INEQUALITIES IN EDUCATIONAL OPPORTUNITY

IN TEN REPRESENTATIVE STATES

A THESIS

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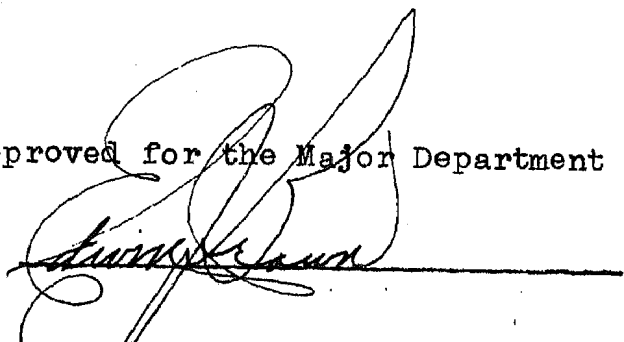
MASTER OF SCIENCE

By

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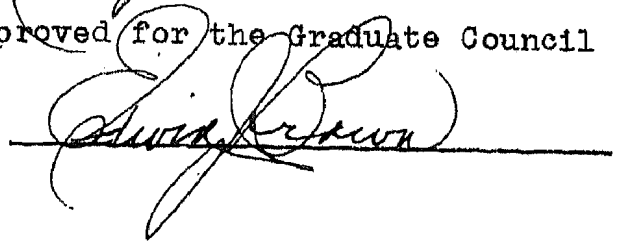
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ACKNOWLEDGMENT

CONTENTS

Page

LIST OF TABLES

LIST OF FIGURES

PREFACE

For some time it has been an interest of the writer to study, in a rather unscientific manner, the provision of educational opportunity for the children of our nation; during the past year many opportunities have come to him in the pursuit of graduate study at Kansas State Teachers College, Emporia, Kansas, to broaden his perspective of the whole field. It was not unnatural, therefore, when the matter of choosing a research - problem presented itself, that the study found in the following pages was selected.

The author does not claim for it any great degree of originality; many studies bearing on some phase of the field have been made for individual states; some cover several or all of the states with regard to one or two specific items involved in the provision of educational opportunities, but few present a very wide variety of information concerning similar elements involved in public education over a representative group of states. That, briefly speaking, is the thesis of this study, i.e., to present comparative statistics and information on some four or five major implications of public education in ten states, considered to be representative of the nation as a whole.

The assumption that the primal purpose of all school work is to educate children to become enlightened and creative citizens is here accepted, and has guided the endeavor to select those elements which are most vital to the efficiency and effectiveness of the performance of such a task.

P. C. O.

CHAPTER I

INTRODUCTION

Nature of the Study. This investigation has as its
main objective the study of the educational opportunities in
ten states of the United States. The purpose of the invest-
igation is to present comparative statistics and information
concerning some vital elements in the provision of public ed-
ucation with a view to displaying the many inequalities exist-
ing therein.

Related Studies.. Dr. Edwin J. Brown, Director of the
Graduate Division, Kansas State Teachers College, Emporia, Kan-
sas, published in the AMERICAN SCHOOL BOARD JOURNAL, for May,
1923, a sketch of a few of the inequalities existing in our
educational opportunities; the most striking of these were those
regarding length of school year (187 days to 57 days); total ex-
penditures for school purposes per pupil ($76.30 to $7.89);teach-
ers' wages ($1,612.00 annually to $256.00 annually); and, amount
spent for new buildings per pupil ($17.62 to 5¢). Statistics
used in this study were for the school year 1918-1919, and cov-
ered some four or five states in their scope.[1] The results, as
shown above, were decidedly indicative of noticeable inequalities.

Dr. Thomas Howard Winters, for his Doctor's dissertation,
made a very comprehensive study of the attempts to equalize educa-
tional opportunity by state aid. In this study he reviews the past

[1] Dr. Edwin J. Brown, "A Land of Equal Opportunity?"; AMERICAN
SCHOOL BOARD JOURNAL, Vol. LXVI, No. 5, May, 1923, pp. 75, 78.

efforts of every state in the Union to equalize its educational
opportunities by state aid, and takes up very analytically the
equalization plans of thirteen of the states. [2]

While this study deals primarily with financial support of
education, the findings resulting from it brought out very clear-
ly the fact that there is great inequality in the provision made
by the various states for equalization of educational opportun-
ity.

Dr. Winter's study is not strictly comparable with that of
the writer in that its purpose was to evaluate attempts at equal-
ization rather than to bring out inequalities existing. The
studies are related, however, in that the implication of the for-
mer is that inequalities do exist.

Leonard P. Ayres has made several studies relative to the
rankings of the states on the following items:

1. Percent of school population attending school daily.
2. Average days attended by each child of school age.
3. Average number of days schools were kept open.
4. Percent that high school attendance was of total at-
   tendance.
5. Percent that boys were of girls in high schools.
6. Average expenditure per child in average attendance.
7. Average expenditures per teacher employed.
8. Average expenditure per child of school age.
9. Expenditures per pupil for purposes other than teach-
   ers' salaries.
10. Expenditure per teacher employed for salaries. [3]

The results of these studies have again and again shown that
inequalities among the states do exist, although his purpose in
the studies was to rate the states, not so much to bring out the
extent of these inequalities.

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[2] Dr. Thomas Howard Winters, An Evaluation of Typical Attempts
to Equalize Educational Opportunities by State Aid, unpublished
dissertation, Ohio State University, 1930. 846 pp.
[3] Leonard P. Ayres, An Index Number For State School Systems,
Department of Education, Russell Sage Foundation, N.Y.1920. 70 pp.

The Research Bulletin of the National Education Association, Volume IV, Numbers 1 and 2, January and March, 1926 deals quite thoroughly and at length with the matter of the relative ability of the states to support education.[4] This again is strictly a financial study, but it brings out vividly a wide variation in the ability of the various states to support education. As an indication of the content of the study its chapter headings are given below; they are self-explanatory.

Ch. I.   Economic Resources of the States.
Ch. II. Educational Obligations of the States.
Ch. III. The Relative Ability of the States to Support Education.
Ch. IV. Some Accompaniments of the Differences in Ability to Support Education, and the Permanency of these Differences.
Ch. V.   Some unmeasured Factors Affecting the Ability of the States to Support Education.

The conclusions drawn from the findings made in this study are again very decidedly to the effect that there is much inequality among the states as to financial ability to support education.

The Scope of the Study. Ten states were chosen as representative of the entire nation for the purposes of this study. An effort was made to obtain a "random selection" as far as such variables as historical background, social inheritance, population, tradition, geographical location, and general wealth are concerned. For convenience's sake, the list may be divided into two groups, Eastern and Western; Maine, New York, Ohio, North Carolina, and Georgia make up the Eastern group; in the Western are Kansas, Texas, Montana, Arizona, and California.

The period covered in this study is the school year 1929-1930.

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4   "The Ability of the States to Support Education"; N. E. A. Research Bulletin, Vol. IV, No's. 1 and 2, January and March,1926.

This year was chosen for two reasons: first, statistics on population, wealth, and schools were not available for all states for later years; second, the disturbing factors connected with the present general economic instability were not so potent then as they have become since that time.

Only the educational opportunities offered in kindergartens, elementary schools, junior high schools, and senior high schools are included in this study in view of the fact that it is generally conceded that it is the State's duty to provide education for its youth up through the conventional twelfth grade.

Chapter II, "Financial Considerations," deals with the wealth of the states and its correspondence to public school receipts and expenditures. All thought as to how school funds are raised, the extent of taxation, or the ratio of state and local expenditures is avoided. It is a matter of common knowledge that wide variety exists in those matters, but as the writer sees it, these questions involve legislative administration more than educational opportunity as it is to be thought of in this study.

In Chapter III, entitled "Schools and Their Buildings," consideration is given the number of buildings, the average number of pupils enrolled in each, the number of teachers employed in each, and especially is the matter of the one-teacher school in each of the states taken up.

Modern trends in education indicate an ever-growing importance of the school library. Chapter IV, "Schools and Their Libraries," treats the situation as to the number of volumes in them, in total and per student in school, and the valuation of library books and equipment, in total and per student in school.

Without a doubt the teacher is a most important figure in any educational system, and Chapter V, under the title of "Schools and Their Teachers," is given over to a study of several items pertaining to them, namely; the total number of them, their average pupil-loads, their preparation, or schooling, and their average wages.

Chapter VI, "The School Year," takes up the relationship between total state population and school population; the total enrollment, and its relationship to the school population; average daily attendance, and its relationship to school enrollment; and finally, the average number of days in the school year for each of the states.

Chapter VII, "Recapitulation and Suggestions," presents, in resume, the most significant findings made in the former chapters, followed by the author's suggestions as to what ought to be done to improve the situation. It is felt that there are several interesting and important revelations made, and this last chapter presents the writer's attempt to interpret the needs, and to suggest means for future standardization in the whole field of educational opportunity for the youth of our nation.

May it be said, in closing, that the comparisons and rankings made throughout the study are to be interpreted as purely scientific observations. No thought, either of commendation or of reprimand, has been in the mind of the writer at any time during the preparation and writing of the investigation. As has been said, the thesis of this study is to reveal the inequalities existent in our educational opportunities, and the best way to present such material is through comparisons and rankings.

Sources of Material. Reliability, the writer feels, in this study is achieved in the fact that such sources as the Annual and Biennial Reports of the various Superintendents of Public Instruction in the states studied, the United States Bureau of Education Bulletin, No. 20, 1931 (Biennial Survey of Education), Statistical Abstract, and the World Almanac were used almost exclusively for gathering data. Assiduous effort to procure entirely comparable figures was put forth, and numerous checks on them were made before final adoption of them.

Validity, because of the general objectiveness of the data utilized, is quite satisfactorily present throughout the study, it is felt.

Definition of Terms. The definitions of a few terms, which might be ambiguously construed, are given below as they are used in this study:

"Wealth" as used in Chapter II means all property, natural resources, and any other possible source of income within a state.

"Child of school age" refers to any child between the ages of 6 and 21 years.

"Total receipts" means all revenue receipts accruing to school funds, including balance carried forward from the preceeding year, if any.

"Child enrolled" refers to any child whose name appears on the school register as a regular attender.

"Average daily attendance" is the average number of children attending school every day that it is taught.

"School property" includes buildings and sites, and all equipment.

"School equipment" is any property of the school which has a period of usefulness of more than two years. All else is called "supplies".

"Total expenditures" include all expenses of the school year, namely:
  General Control.
  Instruction.
  Maintenance and Operation of Plant.
  Fixed Charges
  Debt Service

                Capital Outlay
                Auxiliary Agencies
                Miscellaneous Expenses
"Current expenses" include all the above except Cap-
        ital Outlay and Debt Service.
"Library equipment" includes book cases, shelves, tab-
        les, desks, chairs, etc.,-not buildings.
"Teacher-pupil load or ratio" is the average number
        of pupils per teacher, figured on the basis
        of enrollment, usually.
"School population" refers to the total number of
        children of school age (6-21) in the state.

Presentation of Data. It is the plan of this study to give
an accurate presentation of the data collected; and wherever they
are put into tabular form, the states are listed in descending or-
der in regard to the most significant facts presented in the
table.

Wherever statistics occur which are not justifiably compar-
able with others given in the same connection, notation of the
fact is made, and an explanation given.

CHAPTER II

FINANCIAL   CONSIDERATIONS

Wealth of the Ten States Studied. The last official data

concerning the total wealth of the states of the United States

were compiled in 1922. Much has happened since that time to

change conditions, and it was the writer's desire to recognize

those changes. Diligent search resulted in the discovery of on-

ly one set of statistics relative to this matter for 1930, and

this was admittedly an estimate. These data were compiled by

the National Industrial Conference Board, and were taken from

page 422 of the World Almanac for 1933.

