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RESEARCH BULLETIN

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- Advisory Committee on Education by Radio
 American and Canadian Committees on Modern Languages
 American Association for Adult Education
 American Association of Collegiate Schools of Business
 American Association of Dental Schools
 American Association of Psychiatric Social Workers
 American Association of University Professors
 American Association on Mental Deficiency
 American Classical League
 American Council on Education
 American Historical Association
 American Institute of Graphic Arts
 American Library Association
 American Nature Study Society
 American Vocational Association
 Association for Childhood Education
 Association of American Colleges
 Association of American Medical Colleges
 Association of American Universities
 Association of Collegiate Schools of Architecture
 Association of Deans and Directors of Summer Sessions
 Association of Urban Universities

 Carnegie Corporation
 Carnegie Foundation for the Advancement of Teaching
 Character Education Inquiry of Teachers College, Columbia University, in Cooperation with the Institute of Social and Religious Research
 Civics Research Institute
 College Physical Education Association
 Commission on Length of Elementary Education
 Commission on National Aid to Vocational Education
 Committee for Cooperative Study of Secondary-School Standards and Accrediting Procedures
 Committee on the Grading of Nursing Schools
 Commonwealth Fund
 Conference on Guidance Aids for Rural Young People

 Educational Finance Inquiry Commission

 Federal Advisory Committee on Emergency Aid in Education
 Federal Council of the Churches of Christ in America, Department of Research and Education
 Federated Council on Art Education

 General Education Board

 Mathematical Association of America
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 National Advisory Committee on Education
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 National Association of Commercial Teacher Training Institutions

 National Association of Public School Business Officials
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 National Council on Religion in Higher Education
 National Education Association
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 Department of Classroom Teachers
 Department of Deans of Women (National Association of Deans of Women)
 Department of Educational Research (American Educational Research Association)
 Department of Elementary School Principals
 Department of Kindergarten Education
 Department of Rural Education
 Department of School Health and Physical Education
 Department of Secondary Education
 Department of Secondary-School Principals
 Department of Superintendence
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 National Council of Education
 Research Division
 National Federation of Modern Language Teachers
 National League of Nursing Education
 National Personnel Service, Inc.
 National Probation Association
 National Society for the Study of Education
 National Society of College Teachers of Education
 New York Commission on Ventilation

 Payne Fund
 Peabody Conferences on Education and Racial Adjustment
 Phi Delta Kappa
 Pi Lambda Theta
 President's Research Committee on Social Trends
 Progressive Education Association

 Rockefeller Foundation
 Rosenwald Fund

 Secondary Education Board
 Social Science Research Council
 Society for the Promotion of Engineering Education

 United States Office of Education

 White House Conference on Child Health and Protection

FOREWORD

WITHIN THE NEXT DECADE, American education will undergo many fundamental changes. The orderly social and economic revolution through which the country is passing places upon the schools greater demands and new responsibilities. Unemployed youths whose services cannot be absorbed by industry must be provided with proper educational opportunities. The work of the schools in preparing for social and economic citizenship must be increased in effectiveness. The preparation of teachers for the new age requires far-reaching changes. The relation of education to other governmental functions, the organization of educational opportunity for the additional leisure time of adults, the coordination of the schools with libraries and playgrounds—these and a score of other problems press for careful consideration and constructive action in shaping a new program of education for a new age.

In recent years many national agencies have made searching analyses of various phases of education. This directory of deliberative national committees dealing with important educational problems lists over 250 such groups preparing reports on various areas of education. The teaching profession is evidently vitally interested in the continuous improvement and adaptation of the schools.

If this wholesome activity within the profession is to be most effective, the recommendations of these deliberative groups must be integrated into a national program for education and given an impetus which will bring about the translation of this program into action by the several states and local school systems. Many states have already established some form of council for planning on a statewide basis, and these councils would doubtless cooperate with a parallel national group in developing recommendations for educational improvement and in getting them before the people and into action.

In view of these conditions, the Joint Commission on the Emergency in Education requested that a directory be prepared which would reveal committee and organizational activity of a character pertinent to educational recovery and reconstruction. The resulting directory reveals those areas of the total educational problem which are receiving maximum attention, those in which co-ordination of effort may be fruitful, and those which are relatively neglected by existing deliberative groups.

The issuance of this directory represents a first step on the part of the Joint Commission in carrying out instructions to broaden the scope of its work so as to include an appraisal of the present educational program and the development of a long term plan for such changes as may be required to enable the schools to meet effectively the challenge presented to them by a changing social order.

JOHN K. NORTON, *Chairman,*
Joint Commission on the Emergency in Education.

Introduction

This directory lists the major deliberative committees and commissions which have reported or which are now at work on important educational topics. Material for the directory was collected by the following methods:

1. A general letter of inquiry requesting information regarding committees was sent on January 12, 1934, to approximately 500 educational, civic, and social organizations and agencies of national scope, excluding state or regional groups. On March 28, a second letter was sent to educational organizations which had not responded to the first inquiry. Replies were received from about 200 organizations and extensive correspondence was carried on to verify the information thus assembled.
2. Educational periodicals were scanned for news notes regarding important committee investigations.
3. Personal visits were made to the headquarters of several national agencies maintaining offices in Washington, D. C.
4. All entries were submitted for final approval approximately May 1, 1934, either to the chairman of the committee in question or to the secretary of the sponsoring organization.

Committees are listed under the names of the organizations which are responsible for their work, arranged alphabetically. The address of the headquarters office of the organization, or the address of the secretary, if no permanent office is maintained, follows. A few committees or conferences which represent a large number of organizations are listed under the name of the committee or conference itself. Information is given on the following items for each deliberative group.

1. *Chairman and membership*—The chairman's name and present address, if known, is reported. Otherwise, the institutional connection given is that held at the time the committee submitted its final report. Names of committee members are listed, except when the membership exceeds fifteen persons. In the case of continuing committees the latest available list of names is given. In the case of committees which have completed their work, the names of those who subscribed to the final report are listed.
2. *Scope and purpose*—Information is given as to date of appointment, official assignment of duties,

financial support, special staff, and method of work. These facts were drawn from official publications or data supplied by organization officers.

3. *Reports*—Bibliographic reference is made to published reports, together with a summary of major recommendations. Reports in progress are mentioned to the extent that facts are available regarding them.

Decisions regarding the inclusion of committees have been made by the staff compiling the directory. Committees exercising chiefly, or only, executive and editorial functions are omitted, although it was not always easy to distinguish between committees whose work is deliberative and whose reports are a pronouncement of group opinion, and those committees whose work is mainly administrative. As a general rule, reports which represent the work of individuals, rather than the conclusions of a committee, are also excluded. The directory has aimed to include significant committee reports which have appeared since January 1, 1930. In addition, a few earlier reports of unusual influence are listed. Considerable space has been given to the activities of the National Education Association, partly because of the widely diversified nature of its departments and other units, and partly because information has been readily available regarding its projects. Brief descriptions of the activities of foundations whose grants to educational projects have made possible significant reports are also included.

At the end of the directory a brief subject index classifies committees according to their fields of activity. This should be useful in giving a general indication of major emphasis in committee activity and in locating committees at work in the various fields. An index of committee chairmen is also provided.

So far as is known, no similar compilation of deliberative committees in the field of education exists.¹ Since it may be desirable to revise the directory from time to time, suggestions and corrections will be welcomed.

¹ Information regarding organizations at work in fields related to education is contained in the following directories:

A Directory of Agencies Working with and for Adults. Research Service Bulletin No. 13. Chicago: International Council of Religious Education, 1934. 71 p. (Mimeographed.)
Educational Directory, 1934. U. S. Dept. of the Interior, Office of Education, Bulletin, 1934, No. 1, Washington, D. C.: Government Printing Office, 1933. Part IV, "Educational Associations and Boards and Foundations," p. 115-54.
Handbook of Adult Education in the United States, 1934. New York: American Association for Adult Education, 1934. 384 p.
Organizations in the Field of Public Administration; a Directory. Chicago: Public Administration Clearing House, 1932. 203 p.
Social Work Yearbook, 1933. New York: Russell Sage Foundation, 1933. 680 p.

NATIONAL DELIBERATIVE COMMITTEES

ADVISORY COMMITTEE ON EDUCATION BY RADIO

Chairman—William John Cooper, George Washington University, Washington, D. C. (formerly U. S. Commissioner of Education).

Members—Membership of twenty. Organized into four subcommittees: Ways and Means, charged with the responsibility of securing funds and administering them; Fact-Finding, deputed to discover every experiment in broadcasting of an educational nature; Research, asked to develop techniques for evaluating the effectiveness of educational programs; and Executive. Members of Executive Committee included: W. W. Charters, J. L. Clifton, William John Cooper, chairman, Ira E. Robinson, H. R. Shepherd.

Scope and purpose—Appointed June 6, 1929, by Secretary of the Interior Ray Lyman Wilbur to make a fact-finding survey of the possibilities of radio as an educational tool. Financial aid secured from the Payne Fund, Carnegie Corporation, J. C. Penney Foundation, and individual donors. Reported to the Secretary of the Interior February 15, 1930.

Reports

1. Advisory Committee on Education by Radio. *Report*. Columbus, Ohio: F. J. Heer Printing Co., 1930. 246 p. (Copies may be obtained from the U. S. Office of Education, Washington, D. C.)

Committee reported a widespread interest in educational broadcasting, which has two fields: broadcasting the materials of formal school work, and broadcasting for adults. Recommended:

- a. Establishment in the Office of Education of a section devoted to education by radio with such responsibilities as these: custody of Committee's files, issuance of bulletins, making investigations, keeping educational interests informed of importance of radio as a tool, prevention of conflicts and duplication of effort, and furnishing advice on the educational soundness of suggested programs.
- b. Provision for necessary funds for such section in regular budget for the Department of the Interior.
- c. Creation of an advisory committee to represent educational institutions, commercial broadcasting, and the general public.
- d. Effort to secure funds sufficient to launch program in formal school subjects and to check results.
- e. Advising Federal Radio Commission of the importance of educational broadcasting.

AMERICAN AND CANADIAN COMMITTEES ON MODERN LANGUAGES

Chairman of Modern Foreign Language Study—Robert Herndon Fife, Columbia University, New York, N. Y.; of Canadian Committee—M. A. Buchanan, University of Toronto, Toronto, Canada.

Members—Plan of organization included a Committee on Direction and Control and three special investigators, one for each of the three modern languages of major interest. Officers of Committee and investigators delegated as a Committee on Investigation to carry on the survey.

Scope and purpose—Need for an investigation of the teaching of modern foreign languages and of their place in American education and culture was recognized in 1924 by the Carnegie Corporation, which agreed to finance the study, and by the American Council on Education, which consented to sponsor the investigation and act as its fiscal agent. Title of Modern Foreign Language Study was adopted for the investigation. A regional organization was set up to represent eight geographical areas of the United States. Canadian Committee completed its organization in November, 1924. Research undertakings were jointly planned and jointly supported from budgets of the two committees.

The first task was the gathering of information regarding the present organization and results of modern language teaching, by means of 35,000 questionnaires to principals of secondary schools, modern language departments and registrars of all listed colleges, selected modern language teachers, and graduates of schools and colleges who had studied modern languages, and through visits to schools, colleges, and universities. Achievement tests were prepared and administered to pupils. A third undertaking was the organization of a series of studies by graduate departments of education and modern languages. A fourth project consisted of frequency studies in the basic materials of instruction in vocabulary and idiom.

The survey was completed in 1928. Publication of reports began in 1927 and continued through 1930.¹

Reports—Seventeen volumes were published by the two committees. Volumes 4, 12, and 13 describe conditions in the United States as regards enrolment; objectives, content, and organization of courses; and training of teachers. They bear the imprint of the American committee alone. Similarly, volumes 6 and 7 represent the situation in these fields as found in Canada. The remaining twelve volumes are joint issues. In 1931 a summary volume was issued as a guide to the vast amount of research contained in the published reports. This survey is numbered as item 18 in the following list.

1. Wood, Ben D. *New York Experiments with New-Type Modern Language Tests*. New York: Macmillan Co., 1927. 339 p.
2. Buswell, G. T. *A Laboratory Study of the Reading of Modern Foreign Languages*. New York: Macmillan Co., 1927. 100 p.
3. Buchanan, Milton A., compiler. *A Graded Spanish Word Book*. Toronto: University of Toronto Press, 1927. 195 p. (3d edition published in 1932.)
4. Wheeler, C. A., and others, compilers. *Enrollment in the Modern Foreign Languages in Sec-*

¹ See also American Council on Education, Committee on Modern Language Teaching, p. 159.

AMERICAN AND CANADIAN COMMITTEES ON MODERN LANGUAGES (Cont.)

- ondary Schools and Colleges of the United States.* Compiled with cooperation of the Bureau of Education. New York: Macmillan Co., 1928. 453 p.
5. Henmon, V. A. C. *Achievement Tests in the Modern Foreign Languages.* New York: Macmillan Co., 1929. 363 p.
 6. Canadian Committee on Modern Languages. *Modern Language Instruction in Canada. I.* Toronto: University of Toronto Press, 1928. 547 p.
 7. Canadian Committee on Modern Languages. *Modern Language Instruction in Canada. II.* Toronto: University of Toronto Press, 1928. 852 p.
 8. Buchanan, M. A., and MacPhee, E. D., compilers. *An Annotated Bibliography of Modern Language Methodology.* Toronto: University of Toronto Press, 1928. 428 p. (Reprinted from Vol. VI above.)
 9. Morgan, B. Q., editor. *A German Frequency Word Book, Based on Kaeding's Häufigkeitswörterbuch der deutschen Sprache.* New York: Macmillan Co., 1928. 87 p.
 10. Hauch, Edward F., compiler. *A German Idiom List, Selected on the Basis of Frequency and Range of Occurrence.* New York: Macmillan Co., 1929. 98 p.
 11. Keniston, Hayward, compiler. *A Spanish Idiom List, Selected on Basis of Range and Frequency of Occurrence.* New York: Macmillan Co., 1929. 108 p.
 12. Coleman, Algernon. *The Teaching of Modern Foreign Languages in the United States.* New York: Macmillan Co., 1929. 299 p.
 13. Purin, C. M. *The Training of Teachers of the Modern Foreign Languages.* New York: Macmillan Co., 1929. 112 p.
 14. Henmon, V. A. C., and others. *Prognosis Tests in the Modern Foreign Languages.* New York: Macmillan Co., 1929. 182 p.
 15. Vander Beke, George E., compiler. *French Word Book.* New York: Macmillan Co., 1929. 188 p.
 16. Cheydeur, Frederic D., compiler. *French Idiom List, Based on a Running Count of 1,183,000 Words.* New York: Macmillan Co., 1929. 154 p.
 17. *Studies in Modern Language Teaching.* New York: Macmillan Co., 1930. 491 p.
 18. Fife, Robert Herndon. *A Summary of Reports on the Modern Languages Issued by the Modern Foreign Language Study and the Canadian Committee on Modern Languages.* New York: Macmillan Co., 1931. 261 p.

AMERICAN ASSOCIATION FOR ADULT EDUCATION

60 East 42d St., New York, N. Y.

Director—Morse A. Cartwright.

The Association was organized in Chicago on March 26, 1926, by action of delegates from four regional conferences. Financial support is derived in part from the Carnegie Corporation in whose adult education program the Association advises.

The activities of the Association have been rather strictly limited to serving as a national clearing

house for information and to sponsoring studies and experiments devised to clarify teaching methods and administrative problems in adult education. Information has been disseminated through organizational contacts, conferences, the *Journal of Adult Education*, the *Handbook of Adult Education in the United States*, and the publication of special studies. During recent years the Association has stressed the problem of reeducation arising from unemployment and has sponsored studies of opportunity schools and the Adjustment Service for the Unemployed of New York.

Committees of the Association serve merely in an advisory capacity. Studies that are published or sponsored by the Association are prepared by members of the staff or by persons appointed specifically for the conduct of a study because of special competence. Representative committees are listed below:

Committee on Adult Elementary Education

Chairman—Wil Lou Gray, State Department of Education, Columbia, S. C.

Members—William S. Gray, J. W. Tilton.

Scope and purpose—Appointed in 1930 to study the educational results of the opportunity school for illiterates and near-illiterates conducted annually by the South Carolina State Department of Education. Financed by grant of \$5000 from the Carnegie Corporation.

The experiment provided psychological and supervisory service and one hundred maintenance scholarships for two schools—one white and one colored—maintained for a month in the summer of 1931.

Reports

1. Gray, William S.; Gray, Wil Lou; and Tilton, J. W. *The Opportunity Schools of South Carolina.* New York: American Association for Adult Education, 1932. 141 p.

Committee on Community Projects

Chairman—Elmer Scott, Civic Federation of Dallas, Texas.

Members—Lyman Bryson, Linda A. Eastman, Chauncey J. Hamlin, James A. Moyer.

Scope and purpose—A standing committee concerned with projects in adult education in local areas. Reports are now in preparation on activities in Westchester County, New York, and Dallas, Texas.

Reports

1. Bryson, Lyman. *A State Plan for Adult Education.* New York: American Association for Adult Education, 1934.
2. Hudson, Robert B., and Walker, John O. *Radburn: A Plan of Living.* New York: American Association for Adult Education, 1934.
3. Lorimer, Frank. *The Making of Adult Minds in a Metropolitan Area.* New York: Macmillan Co., 1931. 245 p.
4. Ozanne, Jacques. *Regional Surveys of Adult Education.* New York: American Association for Adult Education, 1934.
5. Stearns, W. F. *Adult Education in Massachusetts.* Boston: Massachusetts Commission on the Enrichment of Adult Life, 1932. 55 p.

Committee on Public School Relations

Chairman—James A. Moyer, State Department of Education, Boston, Mass.

Members—Elizabeth C. Morriss, Robert E. Simon.

Scope and purpose—A report on the adult forum program conducted in the public schools of Des Moines, Iowa, is in preparation.

Committee on Reading Interests and Habits of Adults

Joint Committee with American Library Association.

Members—From American Association for Adult Education—William S. Gray, Edward L. Thorndike; from American Library Association—Jennie M. Flexner, Adam Strohm.

Scope and purpose—A standing committee for the consideration of reading interests and of the readability of books. Studies under way have to do with the readers' advisory service of the New York Public Library.

Reports

1. Gray, William S., and Munroe, Ruth. *Reading Interests and Habits of Adults*. New York: Macmillan Co., 1929. 305 p.
2. Waples, Douglas, and Tyler, Ralph W. *What People Want To Read About*. Chicago: University of Chicago Press, 1931. 312 p.

Committee on Rural Adult Education

Chairman—Benson Y. Landis, Federal Council of the Churches of Christ in America, New York, N. Y.

Members—Arthur E. Bestor, Edmund deS. Brunner, Kenyon L. Butterfield, Allen Eaton, Grace Fry-singer, Elizabeth B. Herring, William J. Hutchins, Elizabeth C. Morriss.

Scope and purpose—A standing committee for the study of adult education in rural areas. Reports in preparation on an educational and recreational experiment among Southern mountain whites and on an experimental Institute of Rural Economics in New Jersey.

Reports

1. Herring, J. W. *Social Planning and Adult Education*. New York: Macmillan Co., 1933. 138 p.
2. Landis, Benson Y., and Willard, J. D. *Rural Adult Education*. New York: Macmillan Co., 1933. 229 p.

Committee on Techniques of Discussion

Chairman—Harry A. Overstreet, College of the City of New York, New York, N. Y.

Members—A. Caswell Ellis, Mary L. Ely, Everett D. Martin, Elmer Scott.

Reports

1. Fansler, Thomas. *Discussion Methods for Adult Groups*. New York: American Association for Adult Education, 1934.

Committee on University Cooperation

Chairman—William A. Neilson, Smith College, Northampton, Mass.

Members—Harry W. Chase, Harvey N. Davis, William J. Hutchins, George E. Vincent.

Scope and purpose—Sponsors studies in university extension and alumni education. A study of abilities and achievements of university extension class students and a study of recent trends in alumni education are now in progress.

Reports

1. Bittner, W. S., and Mallory, H. F. *University Teaching by Mail*. New York: Macmillan Co., 1933. 355 p.
2. Hall-Quest, A. L. *The University Afield*. New York: Macmillan Co., 1926. 292 p.
3. Shaw, W. B. *Alumni and Adult Education*. New York: American Association for Adult Education, 1929. 117 p.
4. Stone, F. F., and Charters, Jessie A. *Alumni Interest in Continuing Education*. Columbus, Ohio: Ohio State University, 1932. 40 p.

AMERICAN ASSOCIATION OF COLLEGIATE SCHOOLS OF BUSINESS

J. A. Fitzgerald, Secretary, University of Texas, Austin, Texas.

Committee on Study of Business Education at the Collegiate Level

Chairman—Russell A. Stevenson, University of Minnesota, Minneapolis, Minn.

Members—James H. S. Bossard, Clarence S. Marsh, Walter J. Matherly, C. O. Ruggles.

Scope and purpose—Appointed in 1932. Has drafted plans for a comprehensive study of business education at the college level, and has been endeavoring to secure funds to carry on such a study. A budget of \$55,000 has been prepared.

Reports

1. Stevenson, Russell A., chairman. "Report of the Committee on the Study of Business Education." *Beta Gamma Sigma Exchange* 16: 356-70; Summer, 1933. (Proceedings of the Fifteenth Annual Meeting of the American Association of Collegiate Schools of Business.)

Presents plan for a study. Suggests that a preliminary investigation be followed by an attack on these major problems:

- a. A determination of objectives.
- b. Curriculum organization for the attainment of objectives.
- c. Courses as appropriate parts of the curriculum.
- d. Teaching personnel and its training.
- e. Teaching methods.
- f. The levels at which professional work in business can be most usefully given.
- g. Relationships to other divisions of university instruction.
- h. Relationship to other educational institutions and programs.
- i. Guidance and placement of graduates.

AMERICAN ASSOCIATION OF DENTAL SCHOOLS

G. D. Timmons, Secretary, School of Dentistry, Indiana University, Indianapolis, Ind.

Dental Curriculum Survey Committee

Chairman—Wallace Seccombe, University of Toronto, Toronto, Canada.

AMERICAN ASSOCIATION OF DENTAL SCHOOLS (Cont.)

Members—Arthur D. Black, L. E. Blauch, Secretary, H. E. Friesell, John T. O'Rourke, Harry M. Semans.

Scope and purpose—Appointed to make a complete survey of the dental curriculum.

AMERICAN ASSOCIATION OF PSYCHI- ATRIC SOCIAL WORKERS

41 East 57th St., New York, N. Y.

Committee on Professional Education

Chairman—Sarah Ivins, New York School of Social Work, New York, N. Y.

Members—Alice Taggart, Charlotte Towle.

Scope and purpose—Appointed in October, 1933, to clarify issues as to desirable training for social work and its transferability to other fields. Focusing work at present on classroom content and method.

AMERICAN ASSOCIATION OF UNIVER- SITY PROFESSORS

744 Jackson Place, Washington, D. C.

Committee on Academic Freedom and Tenure (Committee A)

Chairman—Carl Witke, Ohio State University, Columbus, Ohio.

Members—Eastern: Ralph E. Himstead, J. T. Lichtenberger, A. O. Lovejoy, Holland Thompson. Central: W. C. Curtis, F. S. Deibler, U. G. Weatherly, Quincy Wright. Southern: L. L. Hendren, S. A. Mitchell, D. Y. Thomas. Western: A. M. Kidd, F. M. Padelford, R. C. Tolman.

Scope and purpose—A standing committee, first organized in 1915, to formulate principles of academic freedom and tenure. The Committee at present bases its policy on the eight principles of academic freedom and tenure in colleges and universities drawn up in 1925 at a conference of representatives of nine national organizations. The Committee, with the assistance of an employed legal adviser, investigates and publishes reports upon situations where it appears that the principles of academic freedom and tenure are being violated. Many complaints are adjusted without giving publicity to the investigation.

"It should be realized that the consistent policy of the Association is to cooperate to the utmost with administrations in securing justice for all groups within the college community. The Association has no desire to exercise control or coercion over the individual institution. Having defined principles and procedures, it is concerned with developing the sense of local responsibility essential to maintaining high standards."—*Bulletin*, May, 1932, p. 326.

Reports—Frequent reports on particular investigations appear in the *Bulletin of the American Association of University Professors*. The following reports summarize the Committee's activities:

1. "Academic Freedom and Tenure, 1923-1932." *Bulletin of the American Association of University Professors* 18: 326-401; May, 1932.

Reviews the work of the Committee for the decade 1923-32. Quoted from reports on twenty-four cases investigated by the Committee.

2. Mitchell, S. A., chairman. "Academic Freedom and Tenure; Report of Committee A." *Bulletin of the American Association of University Professors* 20: 97-104; February, 1934.

Describes the work of the Committee during the past five years.

Committee on College and University Teaching (Committee U)

Chairman—W. B. Munro, California Institute of Technology, Pasadena, Calif.

Members—George Boas, A. L. Bondurant, Alzada Comstock, Hardin Craig, H. L. Dodge, field director, Charles H. Judd, Fernandus Payne, secretary, F. K. Richtmyer, vice-chairman. **Advisory Members**—J. R. Angell, S. P. Capen, L. D. Coffman, Kathryn McHale, Paul Monroe, H. W. Tyler, W. E. Wickenden, Ernest H. Wilkins.

Scope and purpose—Appointed in 1930, financed by grant of \$20,000 from Carnegie Corporation. Its study has been "an attempt to find what college teachers believe to be the chief hindrances to better teaching and what they regard as the most practicable means of removing these obstacles. . . . More specifically it seemed desirable to gather data and opinions on such problems as the recruiting of capable young men and women for the profession of college teaching, the facilities for discovering and rewarding good teachers, the procedures whereby poor teachers might be helped to become better ones, the possibility of working out usable criteria of good teaching, the relation of examinations to effective classroom instruction, the influence of research and of other non-teaching activities upon the college teacher's work, and the value of the various experiments with new teaching methods which are now being carried on at many institutions of higher education."—*Report*, p. 10-11.

Field director visited more than seventy colleges, attending special meetings of local chapters where the Committee's questions were discussed. Some 2000 members attended these conferences. Committee held four meetings to plan and review the report.

