, enhance economic efficiency, and increase intellectual vigor.

The Object of this Booklet is to make the indifferent different.