By "wealth" is meant the value of all property, natural re-

sources, and all other possible sources of revenue within the

state. The estimates are made to the nearest million dollars,

and range from $37,766,000,000 for New York to $1,366,000,000 for

Arizona. The states, ranked in descending order as to wealth,

appear as in Table I.

TABLE I
Estimated Wealth of the Ten States Studied
to the Nearest Million Dollars
1930

State	Wealth	State	Wealth
New York	$37,766,000,000	N. Carol.	$4,719,000,000
Ohio	19,066,000,000	Georgia	4,005,000,000
Calif.	15,433,000,000	Montana	2,290,000,000
Texas	10,067,000,000	Maine	2,068,000,000
Kansas	6,369,000,000	Arizona	1,366,000,000

Read table thus: New York's total wealth in 1930
was $37,766,000,000; Ohio's --, etc.

Under the existing systems used to raise public school funds

there is no semblance of a standard ratio between the wealth of

a state and the amount of money raised within it for public schools. However, for the sake of comparison, the average wealth per child of school age (6 to 21) in each state, computed on the basis of the above given figures, is presented in Table II, which follows:

TABLE II

Estimated Wealth Per Child of School Age in
the Ten States Studied
1930

State	Wealth		State	Wealth
Montana	$1,423.88		New York	$976.52
Ohio	1,228.03		Maine	869.01
California	1,170.76		Texas	705.54
Kansas	1,147.40		Georgia	461.41
Arizona	1,024.76		N. Carolina	451.48

Read table thus: Montana's average estimated wealth per child of school age in 1930 was $1,423.88. Read in like manner for the other states.

From this table it will be seen that though Arizona was the poorest state of the group in total wealth, she stands in fifth place when ranked as to average wealth per child of school age in 1930. New York, the wealthiest of the group as to total wealth, ranks sixth in average wealth per child of school age, having almost $50.00 less per child in average wealth than Arizona.

The writer is aware of the fact that the above data are not a justifiable basis upon which to make suggestions for changes in the practices of raising school funds. The ratio of children to adults in the different states is decidedly variable, and the ability of any given population to support education varies as the square of the ratio between children and adults within it.[5]

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[5] Cf. H. F. Clark, "The Effect of Population Upon Ability to Support Education"; Bulletin of School of Education, Indiana U. Vol. II, No. 1, 1925. p. 20.

However, the comparisons afforded in the above statistics are
of interest in this study; inequality of dollars and cents back
of every child of school age in these states is clearly presented
by them.

School Wealth of the Ten States as to Funds Available. The
facts for a comparison of school wealth in terms of available
funds with total wealth in these states may be derived from the
total school receipts and their relationship to state wealth. The
states are ranked as to percent of total wealth raised for school
purposes, and the data concerning this percentage, the total
school receipts and total state wealth are presented in Table III.

TABLE III
Showing the Percentage of State Wealth Re-
ceived for School Purposes; the total
School Receipts; and, Estimat-
ed State Wealth, 1930

State	% Wlth. Rec'd.	School Receipts	State Wealth.
New York	1.20%	$481,072,883.99	$37,766,000,000
California	1.16%	179,469,732.05	15,433,000,000
Ohio	.93%	177,896,526.82	19,066,000,000
N. Carolina	.79%	37,605,277.47	4,005,000,000
Kansas	.77%	49,340,805.26	6,369,000,000
Texas	.76%	77,357,196.02	10,067,000,000
Arizona	.69%	9,485,847.41	1,366,000,000
Montana	.67%	15,360,737.31	2,290,000,000
Maine	.60%	12,466,484.67	2,068,000,000
Georgia	.56%	22,798,108.03	4,719,000,000

Read table thus: New York raised in 1930 $481,072,
883.99 for school purposes, or 1.2% of her state
wealth, which was $37,766,000,000. Read in like
manner for the other states.

The range in the matter of percent of wealth raised for all
school support was from 1.2% for New York, to .56% in the case
the state of Georgia. Such variations as these picture consid-

erable inequality in the amount of available funds for schools.
Further comparison is brought out in Table IV, which presents the
average wealth per child of school age, and the average receipts
per child enrolled in the schools of these states. The states
are ranked in descending order as to average wealth per child of
school age, and the last column on the right of the table contains
the rankings of each state as to average receipts per child in
school.

TABLE IV

Showing the Wealth Per Child of School Age,
the Receipts Per Child Enrolled in
1930

State	Wealth on Pop'n	Receipts on Enr't.	Rank in Receipts.
Montana	$1,423.88	$127.60	4
Ohio	1,228.03	139.19	3
California	1,170.76	160.70	2
Kansas	1,147.40	114.02	5
Arizona	1,024.76	85.62	6
New York	976.52	224.65	1
Maine	869.01	72.26	7
Texas	705.54	56.29	8
Georgia	461.54	30.69	10
N. Carolina	451.48	48.39	9

Read table thus: Montana, in 1930, ranked first
as to wealth per child of school age, having a
total of $1,423.88, but she ranked only fourth
as to average receipts per child in school, having
$127.60 per child. Read in like manner for other
states.

Some interesting comparisons are presented in this table.
For instance, Montana ranked first in the matter of wealth per
child of school age, and as low as fourth in the matter of ave-
rage amount of receipts per child in school. This is indication
that Montana's system of raising money for public school purposes

is not so productive as North Carolina's, for example, whose
wealth per child of school age was approximately ten dollars
less than that in Georgia, but whose average receipts per child
in school were twelve dollars more than that in the latter state.
New York, while ranking first in the matter of available funds
per child in school, ranked in sixth place as to wealth per child
of school age in the state.

The relative rankings of the states on the items of wealth
per child of school age and receipts per child in school are re-
presented in Figure 1 in cross-hatch form.

Figure 1. Showing in Cross Hatch Form the Rel-
ative Rankings of the States as to Wealth
Per Pupil of Scholl Age, and as to
Receipts Per Pupil Enrolled.
1930

Wealth on School Pop'n	Receipts on School Enr'm't.
1 Montana	1 New York
2 Ohio	2 California
3 California	3 Ohio
4 Kansas	4 Montana
5 Arizona	5 Kansas
6 New York	6 Arizona
7 Maine	7 Maine
8 Texas	8 Texas
9 Georgia	9 N. Carolina
10 N. Carolina	10 Georgia

Read figure thus: Montana ranked first as to
wealth per child of school age, and fourth as
to receipts per child in school; New York,
sixth as to wealth, but first as to receipts.
Read in like manner for the other states.

The rather extremely high ranking of New York as to receipts, when compared with her ranking as to wealth per child, can be accounted for by two conditions, namely: (1) the fact that her school enrollment is not a very big percentage of her total school population; and (2) the superiority of her taxation system of raising public school funds. The same may be said of North Carolina, as has been pointed out. Her receipts are relatively higher in proportion to her wealth than the state of Georgia, in spite of the fact that her wealth is much less than that of Georgia per child in school. Again, there exist inequalities in educational provision in the states studied, and the natural result of such conditions is inequality of educational opportunity.

It is generally conceded that the most equitable basis upon which to compute school wealth or costs is that of per capita of average daily attendance. Since it is only for those in attendance that the school can fulfill its mission, it does seem most fair that such computations be made on the basis of those getting the most good out of school because of their school attendance.

Computations of the amount of school revenue available for each child in average daily attendance result in an inequality ranging from $257.78 for New York to $41.52 for Georgia. Such variations as those presented in Table V, on the following page, are decidedly startling. One wonders that our education the nation over is as nearly standard as it is; little Ralph Davis, whose parents live in New York goes to a school which spends, on the average, over $250.00 for his schooling, and his second cousin, Jackie Pope, whose home is in Georgia, attends a school which

spent, in 1930, only $41.52 for his education. How can this be educational equality? Table V presents this information for all the states studied.

TABLE V

Presenting the Amount of School Funds Available Per Child in Average Daily Attendance for 1930

State	Amt. Avble.	State	Amt. Avble.
New York	$257.78	Arizona	$120.90
California	185.47	Maine	89.32
Ohio	155.82	Texas	75.19
Montana	143.17	N.Carolina	54.34
Kansas	134.68	Georgia	41.52

Read table thus: New York, in 1930, had available funds for each student in average daily attendance to the amount of $257.78. Read in like manner for the other states.

While it is to be remembered that not the entire amounts quoted above are spent for items which contribute directly to the task of training children in school, inasmuch as expenses for general control, instruction, and maintenance form most of the expenditures of school operation, these figures are quite representative of the actual differences accruing to the boys and girls in different states.

Wealth of the Ten States as to Value of School Property. The valuation of school buildings, school sites, and school equipment for 1930 in the states studied were as follows:

TABLE VI

Showing the Valuation of School Buildings, Sites, and Equipment for the year 1930

New York	$871,228,178.00	Kansas	$99,979,463.12
Calif.	438,484,646.00	Georgia	52,151,655.00
Ohio	409,649,305.36	Maine	33,984,625.00
Texas	214,575,347.00	Montana	31,077,328.00
N.Carol.	112,930,371.00	Arizona	5,776,109.49*

* This includes only eight of fourteen counties.

Read the above table thus: New York's school
property valuation in 1930 was $871,228,178.00,
California's was -- etc.

With New York heading the list at a figure almost twice as
large as that of the state ranking next in order, and the small-
est valuation, excluding that of Arizona, being approximately
one twenty-eighth of New York's, there is again pointed out a
striking inequality. These figures reduced to per capita of ave-
rage daily attendance are somewhat more conceivable, and present
the inequality more fairly.

TABLE VII

Showing the Per Capita Valuation of School
Property and Equipment on the Basis of
Average Daily Attendance
1930

State	Per C.Val'n	State	Per C.Val'n
New York	$466.84	Maine	$243.48
California	453.51	Texas	208.57
Ohio	358.81	N. Carolina	163.20
Montana	289.65	Arizona	133.08
Kansas	270.99	Georgia	94.98

Read table thus: New York, in 1930, had $466.84
worth of school buildings, sites and equipment
back of every child in average daily attendance.
Read in like manner for the other states.

The variations are not quite so great when figured on the
basis of average daily attendance; this is due to the varying
proportions of school population and state population in the
different states. There is still, however, considerable inequal-
ity when it is observed that the highest figure, New York's, is
more than four and one-half times as large as the smallest,—that
in Georgia. When put in terms of the actual share of school
property valuation per pupil attending school every day, it is
a definite inequality.

School Expenditures of the Ten States for 1930. Thus far,
thought has been directed toward the wealth of the various states
as an indication of what each was capable of doing in support of
schools. Now, as an indication of what each did in 1930, atten-
tion will be directed to the matter of school expenditures within
these states.

By "total expenditures" is meant the entire expense of the
operation of the schools, including general control, instruction,
maintenance and operation, fixed charges, debt service, capital
outlay, auxiliary agencies, and miscellaneous expenses. The term
"current expense" refers to the actual running expense of the
schools for the current year, and includes all the above items
except debt service and capital outlay.

Table VIII presents the total expenditures and current ex-
penditures of the states studied for the school year 1929-1930.

TABLE VIII

Showing Total and Current Expenditures for
Schools in the Ten States Studied.
1930

State	Tot.Expenses	Cur.Expenses
New York	$391,417,287.06	$309,213,939.11
California	150,514,444.76	126,720,125.97
Ohio	135,169,081.52	112,075,869.53
Texas	87,549,179.63	68,495,270.22
Kansas	42,378,594.86	33,857,922.93
N. Carolina	38,468,791.45	28,519,583.04
Georgia	23,196,817.99	17,988,574.68
Montana	15,228,125.53	11,931,297.23
Maine	12,408,895.43	8,966,512.00
Arizona	9,890,577.81	9,114,381.52

Read table thus: New York's total expenses for ed-
ucation in 1930 were $391,417,287.06 of which $309,
213,939.11 were spent for current expenses, etc.