Reports—Reports of progress are contained in the *Bulletin of the American Association of University Professors*, 1932-33.

1. *Report of the Committee on College and University Teaching*. *Bulletin of the American Association of University Professors*, Vol. 19, No. 5, Section 2. Washington, D. C.: the Association, May, 1933. 122 p.

Reviews method of work; presents findings and discussion on these topics: purpose of teaching; quality of college teaching today; attraction of superior personnel to the profession; present facilities for the selection of college teachers; relation of teaching to research; are criteria of good teaching practicable; rating of teachers by students and alumni; teacher training for college teachers; teacher's responsibility for educational policy; assisting the teacher in service; special recognition of good teaching; teacher's security of tenure; non-teaching activities in their effect upon teaching; proper determination of the teaching load; dividing large classes into small sections; sectioning on the basis of ability or

achievement; comprehensive examinations and external examiners as aids to good teaching; new type tests as a means of improving college teaching; administrative machinery for the improvement of teaching; experiments with new methods of instruction.

In conclusion the following comment is made:

"There is no magic in any plan of instruction, taken by itself. . . . It stands to reason that no pedagogical device will wrest high-grade results from a combination of low-grade students and low-grade instructors. There is no substitute for competence and sincerity in college teaching. No method of instruction will be effective if these are lacking. Put well-prepared and willing students into the same classrooms or laboratories with capable, sincere, inspiring, diligent teachers—and everything else will take care of itself. The way to get good teaching is to employ good teachers. Hence the primary problem is not one of methods but of men."—*Report*, p. 103.

Committee on Methods of Increasing the Intellectual Interest and Raising the Intellectual Standards of Undergraduates (Committee G)

Chairman—Ernest H. Wilkins, Oberlin College, Oberlin, Ohio.

Members—Membership varies; approximately twenty-one.

Scope and purpose—Committee first named to determine causes and remedies for the alleged decline of intellectual interests of college students. Under Dr. Wilkins' chairmanship, the Committee surveyed the various methods that might be used to stimulate higher standards and assembled a card bibliography of about 4000 references. Material examined in part by Committee and organizations which agreed to check their own publications, and in largest part by groups of competent paid readers. Committee ended its work in 1927.

Reports

1. Wilkins, Ernest H., chairman. "Committee G, Methods of Increasing the Intellectual Interest and Raising the Intellectual Standards of Undergraduates (Preliminary Report)." *Bulletin of the American Association of University Professors* 8: 144-53; February, 1922.

Lists and classifies various methods that have been proposed for advancing the intellectual interest and standards of undergraduates. Proposes a tentative definition of the purpose of undergraduate instruction as intellectual, moral, and physical training for leadership. Cites three influences: the instructor, conditions of instruction and curriculum administration, and general conditions of undergraduate life.

2. Wilkins, Ernest H., chairman. "Initiatory Courses for Freshmen." *Bulletin of the American Association of University Professors* 8: 350-80; October, 1922.
3. Seashore, C. E. "Sectioning on the Basis of Ability." *Bulletin of the American Association of University Professors* 9: 275-90; October, 1923.
4. Wilkins, Ernest H., chairman. "A Bibliography of Methods of Increasing the Intellectual Interest and Raising the Intellectual Standards of

Undergraduates." *Bulletin of the American Association of University Professors* 9: 385-418; December, 1923.

5. Wilson, H. V. "Extra-Collegiate Intellectual Service." *Bulletin of the American Association of University Professors* 10: 272-86; May, 1924.
6. Havens, George R. "General Reading for Undergraduates." *Bulletin of the American Association of University Professors* 10: 480-92; October, 1924.
7. Perry, Ralph Barton. "The Preceptorial or Tutorial System." *Bulletin of the American Association of University Professors* 10: 534-62; November, 1924.
8. Tatlock, John S. P. "The General Final Examination in the Major Study." *Bulletin of the American Association of University Professors* 10: 609-35; December, 1924.
9. Newlin, W. J. "Educational Relations with Alumni." *Bulletin of the American Association of University Professors* 11: 365-82; November, 1925.
10. Seashore, C. E. "Sectioning on the Basis of Ability: A Survey of Status in 1924-1925." *Bulletin of the American Association of University Professors* 12: 133-91; February-March, 1926.
11. Wilkins, Ernest H., chairman. "Intercollegiate Football." *Bulletin of the American Association of University Professors* 12: 218-34; April, 1926.
12. Bender, Harold H., and others. "The Selection, Retention, and Promotion of Undergraduates." *Bulletin of the American Association of University Professors* 12: 373-481; October, 1926.

Committee on Relation of Junior Colleges to Higher Education (Committee J)

Chairman—A. C. Krey, University of Minnesota, Minneapolis, Minn.

Members—H. G. Doyle, W. C. Eells, Leonard V. Koos.

Scope and purpose—Appointed in 1930, "with a view to studying and reporting on the important relations which the junior college is likely to have on college and university work."—*Bulletin of the American Association of University Professors*, February, 1931, p. 163.

Reports

1. Krey, A. C., chairman. "Relation of Junior Colleges to Higher Education; Report of Committee J." *Bulletin of the American Association of University Professors* 19: 107-10; February, 1933.
- A general review of the problem; recommends that no further study be made at this time.

Committee on Required Courses in Education (Committee Q)

Chairman—Kenneth P. Williams, Indiana University, Bloomington, Ind.

Members—Dinsmore Alter, Roy C. Flickinger, Raymond G. Gettell, Marten ten Hoor, Louise Pound, Alfonso De Salvio, Richard H. Shryock.

Scope and purpose—Appointed in 1929, to report on the effect of the trend toward requiring courses in education of prospective college teachers. Specific question raised: "Does the present professional

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS (Cont.)

training actually improve secondary-school teaching to a degree commensurate with the high requirements that are prevalent?"—*Bulletin*, March, 1933, p. 175.

Reports

1. Flickinger, R. C., chairman. "Required Courses in Education." *Bulletin of the American Association of University Professors* 16: 369-72; May, 1930. (Report presented at 1929 meeting.)
2. Williams, Kenneth P., chairman. "Required Courses in Education; Report of Committee Q." *Bulletin of the American Association of University Professors* 19: 173-200; March, 1933. (Report presented at 1932 meeting.)

Report in 1929 urged that steps be taken to secure funds for an objective study of the value of professional courses in education. The 1932 report summarizes a study made by the Committee which includes (a) state requirements for certification; (b) requirements of accrediting associations; (c) requirements for high-school principals' certificates; (d) questionnaire to private school principals on value of professional courses; and (e) questionnaire to high-school teachers (graduates of leading universities) on amount and value of professional training received. On basis of the findings the Committee states these views (*Report*, p. 199):

- a. There is no reliable evidence that professional requirements have resulted in an improvement in secondary instruction at all commensurate with the amount of the requirements.
- b. A considerable lowering in the requirements would result in economy, and would not lessen the effectiveness of instruction in the high school.
- c. A maximum of twelve semester hours is ample to cover that part of professional training which can be regarded as essential for the beginning teacher who has a bachelor's degree from a standard college or university, and who qualifies for teaching an academic subject. The training should involve practice teaching and methods, the methods course being closely integrated with the practice teaching. Courses in psychology or educational psychology, when these are required, should be counted toward the requirement.
- d. The basis for renewal of certificates, or for advancement, should not stress professional study unduly, but should give emphasis to further academic study.
- e. The basic idea underlying certification of high-school principals and other officials, when special certification is required, should be very carefully considered.

Committee on Systems for Sabbatical Years (Committee K)

Chairman—O. J. Campbell, University of Michigan, Ann Arbor, Mich.

Members—C. M. Andrews, Margaret C. Ferguson, Tenney Frank, A. C. Lanier, Ernest Merritt, J. B. Pratt, O. E. Randall, F. N. Scott, Frederick Slocum, W. L. Upson.

Scope and purpose—Collected information for report by a questionnaire to all institutions on the accredited list of the American Council on Education.

Reports

1. Campbell, O. J., chairman. "Systems of Sabbatical Leaves." *Bulletin of the American Association of University Professors* 17: 219-34; March, 1931.

Reports practice in 185 institutions in granting some form of sabbatical leave. Presents conclusions, to the effect that, (a) sabbatical leave should be based, not on the return value to the institution, but on its benefit to learning and scholarship in general; (b) leave for a half-year on full pay is preferable to a full year on half pay; and (c) outstanding individuals should be granted leave, even when no established policy prevails.

Committee on the Economic Condition of the Profession and the Income Tax Question (Committee Z)

Chairman—S. H. Slichter, Harvard University, Cambridge, Mass.

Members—Membership of eighteen.

Scope and purpose—A standing committee. Work indicated by title. Most recent published report cited below.

Reports

1. Slichter, S. H., chairman. "Economic Condition of the Profession; Report of Committee Z." *Bulletin of the American Association of University Professors* 19: 97-105; February, 1933.

Reviews the fiscal situation in colleges and universities, many of which report the cutting of staffs, or of salaries, or of both. The Committee urges that the brunt of the economy program not be allowed to fall on the younger and lower paid members of the faculty, large numbers of whom are being released from employment. In discussing "long-run problems" the report points out that: "Perhaps the most important question raised by the depression is how to give more effective protection to the security which everyone agrees is the principal economic attraction in scientific and university work. . . ."

"The depression has raised many problems of permanent fiscal policy for educational institutions. Some fluctuation in the income from endowments is, of course, inevitable. . . . And the very fact that some fluctuation in income is to be expected means that institutions must plan their expansion in the light of it and that they must set up contingency reserves to protect themselves against drops in income.

"The fiscal problems of some tax-supported institutions are in large measure a product of tax-systems which are unnecessarily onerous because they distribute the burden unfairly. The solution of these problems requires not merely the wise and economical utilization of the available funds, but changes in the distribution of the burden of taxation. For this reason, it is desirable that the faculty, the alumni, and the friends of publicly supported institutions take an active interest in proposals to improve the tax systems of the several states."—*Report*, p. 104-05.

2. Slichter, S. H., chairman. "Economic Condition of the Profession; Report of Committee Z." *Bulletin of the American Association of University Professors* 20: 105-11; February, 1934.

Points out that salary reductions have continued and that reductions in staff have been somewhat larger than in the preceding year. Urges further activity for the relief of academic unemployment.

Committee on the Requirements for the Master's Degree (Committee M)

Chairman—Tucker Brooke, Yale University, New Haven, Conn.

Members—George H. Chase, Algernon Coleman, W. B. Fite, Helen S. Hughes, R. A. Law, W. F. Loehwing, H. W. Odum, Julian Park.

Scope and purpose—Appointed in 1930. Members exchanged opinions through correspondence; no meetings held. Committee invited expression of opinion from members of the Association, through the *Bulletin*.

Reports

1. Brooke, Tucker, chairman. "Requirements for the Master's Degree; Report of Committee M." *Bulletin of the American Association of University Professors* 18: 169-85; March, 1932.

General conclusions of the committee: (a) the wide-spread dissatisfaction with the present status of the master's degree is justified; (b) the demand for the degree is nevertheless great and in many quarters increasing; and (c) immediate standardization of requirements is impracticable in view of the several useful purposes which the degree now serves in different institutions.

The report offers a digest of findings and of individual opinions on these topics:

- The significance of the degree as a step toward the Ph.D.; as evidence of training for teaching; as indicative of a fifth year of undergraduate work.
- The proper length of the M. A. course.
- The requirement of a minor (or minors) in relation to the major.
- The desirability of a final comprehensive examination.
- The requirement of a thesis, and its nature and scope if required.
- The essential requirements in a prerequisite bachelor's degree.
- The acceptance of work done in other colleges, or by extension.
- The advisability of admitting M. A. candidates to undergraduate courses; to Ph.D. seminars.
- The foreign language requirement.

AMERICAN ASSOCIATION ON MENTAL DEFICIENCY

Groves B. Smith, Secretary, Beverly Farms, Godfrey, Ill.

Committee on Education and Training of the Mentally Retarded

Chairman—Mary Vanuxem, Laurelton State Village, Laurelton, Pa.

Members—Charles Scott Berry, Mollie Woods Hare, Francis N. Maxfield.

Scope and purpose—Appointed in June, 1932, to study the possibilities and practicabilities of training of the mentally retarded.

AMERICAN CLASSICAL LEAGUE

Rollin H. Tanner, Secretary, New York University, Washington Square East, New York, N. Y.

Advisory Committee in Charge of the Classical Investigation

Chairman—Andrew F. West, Princeton University, Princeton, N. J.

Members—M. Julia Bentley, A. L. Bondurant, W. L. Carr, Roy C. Flickinger, Mason D. Gray, Richard M. Gummere, Gonzalez Lodge, W. V. McDuffee, F. J. Miller, Henry Pennypacker, Frances E. Sabin, Julius Sachs, A. T. Walker, W. R. Webb, Jr.

Special Investigating Committee composed of chairman, W. L. Carr, Mason D. Gray, and W. V. McDuffee.

Scope and purpose—Appointed in March, 1921, to conduct an investigation of the classics in American secondary schools. Financed by the General Education Board. Eight regional committees were organized consisting of fifty-five persons in all. Frequent meetings of the Advisory Committee were held, 1921-24. Secured the collaboration of forty-eight professors of education and psychology. Cooperating agencies included the U. S. Bureau of Education, the College Entrance Examination Board, and regional societies. Information on status, objectives, content, and methods of teaching were obtained by questionnaires to teachers and pupils, group interviews, special studies, a national testing program, and the records of cooperating agencies.

Reports

- American Classical League. *The Classical Investigation*. Part I, General Report. Princeton, N. J.: Princeton University Press, 1924. 305 p.
- American Classical League. *The Classical Investigation*. Part III, The Classics in England, France, and Germany. Princeton, N. J.: Princeton University Press, 1925. 203 p.

Part I is a summary of results with recommendations. Outlines the status of Latin and Greek and the aims, content, and methods of teaching secondary Latin. Approves a four-year course in Latin.

Part II of the investigation, consisting of documentary evidence for the general report, was never published. Part III appeared in 1925. It reviews the status of the classics abroad for the past thirty years.

AMERICAN COUNCIL ON EDUCATION

744 Jackson Place, Washington, D. C.

Committee on Basic Factors of Achievement

Chairman—Cloyd Heck Marvin, George Washington University, Washington, D. C.

Members—Harvey N. Davis, Edward C. Elliott, C. R. Mann, ex-officio, J. C. Merriam, Robert I. Rees.

Scope and purpose—Appointed in 1933, to continue and develop further the job-analysis investigations of the Council.

AMERICAN COUNCIL ON EDUCATION (Cont.)

Committee on Education and Government

Chairman—John K. Norton, Columbia University, New York, N. Y.

Members—L. D. Coffman, Sidney B. Hall, George Johnson, Parke R. Kolbe, C. R. Mann, ex-officio, Daniel L. Marsh, Cloyd Heck Marvin, Albert B. Meredith, Paul R. Mort, David E. Weglein.

Scope and purpose—Appointed in February, 1934, to study the question of the financial structure behind the educational system of the country, both state and national, in the light of the present emergency, and to serve as a center of information in this field. Financed by a grant of \$5000 from the Carnegie Corporation. The first meeting of the Committee was held April, 1934.

Committee on Graduate Instruction

Chairman—R. M. Hughes, Iowa State College, Ames, Iowa.

Members—Karl Compton, Virginia C. Gildersleeve, Frank P. Graham, R. M. Hutchins, Frank B. Jewett, George Johnson, Charles B. Lipman, John L. Lowes, Albert D. Mead, John C. Merriam, W. W. Pierson, Hyder E. Rollins, Beardsley Ruml, Ernest H. Wilkins.

Scope and purpose—Appointed in November, 1932; financed from funds of the Council. Launched an inquiry to determine what universities are adequately staffed and equipped for work leading to the doctorate in thirty-five of the more important fields of knowledge. Method used was to submit the question to vote by a separate jury for each field selected from well-known scholars. Panel from which jury was selected provided by secretary of the national learned society in each field. To each of these scholars was sent a list of institutions offering work for the doctorate in the field with the request that he check those institutions which in his judgment had an adequate staff and equipment. Those considered most distinguished were starred.

Subcommittees were organized to study the possibility of an annual record of doctorates conferred, the place and function of the master's degree, desirability of a professional school for college teachers, relationship between the graduate school and the professional school in scientific instruction on the graduate level, and relationships between research institutions and graduate schools.

Reports

1. Hughes, R. M., chairman. "Report of Committee on Graduate Instruction." *Educational Record* 14: 386-90; July, 1933.
2. Hughes, R. M., chairman. "Report of Committee on Graduate Instruction." *Educational Record* 15: 192-234; April, 1934.

Committee reported progress in 1933. Final report lists those graduate schools which are qualified to offer work leading to the doctorate. Committee further recommends that the National Research Council publish an annual list of all doctorates conferred. Believes that there is no need for a professional school for the training

of college teachers and endorses the findings of the committee of the American Association of University Professors.¹ Declares that the graduate instruction of professional schools should be administratively regulated by the graduate school.

Committee on Manual of Examinations

Chairman—Herbert E. Hawkes, Columbia University, New York, N. Y.

Members—Algernon Coleman, Edward S. Jones, John A. Lester, E. F. Lindquist, John A. Long, C. R. Mann, ex-officio, R. W. Tyler, Ben D. Wood.

Scope and purpose—Appointed in 1932, to prepare a manual of examinations. Financed by grant of \$5000 from Carnegie Corporation. "The purpose of this manual will be not to promote any particular form of examination but to place the teacher, who must use examinations, in a position to understand more fully the philosophy underlying examinations, and the various purposes the different types are intended to serve in the educational process."—*Educational Record*, July, 1933, p. 383.

Report—Monograph is nearing completion. Chapters in the volume have been assigned for preparation to various scholars: English, John A. Lester; Languages, Algernon Coleman; Social Studies, E. F. Lindquist; Natural and Physical Sciences, R. W. Tyler; Mathematics, John A. Long.

Committee on Materials of Instruction

Chairman—Charles H. Judd, University of Chicago, Chicago, Ill.

Members—William John Cooper, C. R. Mann, ex-officio, Albert B. Meredith. Received cooperation of Subcommittee on Political Education of the American Political Science Association.

Scope and Purpose—Appointed in 1929, "for the purpose of contributing to the program of social studies in elementary schools and high schools." Financed by a gift of \$6000 from the Commission on Social Studies of the American Historical Association, and slightly more than \$1000 from the Council. Much service was donated. Committee ended its work in 1933.

Reports

1. Judd, Charles H., chairman. "Report of the Committee on Materials of Instruction." *Educational Record* 14: 398-400; July, 1933.

Presented as its final report the six brochures comprising the *Achievements of Civilization* series, published by the American Council on Education. These bulletins are intended for use by pupils in secondary schools, with a view to cultivating a wide acquaintance with the debt present-day society owes to earlier cooperative human efforts.

- a. *The Story of Writing*. 1932. 64 p.
- b. *The Story of Numbers*. 1932. 32 p.
- c. *The Story of Weights and Measures*. 1932. 32 p.
- d. *The Story of Our Calendar*. 1933. 32 p.
- e. *Telling Time throughout the Centuries*. 1933. 64 p.
- f. *Rules of the Road*. 1933. 32 p.

¹ See American Association of University Professors, Committee on College and University Teaching, p. 154.

Committee on Modern Language Teaching

Chairman—Robert Herndon Fife, Columbia University, New York, N. Y.

Members—Algernon Coleman, secretary, J. P. W. Crawford, H. E. Ford, V. A. C. Henmon, R. K. Hicks, C. R. Mann, ex-officio, E. B. de Sauze.

Scope and purpose—Organized in the spring of 1928, to complete the work of the American and Canadian Committees on Modern Languages,¹ which had been at work for four years. Financed by a grant of \$16,000 from the Carnegie Corporation. Maintains a small center of research and information at the University of Chicago. Completed publication of the seventeen-volume report of the two previous committees. Reported in July, 1933, that work was reaching completion.

Reports

1. Coleman, Algernon, compiler. *An Analytical Bibliography of Modern Language Teaching, 1927-1932*. Chicago: University of Chicago Press, 1933. 296 p.

Within its field is practically exhaustive for the United States and Canada. Includes also the more important contributions from England, France, and Germany. Gives a digest of the contents of all books, articles, and reports which have been published, and of a number of unpublished theses. Includes 570 entries.

2. Fife, Robert Herndon, chairman. "Report of the Committee on Modern Language Teaching." *Educational Record* 14: 401-8; July, 1933.

Reviews work of Committee in completing publication of reports of two previous committees, and in carrying out certain additional studies, the results of which appear in the final report of the Committee.

States that the Committee selected, as the first and most important aim for American students of foreign languages, "the ability to read French, German, and Spanish with ease and enjoyment."

Urges the need for some permanent institute, with access to an adequate psychological and educational staff, to maintain contacts with the field and to supervise experiments and researches in language teaching. Points out need for "a better adaptation of objectives to the time program, and a more careful grading of materials for attaining the aim selected, and a really adequate testing by recognized tools of measurement."

3. Fife, Robert Herndon, chairman. *Final Report of the Committee on Modern Language Teaching*. Chicago: University of Chicago Press, 1934.

Registers present usages and tendencies in American teaching, as well as results of undertakings initiated by the Committee.

Committee on Personnel Methods

Chairman—Herbert E. Hawkes, Columbia University, New York, N. Y.

Members—Twenty-five members, of which the following form the Central Committee, which is also the Committee on the Cooperative Test Service: W. W. Charters, H. W. Holmes, L. B. Hopkins, John H. MacCracken, ex-officio, secretary, C. R. Mann, ex-officio, P. C. Packer, A. H. Ruggles.

Scope and purpose—Organized in 1925, at the request of a conference on vocational guidance in colleges called by the National Research Council's Division of Anthropology "to consider ways and means of acquiring and making available knowledge of individual college students, in order that their fitness for their respective vocations might be discovered in a scientific manner as early as possible."—*Educational Record*, January, 1931, p. 30.

Received from the Rockefeller Benevolent Fund a grant of \$7500 for a study of practice, made in 1926. Received from the same Fund, in 1927, a grant of \$20,000 a year for three years. Organized five subcommittees to work on these topics:

- a. To inform the colleges and universities concerning the best methods of personnel.
- b. To prepare a personal record card.
- c. To prepare achievement tests and make available all facts concerning them in an effort to stimulate such testing.
- d. To develop objectives and useful measurements of character.
- e. To prepare vocational monographs.

In 1930 secured from the General Education Board a grant of \$500,000 for ten years for the organization of a test-producing bureau, the "Cooperative Test Service." "The purpose of the Cooperative Test Service, under the terms of the subvention from the General Education Board, is to construct ten or more comparable forms of examinations in the fundamental subjectmatters of junior college and senior high school levels, and to make them available to the colleges and schools, one form each year, at the lowest possible cost."—*Educational Record*, January, 1933, p. 115. Centers for research in preparing tests have been established at the state universities of Minnesota, Wisconsin, Iowa, and Ohio; at Columbia University, New York University, and at the Test Service headquarters in New York.

Reorganized the general committee, in January, 1931, into ten subcommittees, on the following topics: (a) a search for unitary differential traits; (b) development of vocational information; (c) completion of studies in interest; (d) history and function of examinations; (e) character problems and student counselor techniques; (f) educability of individuals; (g) extent to which social conditions condition education; (h) valuation of physical education from the standpoint of health; (i) elements of education that contribute to the profitable use of leisure; and (j) measurement of emotions. Recommended to the Committee on Problems and Plans that studies be made on these aspects of the personnel problem.—*Educational Record*, July, 1931, p. 241-42.

Formed an additional subcommittee, 1931, to advise the Central Committee regarding the college testing program of the Cooperative Test Service, with the special responsibility of encouraging the use of standardized tests in high schools and colleges. This is the Committee on Educational Testing.

Cooperated with the Educational Records Bureau, the Cooperative Test Service, and the Commission on the Relation of School and College of the Progressive Education Association in holding a conference on college admissions and guidance, in

¹ See American and Canadian Committees on Modern Languages, p. 151.

AMERICAN COUNCIL ON EDUCATION (Cont.)

November, 1932, and a conference on educational measurement and guidance, in November, 1933, in New York. Each of these conferences was attended by several hundred persons, representing colleges and private and public schools. Twenty states were represented in 1933.

Reports (Since 1930)

1. MacCracken, John H. "Report of the Committee on Personnel Methods." *Educational Record* 12: 237-43; July, 1931.
2. Wood, Ben D. "The Cooperative Test Service." *Educational Record* 12: 244-52; July, 1931.
3. "The Cooperative Test Service." *Educational Record* 14: 115-19; January, 1933.
4. Hawkes, Herbert E. "Report of the Cooperative Test Service." *Educational Record* 14: 391-97; July, 1933.

These reports deal for the most part with the plans for and the activities of the Cooperative Test Service. The 1931 report outlines certain other projects, set forth above under "Scope and purpose." Item No. 3 above gives a list of twenty-one tests published by the Cooperative Test Service and available for use.

5. Hawkes, Herbert E., chairman. *Measurement and Guidance of College Students*. First Report of Committee on Personnel Methods. Washington, D. C.: American Council on Education, 1933. 199 p.

Reports results of researches carried on by five subcommittees, on: (a) the personal record card, (b) achievement tests, (c) personality measurement, (d) vocational monographs, and (e) factors in the character development of college students. Recommends that further revision of the personal record card should not be made by the Committee, but urges that further studies be made of the other four topics.

Committee on Educational Testing

Formerly the Advisory Committee on College Testing. Subcommittee of the Committee on Personnel Methods.

Chairman—J. B. Johnston, University of Minnesota, Minneapolis, Minn.

Members—F. S. Beers, secretary, S. P. Capen, G. W. Frasier, V. A. C. Henmon, Max McConn, F. L. McVey, G. M. Ruch, L. M. Terman, G. A. Works, C. S. Yoakum, George F. Zook.

Scope and purpose—Appointed in 1931; works in cooperation with Cooperative Test Service and Educational Records Bureau. "The function of the Committee is to encourage the use of standardized tests in high schools and colleges and to lend its aid, whenever possible, to make the results of tests available for individual guidance. To this end the Committee has conducted the examination for sophomores in 1932 and 1933, has introduced the new series of Cooperative Achievement Tests for use in secondary schools and as placement tests at entrance to college, and has offered its services in connection with the organization of testing programs by state associations of colleges and schools."—*Educational Record*, October, 1933, p. 522.

