

extent of twelve billion dollars a year is only half the public school expenditures, or one billion dollars a year. The return, on this basis, is twelve dollars for one, perhaps the nearest obtainable approach to the truth.

The expenditures for high schools and for colleges are greater in proportion to the money return than those for primary schools, but they, too, show returns which more than warrant all present expenditures. It costs about \$300 a year for four years to provide a boy's high school education; and his earning power is increased by \$500 a year for forty years. It costs a young man perhaps \$1,000 a year for four years to secure a college education; and his earning power is increased by about \$1,800 a year for forty years.

The national income is the combined income of all the nation's people, and so everything which tends to advance individual earnings adds to national income and national wealth.

The school is not primarily concerned with the increase of money-making power. Its purpose is infinitely broader and nobler. As once stated by President Elliott, the purpose of education is to make a life, not to make a living, though it must be acknowledged that it is difficult to do one without the other. The school does, in some measure, fulfill this high purpose. Yet this is not its whole function: no other factor exceeds the school, in all its grades, as a constant and powerful agency in adding to the national and individual wealth.

### XI. Incomes in Selected Vocations

The industrial and social development of the race has largely come since the general adoption of the principle of division of labor—of specialization. Probably never in human history was there a time when there was not some division of labor based on differences of individual abilities or desires, but only in recent years has the principle been recognized as the very foundation stone of efficiency. My grandfather, who lived from 1798 to 1860, was a farmer; at least that would probably have been the census designation of his occupation. But between crops he was captain of a small coasting schooner, carrying wood for lime-kilns to near-by towns and bringing back cargoes of salt and molasses and pewter ware and similar exotic productions. In the winter he made shoes for his own family and the near neighbors; and he was the owner of two or three pairs of rusty forceps with which he occasionally extracted aching teeth, perhaps without pain—to himself. His career appears to have been in no way exceptional and the diversity of his employment not at all unusual, but it would be difficult to find such a man today. We have reached the age of specialization.

There was romance and independence in the old days, but there was little of convenience, or comfort, or recreation, or the many other fruits of prosperity that are commonplace to us. These things have come with general recognition of the greater results to be obtained through a limitation of employment to one line in which the worker may become expert. So long as every man attempted all kinds of work, no one had time or opportunity to learn the best ways of working; but when one man came to devote his entire attention to one object he could hardly fail to find ways to better both the product and the methods of production. Specialization may be carried too far, but within