There are discrepancies in the figures for the total receipts for school purposes and those for total expenditures, which may be explained by saying that the statistics for the total receipts included balance carried forward from the previous year; and, in some cases, total expenditures exceeded the amount of funds available, according to all information obtainable concerning such cases.

It is rather natural that New York should lead in the matter of total and current expenditure because of her very large school population; there is, however, a contrast between her expenditures and those of California in that the former amounted to more than twice as much as did California's. Arizona's relatively low expenditure may be accounted for in the fact of her low school population. There is obviously much more than a representative variation in the above figures, however, and again the more truly representative and more justifiably comparable per capita expenditures are given in Table IX. Reducing these statistics to per capita basis on average daily attendance eliminates the variable of differing proportions of school and adult population, and puts the figures on a comparable basis for ranking.

It will be noticed that the inequality ranges from $209.74, as in the case of New York, to $2.25 in Georgia, as to the average amount of total expenditures per pupil in average daily attendance. The range is not quite so great in the matter of per capita average of current expense for the year, but even here it extends from $165.69 for the boys and girls in New York down to $32.76 for those in the state of Georgia. Once more an inequality is found, and in a matter so vital as the amount of money spent for each child's schooling for one year.

The states are given in descending order as to per capita total expenditures in Table IX, and again at the right side of the table are given the rankings of them as to per capita current expenditures.

TABLE IX

Showing Per Capita Total and Current Expend-
iture on Average Daily Attendance in
1930 in the States Studied.

State	Per.Cap. Tot.Exp.	Per.Cap Cur.Exp.	Rank as to Cur.Expense
New York	$209.74	$165.69	1
California	155.54	130.95	2
Montana	141.94	111.20	4
Arizona	126.06	116.17	3
Ohio	118.39	98.17	5
Kansas	115.68	92.42	6
Maine	88.90	64.24	8
Texas	85.10	66.58	7
N. Carolina	55.59	41.21	9
Georgia	42.25	32.76	10

Read table thus: New York, in 1930, spent an ave-
rage of $209.74 for each child attending school
every day for all school expenses, and an average
of $165.69 for each child attending school every
day for current school expenses. North Carolina--
etc.

Once again, rather conclusive evidence is presented that eq-uality of educational opportunity is just about non-existent. It might be commented that if such wide variations in the elements involved in providing public education which have been discussed in this chapter occur in only ten of the forty eight states of the United States, probably much more striking variations would be found if all of the states were studied.

Conclusion. The ten states have been compared in this chap-ter as to (1) total state wealth, (2) total receipts for school pur-poses, (3) valuation of school buildings, sites and equipment,

(4) total school expenditures, and (5) current school expenditures.
Great inequality in every one of these items has been found; and,
in summary of the chapter, Table X shows the data concerning the
above five items for each state included in the investigation.
The states are listed in descending order as to average estimated
wealth per child of school age; figures for this item are comput-
ed on the basis of school population within each state; the other
four are on the basis of amount per child in average daily attend-
ance. The right-hand column lists the ratings of the states as
to average amount of current expenditure per child in school every
day, or in average daily attendance, and are given for purposes of
comparison with the rankings of the states as to average wealth
per child of school age.

TABLE X

Showing Per Capita Comparisons on Wealth, School
Receipts, School Valuation, Total Expend-
iture, and Current Expenditure.
1930

State	Av. Wealth	Av. Rec'p'ts	Av. Val'n	Tot. Exp'se	Cur. Exp'se	Rk. C.Exp.
Montana	$1,423.88	$127.60	$289.65	$141.94	$111.20	4
Ohio	1,228.03	155.82	358.81	118.39	98.17	5
Calif.	1,170.76	160.70	453.51	155.54	130.95	2
Kansas	1,147.40	114.02	270.99	115.68	92.42	6
Arizona	1,024.76	85.62	133.08	126.06	116.17	3
New York	976.52	257.78	466.84	209.74	165.69	1
Maine	869.01	89.32	243.48	88.90	64.24	8
Texas	705.54	56.29	208.57	85.10	66.58	7
Georgia	461.41	41.52	94.98	42.25	32.76	10
N. Carol.	451.48	54.34	163.20	55.59	41.21	9

Read table thus: Montana ranked first in 1930 as to wealth
per child of school age, $1423.88; she had $127.60 per
child for school purposes; $289.65 per child in school pro-
perty valuation; she spent per child $141.94 for total ex-
penses, $111.20 for current expenses, and she ranked fourth
among the ten states as to amount of current expense per
child in average daily attendance. Read likewise for other
states.

A graphical representation of the various rankings of the states as to the five items of comparison included in Chapter II is given below. By following out the the lines under each state in the left column the rankings in each of the other four items is shown.

Figure 2. Showing the Rankings of the Ten States
as to (1)Average Wealth Per Child of School
Age, (2)Average Receipts Per Child In
Enrollment(3)Average Valuation of
Property Per Child in A.D.A.
(4)Average Total Expendi-
ture and (5)Average Cur-
rent Expenditure Per
Child in A. D. A.
1930

Av. Wealth.	Av. Rec'ts.	Av. Val'n.	Av. T.Exp.	Av. C.Exp.
1 Mont.	1 N.Y.	1 N.Y.	1 N.Y.	1 N.Y.
2 Ohio	2 Cal.	2 Cal.	2 Cal.	2 Cal.
3 Cal.	3 Ohio	3 Ohio	3 Mont.	3 Ariz.
4 Kan.	4 Mont.	4 Mont.	4 Ariz.	4 Mont.
5 Ariz.	5 Kan.	5.Kan.	5 Ohio	5 Ohio
6 N.Y.	6 Ariz.	6 Maine	6 Kan.	6 Kan.
7 Maine	7 Maine	7 Tex.	7 Maine	7 Tex.
8 Tex.	8 Tex.	8 N.C.	8 Tex.	8 Maine
9 Ga.	9 N.C.	9 Ariz.	9 N.C.	9 N.C.
10 N.C.	10 Ga.	10 Ga.	10 Ga.	10 Ga.

Read figure thus: Montana ranks first in average wealth
per child of school age, fourth as to average receipts
per child in total school enrollment, fourth as to ave-
rage valuation of school property per child attending
daily, third as to average total expenditure per child
attending daily, and fourth as to average current expen-
diture per child attending school daily.

The rankings of Montana, New York, and Arizona show strik-
ing variations, indicative of educational inequality.

Summary of Findings

The following important findings were made in the course
of the preparation and writing of Chapter II:

1. In point of wealth, New York ranked first, with a total
   of $37,766,000,000, and Arizona last with $1,366,000,000.

2. As to wealth per child of school age, Montana ranked first
   with an average of $1,423.88, and North Carolina last
   with an average of $451.48.

3. New York had, in 1930, the most avialable funds for school
   purposes, $481,072,883.99; Arizona had the least, with
   $9,485,847.41.

4. As to percentage of wealth raised for school purposes New
   York ranked first with 1.2%, and Georgia last with only
   .5%.

5. New York's receipts per child enrolled amounted to #224.65;
   Georgia's to $30.69.

6. New York ranked sixth as to wealth per child, but first
   as to average receipts per child.

7. For every child in average daily attendance, New York had
   $257.78 to spend, and Georgia had $41.52.

8. New York's total valuation of school property amounted to
   $871,228,178.00 in 1930, whereas that of Montana was
   only $31,077,328.00. A total of $5,776,109.49 was re-
   ported for Arizona, but this included only eight of her
   fourteen counties.

9. The per capita valuation of school property ranged from
   $466.84 in New York to $94.98 in Georgia.

10. From a total of $391,417,287.06 for total expenditures
    in New York, the range extended down to $9,890,577.81
    in Arizona.

11. The highest per capita expenditure on A. D. A. was $269.74;
    in New York; the lowest, $42.25 in Georgia.

12. New York's current expenditure was $309,213,939.11, and
    Arizona's was $9,114, 381.52.

13. The per capita current expense on A. D. A. for New York
    was $165.69, for Georgia, $32.76.

14. Apparently New York's taxation system is the most efficient;
    though she ranks sixth as to wealth, she is first in per-
    capita valuation, total, and current expenditures.

15. Montana, on the other hand, seems to have a less efficient
    system of raising school funds; she ranks first as to
    wealth per capita, and as low as third and fourth on
    other items.

16. Arizona, in 1930, did not spend, proportionally as much for
    school buildings up to that time as the other states;
    she ranks fifth in wealth per child, and ninth as to
    valuation of school property.

17. Ohio, ranking second in per capita wealth, stands only in
    fifth place in total school expenditures, indicating
    that the schools are not getting much out of her wealth,
    when compared with some of the poorer states of the group.

18. North Carolina, the poorest of the states listed, spent
    $17.00 more per pupil for total school expenses than
    did Georgia, who is richer per child in A. D. A. by
    $13.00 than the former state.

CHAPTER III

SCHOOLS AND THEIR BUILDINGS

It was somewhat disappointing to the writer to find that much of the information desired as to school buildings was not given in any of the sources used. Since lack of time forbade further waiting for communication with authorities, the material as far as collected was compiled and is presented in this chapter.

Number of School Buildings in the States Studied. Statistics concerning the total number of elementary and high school buildings were available for every state except Arizona, and are presented in Table XI. The average number of pupils enrolled in each building for each state is given, and it is upon this basis that the states are ranked in the table.

TABLE XI

Showing the Average Number of Pupils Enrolled
in Each Building, and the Total Number
of Buildings in Nine States
1930

State	Pupils Per Bldg.	Tot.No.Bldgs.
New York	328.53	11,760
California	241.45	4,584
Texas	171.29	7,964
Ohio	164.68	7,761
N. Carolina	127.44	6,098
Georgia	96.30	6,508
Kansas	45.99	9,410
Montana	41.59	2,897
Maine	33.78	5,114

Read table thus: In 1930 New York's average enroll-
ment per building was 328.53; there were 11,760
public school buildings in the state. Read in like
manner for the other states.

These statistics cover all buildings "in existence" and
the figures for average enrollment in each building present an
inequality ranging from 328.53 pupils down to 33.78 pupils. In
other words, this means that the average size of schools in New
York in 1930 was 328 enrollment, and for Maine, only 33. Four
of the above states have an average enrollment of less than 100;
and when it is remembered that every type of building, from the
one-room rural school, to the largest and finest high school, is
included in these figures, the significance of the difference is
even more striking. The figures for New York and California are
particularly interesting; while the former has 11,760 buildings
in all, California has only 4,584, but New York's enrollment per
building is 328.53, whereas that of California is 241.45. This
is a good example of the great variety of problems which face
some of our states in regard to housing school children. And yet
it is said, and many of us believe, that this is a land of equal
opportunity. How can it be, with such variations existing?

While it is not justifiable to say, merely on the strength
of the above figures, that public school education in New York
or California is greatly superior to that in the other states, it
may be said that, in as much as large schools are usually more ef-
ficient than small ones, there is an equal degree of inferiority
in the small school. There is no doubting the fact that large
schools are superior in equipment, and probably are superior in
the matter of qualifications of teachers. With these facts in
mind, it is not too much to say that the four states listed above
whose average school enrollment is less than 100 are not offering
educational opportunity on a par with that offered by states with
schools averaging over 200 pupils enrolled. The one and only

advantage the small school has over the large one is the matter of so-called "personal touch" between pupils and teacher, and probably between pupil and pupil. There is not much doubt in the mind of the writer, however, that the advantages of the large school outweigh those of the small school considerably.