Reports

1. "The Proposed 1932 College Testing Program of the Cooperative Test Service." *Educational Record* 12: 344-50; July, 1931.
2. "The 1932 College Sophomore Testing Program." *Educational Record* 13: 290-343; October, 1932.
3. "The 1933 College Sophomore Testing Program." *Educational Record* 14: 120-22, 522-71; January and October, 1933.

These reports outline plans and summarize the results of testing programs sponsored by the Committee. The 1933 report shows that 134 colleges in 40 states gave the tests and reported findings. The conclusions of the Committee point out that its studies reveal such an amazing variability of test scores, that there is no educational justification for the imposition of a standardized curriculum. "If we take students into college at all, we must give them a chance to do what they can do best."

"Colleges and high schools should cooperate in insisting on and administering diagnostic tests each year, setting up advisory programs in the secondary school, and in making every possible effort to see that, as long as the individual student is carried on in school, he is directed into some combination of studies appropriate to him. The projects fostered by this committee are intended to help high schools and colleges meet these responsibilities."—*Educational Record*, October, 1933, p. 568.

Committee on Problems and Plans in Education

Chairman—S. P. Capen, University of Buffalo, Buffalo, N. Y.

Members—L. D. Coffman, William John Cooper, R. T. Crane, Herbert E. Hawkes, Charles H. Judd, John H. MacCracken, C. R. Mann, ex-officio, secretary, Beardsley Ruml, William F. Russell, Eugene R. Smith, Edward L. Thorndike, David E. Weglein.

Scope and purpose—Appointed in May, 1930. Was suggested by Director of Rosenwald Fund. Holds quarterly meetings of two or three days each. Meetings financed by Council and, during the years 1930-33, by a grant of \$35,000 from the Rosenwald Fund. The report of the Director, July, 1931, says, "The mandate given this committee is to isolate and define those educational problems that are critical to the evolution of American civilization and to propose appropriate plans for securing their adequate study."—*Educational Record*, July, 1931, p. 220.

Is charged with the review of all projects for inquiry which the Council is asked to undertake or sponsor.

Also serves as an advisory committee on education to the American National Committee on International Intellectual Cooperation.

A subcommittee of the Committee on Problems and Plans took the lead in bringing about the Citizens Conference on the Crisis in Education, held at the call of President Hoover in January, 1933.

The Chairman of the Council, July, 1933, suggested an additional function: "If this Problems and Plans Committee can formulate projects clearly enough and can pass on them wisely enough, it will undoubtedly in time gain the large confidence of the educational foundations and of those men who are interested in advancing education and able to

finance educational enterprises. It should result in the Council being the agency through which a large part of the funds devoted to educational research on a large scale are administered."—*Educational Record*, July, 1933, p. 281.

Reports

1. Capen, S. P., chairman. "Report of the Committee on Problems and Plans in Education." *Educational Record* 12: 228-36; July, 1931.
2. Capen, S. P., chairman. "Report of the Committee on Problems and Plans in Education." *Educational Record* 13: 180-84; July, 1932.
3. Coffman, L. D. "Report of the Committee on Problems and Plans in Education." *Educational Record* 14: 381-85; July, 1933.

At the first meeting of the Committee it was agreed that all research projects considered would be classified under one of these three fields:

- a. Those concerned chiefly with the human being as he grows and unfolds chiefly from within.
- b. Those concerned primarily with modern life and the collective or cooperative life in which the individual must find a place.
- c. The school and educational processes which help or hinder human beings in the life which they live.

Of each project the question must be asked:

- a. To which of these three sub-divisions does it belong?
- b. If the project is undertaken will the results fill a gap in present knowledge?
- c. To what degree is the problem possible of solution by the instruments and technics which we possess at present?
- d. What would be the cost?
- e. What are the best possible agencies for doing the work?

During its second year's work it determined that these nine fields are of major importance for fundamental investigation:

- a. Unitary traits.
- b. The genetic series of steps of intellectual growth.
- c. Personnel methods.
- d. Procedures of instruction.
- e. Materials of instruction.
- f. Vocational education.
- g. The organization and administration of state educational systems.
- h. The relation between social and educational changes.
- i. The training and recruiting of teachers and other professional groups.

Among the specific investigations recommended or initiated by the Committee are the following:

- a. Administrative phases of state educational systems (Subcommittee appointed; reported below.)
- b. Personnel problems, examinations (Referred to Committee on Personnel Methods.)
- c. The genetic series of individual growth—the general problem of the physical and mental development of human beings.
- d. Materials of instruction (Committee was already at work; reported above.)

- e. Unitary differential traits (Subcommittee appointed; reported below.)
- f. Occupational training and vocational adjustment (Subcommittee appointed; reported below.)
- g. Educational finance (Subcommittee appointed; reported below.)
- h. Emotions and education (Subcommittee appointed; reported below.)

Committee on Educational Finance

Subcommittee of the Committee on Problems and Plans in Education.

Chairman—Donald J. Cowling, Carleton College, Northfield, Minn.

Members—Thomas S. Gates, John H. MacCracken, ex-officio, secretary, C. R. Mann, ex-officio, Lloyd Morey, Robert G. Sproul.

Scope and purpose—Appointed in 1931, "to formulate plans for a fundamental study of educational finance."

Reports

1. MacCracken, John H. "Report of the Committee on Educational Finance." *Educational Record* 13: 185-91; July, 1932.

Makes general suggestions to the effect that the Council should undertake studies of certain long-range problems of educational finance. Recommends against the establishment by the Council of a service bureau on school finance. Indicates need for competent judgment as to criteria other than "student-hour-costs" to evaluate the results of education.

Reports on a questionnaire investigation to member institutions of the Council, on financial conditions.

Committee on Exploratory Study of the Relation of the Emotions to the Educational Process

Subcommittee of the Committee on Problems and Plans in Education.

Chairman—Daniel A. Prescott, Rutgers University, New Brunswick, N. J.

Members—Frederick H. Lund, secretary, John H. MacCracken, James S. Plant, Edward Sapir, Vivian T. Thayer, M. Ernest Townsend.

Scope and purpose—Appointed late in 1933; financed by a two-year grant of \$10,000 from the Macy Foundation. Purpose: "to outline and conduct an exploratory study as to the recognition to be accorded emotional factors in the educational process, with special reference to the questions whether emotion has been unduly ignored in the stress laid upon the acquisition of knowledge and the development of skill in the acquisition of knowledge; whether education should concern itself with the strength and direction of desires developed or inhibited by the educational process; whether the stress laid on the attitude of neutral detachment, desirable in the scientific observer, has been unduly extended into other spheres of life to the impoverishment of the life of American youth; and, in the event that it should appear desirable for education to concern itself more directly with the development and direction of emotion, to consider by what devices

AMERICAN COUNCIL ON EDUCATION (Cont.)

emotion may be more accurately described, measured, and oriented."—Letter from Macy Foundation, announcing the grant for the study, June 12, 1933.

Committee on Exploratory Study of Unitary Differential Traits

Subcommittee of Committee on Problems and Plans in Education.

Chairman—Edward L. Thorndike, Columbia University, New York, N. Y.

Members—K. J. Holzinger, C. L. Hull, Truman L. Kelley, K. S. Lashley, Charles Spearman.

Scope and purpose—Appointed in 1932; received grant of \$10,000 from Carnegie Foundation for an exploratory study. This Committee "has been engaged in exploring the human mental organism in an attempt to discover whether, like a jig-saw puzzle, it includes parts which separately are just irregular fragments, but which like standardized interchangeable parts, properly placed, could contribute to the unity of more than one quite different picture."—*Educational Record*, July, 1933, p. 382.

Reports—A final report is expected in the summer of 1934.

Committee on Occupational Training and Vocational Adjustment

Subcommittee of Committee on Problems and Plans.

Chairman—Edward C. Elliott, Purdue University, Lafayette, Ind.

Members—Thomas E. Campbell, Lawrence A. Downs, Lillian M. Gilbreth, Max S. Handman, Walter A. Jessup, F. J. Keller, C. R. Mann, Arthur E. Morgan, Charles A. Prosser, Robert I. Rees, James E. Russell, Elliott D. Smith, John A. Stevenson.

Scope and purpose—Appointed in November, 1932, to make a "pilot-survey" in its field. Financed by funds of Committee on Problems and Plans. Staff service being rendered by H. H. Remmers and E. Salmer.

Reports—A report on the "pilot-survey" is expected in 1934.

Committee on the Administrative Phases of State Educational Systems

Subcommittee of the Committee on Problems and Plans in Education, in cooperation with the Social Science Research Council.

Chairman—Albert B. Meredith, New York University, New York, N. Y.

Members—Frank W. Ballou, Paul V. Betters, Luther Gulick, A. B. Hall, George F. Zook.

Scope and purpose—Appointed in 1932; financed by \$5000 from funds assigned to Committee on Problems and Plans. Staff service rendered by M. M. Chambers.

The basic assignment of the Committee was "the formulation of a plan for the study of the functions

and organization of the state and its subdivisions, and agencies for education. The work of this Committee is intended to supplement and extend the study in the federal field made by President Hoover's Committee on Federal Relations to Education."—*Educational Record*, July, 1933, p. 381-82.

Reports—A first report is nearing completion and will probably be submitted during 1934.

Committee on Standards

Chairman—Raymond Walters, University of Cincinnati, Cincinnati, Ohio.

Members—Katherine Rogers Adams, Alexander B. Andrews, Doak S. Campbell, William D. Cutter, R. N. Dempster, secretary, F. J. Kelly, O. R. Latham, John H. MacCracken, ex-officio, Shelton Phelps, J. A. Wallace Reeves, H. W. Tyler, W. E. Wickenden, George A. Works, George F. Zook. Chairmen of subcommittees are as follows: Committee on Nomenclature—David A. Robertson; Committee on Regional Lists, State Lists, and Functional Lists—F. J. Kelly; Committee on Professional Fields—William D. Cutter; Committee on Philosophy of Standards—George F. Zook.

Scope and purpose—Appointed in May, 1933, to formulate the principles which should govern the construction of the accredited list of the Council, particularly with reference to current questions as to law schools, teachers colleges, junior colleges, and the reconciliation of regional and functional lists. Financed by a grant from the General Education Board. At the first meeting four subcommittees were appointed.

Reports—The first report of the Committee was presented at the annual meeting of the Council, May 19, 1934, and will be printed in the *Educational Record* for July, 1934.

AMERICAN HISTORICAL ASSOCIATION

40 B St., S. W., Washington, D. C.

Commission on the Investigation of the Social Studies in the Schools

Chairman and Director—A. C. Krey, University of Minnesota, Minneapolis, Minn.

Members—Frank W. Ballou, secretary, Charles A. Beard, Isaiah Bowman, Ada Comstock, George S. Counts, research director, Avery O. Craven, Edmund E. Day, Guy Stanton Ford, Carlton J. H. Hayes, Ernest Horn, Henry Johnson, Leon C. Marshall, Charles E. Merriam, Jesse H. Newlon, Jesse F. Steiner. In addition to the director and research director, staff members included W. G. Kimmel, executive secretary, and Truman L. Kelley, psychologist.

Scope and purpose—Began its work in January, 1929, to investigate the "scope and place of the social studies in education from the elementary school through junior college, including the general and special education of teachers; the forces that play on the schools; the place of the school in relation to other institutions in the community; the influence of other institutions as they impinge upon the work of the schools." Found impossible to consider the many aspects of instruction in the social sciences without at the same time taking into account

the larger phases of the place of the schools in contemporary life. Financed by substantial grant from the Carnegie Corporation. Final reports to be published in 1934.

Reports—A probable total of sixteen volumes to be published. Seven volumes are now available:

1. Beard, Charles A. *A Charter for the Social Sciences*. Part I. New York: Charles Scribner's Sons, 1932. 122 p.

The first task of the Commission in 1929 was a consideration of objectives. Beard was instructed by subcommittee to draft a report embodying its collective views. The "supreme purpose" in civic instruction was recognized as creation of rich and many-sided personalities. States also that instruction in social studies is conditioned by the requirements of scholarship, by the realities and ideas of the society in which it is carried on, and by the nature and limitations of the teaching and learning process.

2. Johnson, Henry. *An Introduction to the History of the Social Sciences in Schools*. Part II. New York: Charles Scribner's Sons, 1932. 145 p.

The content of this volume was drawn both from discussions at meetings of the Commission and the materials of a course offered by the author at Columbia University. It is a "survey of the lessons which past experience has to offer on the questions uppermost in educational discussion today."

3. Pierce, Bessie Louise. *Citizens' Organizations and the Civic Training of Youth*. Part III. New York: Charles Scribner's Sons, 1933. 428 p.

This report deals with the influence of various "pressure groups" that have as their objectives the molding of public opinion and, directly or indirectly, the shaping of the school curriculum. It has eight parts, dealing with the educational and civic policies of patriotic, military, peace, fraternal, religious and racial, youth, business and labor, and prohibition and anti-prohibition groups and organizations. Since the purpose of the study is objective, no attempt was made to assess the value or effectiveness of the programs of each group.

4. Bowman, Isaiah. *Geography in Relation to the Social Sciences*. Part V. New York: Charles Scribner's Sons, 1934. 227 p. Combined with: Clark, Rose B. *Geography in the Schools of Europe*. 155 p.

Discusses measurement in geography, population and land studies, technic in geographical analysis, regional geography, and the economic and political bearings of the subject. Concludes that geography is indispensable to any realistic study of human affairs, and our earth-bound problems.

Clark's study of geography in European schools recommends a program of regional and general studies for secondary schools, training in the use of maps, correlation with other subjects, and avoidance of narrow nationalism.

5. Merriam, Charles E. *Civic Education in the United States*. Part VI. New York: Charles Scribner's Sons, 1934. 196 p.

This study of the needs and possibilities of civic education in the United States was made with a view to determining the general direction, scope, and temper of such education rather than

the details of a program. Basic considerations dealt with include the challenge to our present political order, the necessity of a new scientific orientation toward the future, and the importance of the goal of a democratic society. Attention is directed also toward concurrent agencies of social education and the special instruments of civic education.

6. Beard, Charles A. *The Nature of the Social Sciences in Relation to Objectives of Instruction*. Part VII. New York: Charles Scribner's Sons, 1934. 236 p.

This volume is the outcome of discussion by the Commission and its subcommittee on objectives respecting the problem of "objectives" of instruction in the social studies. In view of existing confusion regarding the nature of the social sciences, it seemed desirable to formulate a statement, a background for the consideration of objectives. Concludes that the social sciences offer to mankind knowledge, thought, and a method absolutely indispensable to the construction, maintenance, and advancement of civilization.

7. American Historical Association, Commission on the Social Studies in the Schools. *Conclusions and Recommendations of the Commission*. New York: Charles Scribner's Sons, 1934. 168 p.

Commission recognizes a trend toward collectivism in economy and government. Because of the transitional character of the present epoch, the educational program should therefore be organized so as to provide a knowledge of realities and develop the power to cooperate in an increasingly interdependent society. The program of social science instruction should provide for a realistic study of the life, institutions, and culture of contemporary America. The life of the school and surrounding society should be utilized to the fullest extent in the instruction of childhood and youth in the ways of man and society. If social science instruction is to be marked by scholarship, courage, and vision, administrators must be trained in social philosophy and a competent profession of social science teaching developed. Four members of the Commission did not sign this report.

The remaining nine volumes will be available during 1934. Their titles are:

8. Kelley, Truman L., and Krey, A. C. *Progress in Learning in the Social Science Subjects as Indicated by Tests*.
9. Counts, George S., and Beard, Charles A. *Education in an Industrial Age*.
10. Tryon, Rolla M. *The Social Studies as School Subjects*.
11. Horn, Ernest. *Methods of Instruction in the Social Sciences*.
12. Newlon, Jesse H. *School Administration and Educational Leadership*.
13. Bagley, William C., and others. *The Selection and Training of the Teacher*.
14. Beale, Howard K. *Freedom of Teaching in the Schools*.
15. Curti, Merle. *Social Ideas of American Educators*.
16. Marshall, Leon C. *A Social Process Approach to Curriculum-Making in the Social Studies*.

AMERICAN INSTITUTE OF GRAPHIC ARTS

109 East 31st St., New York, N. Y.

Committee on Education

Chairman—B. B. Eisenberg, Cleveland, Ohio.

Members—George R. Dorman, E. Lawrence Fell, Harry L. Gage, A. M. Glossbrenner, George K. Hebb, John Clyde Oswald, Donald Rein, Toby Rubovits.

Scope and purpose—Appointed in October, 1932, as a committee of the United Typothetae of America to sponsor all work done by that organization in printing education in schools, colleges, and in the plants of the printing industry. Due to the fact that the United Typothetae of America has become the National Code Authority for Commercial Relief Printing under the N. R. A. Graphic Arts Code, its educational program will be carried on by the American Institute of Graphic Arts, effective June 1, 1934, and will be broadened by coordinating the educational activities of all divisions of the graphic arts and industries. The above committee, representing the United Typothetae of America, will function until a new committee is announced.

Reports—An annual report is included in the "Annual Reports of the President and Chairmen of Committees," published by the United Typothetae of America in October, 1933. The following special report has been issued:

1. *Survey of Printing Education for the Year 1932-33*, Washington, D. C.: United Typothetae of America, 1933. 10 p. (Mimeographed.) Published in *Printing Education*, November, 1933, p. 16.

Summarizes data from 388 schools of printing. Shows that 60 percent of the schools are of four-year high-school level and above; but that nearly one-half of the enrolment is in about 30 percent of the schools—the junior high-school group. States that there seems little possibility of overcrowding the industry with the present number of schools and pupils. Notes progress in training for teaching and for executive positions in the industry; 24 colleges gave instruction to 1856 students in printing and graduated 360 in 1933.

AMERICAN LIBRARY ASSOCIATION

520 North Michigan Ave., Chicago, Ill.

Committee on National Planning for Library Service

Members—Harry M. Lydenberg, Carl H. Milam, Ralph Munn, Louis R. Wilson.

Scope and purpose—Appointed in 1934. The immediate task, as stated in the American Library Association *Bulletin*, February, 1934, p. 61-62, is to prepare a tentative plan which will cover the following points:

- a. Definition of objectives of various kinds of libraries in the light of present social trends, and statement of what libraries can do if released from some financial and other present limitations.
- b. Desirable organization, administration and legislation, and relationships with federal government, states, regions, counties, cities and towns of a library system covering the whole country.

- c. Desirable coordination with other recreation, leisure-time, cultural, social, educational, and governmental activities.

- d. Personnel needs and desirable methods of selecting, training and employing librarians.

- e. The financial needs and how they might be met.

- f. Cooperation among libraries to make library service to scholars and others relatively equal throughout the country.

- g. Research, studies, investigation, to improve library organization and methods, personnel, and the service of books and libraries.

- h. Library cooperation with authors and publishers in the production of books needed.

- i. Desirable internal reorganization.

- j. Modernized physical plants.

- k. Promoting increased use of libraries.

At the request of the President of the American Library Association state library associations and state library extension agencies are appointing state planning committees with similar objectives for their own areas.

AMERICAN NATURE STUDY SOCIETY

Jennie Hall, *Secretary*, Public Schools, Minneapolis, Minn.

Committee on Elementary School Teacher Training

Chairman—Gerald S. Craig, Columbia University, New York, N. Y.

Members—La Verne Argabright, Lillian Heather-shaw, E. Lawrence Palmer, Marion D. Weston.

Scope and purpose—Appointed in January, 1933. Purpose is the investigation of present practices, analysis of needs of training, promotion of improved opportunities for training, and stimulation of institutions to raise standard of requirements for teachers.

AMERICAN VOCATIONAL ASSOCIATION

1010 Vermont Ave., Washington, D. C.

Committee on Standards of Attainment in Industrial-Arts Teaching

Chairman—William E. Roberts, 1218 Webb Road, Lakewood, Ohio.

Members—Charles F. Bauder, William T. Bawden, Clyde A. Bowman, Emanuel E. Ericson, Maris M. Proffitt, R. W. Selvidge.

Scope and purpose—Appointed in 1928. No specific assignment other than title indicates. Decided to limit work to "a study of those things which the boy should know and be able to do, in the field of industrial arts, by the close of the junior high school period."—*Progress Report*, 1931, p. 2.

Financed by appropriations of \$100 a year from Association, 1930-31 and 1931-32. Published lists of "Operations" and "Units of Related Knowledge" in nine fields of industrial-arts work, in *Industrial Arts and Vocational Education* and in *Industrial Education Magazine*. All readers were urged to criticize these sample lists.

The Committee has also undertaken "to formulate a statement of the principal objectives for the reali-

zation of which we are willing to assume a large measure of responsibility, and for which reasonably adequate experiences must be provided."—*Report*, 1933, p. 1.

Reports

1. Bawden, William T., chairman. *Standards of Attainment in Industrial-Arts Teaching*. Washington, D. C.: American Vocational Association (L. H. Dennis, exec. sec.), 1931. 31 p.

A progress report of the Committee, presented to the Association in December, 1931. Reviews proposed work for the Committee, as outlined above; presents lists of teaching or learning units in woodworking, sheet-metal work, elementary electricity, automechanics, printing, and mechanical drawing.

2. Roberts, William E., chairman. *The Objectives of the Industrial Arts Teacher*. Washington, D. C.: American Vocational Association (L. H. Dennis, exec. sec.), December, 1933. 14 p. (Mimeographed.)

Offers a statement of the teacher's objectives, in hope that the statements "will be sufficiently clear and definite to furnish us standards of attainment by which we may check our work in order to determine whether we are producing in the individual we teach the changes which will contribute to the primary purposes of education."—*Report*, p. 1.

States that the teacher should endeavor to develop in each pupil:

- a. An active interest in industrial life.
- b. The ability to select and use wisely the things he buys.
- c. An appreciation of good workmanship and design.
- d. Pride in ability to do useful things.
- e. Self-reliance in unfamiliar situations.
- f. Orderly methods in performance of any task.
- g. Self-discipline in performance of needed tasks.
- h. Careful work without loitering (industry).
- i. Readiness to assist others and share in group projects.
- j. Thoughtfulness in making things pleasant for others.
- k. Ability to understand and prepare mechanical drawings and working diagrams.
- l. Elementary skill in the use of common tools and machines and an understanding of common construction problems.

Each objective is discussed and illustrated by examples.

ASSOCIATION FOR CHILDHOOD EDUCATION

1201 Sixteenth St., Washington, D. C.

Committee on Research

Chairman—Elizabeth L. Woods, Public Schools, Los Angeles, Calif.

Members—Charles L. Cushman, Prudence Cuthright, M. Lucile Harrison, Chloe E. Milliken, Ruth Streitz.

Scope and purpose—Appointed in November, 1933. At present is investigating the optimal age for introducing children to formal reading and number work.

Committee on Teacher Training

Chairman—Winifred E. Bain, Columbia University, New York, N. Y.

Members—Agnes L. Adams, Louise M. Alder, Elizabeth Heiny, Mae Kelley, Grace Langdon, Candace McDowell, Grace E. Mix, Pauline Rutledge, Florence Thorpe.

Scope and purpose—Appointed to study standards for the preparation of teachers for work in nursery, kindergarten, and primary grades. Work based on the assumption that a teacher-training curriculum should deal with problems which one meets as an individual, as a member of society, and as a teacher. Committee accordingly in 1932-33 studied the special problems that are significant because of the immaturity of the child, and in 1933-34 analyzed the kind of preparation which should be made by those who wish to render service to young children and their families under presentday conditions.

Reports—Reports are presented to the Association at its annual meetings. They are occasionally summarized in the *Yearbook* and published in *Childhood Education*.

ASSOCIATION OF AMERICAN COLLEGES

111 Fifth Ave., New York, N. Y.

College Music Study

Chairman of Sponsoring Committee—Ernest H. Wilkins, Oberlin College, Oberlin, Ohio.

Members—H. L. Butler, G. S. Dickinson, John Erskine, Howard Hanson, Walter E. Hartley, Ernest Hutcheson, W. S. Learned, Douglas Moore, James B. Munn, Garfield B. Oxnham, Myron C. Taylor, Burnet C. Tuthill, Paul J. Weaver, Karl Young. Ex-officio members: Frederick C. Ferry, Robert L. Kelly, and Archie M. Palmer.

Director—Randall Thompson.

Scope and purpose—Authorized in 1931; launched August, 1932. The project is under the Commission on College Architecture and College Instruction in Fine Arts. Financed by \$25,000 grant from Carnegie Corporation. To consist of a fact-finding survey of the status of music in the life and work of the college, followed by a collaborative study of data secured. Survey to be confined to selected list of from twenty to twenty-five typical colleges. Aims to scrutinize music curriculums of colleges selected, review teaching methods, report on standards of work, investigate the cost of music study, examine extra-curriculum activities in their relation to music, and note the opportunities for musical cultivation on the part of the average non-specializing student.

Reports

1. Wilkins, Ernest H., chairman. "Report of the Committee Sponsoring the College Music Study." *Bulletin of the Association of American Colleges* 20: 91-92; March, 1934.

A brief report of progress describing visits to colleges and the preparation of a preliminary report.

2. Thompson, Randall, director. *Music in the American College*. To be published in 1934.

Commission on Academic Freedom and Tenure

Chairman—James L. McConaughy, Wesleyan University, Middletown, Conn.

ASSOCIATION OF AMERICAN COLLEGES (Cont.)

Members—S. P. Capen, Meta Glass, R. A. Kent, E. D. Soper.

Scope and purpose—The Commission on Academic Freedom and Academic Tenure, which some years ago formulated a plan of procedure in each of these fields, a plan which was not only approved by the Association of American Colleges but by the American Association of University Professors as well as other organizations and institutions, has now been revived (1934-35) in view of recent developments within this area of college administration.

The new Commission is not authorized to make investigations in the field or indeed to proceed in any way whatsoever except with the advice and consent of the Association. Members will be concerned primarily with principles involved in academic freedom and academic tenure, some of which, perhaps, must be restated in the light of the experience of the colleges within the last few years. The Commission will collaborate insofar as is possible with the American Association of University Professors.

Commission on College Architecture and College Instruction in Fine Arts

Chairman—Frederick C. Ferry, Hamilton College, Clinton, N. Y.

Members—Sister Antonia, John Erskine, Meta Glass, F. P. Keppel, J. Fredrick Larson.

Scope and purpose—Committee authorized in 1919. At first concerned primarily with introducing into college curriculums courses on the history and appreciation of art. In 1921 made a standing commission concerned also with problems of college architecture. Established an architectural advisory service in the Association office in 1929. Is responsible also for the College Music Study. Studies partially financed by Carnegie Corporation.

Reports—Significant studies published since 1930 are as follows:

1. Gerould, James T. *The College Library Building—Its Planning and Construction*. New York: Charles Scribner's Sons, 1932. 116 p.

Discussion of administration, planning, construction, and equipment of academic libraries. Author visited over fifty representative colleges and inspected their library facilities.

2. Larson, J. Fredrick, and Palmer, Archie M. *Architectural Planning of the American College*. New York: McGraw-Hill Book Co., 1933. 181 p.

Aim of the book is fourfold: (1) to present the history and accomplishments of the architectural advisory service of the Association of American Colleges; (2) to stimulate and help those concerned with college development programs; (3) to appraise the principles involved in campus planning and the designing of college buildings of lasting worth; and (4) to illustrate tested procedures which can be readily adopted for guidance in individual situations. Major premise is that the physical side of the college should take into account every phase of the life and spirit of the institution.

3. Palmer, Archie M., and Holton, Grace. "College Instruction in Art." *Bulletin of the Association*

of American Colleges 19: 361-417; December, 1933. (Issued also as a special monograph.)

The purpose of this study was to survey recent developments in the teaching of art in colleges, to indicate significant trends, and to help chart the way for the improvement of art instruction. It includes a cross-section of faculty opinion as to the outlook for the future.

Commission on College Athletics

Chairman—Thomas S. Gates, University of Pennsylvania, Philadelphia, Pa.

Members—W. M. Lewis, Daniel L. Marsh, J. M. Newcomb, John S. Nollen.

Scope and purpose—Task defined as embracing four objectives: (1) to confer, comparing thoughts and experiences, exchanging ideas and giving continual public expression to principles which thus far seem in the right direction; (2) to suggest for immediate adoption proposals and definite plans worth trying; (3) to provide leadership for those aiming at betterment of college athletics; and (4) to encourage institutions to put into practice those policies which have been generally approved by educators in their effort to think constructively upon the problems which have grown out of the tremendous public and alumni interest in intercollegiate athletics.

Reports (Since 1930)

1. Young, Bert E., chairman. "Report of the Commission on College Athletics." *Bulletin of the Association of American Colleges* 16: 145-46; March, 1930.

Recommends indorsement of Carnegie Report, and urges surveys by individual colleges in the light of the Carnegie Report. Emphasizes intellectual and cultural aims as being of first importance in the solution of college problems.

2. Gates, Thomas S. "Athletics and the Character-Building Function of Higher Education; Report of the Commission on College Athletics." *Bulletin of the Association of American Colleges* 18: 103-12; March, 1932.

Lists four objectives as outlined above under scope and purpose. Expresses belief that discussion of problem had gone far enough. Advises action to put into effect principles generally agreed upon as beneficial. Advances twelve such principles, which include: administrative responsibility; coordination of athletics and physical education; operation of program of physical education and athletics for benefit of all students; condemnation of subsidizing, recruiting, and proselyting of athletes; need for full publicity; shortened football season; faculty rank for coaches; increased student control of the playing of games; and need for educating alumni and the public.

Athletics is not an isolated subject. It contributes to a threefold function of a college: development of character, physical well-being, and intellect.

3. Gates, Thomas S. "Report of the Commission on College Athletics." *Bulletin of the Association of American Colleges* 20: 72-83; March, 1934.

Summarizes the replies to an inquiry letter on changes in administrative policy. Reports that an increasing number of institutions have taken the financing of athletic sports out of the hands of committees and have turned it over to the treas-

urer or bursar; that athletic scholarships have been abolished as a general rule; and that in many instances the coach has been put on the same basis as other members of the instructional staff.

Commission on Enlistment and Training of College Teachers

Chairman—Albert Britt, Knox College, Galesburg, Ill.

Members—J. R. Angell, W. L. Boe, Lucia R. Briggs, Sister M. Ethelbert, H. P. Rainey.

Scope and purpose—Appointed in 1926 to deal with the problem of recruiting and training able new college teachers. In 1931 Commission undertook a study of the number and quality of the recruits for college teaching who have graduated, in the last ten classes (1921-30), from each of the member institutions of the Association. Response was gratifying from five-sixths of colleges solicited; 250 reports filed and tabulated. This Commission has collaborated with staff members and graduate students in certain universities in special studies. It is now concerned primarily with the determinants in practice in administrative offices in the process of selecting college teachers.

Reports (Since 1930)

1. Wilkins, Ernest H., chairman. "Report of the Commission on Enlistment and Training of College Teachers." *Bulletin of the Association of American Colleges* 17: 24-36; March, 1931.

Stresses importance of enlistment of prospective college teachers. Proposes a factual inquiry of number and caliber of those engaged in or preparing for college teaching in the last ten graduating classes of colleges in Association. Suggests that values of the academic life be set forth through vocational guidance survey courses, by a speaker on an appropriate public occasion, by advisers, and through a booklet prepared under auspices of the Association.

In order to appeal to the undergraduate, college teaching must appear highly interesting to those who carry it on; offer stimulating and potentially cordial human relationships; afford chance for freedom of thought and speech, and for initiative; offer chance for distinction; clearly offer chance for service; and give promise of financial competence as a basis for happy family life.

2. McConaughy, James L., chairman. "Report of the Commission on the Enlistment and Training of College Teachers." *Bulletin of the Association of American Colleges* 18: 82-90; March, 1932.

Reports results of inquiry on number and quality of those engaged in or preparing to teach. Approximately 5 percent of all graduates during past decade are teaching in college or preparing to do so. Over one-half of this group graduated in upper quarter of their class. Conclusions: (a) colleges are not well informed concerning their product; (b) colleges are not recruiting college teachers seriously; (c) quality should be stressed more than it has been hitherto; (d) question should be kept at the fore by the Association.

3. Britt, Albert, chairman. "The Enlistment and Training of College Teachers." *Bulletin of the Association of American Colleges* 19: 72-79; March, 1933.

Urges personal contact with promising student by a good college teacher and suggests methods of approach.

Commission on Faculty and Student Scholarship

Chairman—Henry M. Wriston, Lawrence College, Appleton, Wis.

Members—Katharine Blunt, C. S. Boucher, C. D. Gray, Edward S. Jones, Julian Park.

Scope and purpose—Concerned with the maintenance of college teachers "upon a level of their highest potential personal and scholastic efficiency." In 1932 a questionnaire was sent to selected institutions regarding vacation activities; 2851 schedules were received for tabulation.

Reports (Since 1930)

1. Wriston, Henry M., chairman. "Report of the Commission on Faculty and Student Scholarship." *Bulletin of the Association of American Colleges* 17: 37-40; March, 1931.

Stresses the need of continuing development among college teachers. Comments on effect of teaching load, contacts with immature minds, administrative duties, and routine. Proposes to study the reading habits of professors in a representative group of colleges.

2. Wriston, Henry M., chairman. "Study of the Vacation Activities of Faculty Members in One Hundred and One Colleges and Universities." *Bulletin of the Association of American Colleges* 19: 80-82; March, 1933.

Summary report of the Commission on questionnaire replies. Noted a wide variation in institutional policy with reference to the vacation period. Studied in detail utilization of vacation periods and concluded:

- a. Major part devoted to activities not directly related to professional interests, improvement, and scholarly pursuits.
 - b. Those who undertake scholarly activities engage in reading, preparing courses, travel in the United States, research, and writing.
 - c. Definite relationships exist between effective utilization of vacation period and geographical locations of institutions, academic rank, earned degree held, and number of months salaries are received; few between nature of institution, and marital status.
 - d. Institutions generally do not attempt to exercise control by suggesting activities or requiring a report.
 - e. Participation in remunerative employment results in less participation in activities related to professional interests.
 - f. Opportunity to engage in professional and scholarly activities not exploited by majority.
3. Jones, Edward S. *Comprehensive Examinations in the Social Sciences*. Supplement to the December, 1933, *Bulletin of the Association of American Colleges*. New York: Association of American Colleges, 1933. 128 p.

Contains comprehensive examination questions in history, economics, government, sociology, and psychology collected during visits to fifty colleges in connection with the Comprehensive Examination Study. The questions were rated by specialists in the various fields.

ASSOCIATION OF AMERICAN COLLEGES (Cont.)

This monograph is a supplement to *Comprehensive Examinations in American Colleges*,¹ but was conducted under the auspices of the Commission on Faculty and Student Scholarship. This Commission is planning to issue monographs of similar character within other areas of the college curriculum.

Commission on Permanent and Trust Funds

Chairman—F. L. Jackson, Davidson College, Davidson, N. C.

Members—A. W. Anthony, W. F. Bohn, Raymond L. Thompson, Rees E. Tulloss.

Scope and purpose—Appointed to aid colleges in dealing with financial problems, particularly those involved in the handling of permanent funds. Conducted questionnaire study on the financial status of colleges in 1931. Reports received from 277 colleges and universities. In 1933 directed collection of data on distribution of alumni with view to making contacts with trust institutions. The Commission is now active in making contacts between the colleges and universities and trust companies, insurance companies, and the legal profession.

Reports (Since 1930)

1. Anthony, A. W., chairman. "Report of the Commission on Permanent and Trust Funds." *Bulletin of the Association of American Colleges* 17: 41-48; March, 1931.

General comments on current economic situation. Raises question of a united investment policy for colleges. Notes certain principles of giving, such as that of posthumous discretion and provision for final distribution of trust funds.

2. Anthony, A. W., chairman. "Are College Endowments Jeopardized?" *Bulletin of the Association of American Colleges* 17: 488-91; December, 1931.

Preliminary comment on answers to inquiry conducted by Commission as to the effect of the depression upon invested funds of colleges. Points out need for standardized form of financial reporting. A first impression is that college endowment funds, if jeopardized at all, are jeopardized in the long run by faulty methods of bookkeeping.

3. Anthony, A. W., chairman. "The Present Financial Status of the College; Report of the Commission on Permanent and Trust Funds." *Bulletin of the Association of American Colleges* 18: 70-80; March, 1932.

Reports received from 277 colleges show no alarming losses of income up to June 30, 1931. Greatest losses lay in field of mortgages and real estate. Regionally, heaviest losses in South and Middle West. Increase in tuition income noted, due to increased attendance. Recognizes that more serious consequences of the depression are yet to come.

4. Anthony, A. W. "Permanent and Trust Funds; a Report for the Commission." *Bulletin of the Association of American Colleges* 19: 68-71; March, 1933.

Notes problems arising from experiences re-

ported during the depression. Points out need for carefully scrutinizing policies, services, and administrative methods in relation to changes in social relationships and financial security.

5. Jackson, F. L., chairman. "A Special Report by the Commission on Permanent and Trust Funds." *Bulletin of the Association of American Colleges* 19: 320-23; November, 1933.

Reports results of inquiry conducted under auspices of Commission on distribution of college alumni in cities of 100,000 population and over.

Commission on the Cost of College Education

Chairman—T. L. Hungate, Columbia University, New York, N. Y.

Members—A. H. Burnett, D. J. Cowling, Lloyd Morey, N. C. Plimpton, Alex H. Sands, Jr., G. C. Wintringer.

Scope and purpose—Has been postponing its study for two or three years until report of the Committee on Form of Classification of Institutions of Higher Education would be available—*Bulletin*, March, 1933, p. 7. Purpose of latter committee is to classify leading types of institutions of higher education so that statistics regarding them may be presented in a convenient and illuminating fashion, and to assign institutions to their respective places, on the basis of this classification.

Reports

1. Hungate, T. L., chairman. "The Cost of College Education; a Report for the Commission." *Bulletin of the Association of American Colleges* 20: 84-89; March, 1934.

Describes techniques available for the study of the cost of higher education through the researches of the National Committee on Standard Reports for Institutions of Higher Education.

Comprehensive Examination Study

Director—Edward S. Jones, University of Buffalo, Buffalo, N. Y.

Scope and purpose—Launched in 1931 as a first step in the "Intellectual Life Project," a proposed study of the intellectual life of American colleges. Financed by General Education Board. Visits made to over fifty colleges which have had considerable experience with comprehensive examinations. These were usually defined as examinations of college students covering subjectmatter greater in scope than a single course. Employed procedure of talking individually to professors who have had experience with such examinations and in the preparation of students for them. Also talked to students; circularized senior students with an attitude form; and requested comments from alumni recently graduated from colleges using comprehensive examinations. In addition to above subjective approaches, factual data were also collected.

Now sponsored by the Commission on Faculty and Student Scholarship.

Reports—Reports of progress are contained in *Bulletin of the Association of American Colleges*.

1. Jones, Edward S. *Comprehensive Examinations in American Colleges*. New York: Macmillan Co., 1933. 434 p.

¹ See Association of American Colleges. *Comprehensive Examination Study*.

Some of the more important conclusions from this investigation are as follows:

- a. Favored by large majority of teachers, alumni, and students who have worked under such system.
 - b. Wide range of practices.
 - c. Widespread desire of students for more tutorial work.
 - d. Difficult to evaluate preparation of students.
 - e. Kind of college an important variable.
 - f. Has aroused genuine interest among alumni and students.
 - g. Examination questions improved.
 - h. Marked enthusiasm in some colleges for oral examining.
 - i. Some outside examining influence endorsed by many who have had experience with system.
 - j. Expense of comprehensive examining more dependent on thoroughness of preparation than is provided students than on details of examinations as such.
2. A supplementary volume on comprehensive examinations in the social sciences is reported under the Commission on Faculty and Student Scholarship.

"Smaller College" Study

Director—Archie M. Palmer, Associate Secretary, Association of American Colleges, New York, N. Y.

Scope and purpose—Authorized in 1930. Participated in by 127 colleges having a liberal arts enrollment of less than 700 students. Study to cover the following areas: (a) educational policy; (b) organization and administration; (c) personnel; (d) student supply and alumni; (e) instructional facilities and technique; (f) physical plant; (g) financial situation and needs; and (h) such selected areas as student life, religious life, personnel guidance, extra-curriculum activities, enrollment trends, and special activities.

Information assembled treated as confidential. Headquarters staff assisted in analyzing data by group of graduate students who have had experience in college administrative and teaching fields.

Reports—Occasional progress reports are contained in the *Bulletin of the Association of American Colleges*. Special studies in print include:

1. Kinder, J. S. "Internal Administration in the Small College." *Bulletin of the Association of American Colleges* 17: 512-17; December, 1931.
About one-fourth of college administrators teach. Heavy teaching load discovered for deans. Registrar usually regarded as administrative officer, as are treasurer, bursar, or business manager. Sixteen percent of librarians teach. Practically all other offices are combined with some major office, or handled by an individual who is essentially a classroom teacher. Not a single administrative title occurs in every institution. A noticeable tendency is to allow students a small share in internal administration.

2. Milner, Clyde A. "Some Functions of a College Dean." *Bulletin of the Association of American Colleges* 17: 518-21; December, 1931.

List of sixty administrative functions sent to deans of participating colleges, who were asked to indicate what college officer performed each

of these functions and which ones should be performed primarily by them. Answers show desire to have greater influence in supervision of curriculum, changing of courses, improvement of instruction, and interviewing of applicants for admission.

3. Palmer, Archie M. "The College President and His Board of Trustees." *Bulletin of the Association of American Colleges* 17: 505-11; December, 1931.

Two-thirds of presidents of small colleges are ex-officio members of their boards of trustees and usually enjoy full voting privilege. In other cases they are expected to attend meetings in advisory capacity. In eleven instances the president was chairman of board. In one-fourth of institutions he was ex-officio member of all standing committees. Policy of appointments and promotions should be formulated only after discussion with him. He should prepare and submit budget; be official medium between faculty and board, and between students and board; and be responsible for discipline of college and execution of policies.

4. Perry, Ruth. "Personnel Procedure in the Small College." *Bulletin of the Association of American Colleges* 18: 229-33; May, 1932.

Analyzed personnel procedure into twenty "student welfare" functions. In the small college functions are not departmentalized, but distributed among the faculty.

ASSOCIATION OF AMERICAN MEDICAL COLLEGES

5 South Wabash Ave., Chicago, Ill.

Commission on Medical Education

Chairman—A. Lawrence Lowell, Harvard University, Cambridge, Mass.

Members—Membership of sixteen.

Director—Willard C. Rappleye.

Scope and purpose—Organized in 1925. Financed by the contributions from medical schools, the American Medical Association, the Rockefeller Foundation, the Carnegie Corporation, and the Macy Foundation. General assignment: To make a study of educational principles involved in medical education and licensure, and to suggest means of bringing them into satisfactory relationships with newer conceptions of university education on one hand and with the needs of presentday society on the other. Immediate need was to secure relief, if possible, from restraint and burden of external regulations, particularly of state licensing bodies, and to stimulate experimentation in medical education. Has endeavored to reflect and emphasize soundest current opinions. Completed its work in 1933.

Reports

1. Commission on Medical Education. *Final Report*. New York: the Commission (630 West 168th St.), 1932. 560 p.

Indicates an oversupply of physicians, but a faulty distribution in terms of medical needs. Development of specialism noted, but need for thorough training in one field as well as importance of nonspecialized practice is stressed. Urges provisions for postgraduate training of doctors.

Notes change in direction of individualizing instruction in medical schools. Courses are being

ASSOCIATION OF AMERICAN MEDICAL COLLEGES (Cont.)

made introductory in character with emphasis on principles. Preliminary general education should be completed earlier. Medical schools may assist by requiring evidences of achievement and promise, rather than credits for admission.

ASSOCIATION OF AMERICAN UNIVERSITIES

Edgar S. Furniss, for Yale University, Secretary, New Haven, Conn.

Committee on Training of Graduate Students for College Teaching

Chairman—Fernandus Payne, Indiana University, Bloomington, Ind.

Members—George H. Chase, William F. Russell, E. B. Stouffer.

Scope and purpose—Committee appointed November, 1929, as a result of a communication sent the Association by the Association of American Colleges, requesting that each university of the Association inquire of itself whether it was doing all it could rightly do to train its students for the profession of college teaching. Informal letters sent out instead of questionnaires in order to secure the uninfluenced attitudes of the universities. Twenty-nine replies received.

Reports

1. Payne, Fernandus, chairman. "Report of Committee on Teacher Training." *Journal of Proceedings and Addresses*, 1930. Association of American Universities. Chicago: University of Chicago Press, 1930. p. 33-42.

Lists by schools the more significant parts of the replies received. No university advocated any lessening of research requirements. Most universities indicated a conservative attitude toward instituting a reorganization of the present type of training given graduate students. A few universities seemed favorably inclined toward the offering of some type of special methods course by the subjectmatter department concerned. Ten universities approved the establishment of a general survey course on the college. Eight opposed the offering of any professional courses for the training of college teachers. Other suggestions for training graduate students included careful observation and teaching under supervision.

Committee's opinion is that graduate schools are largely teacher-training institutions; that training of teachers is a two-fold responsibility to be shared by both colleges and universities; that courses on methods and problems of the college will not cure all existing difficulties; that relaxation of research requirements is not desirable; that poor teaching is often caused by undesirable conditions of the college itself; and that the curriculums of the graduate schools need not be completely reorganized.

2. Payne, Fernandus, and others. "Report of the Special Committee on the Training of Graduate Students for College Teachers." *Journal of Proceedings and Addresses*, 1932. Association of American Universities. Chicago: University of

Chicago Press, 1932. p. 87-101. Same condensed in *Bulletin of the American Association of University Professors* 19: 127-40; February, 1933.

A report of opinion. Notes difficulties in securing an unbiased view of the field of college teaching. Disputes assumption that college teachers are the poorest of all teachers. Suggest practices that might be employed to foster better teaching and learning, such as willingness to experiment, giving consideration to courses in methods and teaching under supervision, encouraging worthy students, and study of problems. Suggests that schools of education attempt to furnish reliable data on value of professional courses in education.

ASSOCIATION OF COLLEGIATE SCHOOLS OF ARCHITECTURE

Sherley W. Morgan, Secretary, Princeton University, Princeton, N. J.

Survey Committee

Members—F. H. Bosworth, Jr., Roy Childs Jones.

Scope and purpose—Study made during the fall and winter of 1930-31; financed by a grant from the Carnegie Corporation. Dealt with architectural schools of collegiate rank in the United States and Canada.

Reports

1. Bosworth, F. H., Jr., and Jones, Roy Childs. *A Study of Architectural Schools*. New York: Charles Scribner's Sons, for the Association of Collegiate Schools of Architecture, 1932. 193 p.

Presents information, collected by visits and correspondence, regarding fifty-two institutions of collegiate rank in the United States offering professional courses in architecture, and six such institutions in Canada. Includes chapters on the curriculum; the students; the relation of the school of architecture to the university; and internal organization of the schools. Recommendations and conclusions include the following:

- a. The architectural schools are fast acquiring an actual freedom from administrative restrictions which is commensurate with their responsibilities.
- b. Architectural schools have been slow to follow the example of medicine in restricting the total number of schools and the number of students in individual schools as a proper and democratic procedure.
- c. In the architectural curriculum, design is taking on a new point of view, and to some extent is becoming the coordinator of the whole curriculum.
- d. The shift from didactic teaching to the problem method in architectural education is due in large measure to the influence of American architects trained in the Ecole de Beaux Arts in Paris.
- e. The teacher without experience of practice will find it difficult to develop in his students an appreciation of the realities of architecture—for the practical considerations of building, for the business and social side of architecture.

ASSOCIATION OF DEANS AND DIRECTORS OF SUMMER SESSIONS

J. E. Foster, Secretary, Iowa State College, Ames, Iowa

Committee To Study Summer Education Curricula

Chairman—Ernest Reed, Syracuse University, Syracuse, N. Y.

Members—Emery L. Filbey, C. E. Partch.

Scope and purpose—Appointed in October, 1933, to carry out the following assignments:

- Establishing contacts for the analysis and study of summer education curriculums and problems of the country.
- Through contacts established, to suggest studies or aid in the compilation of data of all kinds of higher educational institutions which may be considered primarily as summer schools.

ASSOCIATION OF URBAN UNIVERSITIES

C. S. Marsh, Secretary, University of Buffalo, Buffalo, N. Y.

Committee on Research

Chairman—A. Caswell Ellis, Cleveland College of Western Reserve University, Cleveland, Ohio.

Members—Ned H. Dearborn, Delton T. Howard, Edward S. Jones, Vincent W. Lanfear, Floyd W. Reeves.

Scope and purpose—Appointed November, 1931, to make a preliminary study, looking to the preparation of a definite plan for cooperative research among urban universities. Presented at the November, 1931 meeting of the Association a proposal for the establishment of a cooperative research bureau, together with a list of one hundred problems needing study.

Reports

- Ellis, A. Caswell, chairman. "Problems for Cooperative Research in Urban Universities." *Proceedings, 1931*. Buffalo, N. Y.: Association of Urban Universities (C. S. Marsh, sec.), 1931. p. 26-43.

Points out that college-trained teachers in government and industry have been apparently ignorant of natural and social laws, and indifferent to human welfare. Asks whether the colleges are doing any better for their present students; urges the need for intensive questioning and fundamental studies of the whole structure.

Presents a list of one hundred college problems needing study. These questions deal with aims and subjectmatter, methods of study, and of teaching, students, administration, and faculty.

- Ellis, A. Caswell, chairman. "Report of Committee on Research Projects." *Proceedings, 1932*. Buffalo, N. Y.: Association of Urban Universities (C. S. Marsh, sec.), 1932. p. 65.

Report includes the following recommendations:

- That efforts be made to secure funds for the establishment of a Joint Bureau of Research—\$15,000 a year for three years.
- That the member institutions appoint local committees on educational research.
- That the Committee itself offer such service as it can in stimulating and aiding research, until an adequate bureau of research can be established.

CARNEGIE CORPORATION

522 Fifth Ave., New York, N. Y.

President—Frederick P. Keppel.

Secretary—James Bertram.

The Carnegie Corporation was established in 1911 by Andrew Carnegie "for the advancement and diffusion of knowledge and understanding" among the people of the United States, Canada, and the British colonies. During the first few years of its existence, grants were limited almost wholly to libraries, church organs, and science buildings. Its activities were later expanded to include aid to organizations, illustrated by the grant of \$5,000,000 in 1919 to the National Research Council. An initial endowment of \$1,000,000 was provided for the Teachers Insurance and Annuity Association established by the Carnegie Foundation for the Advancement of Teaching.

In the past decade the Corporation has supported a program of adult education. In June, 1924, the first conference on the subject in this country was held as the result of a call which it issued. Among the experimentation sponsored was the demonstration by Dr. Edward L. Thorndike and others of the measurable capacity of the normal adult to learn profitably well into middle life (*Adult Learning*. New York: Macmillan Co., 1928. 335 p.). Since the organization of the American Association for Adult Education in 1926, the adult education program of the Corporation has been directed by the Association.

In research in the natural sciences and in educational inquiry Corporation grants are being made in increasing number in close cooperation with the Carnegie Institution of Washington and the Carnegie Foundation for the Advancement of Teaching respectively. These organizations furnish expert advice, provide such oversight as may be desirable, and appraise the results of completed studies.

Enterprises going forward during the past year which are of interest to education, excluding those administered by the Carnegie Foundation, include an investigation of social studies in the schools by a commission of the American Historical Association; contributions toward the demonstration of library service inaugurated in the South by the Rosenwald Fund in 1929; and grants to help maintain the National Advisory Council on Radio in Education.

Three steps of significance were recorded in 1933. First, there has been a change of emphasis in adult education through concentration on the public-school system as contrasted with voluntary organizations. A comprehensive program has been set up in Des Moines, Iowa, under the direction of the board of education and the superintendent of schools. Second, the Corporation is concentrating its efforts upon experimental studies in college education. Third, the entry of the Corporation into the field of vocational guidance has resulted in the organization of the National Occupational Conference.

The Corporation has since its establishment been more closely identified with libraries than with any other single activity. Grants have been made to the permanent fund of the American Library Association, to certain library schools, and to endow librarianships at various colleges.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

522 Fifth Ave., New York, N. Y.

President—Walter A. Jessup.

Secretary—Howard J. Savage.

The Foundation was established in 1905 by Andrew Carnegie with the primary object of maintaining an endowment for the payment of retiring allowances and pensions to college teachers and their widows. After careful review of existing pension systems the trustees of the Foundation concluded that "free" pensions were undesirable. In order to further development of sound contractual retiring annuities for college teachers they organized, in 1918, with the financial assistance of Carnegie Corporation of New York, the Teachers Insurance and Annuity Association of America.

The Foundation is also directed by charter "to do and perform all things necessary to encourage, uphold and dignify the profession of the teacher and the cause of higher education." In this connection its Division of Educational Enquiry has studied and published concerning such fields as college entrance requirements, legal education, medical education, dental education, the training of teachers, and college athletic.

Through a cooperative arrangement with the Carnegie Corporation, a number of joint projects involving research in higher education have been undertaken. In all cases, funds are provided by the Corporation, the Foundation administering these grants through its special projects fund. Reports, final and progress, are made to the Foundation. Examples of such joint projects, excluding those already described in this directory under the name of the sponsoring agency, are as follows:

Harvard University, Graduate School of Education and University Film Foundation: Research in the use of sense aids in education.

Purdue University: Studies in educational law and administration bearing upon the reconstruction of higher education due to economic causes.

Stanford University: Inquiry concerning guidance in secondary schools.

State University of Iowa: Individual and group researches in the genesis of art abilities.

University of Chicago, School of Education: To discover, so far as possible, what are the characteristics of higher mental processes, and the extent to which those processes are successfully cultivated in the schools.

University of Minnesota: Researches into validity of psychological and educational assumptions prevalent in the field of art education.

University of Minnesota: Group and individual researches in college and university problems.

University of Nebraska: Use of correspondence study in small rural high schools.

Foundation studies are carried forward by officers and staff members of the Foundation in the Division of Educational Enquiry. Funds are furnished by the Carnegie Corporation, with contributions of funds, time of staff and assistants, office space, etc., by the Foundation. A comparative study of education on the graduate level is under way. A cooperative relationship with the U. S. Office of Education resulted in the publication of two studies

in 1933: *The State and Higher Education and Economy in Higher Education*. A third study is nearly completed: *State Control of Higher Education*. The Pennsylvania study on the relations of secondary and higher education has entered upon its final year. A description of this project follows.

Carnegie Foundation for the Advancement of Teaching in Cooperation with the Joint Commission of the Association of Pennsylvania College Presidents and the State Department of Public Instruction—Study of the Relations of Secondary and Higher Education in Pennsylvania

Chairman of Joint Commission—George L. Omwake, Ursinus College, Collegeville, Pa.

Members—William H. Bristow, William S. Learned, director, William M. Lewis, James N. Rule.

Scope and purpose—Study begun in 1928. Financed by the Carnegie Foundation for the Advancement of Teaching and Carnegie Corporation. Grants to date exceed \$100,000. Main purpose of inquiry is to devise and demonstrate trustworthy means of estimating an individual's attainments and progress whereby a sound basis may be provided for educational guidance through whatever institutions he may attend. Educational performance to be subjected to examination at two initial points: first, at the seventh grade near the beginning of adolescent education, and second, at the end of the twelfth grade or last year of the secondary school. Subsequent tests of progress to occur at the end of the second and fourth years of college. A cumulative record card to be developed for recording progress. The examination procedure to consist largely of external objective tests.

Section I of the inquiry is a six-year cumulative study beginning with seventh-grade pupils. This involves the progressive measurement and records of about 12,000 children, who entered the seventh grade in the fall of 1928, in the schools of Pittsburgh, Altoona, Reading, Johnstown, Allentown, Lancaster, and several smaller districts. These pupils entered senior high school in September, 1931. Special curriculums permitting greater freedom of personal action are planned by certain school systems. Colleges asked to accept or reject these pupils as an experiment on the basis of the cumulative records presented. Section II is a five-year cumulative study beginning with twelfth-grade secondary-school seniors. Some 26,000 public and private secondary-school seniors were tested in May, 1928. Section III aimed to review the whole educational process through school and college. This portion of the study was undertaken first, and has used reports of college seniors, faculty studies, and specially devised objective tests. The study as a whole involves 586 secondary schools and 50 colleges.

Reports—Date of publication of final report undetermined at this time. Material dealing with the college examinations conducted by the Study will appear as a bulletin of the Foundation during 1933-34. Project outlined in the 1928 and 1929 reports of the Foundation. Significant findings are reported as follows:

1. Carnegie Foundation for the Advancement of Teaching. *Study of the Relations of Secondary*

and Higher Education in Pennsylvania. Progress Reports, I-IV. New York: the Foundation, 1929-31. 4 vols.

Report number two sets forth certain aspects of the nature and extent of personal contact between a student and his college teachers. Report number three is a memorandum of proposals for the treatment of the secondary inquiry group in the senior high school, 1931-34. Report number four discusses case studies and special curriculums proposed for secondary pupils expecting to enter college.

2. Learned, William S. "Study of the Relations of Secondary and Higher Education in Pennsylvania: Testing College Students." *Twenty-fifth Annual Report*. New York: Carnegie Foundation for the Advancement of Teaching, 1930. p. 51-66.

Summarizes results of comprehensive examinations given to college seniors in May, 1928, and to college sophomores in May, 1930. No data on question of growth. Six colleges examined their entire student body and found that seniors had apparently little to show in the way of assimilated knowledge over those three years their junior. Colleges criticized for failure to correlate knowledge, and to convert raw information into effective knowledge.

3. Learned, William S. "Study of the Relations of Secondary and Higher Education in Pennsylvania: Admission to College." *Twenty-seventh Annual Report*. New York: Carnegie Foundation for the Advancement of Teaching, 1932. p. 65-81.

States that the admission to college is over-emphasized. Points out weakness in present practice of admitting by certification and by examination. Urges cooperation between secondary schools and colleges in employing a cumulative series of measures that will give at various points an accurate index of the levels and scope of a student's normal working knowledge.

4. Learned, William S. "Study of the Relations of Secondary and Higher Education in Pennsylvania: Knowledge as a Factor in Education—The Tests and Their Implications." *Twenty-eighth Annual Report*. New York: Carnegie Foundation for the Advancement of Teaching, 1933. p. 39-63.

Discusses the question of the extent to which knowledge is indispensable or important in education. Contents that accurate and comprehensive knowledge is essential to final synthesis, and that the permanence of a body of knowledge depends on the extent to which the mind establishes firm structural relationships among the multitude of ideas that compose it. Outcomes of college tests given to the students in Pennsylvania colleges show extreme variability as to the quality of their education. They reveal also that a third or more of the college population about to graduate are easily matched by the typical high-school senior four years younger than they. The results from the progress group tested in 1930 and 1932 indicate positive gains during the two-year period, but these average gains appear very modest because of the losses or stationary position of many students. Concludes that the American college degree, on its present four-year credit basis of award, possesses but a small fraction of its potential significance in terms of assured intellectual competence.

CHARACTER EDUCATION INQUIRY OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY, IN COOPERATION WITH THE INSTITUTE OF SOCIAL AND RELIGIOUS RESEARCH

Co-directors—Hugh Hartshorne and Mark A. May, Yale University, New Haven, Conn.

Members—Advisers for the Inquiry were: Ernest D. Burton (succeeded by Paul Monroe), Otis W. Caldwell, George A. Coe, Harrison Elliott, Mary R. Ely, E. Morris Fergusson, Galen M. Fisher, Edward L. Thorndike, Luther A. Weigle.

Scope and purpose—The Religious Education Association and other national bodies had frequently urged on the Institute of Social and Religious Research the desirability of an inquiry into the outcomes of customary religious and ethical instruction. In 1924 the Institute arranged to have the project undertaken by Teachers College, Columbia University, as an inquiry into character education with particular reference to religious education; and placed under the immediate supervision of Edward L. Thorndike. Funds were to be supplied by the Institute of Social and Religious Research. A five-year program ended August 31, 1929.

In selecting as units for study such modes of conduct as were not only significant in living but also susceptible of precise measurement and experimentation, the investigators decided to focus their attention on deceitful and honest behavior and on cooperation and self-control. They employed an objective approach through extensive testing and statistical interpretation and secured the cooperation of various school systems in administering the test program.

Reports—Three volumes have been issued as *Studies in the Nature of Character*:

1. Hartshorne, Hugh, and May, Mark A. *Studies in Deceit*. New York: Macmillan Co., 1928. Book One, 414 p.; Book Two, 306 p.

Describes methods in the development of a battery of deception tests and their application to various school groups. Concludes that "deceit as a social problem can probably best be tackled by controlling the child's major experiences in such a way as to make deception unnecessary and by building up a series of behavior habits characterized by integrity of performance and intelligent grasp of the social significance of honor."

2. Hartshorne, Hugh; May, Mark A.; and Maller, Julius B. *Studies in Service and Self-Control*. New York: Macmillan Co., 1929. 559 p.

Sets forth the methods and results of an investigation of two types of behavior, service and self-control, which involve cooperation, charity, persistence, and inhibition. Concludes that these behavior tendencies are learned like any other skill and that their development through teaching requires (a) careful planning of situations to which these activities are the natural and successful response; (b) provision for building a group morale which supports the desirable mode of conduct; and (c) increasing complexity and difficulty of situations in order that general principles may emerge and be brought into play for the guidance of conduct and the integration of behavior.

CHARACTER EDUCATION INQUIRY OF TEACHERS COLLEGE, COLUMBIA UNIVERSITY, IN COOPERATION WITH THE INSTITUTE OF SOCIAL AND RELIGIOUS RESEARCH (Cont.)

3. Hartshorne, Hugh; May, Mark A.; and Shuttleworth, Frank K. *Studies in the Organization of Character*. New York: Macmillan Co., 1930. 503 p.

Reports a study of the problem of integration. Reveals that such consistency of character as pupils have achieved is the product of experience preceding the fifth grade in school and does not materially increase. Concludes that it can hardly be expected that most children can be taught to be responsive to social ideals unsupported by group code and morale. The normal unit for character education is not the individual, therefore, but the group or small community.

CIVICS RESEARCH INSTITUTE

3506 Patterson St., Washington, D. C.

Members—Board of directors: Charles H. Judd, Arthur E. Morgan, Harold G. Moulton, L. J. O'Rourke, George F. Zook.

Scope and purpose—Recently established for the purpose of conducting a number of research studies, the ultimate object of which is to bring about more general and more intelligent participation in government. Investigation made possible by a grant from the Payne Fund. To facilitate cooperation between the schools and the Institute state committees are being organized, each composed of three superintendents. A Superintendents' Advisory Council will be made up of these members, each of whom will arrange for one or more classes in schools under his direction to serve as research units.

The first study is planned for pupils enrolled in the course in community civics ordinarily taught in the eighth or ninth grade. The objective is to make the teaching of civics more functional. Materials prepared by the Institute for the use of classroom civics clubs will be organized as projects, and will provide for committee assignments. This program was started in March, 1934.

COLLEGE PHYSICAL EDUCATION ASSOCIATION

Harry A. Scott, Secretary, Rice Institute, Houston, Texas.

Committee on Curriculum Research

Chairman—W. R. LaPorte, University of Southern California, Los Angeles, Calif.

Members—C. L. Brownell, F. C. Cozens, Jay B. Nash, F. L. Oktavec.

Scope and purpose—Appointed in December, 1927, to "secure the formulation of an acceptable curriculum of physical activities so graded as to eliminate excessive duplication within a school from year to year and to encourage reasonable uniformity of program in all schools."—*Report*, 1932, p. 156.

The committee has worked largely through correspondence. It adopted the following plan of procedure:

- a. Formulation of elements in a program of physical activity.
- b. Evaluation of each of these activities.

- c. Determination of relative amount of time for each activity.

- d. Determination of grade placement of activities.

- e. Determination of a minimum set of standards.

In evaluating activities, the following major needs were considered:

- a. Sound physical or organic structure and function.

- b. Sound social and moral qualities.

- c. Sound mental and emotional attitudes.

- d. General and special safety skills.

- e. Physical skills valuable as carry-over hobbies.

Reports—Reports have been published annually in the *Proceedings* of the Association (formerly the Society of Directors of Physical Education in Colleges) beginning in 1928. Reference to the two most recent reports is given below:

1. LaPorte, W. R., chairman. "Report of the Committee on Curriculum Research." *Proceedings*, 1932. Houston, Texas: College Physical Education Association (Harry A. Scott, sec.), 1933. p. 156-72.

2. LaPorte, W. R., chairman. "Report of the Committee on Curriculum Research." *Proceedings*, 1933. Houston, Texas: College Physical Education Association (Harry A. Scott, sec.), 1934. p. 60-70.

The first three reports (1928, 1929, and 1930) presented evaluations, in chart form, of thirty activities—swimming, tennis, marching, gymnastic games, etc.—in terms of their suitability for various grades, in a program of physical education for boys from the first grade through the first two college years. The 1931 report reviews progress and outlines further plans. The 1932 report presents a detailed plan for graduate studies in cooperating institutions to carry out the fifth item in its original plan of procedure. The 1932 report also presents recommendations on grade placement and time allotments, based on judgments of experts and outlines a graded program for four levels of the school system. The 1933 report reviews studies of activities and proposes an outline for the analysis of teaching situations.

COMMISSION ON LENGTH OF ELEMENTARY EDUCATION

Chairman—Charles H. Judd, University of Chicago, Chicago, Ill.

Members—Eugene C. Brooks, Samuel P. Capen, E. S. Evenden, Thomas H. Harris, George Melcher, Clarence L. Phelps, Peter Sandiford, Payson Smith, Henry Suzzallo.

Scope and purpose—Appointed in 1925 by the Committee on Administrative Units which was a special subcommittee created by the Commonwealth Fund's Educational Research Committee for the purpose of supervising studies dealing with the various units of the school system. Commission directed to make an investigation of the length and content of elementary education.

Sent questionnaires to typical school systems asking for detailed information on curriculum offerings, on age-grades and retardation, and length of school day and year. Measured results achieved in the education of elementary pupils under a number of different kinds of organization in the state of Maryland, in certain city school systems, and in two Canadian cities.

Reports

1. Judd, Charles H., chairman. *Report of the Commission on Length of Elementary Education*. Chicago: University of Chicago Press, 1927. 167 p.

Reveals evidences of great divergences in practices among certain typical school systems. In spite of existing conservatism that opposes reconstruction of the educational system, facts show that rudimentary studies are characteristic of the first six grades and that secondary education is beginning in the seventh grade. Contends that less than eight years is adequate as preparation for admission to high school. Urges a general reduction of the time devoted to rudimentary subjects and an earlier opening of high-school opportunities to all pupils.

COMMISSION ON NATIONAL AID TO VOCATIONAL EDUCATION

Chairman—Hoke Smith, U. S. Senate, Washington, D. C.

Members—Simeon D. Fess, Dudley M. Hughes, John A. Lapp, Florence M. Marshall, Agnes Nestor, Carroll S. Page, Charles A. Prosser, Charles H. Winslow. Staff included: Ernest A. Wreidt, secretary; John Cummings, research specialist; E. A. Goldenweiser, chief statistician.

Scope and purpose—Created by act of Congress approved January 20, 1914, authorizing the President to appoint a commission of nine members "to consider the subject of national aid for vocational education and report their findings not later than June 1 next." President Wilson named four members of Congress: Senators Smith and Page, and Representatives Hughes and Fess. The Commission was organized April 2, 1914. An office and statistical staff of forty-five persons was engaged to assist in the work.

Six questions were raised: (a) the need for vocational education, (b) the need for national grants, (c) the kinds of vocational education which should be stimulated, (d) aid through federal agencies, (e) extent to which the national government should aid vocational education, and (f) the conditions under which grants should be given. The question of national grants to the states was studied by questionnaires to schoolmen and to national organizations of labor and representative employers, by public hearings during one week, and the compilation of a bibliography of publications discussing the need. The work of existing federal agencies was also carefully analyzed.

Reports

1. U. S. Congress. House of Representatives. *Report of the Commission on National Aid to Vocational Education*. 63d Congress, 2d Session. House Document No. 1004. Washington, D. C.: Government Printing Office, 1914. Vol. 1, 207 p.; Vol. 2, 292 p.

Volume 1 reports the findings of the Commission relative to the six questions listed above. Points out the economic need for vocational training to prevent waste of human labor, to provide a supplement to apprenticeship, to increase wage-earning power, to meet the increasing demand for trained workmen, and to advance our national prosperity. Indicates also social and educational values in democratizing education, making education purposeful, and stimulating higher standards of living.

Recommends grants for teacher training and for the paying of parts of teachers' salaries in all-day, part-time, and evening schools. Chief provisions are embodied in the Smith-Hughes Act of 1917 which established the Federal Board for Vocational Education.

Volume 2 contains the hearings before the Commission, April 20-24, 1914.

COMMITTEE FOR COOPERATIVE STUDY OF SECONDARY-SCHOOL STANDARDS AND ACCREDITING PROCEDURES

Proposed in 1932 by the National Association of Officers of Regional Associations; met at call of U. S. Office of Education in August, 1933; includes representatives named by six regional associations—New England, Middle States, Southern, North Central, North West, and Western.

Chairman—George E. Carrothers, University of Michigan, Ann Arbor, Mich.

Members—General Committee has twenty-one members, with four additional advisory members. Membership of Executive Committee: E. J. Ashbaugh, George E. Carrothers, Jesse B. Davis, J. T. Giles, E. D. Grizzell, chairman, Richard M. Gummere, Henry M. Hart, J. Henry Highsmith, Carl A. Jessen, secretary, William M. Proctor, Joseph Roemer, George F. Zook.

Scope and purpose—Organized in August, 1933. General Committee selected an executive committee to obtain funds and direct program. Support to the extent of \$4500 has been assured by three of the six associations. Headquarters to be maintained in Washington, D. C.; work is to cover a three-year period. An administrative committee of three—Grizzell, Carrothers, and Roemer—is to have immediate charge of study.

The general purpose is to develop new standards for accrediting high schools and preparatory schools, using research and experimental technics; these standards to be adapted to regional conditions by the several associations.

"The present standards are largely quantitative in nature, measuring as they do certain conditions, including physical facilities, which are thought to be conducive to the operation of an effective school. It is felt that the new standards should be qualitative in character and should set up a way of measuring or identifying the quality of the product, or of the process, or of both, in terms of the objectives of the school."—*Report No. 1*, p. 1.

Reports

1. Committee for Cooperative Study of Secondary-School Standards and Accrediting Procedures. *Report No. 1*. Washington, D. C.: Office of Education, U. S. Department of the Interior, August, 1933. 7 p. (Mimeographed).

Describes the organization and plan of work, as outlined above.

COMMITTEE ON THE GRADING OF NURSING SCHOOLS

50 West 50th St., New York, N. Y.

Chairman—William Darrach, 180 Fort Washington Ave., New York, N. Y.

Members—Membership consists of ten members-at-large (including public educators) and two repre-

COMMITTEE ON THE GRADING OF NURSING SCHOOLS (Cont.)

representatives each of National League of Nursing Education, American Nurses Association, National Organization for Public Health Nursing, American College of Surgeons, American Hospital Association, and American Public Health Association.

Director—May Ayres Burgess.

Scope and purpose—Appointed in 1926 to study ways and means for insuring an ample supply of nursing service, of whatever type and quality is needed for adequate care of the patient, at a price within his reach.

Adopted a five-year program, covering three types of study: an inquiry into the supply of and demand for graduate nurses; a job analysis of what nurses do and of how they may be taught; and the actual grading of schools of nursing. Conducted a questionnaire study of supply and demand in nursing service, 1926-28. Detailed records from schools of nursing asked for in 1929 and replies tabulated. Second grading was during 1932. Gradings covered 74 percent and 81 percent respectively of all state accredited schools of nursing in the United States.

Reports—After September, 1934, publications may be secured through the National League of Nursing Education, 50 West 50th St., New York, N. Y.

1. Burgess, May Ayres, director. *Nurses, Patients, and Pocketbooks*. New York: Committee on the Grading of Nursing Schools, 1928. 618 p.
2. Committee on the Grading of Nursing Schools. *Results of the First Grading of Nursing Schools*. New York: the Committee, 1931. Part I, "The Student Body," 60 p.; Part II, "What Students Learn," 84 p.; Part III, "Who Control the Schools," 89 p.
3. Committee on the Grading of Nursing Schools. *The Second Grading of Nursing Schools*. New York: the Committee, 1934. 132 p.
4. Committee on the Grading of Nursing Schools. *Final Report*. To be published in the summer of 1934.

COMMONWEALTH FUND

41 East 57th St., New York, N. Y.

President—Edward S. Harkness.

General Director—Barry C. Smith.

The Commonwealth Fund was established in 1918 by Mrs. Stephen V. Harkness by a gift of \$10,000,000 to promote the "welfare of mankind." Subsequent donations increased the endowment to approximately \$43,000,000. The Fund has furthered clinics and demonstrations of child health and mental hygiene, the establishment of rural hospitals, and the training of social workers. Fellowships are granted British students for work in the United States to advance British-American relations. The Fund at present makes no grants in the field of general education or educational research. Grants for medical education are made in connection with its public health and rural hospital programs.

In 1921 the Commonwealth Fund organized the National Committee on Visiting Teachers to encourage the employment of such teachers and to develop their technic. After eight years of demonstration work the Fund withdrew from this field in 1930.

The Committee was discontinued in 1931. Among the books issued by the Fund during this period were: Jane F. Culbert's *The Visiting Teacher at Work* (1929); Agnes E. Benedict's *Children at the Crossroads* (1930); and Mary B. Sayles' *The Problem Child in School* (1925).

In 1920 the Fund undertook a five-year program in the field of educational research. The Educational Research Committee composed of educators was organized to recommend grants. To supervise a group of studies on administrative units a subcommittee was named which in 1925 authorized the Commission on Length of Elementary Education to initiate its study. Many studies related to the revision of the school and college curriculum. In 1927 the work was discontinued by the Fund. During this seven-year period more than fifty publications were issued. Among them are: Earle U. Rugg's *The Social Studies in Teachers Colleges and Normal Schools*. Greeley, Colo.: Colorado State Teachers College, 1928. 162 p.; W. G. Bagley and G. C. Kyte's *The California Curriculum Study*. Berkeley, Calif.: University of California Press, 1926. 430 p.; and W. W. Charters and Douglas Waples' *The Commonwealth Teacher-Training Study*. Chicago: University of Chicago Press, 1929. 666 p. The latter study was designed to provide a comprehensive description of the duties and traits of teachers in order to form the basis for determining teacher-training curriculums.

For the past decade the Fund has devoted a large share of its appropriations to the furtherance of mental hygiene, chiefly through the medium of the community child guidance clinic. The Division on Community Clinics of the National Committee for Mental Hygiene, while administratively attached to the National Committee, is supported by the Fund. It serves as a central bureau, stimulating research and providing consultation service. A study now in progress is an inquiry into the content and trends of state-sponsored activity for child guidance.

CONFERENCE ON GUIDANCE AIDS FOR RURAL YOUNG PEOPLE

Coordinator of findings—T. B. Manny, U. S. Department of Agriculture, Washington, D. C.

Chairmen of groups within the Conference: Katherine M. Cook, T. B. Manny, Frederick L. Redefers, William H. Stead.

Scope and purpose—The Conference was held in Washington, D. C., on March 27 and 29, 1934, to consider the present outlook for ambitious rural young people and how best to counsel them. Consultants represented governmental agencies and national organizations. Four groups were organized and asked to develop a statement on the feasibility of study and adjustment of the young person in rural areas, occupational opportunity, the government's junior placement service, and the possibilities of social planning for the rural county.

Reports

1. Southern Woman's Educational Alliance. *Personnel, Program and Findings of the Conference on Guidance Aids for Rural Young People*. Richmond, Va.: the Alliance, 1934. 24 p. (Mimeographed.)

This report represents a consolidation of the reports originally prepared by four groups within the Conference. Defines the problem in terms of

a specific county. Discusses a master plan for the county and an opportunity school system. Concludes that this type of work-relief activity would represent a constructive use of relief funds.

EDUCATIONAL FINANCE INQUIRY COMMISSION

Chairman—George D. Strayer, Columbia University, New York, N. Y.

Members—E. C. Brooks, Samuel P. Capen, Ellwood P. Cubberley, Edward C. Elliott, Thomas E. Finegan, Robert Murray Haig, Charles R. Mann, Victor Morawetz, Henry C. Morrison, Herbert S. Weet. Members of an advisory committee of the American Council on Education were as follows: James R. Angell, C. E. Chadsey, Wesley C. Mitchell, Edwin R. A. Seligman, Frank Vanderlip, Matthew Woll, Will C. Wood.

Scope and purpose—Appointed in 1921 to launch a two-year investigation into the financing of education. Inquiry initiated by a group interested in educational research which conferred at the meeting of the Department of Superintendence of the National Education Association in February, 1921. Designating the problem of financing education as one of the most vital confronting school administrators, this group named a committee to draw up a plan and seek support. Financial contributions were made by the Commonwealth Fund, the General Education Board, the Carnegie Corporation, and the Milbank Memorial Fund. The American Council on Education was selected as trustee for this cooperative fund, and was charged with the appointment of a Commission which was to have full responsibility for the conduct of the Inquiry.

Between October, 1921, and October, 1923, the Commission held six meetings of a week each and two informal one-day meetings. At these meetings the Commission outlined policies and reviewed the methods of work and the tentative drafts of the manuscripts submitted by the headquarters staff. All reports were reviewed by the American Council's Advisory Committee.

The Commission aimed to assemble the essential financial facts pertaining to certain typical state school systems, and to relate these facts to the established programs of the public schools. New York was selected for the first detailed study. The other states selected were California, Illinois, and Iowa. Special staffs were named for these state surveys. Another group of studies stressed more general aspects of school finances.

Reports

1. Strayer, George D., and Haig, Robert Murray. *The Financing of Education in the State of New York*. New York: Macmillan Co., 1923. 205 p.
2. Stoops, R. O. *Elementary School Costs in the State of New York*. New York: Macmillan Co., 1924. 123 p.
3. Hunt, Charles W. *The Cost and Support of Secondary Schools in the State of New York*. New York: Macmillan Co., 1924. 107 p.
4. Alexander, Carter, compiler. *Bibliography on Educational Finance*. New York: Macmillan Co., 1924. 257 p.
5. McGaughey, J. R. *The Fiscal Administration of City School Systems*. New York: Macmillan Co., 1924. 95 p.

6. Newcomer, Mabel. *Financial Statistics of Public Education in the United States, 1910-1920*. New York: Macmillan Co., 1924. 183 p.

7. Sears, Jesse B., and Cubberley, Ellwood P. *The Cost of Education in California*. New York: Macmillan Co., 1924. 353 p.

8. Russell, William F., and others. *The Financing of Education in Iowa*. New York: Macmillan Co., 1925. 279 p.

9. Morrison, Henry C. *The Financing of Public Schools in the State of Illinois*. New York: Macmillan Co., 1924. 162 p.

10. Reeves, Floyd W. *The Political Unit of Public School Finance in Illinois*. New York: Macmillan Co., 1924. 166 p.

11. Willett, George W. *The Public School Debt in Illinois*. New York: Macmillan Co., 1924. 97 p.

12. Henry, Nelson B. *A Study of Public School Costs in Illinois Cities*. New York: Macmillan Co., 1924. 82 p.

13. Elliott, Edward C. *Unit Costs of Higher Education*. New York: Macmillan Co., 1925. 212 p.

FEDERAL ADVISORY COMMITTEE ON EMERGENCY AID IN EDUCATION

Called by the U. S. Office of Education in November, 1933.

Chairman—James N. Rule, State Department of Public Instruction, Harrisburg, Pa.

Members—Membership of fifty-five, representing national organizations and other civic agencies. Program of action developed by a subcommittee on legislative plan, which includes these twelve members: A. T. Allen, Louis Brownlow, William G. Carr, secretary, L. D. Coffman, Arnold B. Hall, Sidney B. Hall, Charles H. Judd, C. R. Mann, Paul R. Mort, John K. Norton, James N. Rule, chairman, George F. Zook.

Scope and purpose—Organized in November, 1933, to recommend to the U. S. Office of Education and to Congress a concrete and workable program for federal aid to education in the current emergency. Program drafted by subcommittee on legislative plan in January, 1934.

At the second meeting of the Committee, January 6, 1934, Commissioner Zook made the following statement regarding the future work of the Committee: "At some time or other in the early future, those of us interested in the development of education in this country must do everything we possibly can to provide a program for what we generally speak of as 'the new era.' So I have the hope that, when this Committee ceases its operations in advising the government what should be done for education, it might find a way of also advising the federal government at large what changes should be made in the administration, organization, etc., of education in order that it might meet the obligations of the future." (On motion this invitation of the Commissioner was accepted.)—*Minutes of Second Meeting*, p. 1.

Reports—Drafted and presented through all possible channels in January, 1934, a six-point program for emergency federal aid for schools, which included the following: (a) appropriation of \$50,000,000 to keep schools open in 1933-34; (b) appropriation of \$100,000,000 to help maintain schools in 1934-35;

FEDERAL ADVISORY COMMITTEE ON EMERGENCY AID IN EDUCATION (*Cont.*)

(c) appropriation to stabilize educational support in all states in 1934-35; (d) federal loans against delinquent taxes and frozen assets; (e) allocation for schools of 10 percent of new public works funds; and (f) appropriation of \$30,000,000 to aid students to attend college.

FEDERAL COUNCIL OF THE CHURCHES OF CHRIST IN AMERICA, DEPARTMENT OF RESEARCH AND EDUCATION

105 East 22d St., New York, N. Y.

Committee on the Relation of Church and State

Chairman—William Adams Brown, Union Theological Seminary, New York, N. Y.

Members—Membership of thirty-five.

Scope and purpose—Appointed in January, 1931. Work has three phases—historical, descriptive, and normative:

- The historical development of ideas and policies is first examined.
- A comprehensive account is given of present theories and practices.
- A formulation is made of principles for the consideration of the constituency of the Federal Council.

Reports—Nothing published as yet. It is expected that the report will be in shape for publication during the next few months.

FEDERATED COUNCIL ON ART EDUCATION

Leon L. Winslow, *Secretary*, 3 East 25th St., Baltimore, Md.

Committee on Art Education in the High Schools of the United States

Chairman—Walter H. Klar, Public Schools, Springfield, Mass.

Members—James C. Boudreau, Helen M. Howell, C. Valentine Kirby, Betsy Jane Welling.

Scope and purpose—Appointed in May, 1933, to review as completely as possible the teaching of art in high schools. Is making extensive use of questionnaires. The scope of the survey will cover such fields of investigation as: comments by prominent lay men and women and educators as to the values of art education; reports by high-school students as to the ways in which art education is of value to them; a pupil-school survey of the uses and needs of art education in the home; reports by high-school graduates now attending art schools as to the value of high-school art education; objectives, scope, and content of courses of study; classification of students, types of lessons, methods of instruction, and pupil guidance; professional education of the high-school art teacher; and relationship of social trends and art courses in the high schools.

Reports—It is planned to publish a report during 1935.

GENERAL EDUCATION BOARD

49 West 49th St., New York, N. Y.

President—Trevor Arnett.

Vice-President—David H. Stevens.

Secretary—William W. Brierley.

The Board was established by John D. Rockefeller in 1902. Its charter states that its object "shall be the promotion of education within the United States of America, without distinction of race, sex, or creed." The present program of the Board is restricted, in the main, to giving assistance to research and experimentation for the improvement of general education, to research in child growth and development, to education in the southern states, and to the training of personnel for research and teaching in the natural sciences, social sciences, humanities, and medicine. In 1933 and 1934 a number of emergency appropriations have been made to assist educational undertakings sponsored by the federal government as part of its emergency relief program.

MATHEMATICAL ASSOCIATION OF AMERICA

W. D. Cairns, *Secretary*, Oberlin College, Oberlin, Ohio.

Commission on the Place of Mathematics in Secondary Schools and Junior Colleges

Chairman—Kenneth P. Williams, Indiana University, Bloomington, Ind.

Members—A. A. Bennett, H. E. Buchanan, F. L. Griffin, C. A. Hutchinson, H. F. MacNeish, U. G. Mitchell.

Scope and purpose—Appointed in June, 1933, to carry out the assignment indicated by its title.

Commission To Study the Training and Utilization of Advanced Students in Mathematics

Chairman—E. J. Moulton, Northwestern University, Evanston, Ill.

Members—William Betz, W. L. Hart, J. O. Hassler, E. R. Hedrick, E. V. Huntington, M. H. Ingraham, R. G. D. Richardson, H. E. Slaught, E. B. Stouffer.

Scope and purpose—Appointed in June, 1933, to carry out the assignment indicated by its title.

National Committee on Mathematical Requirements

Chairman—J. W. Young, Dartmouth College, Hanover, N. H.

Members—Vevia Blair, A. R. Crathorne, W. F. Downey, J. A. Foberg, C. N. Moore, E. H. Moore, A. C. Olney, Raleigh Schorling, David Eugene Smith, H. W. Tyler, P. H. Underwood, Eula A. Weeks.

Scope and purpose—Organized in 1916 as a committee of six for the purpose of giving national expression to the movement for reform in the teaching of mathematics, which had gained considerable headway in various parts of the country, but which lacked the power that coordination and united effort alone could give. Additional members appointed

later. Aided by grants from the General Education Board, 1919-21. Provisional reports were submitted to cooperating organizations for criticism. Final report made in 1923 and the Committee discharged.

Reports—Preliminary reports were published for the Committee by the U. S. Bureau of Education as Secondary School Circulars, Nos. 5, 6, and 8, and in the *Mathematics Teacher*, March-May, 1921. The final report was published as a volume of over 600 pages in 1923. When this edition was exhausted in 1926, Part I was issued as one of the Riverside Mathematical Monographs:

1. National Committee on Mathematical Requirements. *The Reorganization of Mathematics in Secondary Education*. Part I. Boston: Houghton Mifflin Co., 1927. 181 p.

Discusses aims of mathematical instruction. Outlines courses for grades seven through twelve and recommends definitions of college entrance requirements in elementary algebra and plane geometry. Deals also with fundamental propositions in plane and solid geometry and the role of the function concept in secondary-school mathematics. Significant extracts from Part II of the original report are included in an appendix. Additional comments by the chairman are supplied in the form of footnotes.

MUSIC EDUCATORS NATIONAL CONFERENCE

64 East Jackson Blvd., Chicago, Ill.

Commission on Costs and Economic-Social Values of Music Education

Chairman—C. M. Tremaine, 45 West 45th St., New York, N. Y.

Members—Ada Bicking, Clarence C. Birchard, C. V. Buttelman, ex-officio, Franklin G. Dunham, Peter W. Dykema, vice-chairman, research division, Joseph E. Maddy, Osbourne McConathy, W. Otto Miessner, Russell V. Morgan, vice-chairman, publicity division, Glenn H. Woods, A. D. Zanzig.

Scope and purpose—Appointed in February, 1933. Organized into Research and Public Relations Divisions, each with its own vice-chairman. The Research Division is under the auspices of the Music Education Research Council. Its work is to prepare a complete study of the costs and values—both social and economic—of music education. It has concentrated on the status of school music in the years of the depression. A more comprehensive study may follow. The Public Relations Division conducts publicity and promotional work in connection with the present need for a more general understanding of the place of music in its relation to education and life.

Report—A report of the findings from 1761 questionnaires received from school administrators on the present status of music in the schools was submitted by the Research Division to the Chicago meeting of the Conference, April 8-13, 1934. This report is now being prepared for publication.

Committee on Music and Leisure Time

Chairman—Osbourne McConathy, 24 Snowden Place, Glen Ridge, N. J.

Members—Membership of thirty-five representing all departments and activities of the Conference.

Scope and purpose—Appointed in November, 1933, to consider all phases of the subject of music and leisure time to the end that the Conference and its members shall contribute most fully and effectively to the growing movement for a thoughtful development of leisure time opportunities.

Report—A preliminary report was submitted at the Chicago meeting of the Music Supervisors National Conference, April 8-13, 1934.

NATIONAL ADVISORY COMMITTEE ON EDUCATION

Chairman—C. R. Mann, American Council on Education, Washington, D. C.

Members—Committee made up of fifty-two members, engaged or interested in education.

Scope and purpose—The task assigned the Committee was defined by President Hoover in his message to Congress on December 3, 1929, when he announced the appointment of a group to investigate and present recommendations as to the policies which should be pursued by the federal government with respect to education. The need for an adequate fund to finance meetings and a field and office staff was met by a grant of \$100,000 from the Rosenwald Fund.

Reports

1. National Advisory Committee on Education. *Federal Relations to Education; a Memorandum of Progress*. Washington, D. C.: the Committee, 1930. 53 p.

A tentative statement issued for the purpose of securing critical and constructive discussion of the fundamental issues before the Committee.

2. National Advisory Committee on Education. *Federal Relations to Education*. Part I, Committee Findings and Recommendations; Part II, Basic Facts. Washington, D. C.: the Committee, 1931. Part I, 140 p.; Part II, 448 p.

The formal report was presented in two parts. Part I describes the policies and procedures arrived at by the Committee and gives its recommendations with regard to the governmental machinery necessary to realize in practice the policies advocated. Part II is a staff report containing basic facts.

The following recommendations were made:

- a. Federal relations to education in the states: Continue special aid now in force; amend laws; restrict legislation; study finances; aid education generally; restrict audits; limit emergency aid; create adequate federal headquarters; increase appropriations.
- b. Education in special federal areas: Assume federal burden; seek basis of fact; make adequate program; have disparate controls; organize interdepartmental council; establish expert local supervision; cooperate with state systems.
- c. Education of the Indians and other indigenous peoples: Establish planning division; have permanent conference; gradually delegate management; eventually transfer responsibility for Alaskan natives to Territory; provide best personnel.

NATIONAL ADVISORY COMMITTEE ON EDUCATION (Cont.)

- d. Education in the territories and outlying possessions: Rely upon education; formulate comprehensive policy; employ educational advisers; provide conference; provide for research.
- e. The training of government personnel: Improve governmental services; have trained advisers; survey personnel programs.
- f. Research and information service: Develop the services; expand in education; coordinate activities; confer adequate status.
- g. International intellectual relations: Encourage international cooperation; select appropriate commissions; study foreign education; coordinate visa machinery.
- h. General policies:
 - (1) Political control of the purposes and processes of public education shall remain with the state, territorial, or other regional or local governments.
 - (2) Any federal financial support for education in the states shall be given only for education in general and not for special phases of education.
 - (3) The federal government shall be adequately empowered to render intellectual assistance to education everywhere throughout the American domain, whether conducted as a public or a voluntary enterprise.
- i. Administrative procedures:
 - (1) Autonomy: Maintain and develop local autonomy.
 - (2) Distribution of functions: Departmentalize and coordinate central management.
 - (3) Limitation of program: Emphasize comprehensive research and collection of crucial information.

The Committee concluded that "adequate governmental machinery within the federal establishment is necessary to insure coordinated and progressive realization in practice of the recommended policies and procedures."—*Part I*, p. 88. They therefore recommended that a Department of Education with a Secretary of Education be established in the federal government in accordance with certain specifications.

NATIONAL ADVISORY COMMITTEE ON ILLITERACY

Chairman—Ray Lyman Wilbur, Stanford University, Stanford University, Calif. (formerly Secretary of the Interior); **Chairman of Executive Committee**—Mrs. Cora Wilson Stewart, National Illiteracy Crusade, Washington, D. C.

Members—Membership of thirty-two.

Scope and purpose—Appointed in 1929 as an agency provided by the Federal Government to aid the states in the solution of the illiteracy problem. Contributions totaling \$52,000 were obtained from private citizens, organizations, and foundations. Finished its work January 1, 1933, due to exhaustion of funds. Work to be carried forward by National Illiteracy Crusade.

First efforts centered around creation of a state advisory committee on illiteracy in each of the states

to direct a drive on illiteracy prior to the 1930 census. These in turn appointed county advisory committees. Forty-four state branches were thus organized.

Sub-Committee on Techniques appointed under chairmanship of C. R. Mann to prepare a manual for the guidance of teachers. Study made possible by generosity of Rosenwald Fund.

Other studies sponsored by Committee dealt with state financial expenditures for education of adult illiterates, regulations in regard to illiterate drivers and auto accidents, expectation of life of various groups of illiterates, survey of attitude of adult Indians, native white illiteracy in mountains of Virginia, and relation of illiteracy to crime.

Reports

1. National Advisory Committee on Illiteracy. *Manual for Teachers of Classes of Illiterate Adults: Tentative Suggestions*. Bulletin No. 1. Washington, D. C.: the Committee, 1930. 44 p.

This manual contains tentative suggestions based on current practices for the use of teachers of English-speaking illiterate adults. Based largely on manual prepared by State Department of Education of Louisiana.

2. Gray, William S. *Manual for Teachers of Adult Illiterates*. Bulletin No. 2. Washington, D. C.: National Advisory Committee on Illiteracy, 1930. 239 p.

Study of technics of teaching adult illiterates, made under direction of Sub-Committee on Techniques. Manual consists of three parts, dealing with organization, native-born illiterates, and foreign-born illiterates. Lessons outlined divided into three groups or periods corresponding to natural stages in the learning process.

3. "National Advisory Committee on Illiteracy." *School and Society* 37: 244; February 25, 1933.

Contains excerpts from report of Executive Committee under date of December 22, 1932. Committee convinced that it has helped make the nation "illiteracy conscious."

NATIONAL ADVISORY COUNCIL ON RADIO IN EDUCATION

60 East 42d St., New York, N. Y.

President—Robert A. Millikan, California Institute of Technology, Pasadena, Calif.

Secretary and Director—Levering Tyson.

Members—Membership represents education, government, industry, and the general public. Grew out of interest of American Association for Adult Education in the utilization of radio as an instrumentality in education.

Scope and purpose—Organized in 1930 to further the art of radio broadcasting in education. Funds for maintenance provided by John D. Rockefeller, Jr., and the Carnegie Corporation. Local councils authorized. Office aims to be a clearing-house of information about educational broadcasting. Committees representing subjects which admit of presentation by radio have been organized in such fields as law, economics, civic education, labor, and vocational guidance, and others are projected. Other committees appointed on research, engineering development, library, museum cooperation, etc.

Reports—Issues bulletins on such topics as research problems in radio education, broadcasting abroad, and the problem of the institutionally owned and operated station. Bulletin on broadcasting to schools now in preparation. The official publisher of the Council is the University of Chicago Press. Significant publications include the volume of proceedings of the Council's annual assembly entitled *Radio and Education* and a bibliography on educational broadcasting compiled by Robert Lingel (1932).

NATIONAL ASSOCIATION FOR RESEARCH IN SCIENCE TEACHING

S. R. Powers, Secretary, Columbia University, New York, N. Y.

Committee on Grade Placement of Material from the Natural Sciences for Courses in Elementary Science for the First Six Grades

Chairman—W. G. Whitman, State Normal School, Salem, Mass.

Members—Florence G. Billig, Harry A. Carpenter, John Hollinger, Ellis C. Persing.

Scope and purpose—Appointed in 1933 to study the possibilities of grade placement of material from the natural sciences in the elementary school.

Committee To Investigate the Possibilities of Measurement of Scientific Attitudes as Produced by Instruction in the Natural Sciences

Chairman—Francis D. Curtis, University of Michigan, Ann Arbor, Mich.

Members—Ralph C. Bedell, Otis W. Caldwell, Palmer Johnson, V. H. Noll, George Wood.

Scope and purpose—Appointed in 1933 to study the possibilities of measuring scientific attitudes as produced by instruction in the natural sciences.

NATIONAL ASSOCIATION OF COMMERCIAL TEACHER TRAINING INSTITUTIONS

Luvicy M. Hill, Secretary, University of Nebraska, Lincoln, Nebr.

Committee on Obligation and Position of Business Education in Our Economic Order

Chairman—F. G. Nichols, Harvard University, Cambridge, Mass.

Members—P. A. Carlson, J. H. Dodd, A. H. Sorenson.

Scope and purpose—Appointed in 1930, to prepare a statement on the place and objectives of business education in our social and economic order. In the process of formulating this statement, the Committee was impressed with the need for information on many points and appended to its report a list of topics for investigation.

Reports

1. Nichols, F. G., chairman. "The Obligations and Positions of Business Education in Our Economic Order." *Sixth Annual Conference, 1933*. Bulletin No. 3. Lincoln, Nebr.: National Association of Commercial Teacher Training Institutions (Luvicy M. Hill, sec.), 1933. p. 3-17.

Report submitted to the Association February 25, 1932, in Washington, D. C.

2. "Statement of Research Program Prepared by Prof. F. G. Nichols, Harvard University, and Based on His Committee's Report on Obligations and Position of Business Education in Our Economic Order." *Fifth Annual Conference, 1932*. Lincoln, Nebr.: National Association of Commercial Teacher Training Institutions (Luvicy M. Hill, sec.), 1932. p. 3-6.

Appendix to February, 1932 report of Committee; report printed a year later.

The report discusses the obligations of business education to society as a whole, to business, and to the people to be trained. As obligations to society it mentions:

- a. Social ideals.
- b. Civic intelligence and cooperation.
- c. Needs of business community served.
- d. Economic understanding.
- e. Consumer knowledge.
- f. Wise use of leisure.

The outline of suggested researches presents a large number of questions under three major problems:

- a. The achievement of the social-civic aims of commercial education.
- b. The achievement of the vocational aims—immediate and remote—of commercial education.
- c. The development in pupils of consumer knowledge and appreciation of non-vocational values in life—"personal utility" outcomes of commercial education.

NATIONAL ASSOCIATION OF PUBLIC SCHOOL BUSINESS OFFICIALS

John S. Mount, Secretary, State Department of Education, Trenton, N. J.

Committee on Insurance Research

Chairman—H. C. Roberts, Public Schools, Sioux City, Iowa.

Members—J. E. Baumgartner, J. G. Ludlam.

Scope and purpose—Appointed in 1930-31, to study fire and other insurance for public school property, and to prepare a "handbook on insurance," which could be used as a text or reference book for the guidance of school officials.

Reports

1. Roberts, H. C., chairman. *Insurance Practices and Experience of City School Districts*. Bulletin No. 2. Trenton, N. J.: National Association of Public School Business Officials (John S. Mount, sec.), 1932. 230 p.

Reports on insurance practices in 401 cities in the United States and Canada; describes self-insurance plans in certain states and cities. Recommends no specific plan; points out advantages and disadvantages of certain plans now in effect. Reports that the reporting school districts expended, over a ten-year period, an average of \$3.46 for fire insurance protection for each \$1.00 returned in settlement for losses. Urges the need for complete and accurate records of insurance management.

NATIONAL ASSOCIATION OF PUBLIC SCHOOL BUSINESS OFFICIALS (Cont.)

Committee on Pupil-Cost Accounting Research

Chairman—Frederick D. Chambers, Board of Education, New York, N. Y.

Members—N. H. Billbrough, D. E. Crosley, Ira G. Flocken, C. F. Lenz, Paul H. Scholz.

Scope and purpose—Appointed to suggest correct accounting practices that would be helpful to those who wish to develop unit and per pupil costs. Held numerous meetings and conferences during a two-year period.

Reports

1. Chambers, Frederick D., chairman. *Public School Pupil-Cost Accounting*. Bulletin No. 3. Trenton, N. J.: National Association of Public School Business Officials (John S. Mount, sec.), 1933. 85 p.

Outlines methods of computing unit costs, not only on the attendance basis, but also on other bases where a different factor is more closely related to the character of the expense payments. States that per pupil cost comparisons between school districts have only a limited value.

Committee on Supply Research

Chairman—R. W. Hibbert, Public Schools, St. Louis, Mo.

Members—W. D. Cocking, Samuel Gaiser, J. S. Mullan.

Scope and purpose—Appointed in 1931. Committee held six meetings in preparation of first report. Considerable amount of research work was done for the Committee by graduate students at George Peabody College for Teachers and Ohio State University. Plans reported in 1933 for preparation of additional studies on (a) tests of quality for equipment and supplies, and (b) distribution and apportionment of supplies.

Reports

1. Hibbert, R. W., chairman. *Selection, Purchase, Storage and Distribution of Supplies*. Bulletin No. 1. Trenton, N. J.: National Association of Public School Business Officials (John S. Mount, sec.), 1932. 58 p.

Based on a questionnaire issued in 1930. Includes findings and interpretation of data on: (a) selection of supplies and equipment; (b) determining quantities to be purchased and amounts of money to be expended; (c) role of purchasing agent and methods of purchasing; (d) types of shipment and delivery; and (e) management, storage, and distribution of supplies and equipment. Presents thirty-six guiding principles in the selection, purchase, and management of supplies and equipment.

2. Hibbert, R. W., chairman. *The School Inventory*. Bulletin No. 4. Trenton, N. J.: National Association of Public School Business Officials (John S. Mount, sec.), 1933. 40 p.

Summarizes the current practices prevailing in cities over 50,000 in respect to the taking of inventories of educational equipment. Data based on replies to a questionnaire.

NATIONAL ASSOCIATION OF SECRETARIES OF STATE TEACHERS ASSOCIATIONS

Arvie Eldred, Secretary, 240 State St., Albany, N. Y.

Committee on Plans for Cooperation between State Education Associations and the National Education Association

Members—J. W. Crabtree, Arvie Eldred, C. J. Heatwole, J. Herbert Kelley.

Scope and purpose—Committee named to represent both the state and national associations in planning closer cooperation between the two groups.

Reports

1. "A Dynamic Program for the Profession." *Journal of the National Education Association* 23: 106; April, 1934.

Committee believes that the activities of both state and national associations should coordinate effort. Recommends a definition of policies; recognition of authority of the state and local community in determining practices and policies; renewed efforts to adjust teacher load, restore teachers' salaries, and establish tenure regulation; a study of economic and social conditions; bringing school life more into keeping with occupational life; cooperation between public schools and colleges; a system of adult education; and that the National Education Association be regarded as a national service agency for information and research.

NATIONAL ASSOCIATION OF TEACHERS OF SPEECH

G. E. Densmore, Secretary, University of Michigan, Ann Arbor, Mich.

Committee on Speech Education in Elementary Schools

Chairman—Irene Poole, University of Michigan, Ann Arbor, Mich.

Members—Grace Bridges, Ellen C. Henderson, Lilla B. MacKenzie, Emma Grant Meader, Helen Osband, Vera Alice Paul, Bessie Rasmus, Carrie Rasmussen, Letitia Raubicheck, Arthur Secord, J. Dale Welsch.

Scope and purpose—Appointed in January, 1932 (a) to determine what speech training is now given in elementary schools, and (b) to set up what would seem to be an ideal course of study for speech training in elementary schools. Works with the National Council of Teachers of English in their curriculum revision program.

Committee on Speech Training in Secondary Schools

Chairman—Gladys Borchers, University of Wisconsin, Madison, Wis.

Members—Sara M. Barber, J. Richard Bietry, Gus Campbell, Ralph Dennis, Wilhelmina G. Hedde, Rose Johnson, Clara Krefting, Merle McGinnis, Stella A. Price, J. Walter Reeves, Frieda Rogat-sky.

Scope and purpose—Appointed (a) to determine what speech training is now given in secondary schools, and (b) to set up what would seem to be

an ideal course of study for speech training in secondary schools. Works with the National Council of Teachers of English in their curriculum revision program.

Reports—A mimeographed report is available from the chairman.

NATIONAL CHILD LABOR COMMITTEE

419 Fourth Ave., New York, N. Y.

Committee on Education in Relation to Vocation

Members—Courtenay Dinwiddie, F. Ernest Johnson, Eduard C. Lindeman.

Scope and purpose—Organized during winter of 1932-33 to consider the possibilities of study and experimentation in the field of education in relation to vocation.

NATIONAL COMMITTEE ON EDUCATION BY RADIO

1201 16th St., Washington, D. C.

Includes representatives from nine national organizations: American Council on Education, National Education Association, National Council of State Superintendents, National University Extension Association, National Catholic Educational Association, Jesuit Educational Association, Association of Land-Grant Colleges and Universities, National Association of State Universities, and the Association of College and University Broadcasting Stations.

Chairman—Joy Elmer Morgan, National Education Association, Washington, D. C.

Members—Arthur G. Crane, J. O. Keller, Charles N. Lischka, John H. MacCracken, vice-chairman, Charles A. Robinson, James N. Rule, H. J. Umberger, Josef F. Wright.

Secretary and Research Director—Tracy F. Tyler.

Scope and purpose—Appointed December 30, 1930, the outgrowth of a conference of school radio stations and educational associations held in October, 1930. A five-year program was approved and is being financed by the Payne Fund. According to its by-laws "the purpose of the Committee shall be to secure to the people of the United States the use of radio for educational purposes by protecting the rights of educational broadcasting, by promoting and coordinating experiments in the use of radio in school and adult education, by maintaining a service bureau to assist educational stations in securing licenses and in other technical procedures, by exchange of information through publications, and by serving as a clearing-house for the encouragement of research in education by radio."

Reports—Summaries of factual surveys are published from time to time in *Education by Radio*. Instances are the Committee's study of radio broadcasting in Europe (Vol. 2, No. 7, February 18, 1932) and of educational radio broadcasting stations (Vol. 4, No. 1, January 18, 1934). Mimeographed reports on radio activities of state educational agencies have been issued. A recent study is listed below:

1. Joint Radio Survey Committee (Tracy F. Tyler, director). *Broadcasting in the Land-Grant Colleges and State Universities*. Washington, D. C.:

National Committee on Education by Radio, 1933. 150 p. (A summary of 25 p. available from Committee.)

Appraises radio broadcasting in the seventy-eight land-grant colleges and separate state universities under nine heads: (a) extent to which radio is used; (b) nature of programs being broadcast; (c) types and costs of equipment used; (d) annual broadcasting expense; (e) types of organization for administering broadcasting; (f) personnel required; (g) opinions of administrative officers; (h) extent of radio research; and (i) tentative requirements for a reasonably satisfactory institutional radio program. Concludes that every institution insofar as it receives financial support from public funds has an obligation to extend its service to its entire constituency.

NATIONAL COMMITTEE ON STANDARD REPORTS FOR INSTITUTIONS OF HIGHER EDUCATION

Organized in 1930 at the suggestion of the U. S. Office of Education, and financed by the General Education Board. Its membership consists of three associate and two honorary members, in addition to sixteen representatives from the following associations: Association of University and College Business Officers of the Eastern States; Southern Educational Buyers and Business Officers Association; Association of University and College Business Officers (Middle West and Western); Association of American Colleges; Council of Church Boards of Education; Business Officers of Pacific Coast Universities and Colleges; and American Association of Collegiate Registrars.

Chairman—Lloyd Morey, University of Illinois, Urbana, Ill.

Members—Officers are: F. L. Jackson, vice-chairman, G. H. Mew, secretary, G. C. Wintringer, treasurer. Executive committee consists of the officers and D. J. Cowling.

Scope and purpose—To formulate principles to be followed in the preparation of financial and statistical reports of universities and colleges.

Reports—The final consolidated publication of the Committee is now being prepared and will be ready for distribution in the summer of 1934. Reports of progress and descriptions of the Committee's work appear in professional educational and accounting magazines, and in the proceedings of the cooperating associations. The following bulletins have been issued to date:

1. *A Study of Financial Reports of Universities and Colleges in the United States*. 1930. 48 p.
2. *Suggested Forms for Financial Reports of Colleges and Universities*. 1931. 88 p.
3. *A Study of Methods Used in Unit Cost Studies in Higher Education*. 1932. 34 p.
4. *Recommended Classification of Expenditures by Object*. 1932. 9 p.
5. *Suggested Forms for Internal Financial Reports of Colleges and Universities*. 1932. 47 p.
6. *Suggested Forms for Enrollment Reports of Colleges and Universities*. 1932. 29 p.
7. *Suggested Forms for Financial Reports of Auxiliary Activities and Organized Activities Relating to Instructional Departments*. 1933. 63 p.

NATIONAL COMMITTEE ON TEACHING MOTION PICTURE APPRECIATION

Chairman—George F. Zook, U. S. Commissioner of Education, Washington, D. C.

Director—W. W. Charters, Ohio State University, Columbus, Ohio.

Field Director—Edgar Dale, Ohio State University, Columbus, Ohio.

Members—A. T. Allen, E. W. Butterfield, Vierling Kersey, Agnes Samuelson, B. O. Skinner. Representatives from the following organizations: Jewish Welfare Board; National Catholic Welfare Conference; National Council of Teachers of English; Y. M. C. A.; Y. W. C. A.; International Council of Religious Education; National Congress of Parents and Teachers; Visual Instruction Department of the National Education Association.

Scope and purpose—Appointed to set up teaching programs in schools and voluntary groups to teach youth to evaluate motion picture as drama and as a social agency.

Reports—Report will appear about October 1, 1934.

NATIONAL CONFERENCE ON COLLEGE HYGIENE

Sponsored jointly by the Presidents' Committee of 50 on College Hygiene, the National Health Council, and the American Student Health Association. The National Tuberculosis Association agreed to provide the major expense and become the executive office for the Conference.

Chairman—Thomas A. Storey, Stanford University, Stanford University, Calif.

Members—Over 180 members. A Conference Council was made up of section chairmen, members of organizing committee, and officers: Maurice A. Bigelow, R. W. Bradshaw, Walter H. Brown, H. S. Diehl, Kendall Emerson, Warren E. Forsythe, O. W. H. Mitchell, Joseph E. Raycroft, D. F. Smiley, William F. Snow, Louise Strachan, secretary, John Sundwall.

Scope and purpose—Conference held at Syracuse University, May 5-9, 1931. Need recognized for agreement upon desirable minimum standards for colleges and universities concerning health service, health teaching, and those college interests and activities concerned with the health of students.

Letters were sent to 450 college presidents and to related organizations, asking them to name delegates. Four Conference sections were formed with numerous subcommittees: (a) Health Service; (b) Health Teaching; (c) Organization and Correlation of the Factors in a College Hygiene Program; (d) Special Problems.

Reports

1. National Conference on College Hygiene. *Proceedings*. New York: National Tuberculosis Association, 1931. 88 p.

Contains reports of four sections of Conference and general conclusions on problem of how a college hygiene program can best be organized and operated. Declares that every college is obligated to make arrangements for the protection,

maintenance, and promotion of the health of its students; should set up a health service program; and should include in its hygiene program a course or courses in informational hygiene.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH

211 West 68th St., Chicago, Ill.

Committee on Photoplay Appreciation

Chairman—William Lewin, Public Schools, Newark, N. J.

Members—Steering Committee: Mary A. Abbott, Walter Barnes, Mabel A. Bessey, Angela M. Broening, Stella S. Center, W. W. Charters, Claudia E. Crumpton, Edgar Dale, Cecile White Flemming, Max J. Herzberg, Ethel E. Holmes, George W. Norvell, Trentwell Mason White. Twelve regional directors are also participating in study.

Scope and purpose—Appointed in 1931 to study the possibilities for teaching photoplay appreciation. Subsidized in part by the Payne Fund. Set up controlled experiments in 17 states and the District of Columbia, on the quality of criticisms made by pupils who had and who had not discussed and criticized plays as a part of their English work.

Reports—A report on the controlled experiment is in preparation, to be published by D. Appleton-Century Co. The Committee is also preparing study guides for selected pictures.

Committee on Radio

Chairman—Max J. Herzberg, Public Schools, Newark, N. J.

Scope and purpose—Appointed in 1933. This Committee feels that the connection of radio with the National Council may take three forms: consideration of the uses of the radio in classrooms, broadcasting by Council members, and training in appreciation of programs given outside of school hours. While the first two forms will not be neglected, emphasis will be placed for the present on the working out of standards and tests of appreciation. Among the specific questions to which answers are being sought are the following (*English Journal*, October, 1933, p. 687):

- a. What form should a research project in this field take?
- b. What material is now available for the use of English teachers?
- c. What kinds of broadcasts does the general public welcome in the field covered by the National Council?

Curriculum Commission

Chairman—W. Wilbur Hatfield, Chicago Normal College, Chicago, Ill.

Members—Membership includes some two hundred individuals. Nineteen subcommittees deal with specific subjects and instructional problems on the elementary, high-school, and university levels. A steering committee of twenty-five directs the investigation.

Scope and purpose—Appointed in 1930, "to build a course of study in English from the kindergarten

through the university." Commission undertook to build a "pattern curriculum" in English, which should:

- a. Cover in a unified fashion all phases of the subject commonly called English, integrating these from the kindergarten through the graduate school of the university to avoid the duplication and omissions which piecemeal construction of the curriculum has permitted.
- b. Be composed of life-experiences rather than of facts, materials in books, or even skills and habits.
- c. Provide for individual differences, both of taste and levels of ability.

Has received financial aid from the General Education Board for the subcommittee working on the college and university curriculum.

Reports—A report of progress by the chairman appeared in the March, 1933 issue of the *English Journal*. Manuscript of the report of the Committee on Correlation (Ruth Mary Weeks, chairman) is in the hands of the Publications Committee of the National Council. On September 1, 1934, D. Appleton-Century Company will publish the report of the Committee on College English (Hardin Craig, chairman; O. J. Campbell, director of research). The report of the Commission will be ready for the printer in September, 1934.

NATIONAL COUNCIL ON EDUCATION FOR JOURNALISM

Sponsored by the American Association of Schools and Departments of Journalism and the American Association of Teachers of Journalism.

Chairman—Willard Grosvenor Bleyer, University of Wisconsin, Madison, Wis.

Members—Buford O. Brown, Frank L. Martin, Lawrence W. Murphy, M. G. Osborn.

Scope and purpose—Organized in December, 1923. Members are appointed for a five-year term, one member retiring each year. Purpose is to establish and maintain standards of academic education in preparation for journalism. Aids colleges and universities to develop instruction in accordance with the principles and standards of education for journalism formulated by the Council in 1924 and adopted by the two sponsoring associations.

Reports—The Council submits annual reports to the two sponsoring organizations which are printed in the March issue of the *Journalism Quarterly*.

NATIONAL COUNCIL ON RELIGION IN HIGHER EDUCATION

437 West 59th St., New York, N. Y.

Committee on Ethics and Social Philosophy (Group IV)

Chairman—Julian L. Woodward, Cornell University, Ithaca, N. Y.

Members—Membership of thirty-four.

Scope and purpose—Appointed in September, 1933, to study adjustments in college social science teaching to the demands of the changing social order.

Committee on the Process of Education (Group III)

Chairman—W. E. Uphaus, Yale University, New Haven, Conn.

Members—Membership of twenty-four.

Scope and purpose—Appointed in September, 1933, to facilitate experiments in effecting desirable social and religious change in colleges and universities.

NATIONAL EDUCATION ASSOCIATION

1201 Sixteenth St., Washington, D. C.

Commission on the Reorganization of Secondary Education

Chairman of the Commission and of the Reviewing Committee—Clarence D. Kingsley, State Department of Education, Boston, Mass.

Members—Members-at-large of the Reviewing Committee: Thomas H. Briggs, P. P. Claxton, Alexander Inglis, Henry Neumann, William Orr, William B. Owen, Edward O. Sisson (succeeded by J. J. Didecot), Joseph S. Stewart, Milo H. Stuart, H. L. Terry.

Chairmen of various committees:

Administration of Secondary Education—Charles Hughes Johnston (deceased; succeeded by Jesse B. Davis)

Agriculture—A. V. Storm

Art Education—Henry Turner Bailey (succeeded by Royal B. Farnum)

Articulation of High School and College—Clarence D. Kingsley

Business Education—Cheesman A. Herrick

Classical Languages—W. E. Foster

English—James F. Hoscic

Household Arts—Henrietta Calvin

Industrial Arts—Wilson H. Henderson

Mathematics—William H. Kilpatrick

Modern Languages—Edward Manley

Music—Will Earhart

Physical Education—James H. McCurdy

Sciences—Otis W. Caldwell

Social Studies—Thomas J. Jones

Vocational Guidance—Frank M. Leavitt

Scope and purpose—In 1910 the Department of Secondary Education adopted resolutions requesting the colleges to discontinue the entrance requirements of a second foreign language and to recognize as electives all subjects well taught in the high school. A committee of nine on the articulation of high school and college was appointed and reported under that name in 1911, 1912, and 1913. Committee recommended in 1911 that the completion of practically any broad, well-planned high-school curriculum should be accepted as preparation for college. In 1912 it recommended that subcommittees be named to study the reorganization of high-school subjects. Accordingly the president of the National Education Association was requested to appoint members to twelve subcommittees.

In 1913 the following recommendations of the Committee were adopted:

- a. That the Board of Directors of the Association create a Commission on the Reorganization of Secondary Education.
- b. That the Commission consist of the existing Committee on the Articulation of High Schools and

NATIONAL EDUCATION ASSOCIATION (Cont.)

Colleges; the committees appointed on high-school subjects; and a Reviewing Committee composed of the chairmen of the preceding committees and ten members-at-large.

- c. That the chairman of the Reviewing Committee shall be chairman of the Commission.
- d. That the president of the National Education Association appoint members to all committees and that the Association appropriate funds.
- e. That the Reviewing Committee consider recommendations of the several committees and report any divergent opinions.

In addition to its task of criticizing reports and directing the work of sixteen committees, the Reviewing Committee thought it desirable to outline those fundamental principles that would be most helpful in directing secondary education. Resulting cardinal principles were reported in 1918.

Reports—Early reports of the Committee on the Articulation of High Schools and Colleges are contained in the *Proceedings* of the National Education Association as follows: 1911, p. 559-66; 1912, p. 667-73; and 1913, p. 489-91. An analysis of the entrance requirements of about 250 colleges was published as a bulletin of the U. S. Bureau of Education (1913, No. 7). Preliminary statements by committee chairmen were likewise published as a bulletin of the Bureau (1913, No. 41).

Progress reports of the Commission were printed in the *Proceedings* for 1914, p. 483-88; and for 1921, p. 163-67. The following reports of the Commission have been issued as bulletins of the U. S. Bureau of Education, and are listed in order of their appearance:

1. *The Teaching of Community Civics*. U. S. Dept. of the Interior, Bureau of Education Bulletin, 1915, No. 23. Washington, D. C.: Government Printing Office, 1915. 55 p.
2. *The Social Studies in Secondary Education*. U. S. Dept. of the Interior, Bureau of Education Bulletin, 1916, No. 28. Washington, D. C.: Government Printing Office, 1916. 63 p.
3. *Reorganization of English in Secondary Schools*. U. S. Dept. of the Interior, Bureau of Education Bulletin, 1917, No. 2. Washington, D. C.: Government Printing Office, 1917. 181 p.
4. *Music in Secondary Schools*. U. S. Dept. of the Interior, Bureau of Education Bulletin, 1917, No. 49. Washington, D. C.: Government Printing Office, 1918. 37 p.
5. *Physical Education in Secondary Schools*. U. S. Dept. of the Interior, Bureau of Education Bulletin, 1917, No. 50. Washington, D. C.: Government Printing Office, 1918. 24 p.
6. *Moral Values in Secondary Education*. U. S. Dept. of the Interior, Bureau of Education Bulletin, 1917, No. 51. Washington, D. C.: Government Printing Office, 1918. 37 p.
7. *Vocational Guidance in Secondary Education*. U. S. Dept. of the Interior, Bureau of Education Bulletin, 1918, No. 19. Washington, D. C.: Government Printing Office, 1918. 28 p.
8. *Cardinal Principles of Secondary Education*. U. S. Dept. of the Interior, Bureau of Education Bulletin, 1918, No. 35. Washington, D. C.: Government Printing Office, 1918. 32 p.

9. *Business Education in Secondary Schools*. U. S. Dept. of the Interior, Bureau of Education Bulletin, 1919, No. 55. Washington, D. C.: Government Printing Office, 1919. 68 p.
10. *The Problem of Mathematics in Secondary Education*. U. S. Dept. of the Interior, Bureau of Education Bulletin, 1920, No. 1. Washington, D. C.: Government Printing Office, 1920. 24 p.
11. *Reorganization of Science in Secondary Schools*. U. S. Dept. of the Interior, Bureau of Education Bulletin, 1920, No. 26. Washington, D. C.: Government Printing Office, 1920. 62 p.
12. *Agriculture in Secondary Schools*. U. S. Dept. of the Interior, Bureau of Education Bulletin, 1920, No. 35. Washington, D. C.: Government Printing Office, 1921. 32 p.
13. *Part-Time Education of Various Types*. U. S. Dept. of the Interior, Bureau of Education Bulletin, 1921, No. 5. Washington, D. C.: Government Printing Office, 1921. 22 p.
14. *Reorganization of Home Economics in Secondary Schools*. U. S. Dept. of the Interior, Bureau of Education Bulletin, 1922, No. 5. Washington, D. C.: Government Printing Office, 1922. 38 p.
15. *High School Buildings and Grounds*. U. S. Dept. of the Interior, Bureau of Education Bulletin, 1922, No. 23. Washington, D. C.: Government Printing Office, 1922. 49 p.

Committee of One Hundred on Classroom Teachers' Problems

Chairman—Anna Riddle, Public Schools, St. Joseph, Mo.

Members—Membership of one hundred.

Scope and purpose—Appointed in 1923 under the chairmanship of Mary C. C. Bradford for the purpose of studying professional problems which apply specifically to classroom teachers. In 1924 outlined a plan for the study of teacher rating.

Reports—Reports of the Committee are contained in the *Proceedings* of the National Education Association as follows: 1924, p. 265-69; and 1926, p. 180-82. A report on teacher rating was made in 1925:

1. Riddle, Anna, chairman. "Report of the Committee of One Hundred on Classroom Teachers' Problems—Teacher Rating." *Proceedings*, 1925. Vol. 63. Washington, D. C.: National Education Association, 1925. p. 200-15.

Describes the present status of teacher rating on the basis of studies already completed. Contends that a rating plan must have as its main purpose the improvement of teaching; that the methods used should be objective and understood by all those rated; that teachers be informed of results; that there should be one rating authority; and that a rating system should be arrived at as a result of mutual agreement by administrative, supervisory, and classroom staff.

Committee of One Hundred on Retirement Allowances

Chairman—Anna Laura Force, Public Schools, Denver, Colo.

Members—Membership of one hundred. Executive Committee composed of chairman and two other members: Uel W. Lamkin, E. Ruth Pyrtle.

Scope and purpose—Appointed to further the establishment and maintenance of effective retirement systems for teachers in the various states. With the cooperation of the National Council of Teachers' Retirement Systems the Committee has continued its investigation into two problems: (1) the membership and operation of teacher retirement systems and (2) the status of teachers retired under present systems. The Research Division of the National Education Association assists in drafting reports. A study is now being made of the effects of the financial depression on the operation of retirement systems.

Reports

1. National Education Association, Research Division. "Current Issues in Teacher Retirement." *Research Bulletin* 8: 223-77; November, 1930. (Reprint of 1930 *Report of the Committee on Retirement Allowances*.)

Presents fifteen fundamental principles of a teacher retirement system: (1) membership required of new teachers; (2) guaranties to both teacher and public; (3) costs shared by teachers and public; (4) amount of deposits and payments stated; (5) deposits of teacher and payments by state concurrent with service; (6) individual accounts kept; (7) retirement system on a reserve basis; (8) periodic actuarial investigation; (9) disability provided for; (10) teachers' accumulated deposits returnable in case of withdrawal from service or death prior to retirement; (11) choice of options offered upon retirement; (12) credit allowed for past service; (13) rights under previous retirement systems safeguarded; (14) reciprocal relations between states; and (15) retirement board in control. Contains an analysis of sixteen crucial issues stated in question form and discussed under the heads of theory and practice.

2. Force, Anna Laura, chairman. *Report of the Committee on Retirement Allowances*. Washington, D. C.: National Education Association, 1931. 22 p. Summarized in *Proceedings, 1931*, p. 243-44.

Describes state and local teacher retirement systems now in effect, summarizes legislation, and lists recent publications on teacher retirement.

3. Force, Anna Laura, chairman. *Report of the Committee on Retirement Allowances*. Washington, D. C.: National Education Association, 1932. 80 p. (Mimeographed.) Summarized in *Proceedings, 1932*, p. 207.

Describes teacher retirement systems in operation, according to membership, annuitants, and financial transactions. Based on data covering approximately 20,000 retired teachers and current financial and membership data from forty-five state, territorial, and local retirement systems. Detailed responses from secretaries of systems to inquiry blanks are contained in twenty-four tables.

4. Force, Anna Laura, chairman. *Report of the Committee of One Hundred on Retirement Allowances*. Washington, D. C.: National Education Association, 1933. 18 p. (Mimeographed.) Summarized in *Proceedings, 1933*, p. 198-202.

This report brings up-to-date the Committee's 1931 statement concerning current legislation and the number and location of the systems in effect.

Committee of One Hundred on Tenure Problems

Chairman—Lida Lee Tall, State Normal School, Towson, Md.

Members—Membership of one hundred. Executive Committee composed of chairman and two other members: Cornelia S. Adair, E. S. Evenden.

Scope and purpose—Endeavors to develop objective and scientific studies of tenure as it now operates in various parts of the country. Formulates principles which should control the framing and operation of tenure laws.

Reports

1. Rowland, Albert Lindsay, chairman. "Report of the Committee of One Hundred on Tenure Problems." *Proceedings, 1930*. Vol. 68. Washington, D. C.: National Education Association, 1930. p. 195-97.

Lists twelve principles of tenure legislation. Cites current studies.

2. Rowland, Albert Lindsay, chairman. "Report of the Committee of One Hundred on Tenure Problems." *Proceedings, 1931*. Vol. 69. Washington, D. C.: National Education Association, 1931. p. 264-70.

Presents abstract of R. W. Holmstedt's study of the operation of the New Jersey tenure law.

3. Tall, Lida Lee, chairman. *Report of the Committee of One Hundred on Tenure Problems*. Washington, D. C.: National Education Association, 1932. 18 p. (Mimeographed.)

A study of state laws governing the duration of teachers' contracts. Based on information obtained from school codes, reports, studies, and letters from state and city school officials.

Committee on Character Education

Chairman—Milton Bennion, University of Utah, Salt Lake City, Utah.

Members—Membership of thirty-three in 1925.

Scope and purpose—Appointment as a permanent committee recommended in 1921. Endeavored to indicate the nature of problem of moral instruction and to call attention to some of the means and methods now in operation. Aimed principally to collect and compile the information available to its members and to restate what in its judgment represented the soundest current theories of character education. Organized into subcommittees.

Reports—Progress reports of the Committee are contained in the *Proceedings* of the National Education Association as follows: 1922, p. 457-59; 1923, p. 250-55, 490-94; 1924, p. 278-84, 357-61; and 1925, p. 182-83. Final report was published as a bulletin of the U. S. Bureau of Education.

1. National Education Association, Committee on Character Education. *Character Education*. U. S. Dept. of the Interior, Bureau of Education, Bulletin, 1926, No. 7. Washington, D. C.: Government Printing Office, 1926. 89 p.

Chapters are reports of subcommittees on the processes of character education, classroom procedure, curriculum materials, the school community, character tests and measurements, profes-

NATIONAL EDUCATION ASSOCIATION (Cont.)

sional preparation for teachers, and delinquency. Concludes that direct moral instruction is but one phase of moral education in the schools. Other methods are the example and personal influence of teachers and other school officers, and indirect instruction through school studies and the extra-curriculum.

Committee on Ethics of the Profession

Chairman—Sarah T. Muir, Public Schools, Lincoln, Nebr.

Members—Membership of 150 during 1928-29. Subcommittee authorized to direct the work of Committee and to be responsible for preparing its report.

Scope and purpose—Appointed in 1924 to formulate for the National Education Association a code of ethics for teachers. An analysis was made in 1926 by Ward G. Reeder of the codes of ethics of the state education associations which had at that time adopted codes. A questionnaire was then issued to determine how the existing codes were functioning. In January, 1928, a questionnaire investigation was launched to discover what teachers believed to be ethical by submitting to them a list of thirty-nine ethical principles. Replies were received from 1606 persons, and used in drafting a code of ethics.

Reports—Reports of progress are contained in the following volumes of the *Proceedings*: 1925, p. 241-43; 1926, p. 230-33; 1927, p. 197-200; 1928, p. 179-90. Ward G. Reeder's report was printed separately in 1926. The final report of the Committee appeared in 1929:

1. Muir, Sarah T., chairman. *The Ethics of the Teaching Profession*. Washington, D. C.: National Education Association, 1929. 25 p. (Abstract in *Proceedings*, 1929, p. 179-90.)

Presents a code of ethics for the profession of teaching. Sections are grouped under three heads: relations with pupils and to the community; relations to the profession; and relations to members of the profession. Report also includes a history of the Committee with a summary of its activities.

Committee on Propaganda in the Schools

Chairman—Edwin C. Broome, Public Schools, Philadelphia, Pa.

Members—Cornelia S. Adair, A. T. Allen, Frank W. Ballou, J. Stevens Kadesch, C. E. Partch, Eva G. Pinkston, L. A. Pittenger, Paul C. Stetson, David A. Ward.

Scope and purpose—Appointed in 1928 to discover the types of outside material, issued by commercial concerns, national organizations, and agencies advancing particular interests or theories, which is intended for or might be used in the schools. The Committee sought to discover the principles which have been adopted and the machinery set up in progressive school systems in constructively dealing with this problem. An inquiry blank was sent to all members of the Department of Superintendence to collect information on the extent and nature of outside forces and efforts to meet the situation. This questionnaire was supplemented by special correspondence.

The Committee avoided dogmatic pronouncements and merely attempted to define the scope of the problem, point out its significance, and broadly outline principles that school systems might find helpful in sorting out influences that can be helpfully incorporated into the school program.

Reports

1. Broome, Edwin C., chairman. *Report of the Committee on Propaganda in the Schools*. Washington, D. C.: National Education Association, 1929. 47 p. (Abstract in *Proceedings*, 1929, p. 204-17.)

Lists seven considerations as testifying to the significance of the propaganda movement to public education:

- a. The main purpose of propaganda is to teach what to think, while the guiding purpose of education is to teach how to think.
- b. Children lack the knowledge, the background of experience, and the power of critical judgment which may be assumed in the adult.
- c. The decentralized organization of our schools places responsibility on the local school official or teacher.
- d. Our schools are founded on the principle of control by all the people, rather than by a particular group or class.
- e. The propaganda movement threatens to thwart efforts to bring the school into harmony with the needs of practical life.
- f. The present course of study is already overcrowded with desirable educational material.
- g. There is an imperative need for an adult citizenry capable of protecting itself from the many appeals of all forms of propaganda.

Recognizes that the relation of the school to outside influences is primarily a local question. Suggests the following general principles:

- a. The welfare of children is the primary function of a public school and is the only legitimate basis for the acceptance or rejection of material offered for school use.
- b. The protection of children from partisan textbook material is a problem of first importance.
- c. Material which presents only one side of debatable public questions is less preferable than material which gives a "pro and con" discussion and both the foregoing types of material are less desirable than unbiased presentations.
- d. The school should guard against casting the minds of children in certain inflexible molds modeled along the lines of current practice.
- e. Contests, originating from outside the school, are ordinarily of doubtful educational value.
- f. The privilege of outsiders to address school assemblies and classes should be definitely controlled by educational authorities.
- g. The difficulty of this problem will be lessened when all schools are supplied with adequate funds so that no school will be compelled to rely on gifts and donations from the outside.

Committee further recommends that the schools should give greater attention to the development of methods whereby children may be trained in habits of critical judgment.

Committee on Resolutions, 1932

Chairman—Joseph H. Saunders, Public Schools, Newport News, Va.

Members—Membership of fifty-one.

Scope and purpose—Appointed at the 1931 meeting of the Association in recognition of the fact that the resolutions approved each year tended to repeat the educational philosophy of the organization and thereby obscure the significance of current issues. Committee decided that a permanent platform was desirable. Each year changes could be made and a few pertinent new resolutions offered.

A study of the resolutions of the Association for the past seventy-five years was made by the Research Division. The resolutions adopted at the 1931 meeting were sent for comment to 300 people prominent in the field of education and their replies tabulated. Material was interchanged by mail between the chairman and Committee members, and report revised at two series of meetings.

Reports

1. Saunders, Joseph H., chairman. "Report of the Committee on Resolutions." *Proceedings, 1932*. Vol. 70. Washington, D. C.: National Education Association, 1932. p. 212-20.

Report presented for adoption at 1932 meeting of the Association in two parts: first, a platform, which it is hoped, will be a somewhat permanent pronouncement of the Association; and second, a set of resolutions on current matters. Platform contains statements of general educational policy as follows:

Part I. The Child. The National Education Association believes that American fathers and mothers desire to lift their children to higher opportunities than they have themselves enjoyed. This zeal for the happiness of the next generation, kindled in our country by its first pioneers, has been passed on undimmed from one generation to the next. As a people we are convinced that human progress marches only when children excel their parents.

Part II. The Teacher. The National Education Association believes that progress in education depends largely upon the preparation and character of the individual teacher. No nation can afford to entrust its children to incompetent teachers.

Part III. Local School Systems. The National Education Association believes that the continuous maintenance of efficient local school systems is of fundamental importance. Conditions in every school must be such that children and teachers may work together with the maximum of effectiveness.

Part IV. The State and Education. The National Education Association believes that the control and the organization of education are state functions. Upon the state falls the major responsibilities of organizing a system of schools, preparing the teachers, providing adequate financial support, and maintaining the necessary educational standards. The quality of future citizenship depends largely upon the effectiveness of the state in discharging those functions.

Part V. National Relations in Education. The National Education Association believes that

there are functions in the education of children which only the national government can discharge. General recognition should be given to the federal government's obligations to unite, to guide, to stimulate, and to support education in the interest of a high type of national citizenship.

Part VI. International Relations in Education.

The National Educational Association believes that improvement in communication, international business relations, and social intercourse have established many common international interests. In view of these actualities, education should prepare children and adults for cooperative living in a community of nations.

Under each of the above headings pronouncements are cited regarding specific phases of educational activity.

Committee on Schoolhouse Planning

Chairman—Frank Irving Cooper, Boston, Mass.

Members—Leonard P. Ayres, Charles E. Chadsey, S. A. Challman, Jesse B. Davis, Roland Haynes, Clarence D. Kingsley, Dwight H. Perkins, S. L. Smith, C. B. J. Snyder, George D. Strayer, Lewis M. Terman; assisted by ten associate members and by associate committees of the National Association of Public School Business Officials, the American Society of Heating and Ventilating Engineers, and the National Fire Protection Association.

Scope and purpose—Appointed in 1916 as the Committee on Standardization of Schoolhouse Planning and Construction of the Association's Department of School Administration (discontinued in 1924). Purpose was to investigate the problems involved in planning and constructing a school building. Secured help from architects, school boards and officers, special investigators, and cooperating organizations. Financial aid obtained from the General Education Board.

Committee surveyed school-building regulations in force in the various states and the plans of recently erected school buildings. A special study was made by Frank N. Freeman of the health of the pupil and its relation to proper illumination.

Reports—Summaries of findings appeared in the *Proceedings* of the National Education Association from 1917 to 1922. The first and final reports are as follows:

1. Cooper, Frank Irving, chairman. "Report of the Committee on Standardization of Schoolhouse Planning and Construction." *Proceedings, 1917*. Vol. 55. Washington, D. C.: National Education Association, 1917. p. 346-50.

A statement of the Committee's plan of work and the studies already completed.

2. Cooper, Frank Irving, chairman. *Report of Committee on Schoolhouse Planning*. Washington, D. C.: National Education Association, 1925. 164 p.

Outlines the necessary steps that should be taken in planning and constructing a school building. Other topics include determination of the schedule of rooms, choice of the general plan, capacity of instruction rooms, capacity of library and study halls, detecting waste in the

NATIONAL EDUCATION ASSOCIATION (Cont.)

plan, state regulations, illumination, safety to life, specifications, estimating the cost of a building, and planning gymnasiums and their accessories for junior and senior high schools.

Committee on Social-Economic Goals of America

Chairman—F. J. Kelly, U. S. Office of Education, Washington, D. C.

Members—John Dewey, Willard E. Givens, Leon C. Marshall, Robert C. Moore, Edward A. Ross.

Scope and purpose—Appointment recommended in resolution passed at 1931 meeting of the Association, that a committee "propose to the Association desirable social-economic goals of America, and that the committee indicate the materials and methods which the schools of the nation should use to attain these goals." Committee named in fall of 1932. Held three meetings before issuing tentative report in July, 1933. Revised report issued in December, 1933. Second part of assigned task still to be undertaken.

Reports—Progress reports were published in the *Proceedings* of the Association, 1932, p. 208-10; and 1933, p. 210-13. Two separately published reports are as follows:

1. *Tentative Report of the Committee on Social-Economic Goals of America*. Washington, D. C.: National Education Association, July 6, 1933. 22 p.
2. *The Social-Economic Goals of America*. Washington, D. C.: National Education Association, 1933. 22 p.

"Social and economic policies and practices must be judged by what they do to enrich the lives of individuals. Therefore the desirable social-economic goals of America are stated in terms of the things we covet in the highest degree for the largest possible number of Americans."

Ten desirable goals are stated, as follows:

- a. Hereditary strength.
- b. Physical security.
- c. Participation in an evolving culture.
- d. An active, flexible personality.
- e. Suitable occupation.
- f. Economic security.
- g. Mental security.
- h. Equality of opportunity.
- i. Freedom.
- j. Fair play.

The Committee states that education must take the lead in spreading among the people an understanding of national social-economic goals, and in creating an active public opinion for their support. The schools can contribute adequately to this movement only when education is universal (1) in its extent and application, (2) in its materials and methods, and (3) in its aims and spirit.

The Committee urges that an authoritative source of information on the salient facts of the moving social-economic scene be established. Individual teachers lack the time, the special training, and the authoritative backing to prepare their own materials for social-economic instruction.

Committee on the Economic Status of the Teacher

Chairman—B. R. Buckingham, Boston, Mass.

Members—Frank W. Ballou, Florence Barnard, W. W. Coxé, J. R. McGaughy.

Scope and purpose—Created in 1927. As seen by the chairman the problem was "to throw light upon the financial standing of the teachers; to appraise on a basis of ascertained fact, the satisfaction which teaching affords in freedom from financial worry and in economic independence."

In 1929 requested the Research Division of the National Education Association to aid in studying the problems of teacher supply and demand. Questionnaires were sent to all state departments of education and visits made to thirty-seven. Statistical reports and previous investigations were analyzed.

In the fall of 1932 Committee asked teachers in the fifty-one cities for which the Bureau of Labor Statistics furnishes cost-of-living data, to make twelve monthly budget statements which would serve as a basis for the establishment of a cost-of-living index for teachers on an authentic distribution of income. Returns were received from thirty-seven cities. Report to be made in 1935.

Reports—Progress reports have appeared in the *Proceedings* of the Association: 1930, p. 179-80; 1932, p. 197-99; 1933, p. 192-94. A report on the cost-of-living study is scheduled for publication in 1935. One study has been completed:

1. Buckingham, B. R., chairman. *Teacher Supply and Demand in the Public Elementary and Secondary Schools of the United States*. Report of the Committee on the Economic Status of the Teacher. Washington, D. C.: National Education Association, July, 1931. 99 p. Abstracted in *Proceedings, 1931*, p. 259-63. (Reprinted as *Research Bulletin* for November, 1931.)

Report developed certain important facts: (a) that the economic welfare of teachers depends much upon the law of supply and demand; (b) that a balance between teacher demand and supply makes for fair wages and reasonable employment; (c) that attractive working conditions will bring highly competent teachers in contact with children; (d) that the attempts to study problems in teacher demand and supply have been sporadic; (e) that there is a need for continuous fact-gathering and research; (f) that administrative adjustments and experimentations should follow surveys of conditions, and (g) that the primary responsibility for leadership in the above problems rests on such state agencies as state departments of education, state boards of education, and the state superintendents of public instruction.

Points out that future procedures should aim to: (a) establish a research organization; (b) revise present records and devise new inquiry forms; (c) survey the existing teacher personnel; (d) provide for continuous surveys of teacher personnel; (e) require all teacher-training institutions to report statistics; (f) discover all special sources of teacher supply; (g) develop the means for attracting to teaching a fair share of the superior students; (h) revise certification requirements and procedures; (i) insure cooperation of state agencies; (j) provide widespread

publicity of facts; (k) formulate a statewide program of teacher training; and (l) cooperate in systematic and continuous national surveys of teacher demand and supply.

National Commission on the Enrichment of Adult Life

President—James A. Moyer, State Department of Education, Boston, Mass.

Secretary—James E. Rogers, National Recreation Association, New York, N. Y.

Members—Membership of fifty-one. Includes educators and others interested in adult life enrichment.

Scope and purpose—Organized in 1930 by the National Education Association to promote plans for a wiser use of leisure hours. The work of the Commission, with the help of cooperative agencies, is to arrange for investigations; to determine the best plans for recreation and for work during extra hours for the enrichment of life; to outline problems of investigation for state commissions; to call on colleges to conduct lines of research; to call on the best thinkers in the nation for suggestions; to send out to state commissions conclusions and recommendations; to secure funds from individuals and organizations for the work of the Commission; and to aid the states in finding funds for conducting their investigations. Commission is therefore a coordinating agency which delegates responsibility for the development of local programs to state commissions. Subcommittees organized to deal with such problems as adult education in other than trade subjects, avocations, rural adult education, continuation education, and the financing of adult education.

Reports

1. Moyer, James A. "Report of National Commission on the Enrichment of Adult Life." *Proceedings, 1931*. Vol. 69. Washington, D. C.: National Education Association, 1931. p. 256-59.

Discusses the objectives of the Commission and the need for organized adult educational agencies. Points out the amount of money spent for the commercialized correspondence type of instruction.

2. Moyer, James A. "Report of the National Commission on the Enrichment of Adult Life." *Proceedings, 1933*. Vol. 71. Washington, D. C.: National Education Association, 1933. p. 213-19.

Comments on findings of various committees. Committee on the financing of adult education reports that in those schools for adults where a fee is charged which is approximately equal to the cost of instruction, educational and recreational standards have been maintained during this period of enforced economy much more adequately than where adult education has been provided on a free basis. Studies of activities in rural communities show lack of satisfying recreation and prevalence of mental ill health. Report stresses the increasing adoptions of correspondence instruction as a method of adult learning, the need for planning for future leisure, and the effects of the mechanization of industry upon employees.

3. Mallery, Otto T., chairman. "An Avocational Education." *School and Society* 38: 250-54; August 19, 1933.

This report of the committee on avocations for adults of the National Commission is a plea for adult education along avocational lines both as a morale builder in depression and as a permanent growth.

National Conference on the Financing of Education

Sponsored by the Joint Commission on the Emergency in Education of the National Education Association and the Department of Superintendence.

Chairman—John K. Norton, Columbia University, New York, N. Y.

Members—Twenty-seven state and city school executives and college professors, representative of the entire country, attended the conference.

Scope and purpose—Met for two weeks, July 31 to August 11, 1933, to prepare a brief and authoritative statement of the essentials of a modern finance program for public education in the United States. Financed by a grant from the Carnegie Corporation.

Reports

1. National Education Association and Department of Superintendence, Joint Commission on the Emergency in Education. *Report of National Conference on the Financing of Education*. Washington, D. C.: the Association, 1933. 78 p.

States basic principles, summarized in a "school finance charter" which includes the following essential features:

- a. Educational opportunity—universal education; lifelong learning; effective teaching.
- b. Adequate revenues—equitable taxation; public information.
- c. Constructive economy—school board independence; economical administration.
- d. Local management—adequate local units; community initiative.
- e. State responsibility—equalization of educational opportunity; professional leadership; fiscal planning.
- f. National interest—open schools; federal support.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF ADULT EDUCATION

Caroline Whipple, Secretary, State Department of Education, Albany, N. Y.

Committee on Educational Changes in Requirements for Naturalization

Chairman—Mary L. Guyton, State Department of Education, Boston, Mass.

Members—Robert C. Deming, Catherine Finnegan, Mabel Keegan, Josephine Mason, John Moran, Thomas Power, Anna Warren. Active committee assisted by advisory committee of twenty-eight members.

Scope and Purpose—Appointed to prepare a course of study that should be accepted by the U. S. Department of Labor as a guide for naturalization examiners in testing candidates for citizenship. Following the submission of a confidential report in November, 1933, a conference was called by the Commissioner of Immigration and Naturalization, April 26-28, 1934, the findings of which have not yet been made public.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF ADULT EDUCATION (Cont.)

Committee on Materials for New Communities Starting Programs of Adult Education To Overcome Illiteracy

Chairman—Elizabeth C. Morriss, Columbia University, New York, N. Y.

Member—Mary L. Guyton.

Scope and purpose—A booklist was drawn up and presented to L. R. Alderman, U. S. Office of Education, as a helpful guide to new communities which are starting programs of adult education to overcome illiteracy.

Reports—A booklist entitled "Books for Adults (Foreign-born and Native-born Illiterates)" was submitted October 30, 1933.

Committee on Reconsideration and Improvement of Methods of Teaching Adult Illiterates, Based on Social Studies

Chairman—William S. Gray, University of Chicago, Chicago, Ill.

Members—Marguerite Burnett, Mary L. Guyton, Katherine M. Kohler, Josephine Mason.

Scope and purpose—Committee recently appointed to reconsider and improve methods of teaching, based on social problems, to be taught through oral and visual education in instructing adult illiterates.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF CLASSROOM TEACHERS

Sixth Yearbook Committee (1931)

Chairman—Frances E. Harden, Public Schools, Chicago, Ill.

Members—Mary E. Keegan, Faye Read.

Scope and purpose—Yearbook planned as a source book for the use of teachers and teachers' organizations in studying the problems of their own economic welfare. Three major purposes: (a) to present a series of fundamental principles underlying the economic security of all groups of workers, including teachers; (b) to describe methods whereby some of these principles may be applied by the teaching profession, both individually and in organized groups; and (c) to present information concerning the activities actually being carried on by teachers' organizations for the economic welfare of their members. Information assembled by questionnaire and tabulated and interpreted by the Research Division of the Association.

Reports

1. National Education Association, Department of Classroom Teachers. *The Economic Welfare of Teachers*. Sixth Yearbook. Washington, D. C.: the Department, June, 1931. 244 p.

Seven broad principles of economic independence are discussed: (a) adequate salaries and salary schedules; (b) continuous employment during efficiency; (c) wise budgetary procedure; (d) systematic savings and sound investment; (e) protection against loss of capacity to render efficient vocational service; (f) protection against

loss of property; and (g) access to credit facilities at reasonable cost.

Other chapters deal with the application of certain of these principles to members of the teaching profession, with special emphasis on what organizations of teachers can do and are doing in the field. Urges that teachers' organizations should have a definite program in which all these factors are taken into account.

Seventh Yearbook Committee (1932)

Chairman—Frederick L. Whitney, Colorado State Teachers College, Greeley, Colo.

Members—Kenneth L. Heaton, Mae T. Kilcullen, Maude McBroom, Willa M. Marsh, Marie I. Rasey, Faye Read.

Scope and purpose—Appointed in 1930 to prepare a yearbook which would help teachers in meeting intelligently and effectively the responsibility of developing good citizens. Content reflects the judgment of entire committee. Intended to supplement the Tenth Yearbook of the Department of Superintendence.

Reports

1. National Education Association, Department of Classroom Teachers. *The Classroom Teacher and Character Education*. Seventh Yearbook. Washington, D. C.: the Department, June, 1932. 272 p.

Emphasizes what teachers can do and are doing to develop personality in their pupils. Deals also with the influences of school organization and out-of-school agencies and activities. Considers the findings of research in the field of character and personality insofar as they are of practical value in the school. Viewpoint is that the impact of the total environment upon the individual produces his character. The teacher's task is to bring about constructive changes in the child's environment and to direct his natural interests and abilities into wholesome channels. Makes no pretense of setting up a specific program of character education.

Eighth Yearbook Committee (1934)

Chairman—Daisy Lord, Public Schools, Waterbury, Conn.

Members—Mary Barnette, Viola S. Kelley, Frederick Houk Law, Emily Tarbell.

Scope and purpose—Appointed in 1932 to prepare a handbook of interpretation for teachers, emphasizing the functions and needs of the schools in a changing economic and social order and the responsibility of the teacher in developing right public attitudes toward the schools.

Reports

1. National Education Association, Department of Classroom Teachers. *Teacher and Public*. Eighth Yearbook. Washington, D. C.: the Department, February, 1934. 240 p.

Educational publicity offers two fundamental problems: (a) what to tell the public about the schools, and (b) how to tell the public about the schools. Part I presents a body of information on the economic value of education, education and the changing social order, financing the

schools, and the modern teacher. Part II is devoted to methods of school publicity and deals with the press and radio, the student as interpreter, teachers' professional organizations, lay organizations, and a review of related investigations.

Committee on Academic Freedom

Chairman—Karl Guenther, Ann Arbor, Mich.

Members—Officers of various state departments of classroom teachers asked to name a representative to serve on the Committee. Members already appointed are: Marie Bruckner, M. E. Hurst, Rena Rockwell, George Ross, Martha A. Shull, Edna Wood.

Scope and purpose—Appointed in 1932. Seeks a greater freedom for teachers than at present exists, with a view to enhancing the usefulness of the teaching profession. Membership is representative of classroom teachers. Authorized in 1933 to continue its work and to investigate cases which seem to involve academic freedom, in consultation with the officers of the Department.

Reports

1. Guenther, Karl, chairman. "Summary of the First Preliminary Report of the Committee on Academic Freedom." *Proceedings, 1933*. Vol. 71. Washington, D. C.: National Education Association, 1933. p. 345-47.

Concludes that academic freedom has two chief aspects: the freedom of the student to learn, and the freedom of the teacher. As regards the first, Committee recommends the establishment by local or regional teachers' associations of "study-your-own-problems" classes. Two elements comprise the problem of the freedom of teachers. The first involves the right of the teacher to expound truth and knowledge as at present known. A second element is the right of extra-mural utterance and action. An important special aspect of the general problem is involved in connection with the activities of teachers in teachers' associations. Committee urges the Department to help build up both within and without the teaching profession, a public opinion favorable to academic freedom; to develop judicial bodies within the profession; and to insure help to teachers unjustly dismissed in cases involving academic freedom.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF DEANS OF WOMEN (NATIONAL ASSOCIATION OF DEANS OF WOMEN)

Research Committee

Chairman—Ruth Strang, Columbia University, New York, N. Y.

Members—Members of 1934 Committee: Ruth A. Eckhart, R. Louise Fitch.

Scope and purpose—Committee for 1930-31 undertook a study of the special knowledge and technics which deans use and need most in their varied duties. In 1932 the Committee reported on the subject of faculty contacts with students. More recently it has studied personnel work in colleges and prepared a summary of recent investigations relating to the dean's work. Committee now engaged in a study of three types of girls: superior, average, and problem.

Reports—Annual reports are contained in the year-books of the Department. Occasional studies are printed separately. The following are significant:

1. National Association of Deans of Women, Research Committee (Frances Blanshard, chairman). *A Study of the Knowledge and Techniques Needed in the Work of Deans of Women*. Washington, D. C.: the Association, 1931. 15 p.

Committee asked a group of thirty-five deans from colleges and high schools to keep a record of their professional activities for a week. The findings show a need for diversity of knowledge and skill in the technic of the interview, making speeches, conducting discussions, and office management. The sources from which knowledge was obtained by deans were reported as general and professional courses, and experience in the dean's office and outside. On the basis of this study, Committee suggested that the professional training of deans (a) should include a background of psychology, philosophy, sociology, and ethics; (b) might include also specific knowledge of such matters as guidance, case work, and hygiene; (c) should include a study of methods of obtaining facts about individuals and the local situations; and (d) should provide for at least a partial mastery of a number of skills and technics, such as those used in the interview, the case study, and in discussion groups.

2. Strang, Ruth, chairman. "Report of the Research Committee." *1932 Yearbook*. Vol. 10. Washington, D. C.: National Association of Deans of Women, 1932. p. 41-44.

This report is based upon letters written by fifty-four deans. Lists the various kinds of contacts between faculty and students. Suggests ways in which faculty may acquire knowledge and skill in work with individuals. Urges increased cooperation of teachers in the personnel program.

3. Strang, Ruth, chairman. "Report of the Research Committee." *1933 Yearbook*. Vol. 11. Washington, D. C.: National Association of Deans of Women, 1933. p. 41-63.

Reports briefly the completion of a survey of personnel work in twelve selected colleges. Summarizes investigations published in 1932 relating to the dean's work. Recognizes three types of research in both high-school and college groups: descriptions of work in particular institutions, surveys of present practice in a number of institutions, and experimental work.

4. Strang, Ruth, chairman. "Report of the Research Committee." *1934 Yearbook*. Vol. 12. Washington, D. C.: National Association of Deans of Women, 1934.

Summarizes investigations published in 1933 which relate to the dean's work in both high school and college.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF EDUCATIONAL RESEARCH (AMERICAN EDUCATIONAL RESEARCH ASSOCIATION)

Committees on Preparation of Review of Educational Research

The Association is composed of persons engaged in technical research in education, including directors of research in school systems, instructors in educational institutions, and research workers con-

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF EDUCATIONAL RESEARCH (AMERICAN EDUCATIONAL RESEARCH ASSOCIATION) (*Cont.*)

nected with private educational agencies. It publishes the *Review of Educational Research*, each issue of which summarizes research studies and scientific investigations bearing on a specific topic and includes extensive bibliographies. A cycle of fifteen topics was reviewed in the three-year period which ended with the December, 1933 issue.

The committee members responsible for each issue of the *Review* from January, 1931, through December, 1933, are as follows:

1. The Curriculum—January, 1931
Henry Harap, *Chairman*, Western Reserve University, Cleveland, Ohio, William L. Connor, Ralph W. Tyler.
2. Teacher Personnel—April, 1931
Earl W. Anderson, *Chairman*, Ohio State University, Columbus, Ohio, Russell L. C. Butsch, E. T. Peterson.
3. School Organization—June, 1931
W. W. Coxe, *Chairman*, State Department of Education, Albany, N. Y., Paul T. Rankin, William C. Reavis.
4. Special Methods in the Elementary School—October, 1931
Frederick S. Breed, *Chairman*, University of Chicago, Chicago, Ill., William S. Gray, Clifford Woody.
5. Psychology of the School Subjects—December, 1931
Arthur I. Gates, *Chairman*, Columbia University, New York, N. Y., Frederick B. Knight, Percival Symonds.
6. Special Methods on High-School Level—February, 1932
Walter S. Monroe, *Chairman*, University of Illinois, Urbana, Ill., H. R. Douglass, Carter V. Good.
7. Finance and Business Administration—April, 1932
Carter Alexander, *Chairman*, Columbia University, New York, N. Y., R. W. Holmstedt, Arthur B. Moehlman, Ward G. Reeder, Floyd W. Reeves, A. D. Simpson.
8. Tests of Personality and Character—June, 1932 (Part I of the Report of the Committee on Character Tests and Psychological Tests)
Harry J. Baker, *Chairman*, Public Schools, Detroit, Mich., Goodwin Watson.
9. Tests of Intelligence and Aptitude—October, 1932. (Part II of the Report of the Committee on Character Tests and Psychological Tests.)
Harry J. Baker, *Chairman*, Public Schools, Detroit, Mich., Katharine B. Greene, Paul R. Mort.
10. School Buildings, Grounds, Equipment, Apparatus, and Supplies—December, 1932
T. C. Holy, *Chairman*, Ohio State University, Columbus, Ohio, H. W. