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EDUCATION FACTORS STUDIED

Survey Shows Only 59 Per Cent of 1932 Eighth Grade Graduates
in 25 Counties Finished Four Years of High School

By John G. Shultz
Supervisor of Education Survey

Partial answers to the question of why only six out of every ten pupils who complete the eighth grade in Iowa's public schools go on through high school may be found in the results of a study now nearing completion.

The Iowa State Planning Board, with the cooperation and technical guidance of the State Department of Public Instruction and using the employment facilities of the Works Progress Administration, has gathered data from nearly all counties in Iowa.

Availability of High School

The data are primarily concerned with the availability of high schools to students, and when analyzed will show various factors which educational experts may conclude have an important bearing upon the later educational efforts of children who graduate from the eighth grade. (*)

A preliminary report covering a sample of 25 counties specially selected for that purpose is in the process of preparation. The counties chosen include four distinctly urban counties, the others being largely of rural character.

This report will present an actual record of high school attendance, showing the number of eighth grade gradu-

ates who did not go on to high school, the number attending high school and the length of such attendance by each half-year period through to completion of a four-year high school course.

Cross tabulations will show the type of district and of school organization in which the eighth grade was completed, the age of pupil, whether transportation was furnished by the pupil or from public funds, and the distance the pupil lived from high school. These factors will be related to the high school attendance record of each pupil.

59% Finish High School

The 25-county survey shows that 59 per cent of all those who were graduated from the eighth grade in 1932 went on through four years of high school, while an additional 19 per cent started

(*) EDITOR'S NOTE: While some of the information shown in the accompanying tables may seem to point to obvious conclusions, the Iowa State Planning Board desires to make it clear that no conclusions or opinions have as yet been formed, nor will any be formed until the entire study has been completed. Figures presented herewith comprise only a small portion of the information that will eventually be available.

in high school but did not complete four years. This leaves only 22 per cent of the 1932 eighth grade graduates who went no farther in school. Although 59 per cent had four years of high school, only 55 per cent were actually graduated.

Interesting data from the preliminary report are included in the tables

appearing herewith.

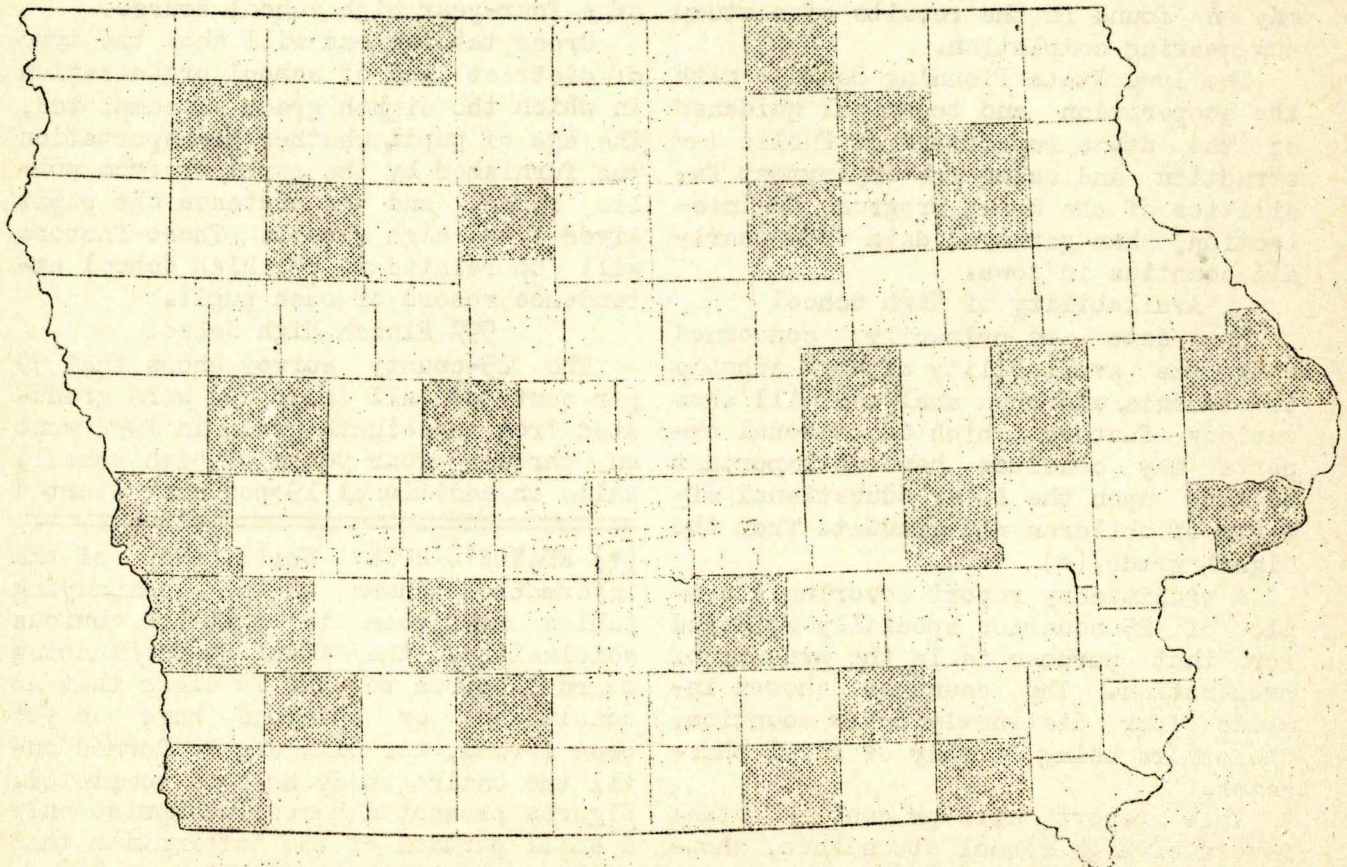
The two full page tables show the percentage data for high school attendance by types of school districts, tabulated for each of the 25 counties. In these tables, the first section shows, of the total of eighth grade graduates, the percentage coming from each type of

Summary of 1932 Eighth Grade Graduates in 25 Counties
(Figures Represent Percentages in Each Category)

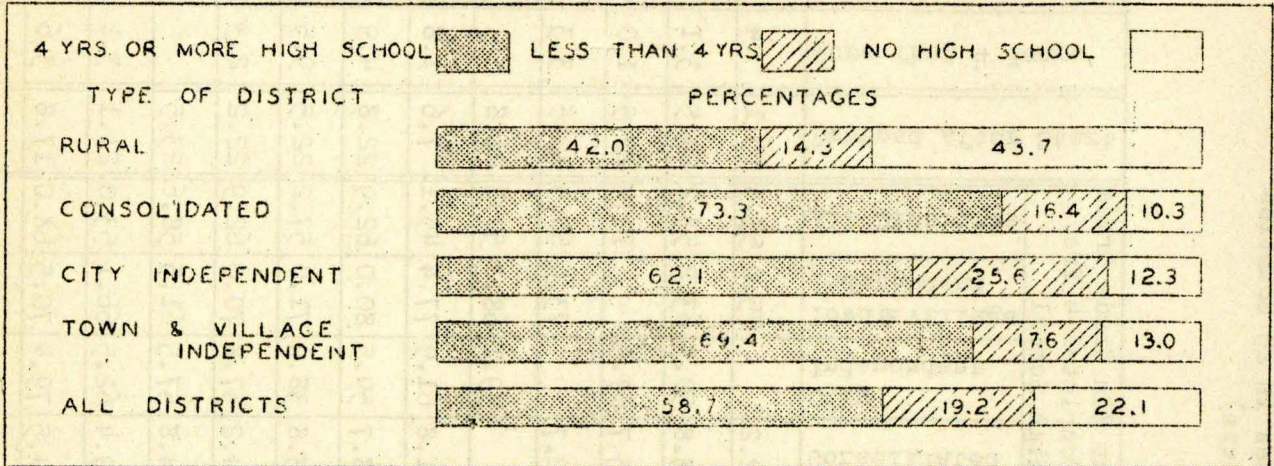
Total Eighth Grade Graduates -- 10,248

Type of School District	Distance Pupil Lived From High School	Means of Transportation	Age of Pupil on Completing 8th Grade
Rural	31.8	0-2 Miles 61.9	Private 87.9
Consolidated	15.7	2-6 " 30.0	Public 11.2
City Independ.	35.3	6-10 " 6.7	No Record 9
Town & Village	17.1	Over 10" 9	Over 16 Yrs. 4.4
No Record	.1	No Record 5	15-16 " 10.7
			14-15 " 31.3
			13-14 " 39.9
			Under 13 " 12.1
			No Record 1.6

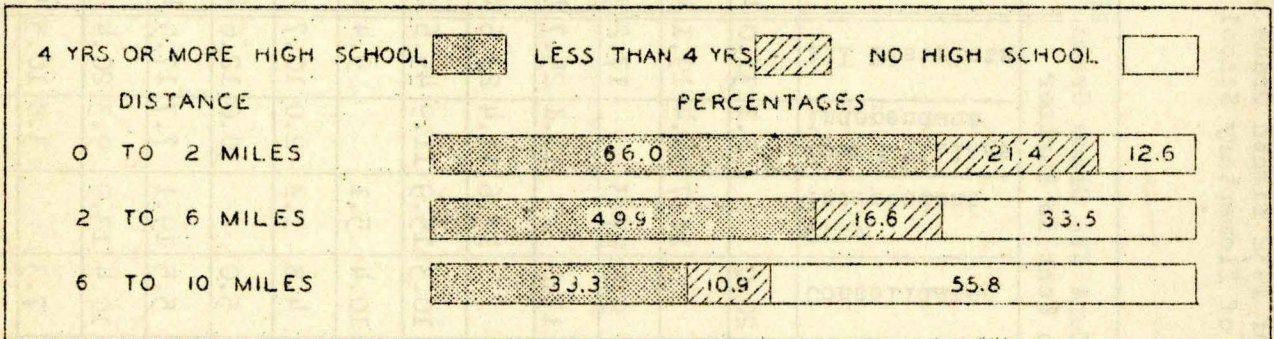
Distribution of 25-County Sample



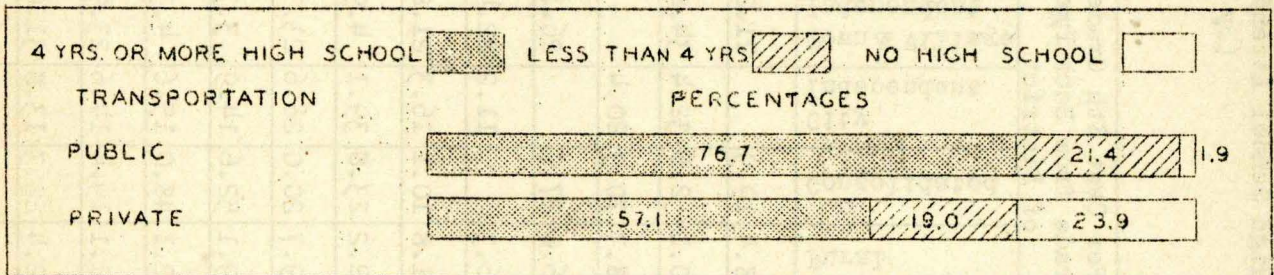
High School Attendance by Types of Districts in 25 Counties
(Figures Represent Percentage of 1932 8th Grade Graduates)



High School Attendance by Distance Traveled in 25 Counties
(Figures Represent Percentage of 1932 8th Grade Graduates)



High School Attendance by Means of Transportation in 25 Counties
(Figures Represent Percentage of 1932 8th Grade Graduates)



school district in each county. The second section shows the percentage of eighth grade graduates from each district who quit school at that point. The third section shows the percentage from each district who completed four years of high school. Other columns show by counties the total percentage of those who started high school but did not complete four years (including the very small percentage who may have completed

a high school course in less than four years), those who went to high school for more than four years, and the few for which there was no record available.

The small tables show percentages of high school attendance in various categories for the 25-county sample as a whole.

The map shows the distribution of the 25-county sample over the state.

(Cont'd on Page 6)

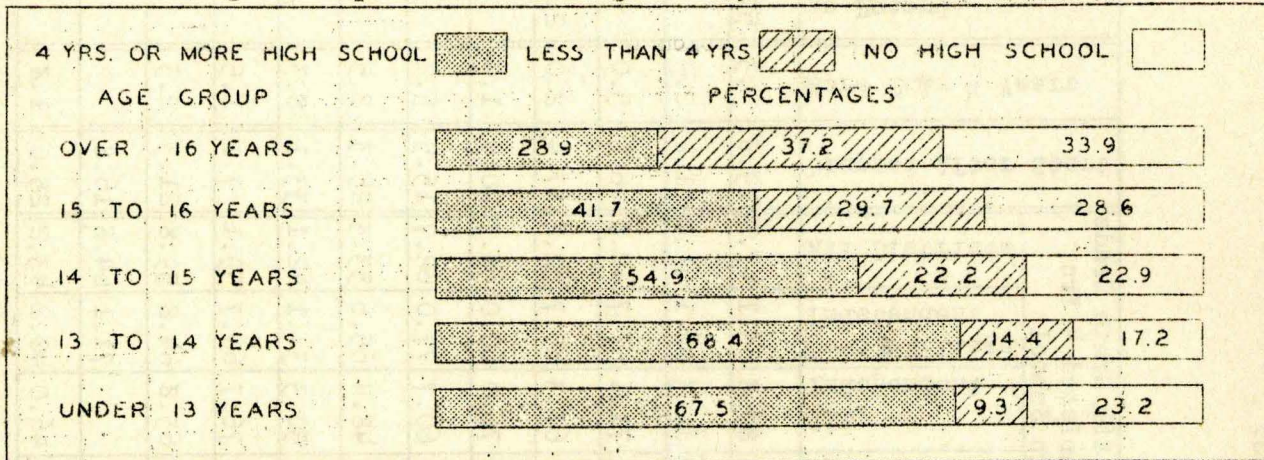
High School Attendance of 1932 Eighth Grade Graduates in 25 Counties
(By Types of Elementary School Districts)

County	Per Cent 8th Grade Grads from Each Type of District				Per Cent 8th Grade Grads Who Went No Farther					Per Cent 8th Grade Grads Who Completed 4 Yrs. High School					Dropped After Start	More Than 4 Years	No Record
	Rural	Consolidated	City Independent	Town & Village Independent	Rural	Consolidated	City Independent	Town & Village Independent	All Districts	Rural	Consolidated	City Independent	Town & Village Independent	All Districts			
Adair	58.4	19.9		21.2	45.5	20.0		2.1	31.0	43.2	62.2		75.0	53.5	15.1	.4	
Appanoose	30.1	2.6	32.4	34.8	33.1		10.7	16.4	19.1	44.6	53.8	50.3	63.2	53.2	24.5	3.1	
Buena Vista	8.7	70.9	20.4		57.6	9.3	27.3		17.2	39.4	75.7	67.5		70.9	10.9	1.0	
Butler	46.0	27.9		26.1	41.7	13.0		11.1	25.7	45.7	72.7		73.6	60.5	10.5	3.3	
Chickasaw	66.3		11.2	22.4	35.4		13.6	11.4	27.6	43.1		59.1	68.2	50.5	21.8		
Crawford	51.8	10.1	16.3	21.8	76.0	10.3	15.9	11.9	45.6	21.0	71.8	61.9	77.4	45.1	7.6	1.8	
Emmett	32.2	23.8	39.1	4.9	15.4	10.4	5.1		9.4	60.0	68.7	59.5	80.0	62.9	22.8	4.9	
Fayette	29.7	20.0	26.6	23.7	29.6	4.8	1.8	2.0	10.7	52.0	73.8	38.9	71.0	57.2	22.5	9.5	
Fremont	29.1	52.6	14.9	3.3	30.7	5.0		30.0	12.6	44.3	74.2	57.8	70.0	62.9	22.2	2.3	
Greene	32.1	48.0	15.6	4.3	37.1	5.5	19.1	7.7	17.9	49.5	64.8	57.5	61.5	58.6	23.5		
Harrison	42.1	19.4	14.6	23.9	33.7	10.4	13.9	9.3	20.4	39.4	59.4	62.5	66.1	53.0	21.1	3.2	2.3
Humboldt	32.4	22.3	13.8	31.6	23.7	7.3		3.8	10.5	56.2	74.5	79.4	70.5	68.0	17.8	3.6	
Iowa	53.8	10.8	9.5	23.3	40.9	12.1	6.9	7.0	25.6	43.3	75.7	75.9	84.5	55.4	11.7	4.3	3.0

High School Attendance of 1932 Eighth Grade Graduates in 25 Counties
(By Types of Elementary School Districts)
(Continued)

County	Per Cent 8th Grade Grads from Each Type of District				Per Cent 8th Grade Grads Who Went No Farther					Per Cent 8th Grade Grads Who Completed 4 Yrs. High School					Dropped After Start	More Than 4 Years	No Record
	Rural	Consolidated	City Independent	Town & Village Independent	Rural	Consolidated	City Independent	Town & Village Independent	All Districts	Rural	Consolidated	City Independent	Town & Village Independent	All Districts			
Jackson	53.2	8.1	17.6	21.0	47.8		1.9	4.8	26.8	26.8	66.7	80.8	66.1	47.8	19.8	.3	5.3
Linn	17.2	6.5	67.1	9.3	54.3	9.0	20.1	6.2	24.0	43.3	84.6	61.3	82.1	61.6	11.2	2.9	
Marion	38.7	20.9	21.6	18.8	82.0	31.0	11.1	26.9	45.7	15.5	50.6	71.1	57.7	42.8	6.5	5.0	
Mitchell	24.1	24.5	20.6	30.8	29.5	6.4	5.8	17.9	15.4	45.9	71.0	67.3	66.7	62.8	17.4	2.0	2.4
Montgomery	32.6	18.4	42.0	6.9	15.9	9.4	5.0	5.0	9.4	61.7	67.9	76.0	60.0	68.7	20.5	1.4	
O'Brien	35.6	19.0	16.3	29.2	31.1	13.9	8.9	5.0	16.6	43.4	78.5	60.7	77.0	62.7	15.5	5.2	
Pottawattamie	24.4	7.0	54.0	12.7	36.7	8.7	13.3	13.6	18.7	50.4	81.2	48.4	65.6	53.3	25.3	2.5	
Scott	23.8		71.2	5.0	61.3		1.2	19.5	16.4	19.1		50.3	34.1	42.1	33.1	8.3	
Tama	37.1	17.9	17.6	27.4	55.6	24.6	20.0	14.0	32.4	38.1	73.8	76.7	66.7	59.1	7.1	1.5	
Union	31.1	11.2	43.5	13.4	33.7	6.4	9.1	8.1	16.3	40.7	87.1	65.8	64.8	59.8	21.3	2.5	
Van Buren	45.9	8.2		45.9	27.8			12.3	18.4	52.2	100.0		71.1	64.8	16.8		
Wapello	20.6		63.4	16.0	46.4		20.0	48.5	30.0	36.8		46.0	40.2	43.2	25.0	1.8	

High School Attendance by Age of Pupils in 25 Counties
(Figures Represent Percentage of 1932 8th Grade Graduates)



FACTORS IN EDUCATION STUDIED

EDITORIAL

(Cont'd from Page 3)

The final report of this educational study will be in much greater detail than the preliminary report now being prepared.

The project was started late in 1936 and at present more than 90 per cent of all counties in Iowa have been covered. The data concern approximately 40,000 pupils who completed the eighth grade in 1932. Each individual high school attendance record will have been studied.

The splendid cooperation given by all school officials, by the State Department of Public Instruction and by the Works Progress Administration in the conduct of this survey has been indispensable.

It is our belief that the results of the study will prove exceedingly valuable in the solution of public education problems and in future educational planning in Iowa.

Armstrong Leaves

J. David Armstrong, supervisor of the Iowa State Planning Board's recreation and historic project, and designer of several recreation parks for Iowa communities, has resigned to engage in private business as a landscape architect.

Iowa Planning News takes pleasure in presenting this month an "Educational Number," devoted largely to discussions of Iowa's public school problems and to future planning for public education in this state.

Iowa stands foremost in the nation as a state of educational attainment; it stands at the bottom of the list in percentage of illiterate population; it stands at the top in its educational institutions, whose graduates have brought world fame to Iowa.

The State Department of Public Instruction is the center of administration of public education in Iowa. It will administer future programs which are evolved from the planning the department and its coordinated agencies do today.

The department maintains its research division; it is doing all its resources permit to raise educational standards and improve public education facilities.

But there must continue to grow an enlightened desire on the part of the people of Iowa for still better things in education, for higher standards of teaching, and for facilities which will permit every Iowa child--not just 59 per cent of them--to enjoy the benefits of a complete high school education.

3-POINT EDUCATIONAL PROGRAM

Iowa State Teachers Association Would Raise Class Room Standards
and Insure Living Wage to Attract Competent Instructors

By Charles F. Pye, Secretary
Iowa State Teachers Association

Any worth while organization must have a social mission. If membership fees are collected, service must be rendered. Otherwise, the organization degenerates into a pure and unadulterated racket.

The Iowa State Teachers Association was organized in the very earliest days of Iowa's statehood. Just ten years after she was admitted to the Union, a little group met at Muscatine to organize an association to assure leadership in the formulation of an educational program for the commonwealth that was being organized on these 56,000 square miles that we call Iowa.

Long, Active Service

From that day, no important educational movement has taken place in which the Iowa State Teachers Association has not been either directly or remotely concerned. In those early days, democracy was taken for granted. There was an abiding faith in the hearts of the American people that democracy would expend and grow until it covered the earth. Today, thinking people are not so optimistic. Perhaps the most serious problem that confronts civilization and the perpetuity of our institutions is this question of democracy.

The Iowa State Teachers Association is acutely aware of the fact that the character of the educational program is closely intertwined with this question of social and democratic controls. With that end in view, the American people must be aroused to the necessity of the solution of three major educational problems:

Adequate Teacher Salaries

1. Making teaching sufficiently attractive to young men and women with social vision and a desire to serve

society so that they can intelligently give their lives to the education of Iowa's children. One of the tragedies of the present situation is that our best, most capable and competent young men and women are not choosing education as a life work. Social security for the teacher through a state-wide plan of teacher retirement, some sensible form of teacher tenure and adequate salaries to enable teachers to live with the same degree of comfort and with those conveniences and opportunities for living a broad life that are granted to those in other professions are absolutely essential.

Better School Financing

2. Finding sufficient funds with which to finance schools without imposing too heavy a burden upon property. Schools must be better, not worse. This can hardly be done with less money, although some terribly tax conscious individual once in a while asserts that it can be done. The General Assembly should put upon the statute books of the state a comprehensive plan by which, first, the state shall assume a larger share of school support, second, the schools shall receive the same proportion of support from indirect sources as other political units, and third, there shall be a scientific plan of equalization of educational support and educational opportunity.

Higher Teaching Standards

3. Through legislative enactment, raising decidedly the scholastic and professional requirements for teachers. Many Iowa schools are still taught by untrained, unprepared and more or less incompetent teachers. Perhaps the minimum standards should provide that no

(Cont'd on Page 14)

HUMAN RESOURCES IN SCHOOL

"We Dare Not Lose Sight of Eternal Necessity for Planning in Education," Research Director Declares

By R. C. Williams

Director of Research, State Department of Public Instruction

More than half a million boys and girls are attending the elementary and high schools of Iowa. They represent the human resources of the future whose conservation, development and improvement must be our constant concern.

For the administration of its public schools, the State of Iowa has created three agencies. The Department of Public Instruction has general supervision of the public school system of the state. This simple statement summarizes a great composite of activities, including the administration and interpretation of certain statutes together with the conduct of an extensive program which these statutes authorize.

The Superintendent of Public Instruction is responsible for the work of the department. Assisting this official are a number of staff members appointed by her. The deputy superintendent coordinates the work of the department, handles legal matters, and is in charge of the office during the absence of the superintendent.

Five supervisors interpret the program of the department to the schools of the state through personal visitation and conference. They promote the improvement of instruction, advise with school officials on problems of the administration, and through outlines, regional demonstrations and group meetings unify the efforts of school workers in a constructive, forward-looking endeavor.

A director of research supervises and summarizes the reports from schools, makes distributions of state aids, has charge of editorial work of the office, organizes and distributes information regarding schools, and makes studies which seek a factual basis for planning future developments in every direction.

The other agencies of the state which have to do with the work of the public schools are the Board of Educational Examiners and the Board for Vocational Education. The Superintendent of Public

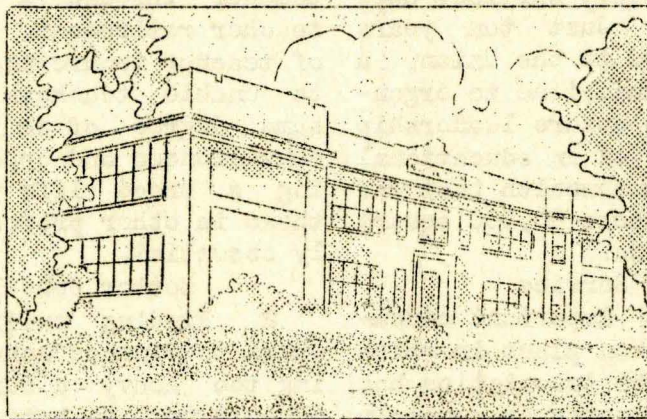
Instruction is ex-officio head of each of these boards and is called upon to give considerable time to these responsibilities.

The Board of Educational Examiners is in charge of issuing teachers' certificates and the approval of teacher training institutions.

The Board for Vocational Education supervises the vocational courses in agriculture, home making, trades and industries, and distributive education which are financed in part from federal funds.

In addition, the Superintendent is ex-officio member of the Iowa Library Commission and Iowa State Planning Board and a trustee of the State Historical, Memorial and Art Department.

The Department of Public Instruction does not believe it sufficient to merely "keep school". There must be a constant program of self-evaluation and



appraisal. We should be sensitive to the possibilities of every situation. This requires planning, executing, evaluating, and more planning.

Many of the programs of the Department of Public Instruction have developed from the work of its research division whose chief responsibility is to organize data out of which intelligent planning may grow. In this sense, it is a planning agency.

Uniform Accounting System

For example, the preparation of a uniform financial accounting system for all school districts of the state and its use by school secretaries and treasurers has made possible a more general and accurate understanding of the problems of school finance. A research study on the cost of transportation in consolidated schools which is at present under way should provide a better understanding of this major element. An analysis of the educational programs of small high schools has produced a series of interesting facts which have been seriously considered in making recommendations for the two-thirds of our high

schools whose enrollment is less than 100 pupils each.

In addition to these developments, mention should be made of two significant examples of educational progress in Iowa. For some time, it has been recognized that the basis for the certification of public school teachers in the State of Iowa was both inadequate and unsatisfactory, and far below that of most other states.

Teacher Status Studied

Through the sponsorship of the Board of Educational Examiners, the generous cooperation of the College of Education of the State University of Iowa, and the support of the teacher-training institutions and other educational forces, a series of studies was made relative to the status of the teaching profession in Iowa. With such information at hand, a constructive plan for the certification of public school teachers was outlined and a considerable portion of this plan has already been enacted into law.

Growing out of a state-wide census of the handicapped children of the

(Cont'd on Page 11)

IOWA'S \$124,000,000 SCHOOL PLANT

(The following statistics furnished by the Research Division of the State Department of Public Instruction are for the school year 1935-36, inasmuch as all reports for the 1936-37 school have not been received by the department from the various school districts.)

Number of School Corporations	4,876
Members of Boards of Education	21,187
Census Enumeration (5 to 21 Years of Age)	706,340
Census Enumeration (7 to 16 Years of Age)	450,670
Enrollment in All Elementary and High Schools	538,003
Average Daily Attendance	459,227
Pupils Transported at Public Expense	57,565
High School Graduates (12 Grades)	26,136
Number Completing 8th Grade	38,960
Number Teaching Positions	25,106
Number of Public School Buildings	11,842
Value of Buildings	\$124,151,050
Taxes Levied by Boards of Education	\$ 35,365,363
Bonded Indebtedness of School Districts	\$ 46,548,571
Total Receipts of School Districts	\$ 71,640,696
(Includes Previous Balances)	
Total Disbursements of School Districts	\$ 46,585,774

PLAN BASIN TREE-PLANTING

Program to Permit Farmers to Purchase Up to 5,000 Trees From State Nurseries; CCC Expected to Furnish Labor

The Chariton Basin Planning Board was able this month to report another accomplishment for the six counties of the Chariton Basin Demonstration Area in the undertaking of a forestation project in which 500 or more farmers may participate.

Through the cooperation of the federal and state forest services, State Forester G. B. MacDonald and the Civilian Conservation Corps, a program has been prepared which will permit the purchase by farmers of up to 5,000 trees each at prices ranging from \$1.75 to \$3.00 per thousand. It will in addition provide technical supervision and labor for planting in the spring without cost.

According to Sam V. Carpenter, chairman of the Chariton Basin Planning Board, Guy R. Ramsey, extension forester of Iowa State College, and others will visit each county beginning September 27, and explain the program.

A check-up was being made of available trees in the state nurseries to make certain whether each farmer may purchase 5,000 trees, or only a maximum of 3,000. It is anticipated that the nurseries will be able to supply up to 30,000 trees for each township to be allotted as equitably as possible among the farmers.

The forestation committee of the planning board will work with Mr. Ramsey explaining the program to individual farmers. Arrangements for taking orders

for the trees will be completed through the committee and the county agricultural agents.

It is expected that under this program farmers will be able to start new wood lots on their farms, "naturalizing" acreages which have become too badly eroded for other agricultural

uses. Plantings may be made for several purposes, however, and the following recommended varieties have been listed by the foresters for selection by farmers, these trees being available in the state nurseries:

For erosion control: Black locust, cottonwood and willow.

For wood lots: Black walnut, white oak, green ash, soft maple, white elm, red oak, hickory and hard maple.

For game cover: Plum, cherry, white cedar, red cedar, black locust, walnut, mulberry and hickory.

For rehabilitation of the soil: Walnut, Douglas fir, white pine, red pine

and western yellow pine.

For windbreaks: Red cedar, white cedar, osage orange, green ash, Russian mulberry and cottonwood.

Following is the personnel of the Chariton Basin forestation committee:

E. L. Gookin, Chariton, chairman; C. L. Clark, Corydon, secretary; J. C. Graham, Centerville; Mrs. Justine Spears, Centerville; George Wiedonhaft, Weldon; Charles McPutridge, Weldon; F. A. Silvers, Le-

(Cont'd on Page 11)

AREA BOUNDARIES

QUESTION: Just what area is included in the Chariton Basin demonstration project?

ANSWER: The area includes all of the six counties touched by the Chariton River Basin in Iowa, namely, Appanoose, Clarke, Decatur, Lucas, Monroe and Wayne. While some sub-projects contemplated in the demonstration may be confined to the river basin, most of the program will concern the entire area of each of the above six counties. Modern government is established on the county basis; it would be generally impractical and inconvenient to conduct governmental programs on any other than a county-wide basis within a county or region such as the Chariton Basin area.

HUMAN RESOURCES IN OUR PUBLIC SCHOOLS

(Cont'd from Page 9)

state, there has developed a plan whereby their educational needs can be recognized and answered, and a small appropriation made by the General Assembly to inaugurate the first portion of this program.

Planning Board's Work

From its beginning, the Iowa State Planning Board has emphasized the place of education in all planning. After the first board was organized, an education committee was created. This committee was supported by a group of technical advisors. In addition to the organization of a comprehensive outline of proposed activities, some definite projects were inaugurated.

A series of county-wide studies showing the possibilities for the reorganization of elementary schools has reached a large number of the counties of the state. An investigation into the problems of out-of-school rural youth has revealed some of the significant needs of this part of our population. Reports of this committee have also included some valuable review of educational trends in the state during recent years. The preparation of a series of maps, each showing the location and boundaries of the school districts in a county, when completed will provide invaluable materials upon which various studies and plans may be projected.

High School Study

At the present time the education committee is working on a study of the availability and utilization of high schools by children coming from various types of elementary schools, based upon the educational history of the same children over a period of four or five years. This project is believed to be highly significant in observing several aspects of the great increase in high school attendance.

Education is growth. Education is change. Education is a continuing process. The formal education of the schoolroom is living as well as preparation for living. We dare not lose sight of the eternal necessity for planning in education. The people of the great

State of Iowa are vitally concerned in making their public schools effective instruments for the conservation and enrichment of their most valuable resources, boys and girls.

* * * * *

TAKE CITY PLAN ACTION IN NORTH IOWA CITIES

The City Council of Mason City has authorized Mayor Leo A. Davey and the city planning commission to enter into a contract with Harland Bartholomew and Associates, widely known city planners of St. Louis, Mo., for a study of the city and preparation of a city plan.

The Iowa State Planning Board has previously conducted land use studies in Mason City, and this year has operated a traffic survey there, with the aid of the WPA. These studies will form a basic part of the Bartholomew studies.

In Cedar Falls, Dwight G. McCarty of Emmetsburg instilled into a large group of Chamber of Commerce members the desirability of establishing a city planning program in Cedar Falls.

The Chamber of Commerce also is entering into an arrangement with the Iowa State Planning Board for a city traffic survey in which the WPA, high school students and Boy Scouts will cooperate.

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BASIN TREE-PLANTING PROGRAM PLANNED

(Cont'd from Page 10)

Roy; R. B. Campbell, Chariton; Clarence Powell, Albia; E. G. Hawk, Moravia; Guy Caldwell, Allerton.

Ex-officio members of the committee include each of the six county agents, Frank Paradise, Chariton, regional forester; E. C. Martin, Melrose, and Arlo Noble, Promise City.

In response to a number of requests for the information, L. W. Murray, field engineer, has prepared for the Chariton Basin a summary of limestone, phosphate and reseeded requirements under an 8-year program for the various soil types of the area. Copies of this summary may be had by addressing Mr. Murray at the Iowa State Planning Board office in Des Moines, or through the county agents.

* * * * *

U.S. HOUSING ACT OPENS WAY

Iowa Cannot Yet Participate Without Appropriate State Law;
Housing League Seeks To Aid Low Wage Earner

By Mrs. Charles E. Palmer, President
Iowa Housing League

America, the land of opportunity, has its housing problems. Metropolitan slums and rural slums may be found in all parts of the nation. Conditions so insanitary and depressing as to terrify the timid and startle the strong exist in New York and Chicago--yes, and in Pumpkin Center and in the open country.

The question of the need for better housing in America permits no debate. The question of a public housing policy for this country, on the other hand, has been a constant source of discussion and argument which the recent enactment of the Wagner -- Steagall

Low Rent Housing and Slum Clearance Act should not be expected to terminate.

European nations have had, recognized and done something about their housing problems. The United States has had, has slowly come to realize and is finally getting around to acting upon its own predicament.

The Wagner-Steagall Bill, despite imperfections which we have come to regard as almost inevitable in the early stages of major social legislation, nevertheless is a base upon which, through later amendments, an improved national policy for housing and slum clearance may be established.

How can Iowa benefit from the Wagner-Steagall Act?

In its original form, the housing

bill would have permitted non-profit associations, such as could be formed in Iowa, to obtain federal loans or grants. As finally passed, the act provides that only public housing authorities may obtain this aid. This makes it necessary to enact special legislation within the state to establish such a housing authority.

Until such a state housing law is enacted permitting public housing authorities to be established, Iowa cannot participate.

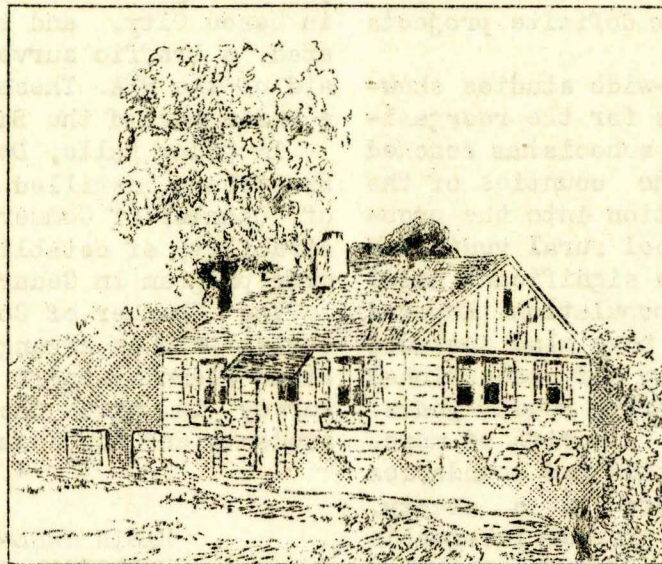
A third of the states are in the same situation. What can they do?

Some may call special sessions of their legisla-

tures to consider suitable state laws. Some may wait until their next regular sessions. Some may not care to participate.

Even with appropriate legislation, Iowa could scarcely hope to find the answer to all its housing problems in the federal loans and subsidies provided under the Wagner-Steagall Act.

In the field of small house design, construction and financing, the Iowa Housing League hopes to demonstrate methods of solving the housing problem for many families of limited income. If and when Iowa can benefit from national programs, so much the better. In the meantime, something must be attempted for the low wage earner who cannot wait for a million dollar project.



WAGNER-STEAGALL BILL PASSED

Major Features Analyzed; Act Establishes Long-term, Permanent Federal Aid Program for Low Wage Families

Iowa Planning News presents herewith the major features of the newly enacted Wagner-Steagall federal housing act, as outlined by the American Federation of Housing Authorities.

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PURPOSE: A long-term, permanent program of Federal aid to state and local governments and their agencies for the provision of decent housing for families of lowest income and for slum clearance.

CREATES a permanent United States Housing Authority within the Department of the Interior. The powers of the Authority are vested in an Administrator, appointed for five years by the President with the consent of the Senate. The President may transfer existing housing projects to the Authority.

OCCUPANCY of all projects is strictly limited to lowest income families which are not being adequately housed by private building and whose income is less than five times the rent (including utilities), or six times for families with three or more children.

LOANS may be made to local public housing agencies for the financing of low-rent housing projects constructed by them. Where Housing Authorities apply for loans for housing projects, together with annual subsidy to reduce rents, the law provides that these loans shall be limited to 90% of the cost of the project, and shall bear interest at not less than the cost of the money to the Federal Government, plus 1/2 of 1%, and must be repaid in not more than sixty years. Where no annual subsidy to reduce rent is asked, an authority may apply for a 100% loan at similar interest rate and terms, for a housing or a slum clearance and reclamation project. Where no annual subsidy to reduce rent is asked, no municipal contribution is required by law.

BONDS guaranteed by the United States may be issued by the Authority to raise funds for these loans in the following amounts: On and after July 1, 1937, \$100,000,000; on and after July 1, 1938, \$200,000,000; and on and after July 1, 1939, \$200,000,000. These bond issues together with interest will be repaid from the proceeds of loans on projects.

ANNUAL CONTRIBUTIONS may be made to local public housing authorities on projects developed by them. Annual grants are limited to amounts necessary to achieve low rents, but in no case may exceed the yield at Federal going rate of interest plus one per cent on the cost of projects. Annual grants will be contracted for in advance to run for not more than sixty years; if made for twenty years or more the amount is subject to revision after ten years, and every five years thereafter. Contracts may be entered into providing for contributions not to exceed \$20,000,000 during the next three years.

CAPITAL GRANTS may be made to local public housing authorities as an alternative to annual grants. Capital grants are limited to 25 per cent of the cost of the project, payable from the funds of the Authority, plus an additional 15 per cent which the President may allocate from relief funds for the payment of labor. Capital grants from the funds of the Authority are limited to a total of \$30,000,000, without further authorization from Congress.

LOCAL CONTRIBUTIONS are required in connection with all projects on which the Authority makes annual contributions or capital grants. In the case of annual contributions, a local government must contribute at least 20 per cent of the annual contribution either in cash or tax remissions or exemption. In the case of capital grants, a local government

must contribute at least 20 per cent of the project cost either in cash, land, or the capitalized value of community facilities, services, or tax-remissions or exemptions.

SLUM CLEARANCE may be carried out without engaging in housing, provided, of course, that such slum clearance will not force the people who are de-housed out of shelter or into higher rent.

COST OF DWELLINGS (exclusive of land and non-dwelling facilities) is limited to \$1000 per room and \$4,000 per unit in cities of less than 500,000, and \$1250 per room and \$5000 per unit in cities of over 500,000. Furthermore the average cost of dwellings in any project may not exceed the average cost of dwellings currently produced by private enterprise in the same locality under the building requirements applicable to the proposed site and under labor standards not lower than those of the Act.

LIMITATION of expenditure is made so that no State may receive more than 10 per cent of the funds provided.

PROTECTION of low-rent character of projects is definitely secured; and labor is assured of fair wages and standard working conditions.

APPROPRIATION OF \$26,000,000, available until expended, is authorized for operating expenses and the payment of annual grants.

NO PROVISION is made for loans to limited profit housing agencies, nor is there any authorization for the further construction of demonstration projects by the central Authority.

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HOUSING LEAGUE TO MEET

An important meeting of the newly organized Iowa Housing League will be called by Mrs. Charles E. Palmer of Sioux City, state president, for late September or early October, it was announced as Iowa Planning News for September was being completed.

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BURLINGTON, COUNCIL BLUFFS TRAFFIC REPORTS FINISHED

Two more Iowa cities now will have at their command basic information on major phases of civic problems involved in any future city planning programs.

Urban traffic studies have been completed, reports prepared and copies will have been presented to the cities of Burlington and Council Bluffs before the end of September.

Each of these cities previously has received reports of land use studies, covering an analysis of all land uses within their respective corporation limits.

The surveys were made by the Iowa State Planning Board through the employment facilities of the Works Progress Administration. They are part of the Planning Board's program of assisting urban communities in analyzing their problems, and in obtaining information on general traffic and land use problems in the cities of Iowa.

Copies of these reports may be obtained from the Iowa State Planning Board at 50¢ each.

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THREE POINT EDUCATION PROGRAM

(Cont'd from Page 7)

person should be permitted to teach in an Iowa school who has not had at least two years of preparation beyond high school. This is not adequate, but goes as far as the immediate financial and educational situation would permit.

Of course, there are numerous other things that are involved in the planning of the Iowa State Teachers Association, -- better library facilities, more adequate playground and recreational equipment -- but the Association looks forward hopefully to obtaining in the immediate future the three objectives set out in this statement.

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TYPES OF FARMING AREAS IN IOWA