Expenditures for School Buildings, Grounds, Etc. The Statistics contained in Table XII relate to expenditures for new buildings and grounds, replacement of old buildings, and repair on old buildings, for the school year 1929-1930. They are given in per capita amounts computed on the basis of average daily attendance, and in total. The states are listed in descending order as to average per capita expenditures.

TABLE XII

Indicating the Per Capita Expenditures for
New Buildings and Grounds, and Deprec-
iation and Repair on Old Build-
ings, Computed from A.D.A.
1930

State	Per Capita Expenditure	Total Expenditure	Rank T.Exp
Kansas	$8.36	$3,065,462.58	6
N. Carolina	5.17	3,576,444.47	5
Maine	4.11	573,391.00	9
New York	3.11	57,955,199.22	1
California	2.49	24,170,455.00	2
Ohio	2.02	23,118,234.00	3
Texas	1.19	12,193,763.00	4
Arizona	1.19	934,756.70	8
Montana	1.10	1,184,779.77	7
Georgia	.70	382,651.23	10

Read table thus: Kansas' average expenditure on
each child in average daily attendance for new
buildings in 1930 amounted to $8.36; her total
expenditure was $3,065,462.58, which ranked her
sixth in the group of ten states. Read in a
similar for the other states.

Here is inequality. Georgia, in 1930, spent for every boy and girl attending school every day, an average of only 70¢ for new buildings. Kansas, in contrast, spent an average of $8.36 per child going to school every day for new buildings; this is just about the amount spent by the six lowest-ranking states of this group altogether, and is more than $3.00 more than was spent in the same year for the same purpose by the state ranking next to Kansas--North Carolina with $5.17 spent per child in average daily attendance.

The One-Teacher School in the States Studied. There is no questioning the statement that the usual one-teacher school is greatly inferior to larger schools, whether of the consolidated type, or in the city. From the standpoint of building, equipment, teacher's qualifications, and number of pupils enrolled, the one-teacher school is both inefficient and expensive. Trends in most states among those studied seem to indicate that this type of school is destined for extermination. Georgia, however, because of the topography of part of the state, the sparsity of population, and the general inadvisability of providing transportation in some localities, feels that the one-teacher school has a definite contribution to make to its educational system for a time yet. Each of the other states, may it be repeated, are making plans for the most rapid possible elimination of the one-teacher school, and the small district.

Because of the rather universal feeling that the one-teacher school is inferior to larger schools, the writer has compiled data relative to the number of such schools in eight of the states included in this study. Information concerning the matter in

New York and Arizona was not available.

Table XIII presents the rankings of these eight states as to the percentage of one-teacher schools in each; the total number of school buildings, and the total number of one-teacher schools are given, also.

TABLE XIII

Showing the Rankings of Eight States as to
Percentage of One-Teacher Schools;
Total number of School Build-
ings, and Number of One-
Teachers Schools in
1930

State	%age 1-Tchr. Schools	Total No. of Schools	Total 1-Tchr Schools	Rank 1-Tchr Schools
Kansas	78.82	9,410	7,417	1
Montana	74.04	2,897	2,245	5
Ohio	56.02	7,760	4,348	2
Georgia	50.52	6,508	3,288	3
Texas	39.96	7,964	3,183	4
N. Carolina	34.34	6,098	2,094	6
Maine	32.63	5,114	1,669	7
California*	00.00	4,584	00000	8

* California does have a few one-teacher schools,
but a very few, and they rank high educationally,
hence the 0% above.
Read table thus: California, out of a total of 4,584
schools had no one-teacher schools. Kansas, had
7,417 one-teacher schools out of a total of 9,410,
or a percentage of 78.82%. She also ranked first
as to number of one-teacher schools. Read in like
manner for the other states.

As evidenced from the above table, Kansas and Montana had practically three-fourths of their total number of school buildings of the one-teacher type, whereas California only had a very few. While no statistics could be collected on just how many there were in this state, the writer learned from authentic source that what few did exist in California were up to the same stand-ards as city or consolidated schools; practically speaking, then,

California has no one-teacher schools as they are thought of in this study.

What about equality of educational opportunity in regard to the one-teacher situation? It has just been pointed out that in two of the states studied more than three-fourths of the schools are of this type---the kind of school which is housed in a one-room, frame or log edifice, with a smoky coal stove for heat, the back corner of the room used for wardrobe, and general catch-all, and a wheezy organ or rattly piano in another corner; the kind of a school where from four to twenty children sit in old-fashioned, ill-fitting, unadjustable desks, and try to study their coming lesson while some class sits on the recitation bench at the front of the room, aping the young and inexperienced teacher until the allotted fifteen minutes are consumed. All eight grades are included in the curriculum of this school, and some ten or fifteen minutes each day is given to reading, writing and arithmetic. Compare the educational opportunity afforded pupils in such a school with those offered to the average pupil in a modern, well constructed and well equipped consolidated or district school, where well trained teachers teach, and where there are enough of them to make it possible to give reasonable time to all subjects in the curriculum, from arithmetic to art, music, and sewing.

Conclusion. This chapter has been devoted to the investigation of the situation regarding schools and their school-buildings, and the following points have been discussed: (1) number of buildings, (2) average enrollment for each building in each state, (3) amount spent for new buildings per pupil in 1930, (4)

the number of one-teacher schools in each state, and the percentage of one-teacher schools in each state. In recapitulation of the Chapter as a whole, Table XIV presents data concerning each of the above points. The states are listed in descending order as to average enrollment per building.

TABLE XIV

Showing Average Enrollment Per Building, Number of Buildings, Average Expenditures Per Pupil in A.D.A. on New Buildings, Number and Percentage of One-Teacher Schools 1930

State	Enr.Per Bldg.	No. of Bldgs.	Bldg. Exp.	1-Tch'r Sch's.	% of 1-Tch'r Sch's
New York	328.53	11,760	$3.11	---	---
California	241.45	4,584	2.49	000	000
Texas	171.29	7,964	1.19	3,183	39.96
Ohio	164.68	7,761	2.02	4,348	56.02
N. Car.	127.44	6,098	5.17	2,094	34.34
Georgia	96.30	6,508	.70	3,288	50.52
Kansas	45.49	9,410	8.36	7,417	78.82
Montana	41.59	2,897	1.10	2,245	74.04
Maine	33.78	5,114	4.11	1,669	32.63
Arizona	---	---	1.19	---	---

Read table thus: Texas, in 1930, had an average enrollment per school building of 171.29 pupils, 7,964 school buildings, spent on new buildings an average of $1.19 per student in A.D.A., had 3,183 one-teacher schools, or a percentage of 39.96%. Read in like manner for the other states.

One of the most interesting comparisons in the above statistics is between Kansas and Montana. Kansas had the most one-teacher schools of the group, and spent by far the greatest amount per pupil for new buildings; Montana, with almost the same percentage of schools as Kansas had, spent practically one-eighth, only, of the amount that the former state spent for new buildings. This seems to indicate that probably Kansas is striving hard to do away

with her one-teacher schools, the assumption being that most
of the new buildings put up in 1930 were not the one-teacher
type.

There is no particular common ground of comparison for the
items studied in Chapter III, so the comparative rankings of the
states on these items will not be pictured by cross-hatch graph,
as was done for Chapter II.

Summary of Findings

The chapter is rather fruitful in the matter of significant
findings, some of which are given below:

1. The state having the greatest number of school buildings
   in 1930 was New York, with a total of 11,760; Montana
   had the least, with 2,897.

2. As to the average number of pupils enrolled per building,
   New York again lead the group with an average of 328.53
   pupils. Maine had the smallest average enrollment,
   being 33.78

3. Kansas ranked first as to average amount of money spent
   per pupil in average daily attendance for new buildings.
   She spent $8.36, and Georgia spent only 70¢ per pupil
   for the same purposes.

4. In 1930 Kansas had a total of 7,417 one-teacher schools,
   which was 78.82% of the total number of buildings. Mont-
   ana's percentage of one-teacher schools was 74.04%. Cal-
   ifornia had very few one-teacher schools in 1930, and
   those few rank educationally on a par with city or con-
   solidated schools of the state.

CHAPTER IV

SCHOOLS AND THEIR LIBRARIES

A rather singular evidence of the inequalities existing in relation to school libraries is brought out by the fact that continued and diligent search resulted in the finding of very little information concerning them. For only six of the ten states included in this study were statistics on total number of volumes contained in school libraries available; and the same is true of figures relative to the valuation of library books and equipment. An attempt was made to collect data on the number of volumes added during the year 1929-1930, and on the total expense on school libraries for the same year, but it was met with almost complete failure.

The writer does not assume that there are no school libraries in the states for which no figures were found, but he does contend that the fact that some State Reports include itemized accounts relative to school libraries, and others make very little or no mention of them at all, is indicative of much inequality in the emphasis placed upon them.

Table XV, on the following page, presents the figures on the total number of volumes in school libraries for six states, and the average number of volumes per student enrolled in school in 1930. Considerable variation will be noticed in these figures, even though only six states are covered by them. Of course, the total number of volumes in a library does not in itself indicate much as to the usefulness of the library; no doubt there are many duplicates included in the figures quoted here, and it is a

foregone conclusion that many of the volumes counted are obso-
lete, as far as practical usefulness is concerned. These fig-
ures, however, present about the only means of comparison avail-
able, and for that reason they are here used.

TABLE XV

Showing the Average Number of Volumes In School
Libraries Per Child Enrolled, and the To-
tal Number of Volumes in these Lib-
raries for 1930

State	Vols. Per Child	Total No. Volumes	Rank Total Volumes
Montana	6.37	764,513	4
Kansas	4.00	1,732,540	2
Arizona	2.15	238,861	6
New York	2.14	4,587,318	1
N. Carolina	1.56	1,218,080	3
Georgia	1.15	720,171	5

Read table thus: Montana, in 1930, had an average
of 6.37 books per child in school in her school
libraries, or a total of 764,513. She ranked fourth
as to total number of volumes in school libraries.
Read in like manner for the other states.

It is seen by the table that for every child enrolled in
the schools of Montana there are 6.37 books in the school lib-
raries; Georgia presents the other extreme with only 1.15 books
per child,—less than a fifth of the number available for each
child in Montana.

It is a matter of common knowledge that a small, usable
library is much more effective in a school library than a large,
poorly selected one; even a good small library's worth can not
be estimated from the number of volumes alone. It is the amount
and extent of circulation to which the books are put that makes
the library valuable. It was not possible, however, to arrive
at any sort of comparative figures relative to circulation in

school libraries in these States. What the above figures do in-
dicate in some measure, however, is the extent to which these
states are providing library facilities for the school children
of their population.

Valuation of Library Books and Equipment. The total lib-
rary valuation for the six states represented is presented in
Table XVI, along with the average valuation per child enrolled.
The states are ranked in descending order as to the latter.

TABLE XVI
Showing the Average Valuation of Library Books
And Equipment, and the Total Valuation.
(The average valuation is figured
on total enrollment)
1930

State	Val'n. Per Child Enr'd.	Total Valuation	Rank Total Val'n.
Montana	$5.36	$646,759	6
California	4.66	5,204,260	1
Texas	2.26	3,112,535	3
New York	2.07	4,439,287	2
N. Carolina	1.50	1,165,787	4
Georgia	1.09	686,460	5

Read table thus: In 1930 Montana's library book
and equipment valuation averaged $5.36 per child
enrolled; her total library valuation was $646,
759, in which she ranked sixth in this list of
states. Read in like manner for the other states.

Here an inequality ranging from $5.36 in the case of Montana
to $1.09 for Georgia is found. This means that there was five
times as much library valuation per child in school in Montana
as there was per child in school in Georgia. Montana leads the
state ranking next to her, California, by an amount equal to ap-
proximately half of the latter's average library valuation per
child enrolled; and California has been ranked within the highest

five state educationally for many years. This is inequality of educational opportunity.

In resume, the findings of this chapter are presented in Table XVII.

TABLE XVII

Showing (1) Average Number of Volumes Per Child
Enrolled, (2) Total Number of Volumes,
(3) Total Valuation of Library
Property, (4) Average Val-
uation Per Child En-
rolled
1930

State	Library Volumes		Valuation		Rank Val'n Chd
	Per Ch'd.	Total No.	Total	Per Ch'd	
Montana	6.37	764,513	$646,759	5.36	1
Kansas	4.00	1,732,540	---	--	---
Arizona	2.15	238,861	---	--	---
New York	2.14	4,587,318	4,439,287	2.07	4
N. Carolina	1.56	1,218,080	1,165,787	1.50	5
Georgia	1.15	720,171	686,460	1.09	6
California	--	---	5,204,260	4.66	2
Texas	--	---	3,112,535	2.26	3

Read table thus: Montana, in 1930, had an average of
6.37 books per child in school, and a total of 764,513
school library volumes altogether; her total valuation
of library property was $646,759, or an average of $5.36
per child enrolled in school. She ranked first in ave-
rage library property valuation per child in school.
Read in likewise manner for the other states.

These figures bring out these startling inequalities: New York provided, in 1930, 2.14 volumes per child in school, in contrast to 4.00 volumes per school child in Kansas; educationally, according to several studies, New York ranks much higher than Kansas, yet she provided only about half as many books per child in school as did Kansas. If every boy and girl enrolled in school in Montana should check out of the school libraries their share of books, they would carry home six books with which to

start a library of their own; while if every school boy and girl in Georgia should do the same thing each would have only one book; the aristocratic and time-honored state of North Carolina would supply each of its boys and girls enrolled in school with one and one-half books apiece.

In the matter of valuation of library property, Montana had an average worth, to each boy and girl in school, of $5.36 in 1930, which, when compared with California's $4.66 presents an inequality, and when compared with Georgia's $1.09 is truly an inequality.

A land of equal opportunity? One wonders, upon finding that the state of Montana, with its herds of wild houses, its acres of prairie grass and its gruff homesteaders, leads such reputedly cultured states as California, New York, North Carolina, and Georgia in the number of books in school libraries per child in school. What does this mean? It means that the child in Montana has about five times the chance of getting the pleasure and profits which accrue from library reading and study that the child in Georgia has, and more than twice that chance that the school boy or girl in New York or Texas had in 1930. This, again, is inequality of educational opportunity.

In closing, it is interesting to note that though Montana leads the other states in the matter of average number of library books per child, and in average library property valuation per child, her total library valuation in the schools of the state is the smallest of the list of six states studied. This, of course, is because of the small school population and enrollment in Montana. New York had approximately eight times the total

valuation of library property that Montana had, but only a little less than half the per capita valuation in Montana.

Summary of Findings

The following statements of findings in this chapter are given, in closing:

1. The state with the most volumes in school libraries in 1930 was New York, having a total of 4,587,318.

2. The state having the fewest volumes in school libraries was Arizona, with 238,861.

3. Montana had an average of 6.37 books per child in school in her school libraries.

4. Georgia had an average of only 1.15 books per child enrolled in school in her school libraries.

5. New York's library property valuation was the highest of the group, being $4,439,287.

6. The lowest library property valuation in 1930, of this group of states, was found to be in Montana; it was $646,759.

7. Montana had $5.36 worth of library property per child enrolled in school in 1930.

8. Georgia had the lowest per capita library property valuation, on the basis of enrollment; it was $1.09.

9. Though Montana had the highest average number of volumes per child enrolled, she had the lowest total library valuation of any state in the group.

10. New York ranked first both in number of volumes, and in library valuation, but her per capita figures ranked her fourth in both these items.

CHAPTER V

SCHOOLS AND THEIR TEACHERS

In this chapter, thought is directed to the following considerations: (1) the total number of teachers in the ten states studied; (2) the average teacher-pupil load; (3) the training of the teachers in terms of years of schooling; (4) the average wages of teachers.

It is the desire of the writer to keep the situation studied as close to the classroom and pupils as possible in view of the fact that most of the educational opportunities offered in school come from classroom associations, both among pupils, and between teacher and pupils. For this reason all statistics on teachers in this chapter bear only upon regular classroom instructors in the conventional Elementary School (including kindergartens and the first six grades) and High School (including junior and senior high schools, grades seven to twelve, inclusive). If any exception occurs it will be indicated and explained.

The Number of Teachers in the Ten States Studied. The total number of teachers in any state is not significant in itself in this study, but subsequent comparisons drawn in the chapter are based on these figures; they are therefore put into Table XVIII. These figures, as it has been suggested, include only regular classroom teachers; all special teachers, supervisors, principals and administrators have been eliminated. It is to be expected that the states with the largest total population will have the most teachers in their schools, and figures bear this out.

TABLE XVIII

Showing for 1930 the Total Number of Teachers,
Those in Elementary Schools, and those
in High School in the States
Studied.

State	Total No. Teachrrs	Tch'rs in Elementary	Tchrs in H.School
New York	75,511	64,336	11,175
Texas	41,656	30,826	10,830
Ohio	37,468	26,282	11,186
California	33,416	22,293	11,123
N. Carolina	23,691	18,571	4,940
Georgia	17,992	12,171	5,821
Maine	6,908	5,238	1,670
Montana	6,364	5,099	1,265
Arizona	3,616	2,828	788

Read table thus: In 1930 New York had a total of
75,511 teachers, 64,336 of whom were in elementary
schools, and 11,175 of whom taught in high schools.
Read in a similar for the other states.

The range, as to total teachers, is from 75,511 for New York
down to 3,616 for Arizona; the high and low rankings as to
both elementary and high school teachers is not quite the same.
Ohio had the most high school teachers, New York, the most elem-
entary, and Arizona the fewest in both classes of schools. Ohio's
high school total is some fourteen times greater than Arizona's.

Teacher-Pupil Load in the Ten States Studied. The above
given figures tell little as to the supply of teachers in relation
to the number of pupils in school. The average teacher-pupil
load, or the average number of pupils per teacher, in each state
is given in Table XIX. These averages are computed on the basis
of total school enrollment in these states; the states are listed
in descending order as to average teacher-pupil load in both
elementary and high schools, but figures for these divisions are

given also.

TABLE XIX

Ranking the States as to Average Teacher-Pupil Load in 1930 for All Schools; Figures for Both Elementary and High School Are Given Also.

State	All Schools Tch-Ppl Ld.	Elementary Tch-Ppl Ld.	H. School Tch-Ppl Ld.
Georgia	37.82	40.40	26.86
Ohio	34.11	31.71	35.13
Texas	32.98	---	---
N. Carolina	32.56	35.30	23.30
California	31.56	34.45	26.07
Arizona	30.63	33.57	20.10
New York	29.08	27.42	38.81
Maine	25.00	26.21	21.21
Kansas	24.05	26.04	20.06
Montana	18.91	18.32	21.28

Read table thus: Georgia's average teacher-pupil load in 1930 in all schools was 37.82; in elementary schools, 40.40, and in high schools 26.86. Montana's average teacher-pupil laad in all schools was 1891; for elementary schools, 18.32, and for high schools, 21.28. Read in like manner for the other states.

The teacher in the elementary schools of Georgia had an average of 40.40 pupils in her classes, and her sister in Montana taught 18.32 pupils, less than half as many as the Georgia teacher had. The variation in the high schools is not so great as it seems to have been in the elementary schools, but Ohio's average teacher-pupil load in high schools was 35.13, wheras that in Kansas was only 20.06 pupils per teacher. The average for both elementary and high schools indicates that Georgia's average class per teacher contained 37.82, and Montana's average class per teacher was less than half as large, with only 18.91 pupils in it. This means that the Montana teacher gave practically

twice as much time to each pupil in her classes as the teacher
in Georgia could. This, again, is inequality of educational op-
portunity.

Figure 3, below, presents graphically the variations in ave-
rage teacher-pupil loads in 1930 in the ten states studied.

Figure 3. The Average Teacher-Pupil Loads in
the States Studied for the Year
1930

State	Value
Georgia	37.82
Ohio	34.11
Texas	32.98
N. Car.	32.56
Calif.	31.56
Arizona	30.63
New York	29.08
Maine	25.00
Kansas	24.05
Montana	18.91
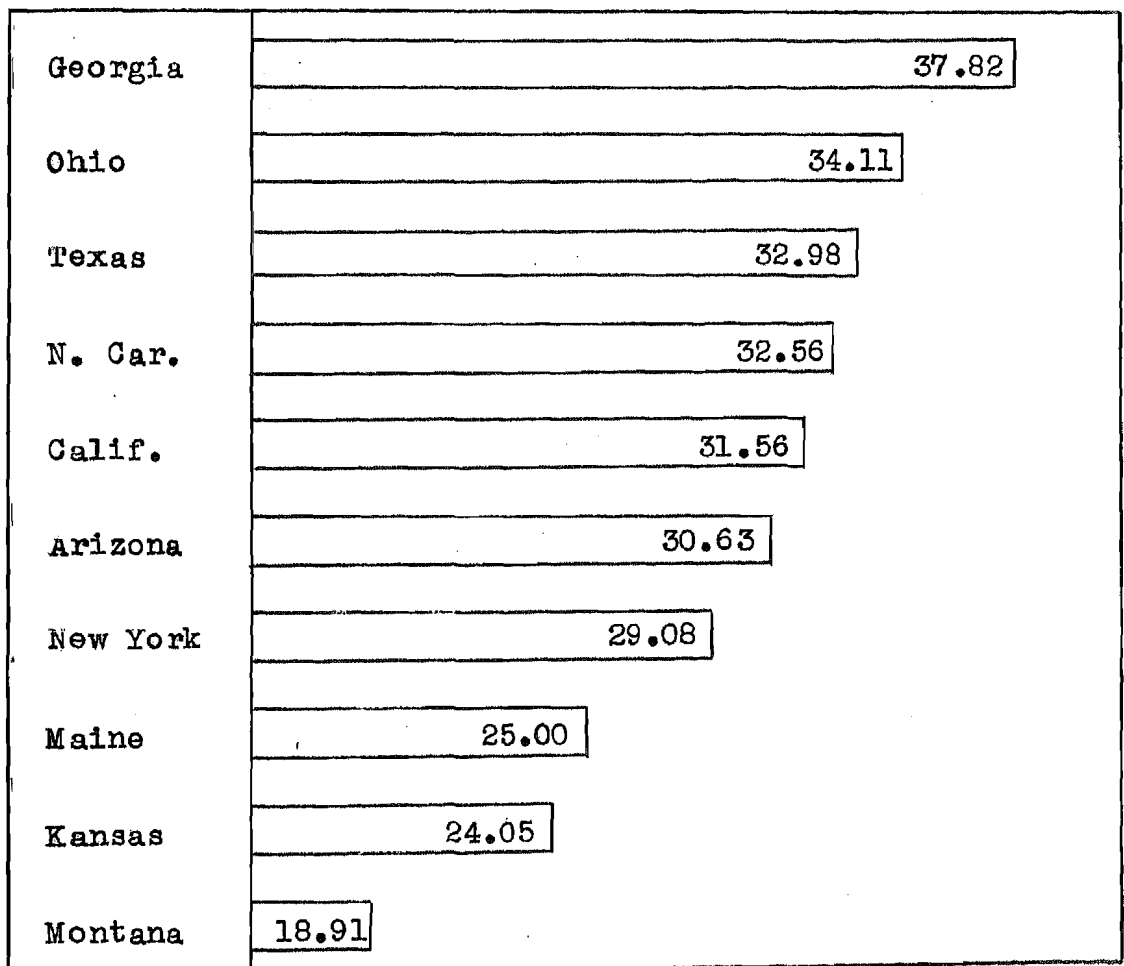
Read figure thus: Georgia's average teacher-pupil
ratio was 37.82 to 1, that is there were 37.82 pu-
pils per teacher. Read in like manner for the
other states.

The Schooling of Teachers in the States Studied. An attempt
was made to arrive at rather definite estimates of the amount of
schooling the teachers in the states studied had had up to and
including the school year 1929-1930. Careful study of the re-
quirements for each kind of certificate, or diploma, offered in each
state, and of the statistics regarding the number of each kind of
certificate or diploma held by teachers employed, resulted in the
grouping of the teachers into the following classes: (1) those hav-
ing less than four years of high school training; (2) those hav-
ing graduated from high school, but having had no training above
high school; (3) those having done one year of college or normal
training work; (4) those having done two or three years of such
work; (5) those who were college graduates. This information, alon[g]
with the total number of teachers, is presented in Table XX.

TABLE XX
Showing the Training of Teachers in Eight
States up to and Including 1929-1930;
Listed in Descending Order as to
Total Number of Teachers

State	Tot.No Tch'rs.	Coll. Grad	2 or 3 yrs. Col.	1yr. Col.	H.S. Grad	H.S. Grad
New York	75,511	44,964	29,167	00	1,330	00
Texas	41,656	11,633	21,044	6,684	1,711	584
Ohio	37,468	15,620	2,393	9,300	10,155	00
N. Car.	23,691	18,135	00	4,176	1,380	00
Georgia	19,635	9,903	00	4,433	5,299	00
Kansas	17,992	6,817	3,424	557	7,194	00
Montana	6,364	2,681	3,135	548	00	00
Arizona	3,616	1,453	1,949	188	00	26

Read table thus: Out of a total of 75,511 teachers in 1930,
New York had a total of 44,964 college graduates, 29,167
who had had two or three years of college training, none
with only one year of college training, 1,330 who were
high school graduates and no more, and none who were not
high school graduates. Read in like manner for the other
states.

Educational authorities in most of the states are agreed
that the traditional County Certificate or Diploma, which as its
prerequisite has one or two years of high school and the passing
of an examination, must be done away with. Much has been done in
many states to outlaw the further granting of such certificates,
but it will take some time to weed out of the profession all of
those who are now teaching on such certification. The information
contained in Table XX is indicative of the conditions existing in
some of our states. There were teaching in Texas, in 1930, a
total of 584 teachers who were not high school graduates, out of
a total of 41,656 teachers in the state. Arizona is doing a
great deal to eliminate such teachers as fast as possible, but
there were 26 of them teaching in that state in 1930. According
to the above table, New York, Ohio, North Carolina, Georgia, Kan-
sas, and Montana had no teaching being done by anyone with less
than four years of high school training. Here, now, are some
contrasts which are bound to result in inequality of educational
opportunity.

The situation existing in some states, where high schools
are legalized to turn out "normal training" graduates to teach
in rural and elementary schools, is not much better than that
created by the County Certificate-teacher. In 1930, about one-
third of the entire teaching force in Ohio were teachers who
were no more than high school graduates,—10,155 out of a total
of 37,468. The same year there were in Kansas 7,194 high school
graduates, out of a total of 17,992, teaching in the state.

It is quite noticeable that Montana was the only state
in the group studied which had in 1930 no teachers who had not

had at least one year of college or advanced normal training
work. Contrast with this record, that of Texas, which state,
in the same year, had a total of 584 teachers employed who had
not had four years of high school work, to say nothing of ad-
vanced training of any sort. This is evidence of inequality
of educational opportunity.

The following table presents statistics for the percentage
of college graduates among the teachers of the states included
in this study. The range is from 76.1% in North Carolina down
to 27.8% in Texas. The states are ranked as to percentage of
college graduates; the total number of college graduate teachers,
and the total number of teachers are listed also.

TABLE XXI

Ranking the States as to Percentage of College
Graduates among the Teachers, and Giving
Total Number of College Graduates,
and Total Number of Teachers.
1930

State	%age of Coll.Grads.	Total No. Coll.Grads.	Total No. Teachers
N. Carolina	76.1%	18,135	23,691
New York	59.5%	44,964	75,511
Georgia	45.3%	9,903	19,635
Ohio	41.7%	15,620	37,468
Arizona	40.2%	1,453	3,616
Kansas	37.8%	6,817	17,992
Montana	32.6%	2,681	6,364
Texas	27.8%	11,633	41,656

Read table thus: 76.1%, or 18,135 out of 23,691
teachers in North Carolina in 1930, were college
graduates. 27.8%, or 11,633 out of 41,656 teach-
ers in Texas in 1930, were college graduates.
Read in like manner for the other states.

North Carolina, with 76.1% of its teachers the possessors
of valuable college degrees, leads the list, and her percentage
of college graduates is almost half again as large as that of

New York, 59.5%, who ranks second in the above list. Only 27.8%
of the teachers in Texas were college graduates in 1930; and it
may be remembered, in this connection, that in the same year
Texas had 584 teachers employed who were not yet high school
graduates. Here again, in a matter of most vital importance to
the efficiency and effectiveness of school accomplishment, is
anything but equality found.

A graphical presentation of the rankings of these states
as to percentage of college graduates appears in Figure 4.

Figure 4. The Percentage of College Graduates
Among the Teachers in 1930

N. Car.	76.1%
New York	59.5%
Georgia	45.3%
Ohio	41.7%
Arizona	40.2%
Kansas	37.8%
Montana	32.6%
Texas	27.8%
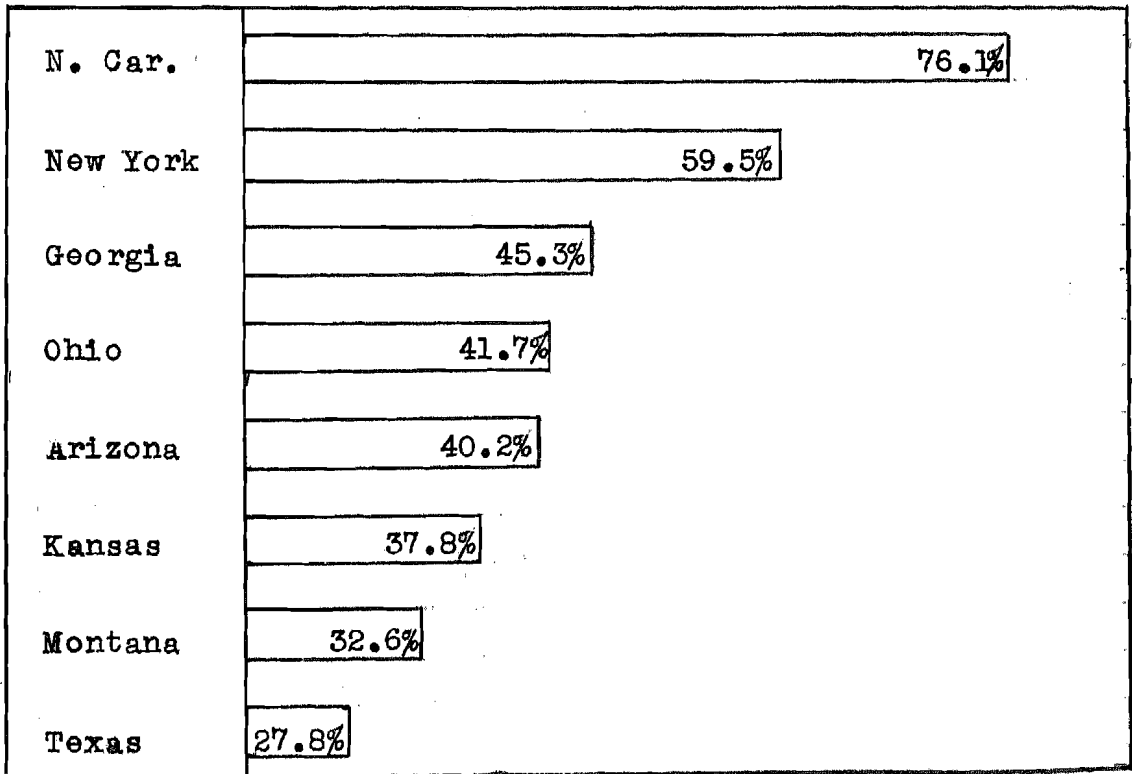
Read figure thus: 76.1% of North Carolina's teachers
were college graduates, 59.5% of New York's teachers
were college graduates. Read similarly for other states.

Teachers' Wages in the States Studied. The study of the
situation regarding wages of teachers in these states brought
forth some interesting comparisons. Only regular classroom
teachers are included in the data; and all statistics concern-
ing the wages of colored teachers were eliminated, too. The
salary level for colored teachers was so low that to include
figures concerning them would have not been representative of
the situation concerning white teachers in states where there
is a large amount of colored population. Table XXII contains
data concerning the average wage for all teachers in each
state, as well as the average wage for elementary and high school
teachers. Data concerning California teachers' wages was un-
available, so that state will not be included in the list below.

TABLE XXII
Showing the Average Wages of all Teachers in
the States Studied, the Average for El-
ementary Teachers, and for High
School Teachers.
1930

State	Av. Wage All Schools	Av. Wage El.Schools	Av. Wage H. Schools
New York	$2,372.15*	--	--
Arizona	1,663.10	$1,504.56	$1,821.64
Ohio	1,551.00	1,439.00	1,868.00
Maine	1,372.72	1,027.38	1,631.56
Montana	1,333.30	1,112.74	1,553.86
Kansas	1,301.33	975.20	1,627.46
Texas	1,259.00	956.00	1,555.00
N. Carolina	954.11	865.06	1,241.69
Georgia	835.22	629.89	1,275.03

* This is for all teachers' salaries, i.e., spec-
ial teachers, supervisors, principals, etc.
Read table thus: Arizona's state average teacher's
salary was $1663.10 in 1930; $1439.00 in elementary
schools, and $1821.64 in high schools. Read in like
manner for the other states.

The elementary teacher in Arizona in 1930 received more
than twice as much annual salary as did the elementary teacher
in the state of Georgia; in fact, she could lay aside the
amount in excess of double her Georgia' friend's earnings, and
have $244.78 to spend in taking a summer trip, or attending
summer school in some good university. The average high school
salaries do not vary nearly as much as the elementary salaries
do. Ohio's was the highest, being $1,868.00, and the lowest, was
$1,275.03 (found again in Georgia). New York's state-wide
average was $2,372.15, which is some five hundred dollars more
than the highest high school salary in any other of the states;
it is to be remembered, however, that this figure for New York
includes other than regular classroom teachers, and is likely
not faithfully representative of the regular classroom teacher's
annual salary. The lowest state average wage was in Georgia,
amounting to $835.22.

Table XXIII presents interesting comparisons between ave-
rage teacher-pupil load and average annual salary in these states.

TABLE XXIII

Comparing Average Teacher-Pupil Load and Ave-
rage Annual Salary of Public School
Teachers in 1930

State	Av. An. Salary	Tch-Ppl Ld
New York	$2,372.15	29.08
Arizona	1,663.10	30.63
Ohio	1,551.00	34.11
Maine	1,372.72	25.00
Montana	1,333.30	18.91
Kansas	1,301.33	24.05
Texas	1,259.00	32.98
N. Carolina	954.11	32.56
Georgia	835.22	37.82

Read thus: New York's teacher received $2,372.15
and taught 29.08 pupils. Read similarly for others.

It is noticed from the above table that the Georgia teacher taught the most pupils and received the smallest wage for her trouble. A teacher in Montana with the smallest average class, 18.91, received $500.00 more than the Georgia teacher; and her average class was less than half as large in number of pupils. The respective rankings of the states as to average annual salary and as to average number of pupils per teacher are presented through the cross-hatch graph below:

Figure 5. Showing the Rankings of Nine States
as to Average Annual Salary of Teacher,
and as to Average Number of
Pupils Per Teacher
1930

Average Salary	Average Tch-Ppl Ld.
1 N. York	1 Georgia
2 Arizona	2 Ohio
3 Ohio	3 Texas
4 Maine	4 N. Car.
5 Montana	5 Ariz.
6 Kansas	6 N. York
7 Texas	7 Maine
8 N. Car.	8 Kansas
9 Georgia	9 Montana
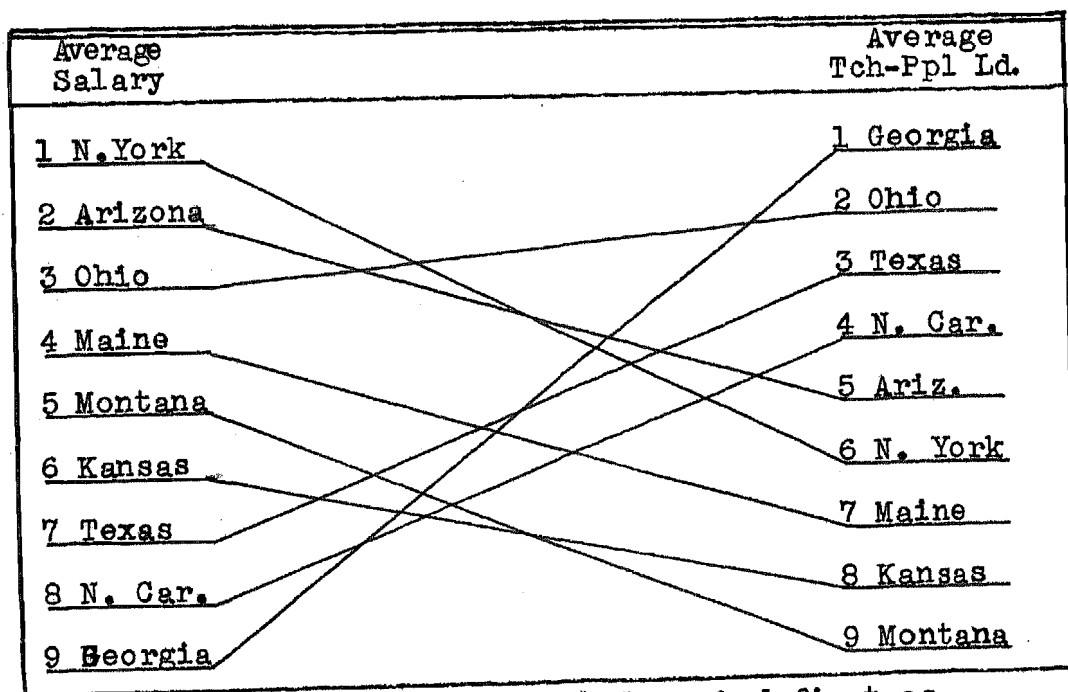
Read figure thus: New York ranked first as to average annual salary, and sixth as to average teacher-pupil load; Georgia ranked ninth as to average annual salary, but first as to average teacher-pupil load. Read in like manner for the other states.

It is seen by the graph that there is no correlation at all between amount of salary paid and the average size of class in public schools for these states.

Summary of Findings.

In resume of the chapter, the following significant findings are pointed out:

1. Of the states studied, New York had the most teachers in 1930; her total was 75,511.

2. Arizona, the youngest state in the Union, had the fewest teachers in 1930 of the states studied, with 3,616.

3. Montana's average teacher-pupil load was the smallest in the group, being 18.91 pupils.

4. Georgia's average teacher-pupil load was the largest, being 37.82 pupils.

5. North Carolina had the highest percentage of teachers who were college graduates; it was 76.1%.

6. The lowest percentage of college graduates, 27.8%, was found to be in Texas.

7. In 1930 Texas had 548 teachers employed who were not high school graduates.

8. New York, Montana, Ohio, North Carolina, Georgia, Kansas, had no teachers who were not high school graduates.

9. Ohio's total of high-school-graduate teachers was the highest, being 10,155 out of a total of 41,656 teachers in the state

10. Montana, in 1930, had no teachers who had not had at least one year of college or normal school training.

11. Data collected showed that the highest average wage was paid in New York; it was $2,372.15. Inasmuch as this figure includes all types of teachers it is not representative of the situation pertaining only to classroom teachers.

12. The lowest average annual salary was found to be in
    Georgia; it was $835.22.

13. Georgia's average teacher-pupil load was the largest of
    any within the group, but her teachers were paid the
    least of any within the group studied.

14. Montana, whose classes were the smallest per teacher--
    they were less than half as large as Georgia's--paid
    $500.00 more annually than the Georgia teacher re-
    ceived.

15. The statistics given show that New York's average annual
    wage to teachers is twice the average annual salary
    paid to Texas teachers; the New York teacher had, on
    the average, three less pupils than the Texas teacher
    did..

CHAPTER VI

THE SCHOOL YEAR

Attention in this chapter is given to the following con-
siderations relative to the school year 1929-1930: (1) the re-
lationship between total state population and school population;
(2) the total enrollment in elementary and high schools, and its
relationship to school population; (3) the percentage of school
enrollment in average daily attendance; (4) the average number
of days in the school year. It is thought by the writer that
these statistics serve as an indication of the effectiveness
of public schools in reaching the greatest numbers of children.

State and School Population in the States Studied. Table
XXIV presents the state population, the school population, and
the relationship between the two in terms of percentage.

TABLE XXIV

Showing Total Population, School Population
and the Percentage Relationship Between
the two for 1930

State	Total Population	School Population	%age of Sch.Pop'n
New York	12,588,066	3,658,341	29.84
Ohio	6,646,697	1,552,573	23.35
Texas	5,824,705	1,426,259	24.50
California	5,677,251	1,318,204	23.22
N. Carolina	3,170,276	1,045,230	32.97
Georgia	2,908,506	867,995	29.84
Kansas	1,880,999	555,080	29.51
Maine	797,423	237,972	29.84
Montana	537,606	160,828	29.92
Arizona	435,573	133,299	30.60

Read table thus: Maine's total population in 1930
was 797,423, of which 237,972, or 29.84%, were
children of school age. New York's total popula-
tion was 12,588,066, of which 3,658,341, or 29.84%,
were children of school age. Read for other states
in similar manner.

It is seen by this table that North Carolina had the highest percentage of children of school age in her population; California's was the lowest, being 23.22%, while that of North Carolina was 32.97% for the same year.

School Enrollment and School Population in States Studied. Now, to come more directly to the school situation in these states, the figures for total enrollment, and the relationship existing between total enrollment and school population, are given for 1930 in the states studied in Table XXV.

TABLE XXV

Showing Rankings of States Studied as to Percentage of School Population Enrolled.
1930

State	Percentage Pop. Enr'd.	School Enrollment
Texas	96.31	1,374,161
Georgia	85.57	742,756
California	84.73	1,116,939
Arizona	83.15	110,780
Ohio	82.32	1,278,173
Kansas	77.96	432,749
Montana	74.85	120,385
N. Carolina	74.32	777,160
Maine	72.59	172,751
New York	58.54	2,141,479

Read table thus: In 1930 Texas enrolled 96.31% of her total school population, or a total of 1,374,161 pupils. Read in like manner for the other states.

Here there is a range from 96.31% in the case of Texas, to 58.54% for the state of New York. Out of every 100 school boys and girls in the former state, 96 were in school, while in New York, only 58 out of every 100 were enrolled. This means that

New York was educating only a little over half of its children in the public schools in 1930, and that Texas was doing its duty to 96 out of every 100 children. This, again, is inequality of educational opportunity.

The figures given above, it must be remembered, do not mean that no more than the number of children here given are in school, because only the public elementary and high schools are included. To the extent that we are dealing only with the conventional schooling offered to the resident boys and girls of each state, there is a decided inequality pictured. The fact that only one state among ten enrolls more than ninety percent of its school population, that most of the states enroll about seventy five percent of their population, and that one state in this group of ten enrolls only fifty eight percent of its school population, explains why there is as much illiteracy in the United States as exists.

Average Daily Attendance in the States Studied for 1930. The term "average daily attendance" means the total number of students attending school every day of the school year. It is a rather reliable measure of the extent of numbers reached by the schools, and is used for many computations of school statistics. Table XXVI presents data concerning the average daily attendance in the states studied for 1930, the percent of enrollment in average daily attendance, and the percent of the total school population in average daily attendance. The states are ranked according to percent of enrollment in A.D.A., and there is a range from 89.33% for Ohio to 70.83% for Arizona.

TABLE XXVI

Showing the Percent of Enrollment in A.D.A.
Total A.D.A., Total Enrollment, and
Percent of School Population
in A.D.A. for 1930

State	% Enr't A.D.A.	Total A.D.A.	Total Enr't.	% Pop. A.D.A.
Ohio	89.33	1,141,701	1,278,073	73.54
Montana	89.12	107,292	120,385	66.71
N. Car.	89.04	691,995	777,160	66.21
Calif.	86.64	967,666	1,116,939	73.41
Kansas	84.66	366,357	432,749	66.00
New York	84.13	1,801,530	2,141,479	49.25
Maine	80.80	139,575	172,571	58.65
Texas	74.87	1,028,808	1,374,161	72.11
Georgia	73.92	549,062	742,756	63.26
Arizona	70.83	78,460	110,780	58.86

Read table thus: Ohio's percentage of enrollment in
A.D.A. was 89.33%, or 1,141,701 out of 1,278,073
pupils; her A.D.A. was 73.54% of her total school
population. Read in like manner for the other
states.

The state with the highest percent of school population at-
tending school every day was Ohio, with 73.54%; only 49.25%
of the school children in New York attended school every day in
1930. In Ohio seventy three out of every one hundred boys and
girls attended school every day, and in New York only forty nine
out of each one hundred were in school every day. Again, this
is inequality of educational opportunity.

The Length of the School Year 1929-1930 in States Studied.
Probably the average layman thinks that the school term, the nation
over, is the same, or at least that it is either eight or nine
months long. The statistics regarding this matter, however, paint
a different picture. In New York, in 1930, an average of 191 days
of school were held, whereas in Texas the same year only 146 days

of school were taught. Table XXVII presents the states listed
in descending order as to the average length of their school
years for 1930.

TABLE XXVII

Showing the Ranking of the States as to Ave-
rage Number of Days in the School
Year 1929-1930

State	No. Days Taught		State	No. Days Taught
New York	191.0		Arizona	170.5
Maine	180.5		Kansas	162.9
California	178.3		N. Carolina	154.9
Ohio	176.5		Georgia	150.0
Montana	176.4		Texas	146.0

Read table thus: In 1930 New York's school year
contained 191 days; Texas' contained 146 days.
Read in like manner for the other states.

Were a choice between sending a child to a school which kept
open 146 days in the year, or to one which kept open for 191, or
two month longer, given to the average parent, there is not much
question which he would pick. In the course of twelve grades of
schooling, the child attending the former school would actually
have attended school twenty four months less than the child in
the latter school. Of course, the former child is in the same
grade as the latter, but he is at the foot of the class most of
the time; he dislikes to go to school because it is difficult
for him to grasp all the things which the boy can who has had two
years more schooling than he, and he really isn't to be blamed
for feeling that way about it. He is the victim of the unequal
side of the inequalities which exist in his school; his education-
al opportunities are not on a par with those of the boy in the
school which holds forth the longer term.

Conclusion. This chapter has discussed (1) the percent of school population enrolled in school; (2) the percent of school population in average daily attendance; (3) the percent of enrollment in average daily attendance; and (4) the average number of days in the school year 1929-1930 in the ten states chosen for the study. The data concerning each of these four items for each state appear, in resume, in Table XVIII, which is given below. The states are ranked as to percent of population enrolled.

TABLE XXVIII

Showing (1) Percent of Population Enrolled; (2)
Percent of School Population in A.D.A.; (3)
Percent of Enrollment in A.D.A., and
(4) Average Number of Days in the
School Year 1929-1930.

State	% Pop. Enr'd.	% Pop. A.D.A.	% Enr't. A.D.A.	No. Days Taught
Texas	96.31	72.11	74.87	146.0
Georgia	85.57	63.26	73.92	150.0
Calif.	84.73	73.41	86.64	178.3
Arizona	83.15	58.86	70.83	170.5
Ohio	82.32	73.54	89.33	176.5
Kansas	77.96	66.00	84.66	162.9
Montana	74.85	66.71	89.12	176.4
N. Car.	74.32	66.21	89.04	154.9
Maine	72.59	58.65	80.80	180.5
New York	58.54	49.25	84.13	191.0

Read table thus: In 1930, Texas had 96.31% of her school population enrolled, 72.11% of it in A.D.A., 74.87% of her enrollment in A.D.A., and her schools were taught 146 days. Read in like manner for the other states.

Some interesting comparisons are noticeable from this table. For instance, Texas, ranking last in number of days taught, ranked first in the percent of her population enrolled in school; New York, ranking last in percent of population enrolled

taught school the most days. New York was giving, in 1930, fifty eight out of every one hundred boys and girls in the state about two months more of schooling than Texas; but, the latter was giving an average of 7.3 months schooling to ninety six out of every one hundred boys and girls in the state. Which case offers the more educational opportunity? If the answer be in the light of the most good to the most people, it will have to be said that Texas was doing more toward educating its youth than was New York.

The figure below presents graphically, in crosshatch form, the rankings of the states studied on the four points of comparison used in this chapter.

Figure 6. Picturing the Rankings of the States
on (1)Percent of Population Enrolled; (2)Percent of Population in A.D.A.; (3)Percent
of Enrollment in A.D.A., and (4)Average Number of Days Taught
1930

% Pop. Enr'd	% Pop. A.D.A.	% Enr't. A.D.A.	No. Days Taught.
1 Tex.	1 Ohio	1 Ohio	1 N.Y.
2 Ga.	2 Cal.	2 Mont.	2 Me.
3 Cal.	3 Tex.	3 N.C.	3 Cal.
4 Ariz.	4 Mont.	4 Cal.	4 Ohio
5 Ohio	5 N.C.	5 Kan.	5 Mont.
6 Kan.	6 Kan.	6 N.Y.	6 Ariz.
7 Mont.	7 Ga.	7 Me.	7 Kan.
8 N.C.	8 Ariz.	8 Tex.	8 N.C.
9 Me.	9 Me.	9 Ga.	9 Ga.
10 N.Y.	10 N.Y.	10 Ariz.	10 Tex.

Read figure thus: Texas ranks first as to percent of population enrolled, third as to percent of population in A.D.A., eighth as to percent of enrollment in A.D.A., and tenth as to average number of days in school year,--etc.

This graph brings out very clearly the lack of equality as to the four points compared. The relative rankings of New York and Texas regarding percent of population enrolled and the number of days taught is striking in that their respective positions are completly reversed. Almost as significant a change is shown in the rankings of Georgia and Maine for these two items.

Summary of Findings

In closing this chapter, what may be considered as significant findings are briefly stated as follows:

1. New York had the most school population, 3,658,341, and Arizona the least, 435,573.

2. Texas, with 96.31% of its population enrolled, lead the other states.

3. New York's 58.54% of school population enrolled was the lowest of the group.

4. Ohio's average daily attendance was 89.33% of her enrollment, and Arizona's was only 70.83%.

5. New York lead the list of states studied in the matter of length of school year; it was 191 days.

6. Texas' school year was the shortest, being only 146 days in duration.

7. Though New York's school year was the longest; she enrolled only 58.54% of her population.

8. Texas enrolled 96.31% of her school population, but her school year was the shortest of the group.

CHAPTER VII

RECAPITULATION AND SUGGESTIONS

Probably no other single statement is so universally ac-
cepted as indigenous of American thought and philosophy as that
famed line taken from the Declaration of Independence which
makes the statement that "....all men are created free and equal".
The belief in this declaration has been so strong that many have
spoken of our nation as a land of equal opportunity.

The writer does not care to deny that our nation is one of
greater opportunity than some others in the world; his contention
is that the findings of this study have proved beyond a doubt
that there is no equality of opportunity as far as the education
of the average boy and girl is concerned. When there is a var-
iation from $1,423.88 to $461.41 in the amount of state wealth
back of every child of school age in ten states which have been
studied; when, in New York, there was an average of $224.65 avail-
able for the education of every child enrolled in school, and in
Georgia only $30.69 per child enrolled; when the average val-
uation of school property and equipment for each child in average
daily attendance ranged from $466.84 in New York, down to $94.98
in Georgia--when such inequalities as these occur, how can there
be equal opportunity offered?

It was pointed out that in 1930 there was expended for
total school expense an average of $209.74 per child in average
daily attendance in New York, and an average of only $42.25 in
in Georgia. For current educational expense, New York spent an

average of $165.69 per child attending daily, and Georgia only $32.76 per child in daily attendance, for the same purposes. It is needless to ask if the educational opportunities in a school which spends only $32.76 per child are on a par with those in a school spending $165.69 per child.

Kansas in 1930 spent an average of $8.36 per pupil in average daily attendance for new buildings, while Georgia, in the same year, spent only 70¢ per child for the same purpose. Here is a difference of twelve times as much spent per child for new buildings in Kansas as was spent per child in Georgia; and probably 1930 was no unusual year for either of the states.

Assuming the general inferiority of the one-teacher school, great inequality was found existing in the educational opportunities of the states studied; California had very few such schools in 1930, whereas Kansas had a total of 7,417. Furthermore, these schools in California were maintained in such localities that centralization was provenly impossible, and the teachers met the same requirements that any elementary school teacher in a city or centralized system met; in Kansas, on the other hand, the majority of such schools were about four miles apart, and were taught by teachers who were not always high school graduates, who hold only County Certificates, and in many instances, were without any experience in teaching. Over 78% of the schools in Kansas were of the one-teacher type in 1930. Montana's schools were 74.04% the one-teacher type, but in this state there were no teachers who had not had at least one year of college or normal training in advance of high school graduation, and only 8.5% of the teachers in the state had less than two years of such

training.

The growing importance of the school library emphasizes the inequalities existing in regard to them in the states studied. Montana had, in 1930, an average of 6.37 books in its school libraries per student enrolled, and Georgia presents the other extreme with only 1.15 books per pupil enrolled. The average library property back of each child enrolled was valued at $5.36 in Montana, and in Georgia at only $1.09.

It is a matter of common knowledge that it is the intellect and training of the teaching personnel in a school that makes it a good school, not the brick and mortar in its walls. It is the teacher who gives the school character and personality, and from whom the most valuable assets are obtained. It is the quality of the teaching, not the number of teachers, that means the most to an educational program, and while the variation in number of teachers found in the states studied was more or less expected, a good deal more variation in the matter of preparation of the teachers was found than is indicative of equal quality in schools.

Texas, in 1930, employed a total of 584 teachers who had not graduated from high school. Five and five-tenths percent of her teachers were high school graduates or less, and only 27.8% of her teachers were college graduates; Montana, with no teachers with less than one year of college training, had a total of 32.6% of college graduates; and, North Carolina, with 5.8% of her teachers high school graduates only, had a total of 76.1% college graduates in 1930.

Teachers' wages in the states studied varied from an annual average of $2,372.15 in New York, to $835.22 in Georgia, the former almost four times the latter. Wages for elementary teachers ranged from $1,439.00 in Ohio to $629.89 in Georgia, and for high school teachers, from $1,868.00 in Ohio to $1,241.69 in North Carolina. The average number of students per teacher in these chosen states varied from 37.82 in Georgia to 18.91 in Montana. The teacher in Georgia received about $500.00 less than her friend in Montana, and taught more than twice as many pupils. The New York teacher received 2.8 times as much salary as the Georgia teacher, and taught eight pupils less. Can equality of educational opportunity arise from such variations as these?

As an indication of the variation in the matter of percentage of school population enrolled in the schools of these states, Texas enrolled 96.31% of its school population, and New York only 58.54%. The percentages of school population in average daily attendance are even more striking in variation. Texas, whose enrollment in 1930 was 96.31% of its population, had only 72.11% of its population in average daily attendance; California, with only 86.64% of its school population enrolled, had 73.41% of it in average daily attendance. This is evidence that, even though a state may have a large percentage of its school population enrolled in school, it may not be doing as much in an educational way for as many children as some other state because of lower average daily attendance. As has been pointed out, Texas ranked first as to percentage of school population enrolled, but only third in percentage of school population in average daily attendance.

In this connection, another striking inequality was found in the matter of length of school year. The range was from 191 days in New York to 146 in Texas. From this it would seem that New York was doing a good deal more to educate its children than Texas until it is remembered that the former had in daily attendance at school only 49.25% of its school population, while Texas had 72.11% of its school population in daily attendance. The difference in the length of the school terms for the two states amounted to about two months. New York was giving fewer children more schooling, and Texas was giving more children less schooling. From the standpoint of the good of society as a whole there was considerable inequality in the educational effectiveness of the two states. The contrast is almost as striking between Georgia and Maine on these two points. Georgia ranked second in the percentage of population enrolled (85.57%), seventh in the percentage of population in daily attendance (63.26%), and ninth in the length of the school term (150 days); Maine ranked ninth both in percentage of population enrolled in schools (72.59%) and in daily attendance (58.65%), but second as to length of school year (180.5 days).

These rather brief statements of some of the most outstanding inequalities existing in our educational programs, in the ten states studied, offer evidence that, after all, our nation, in an educational sense, is not a land of equal opportunity.

Suggestions as to the Improvement of the Situation. That the situation is in need of improvement no one can deny. It decidedly is not desirable to have so much variety in elements so vital to education as the money spent for it, the teachers'

preparation and salaries for it, equipment and property owned
in the name of it, numbers of students reached by it, and the
length of annual terms in it.

Probably the most potent reason for the lack of uniformity
in these elements the nation over is the fact that the founders
of our government decreed that the control of education be left
entirely up to each individual state. The result is that
there is no Nationalized control of the educational practices
of the various states, i.e., we have no national education. It
is only natural that, along with the inequalities existing among
the states as to natural resources, wealth, geographical loca-
tion, population, topography, transportation facilities, etc.,
there should be inequalities in educational opportunities. This
condition will continue to exist as long as the full control of
educational provision and practice is left to each state.

In the opinion of the writer, the one thing which can do
away with the inequalities now existing in our education is a
Federal Department of Education which will be more than a clear-
ing house for the gathering and dissemination of educational sta-
tistics; a Department having authority to:

1. Create and uphold standardization on:
   a. Length of school year.
   b. Teacher-pupil ratio.
   c. Library requirements.
   d. Teacher certification requirements.
2. Dictate improvement of methods of taxation, or any
   means of raising public education funds.
3. Organize a system of raising a national equalization
   fund, and,
4. Administer the proper distribution of said fund in
   order that standards may be maintained throughout
   all states.

FINIS

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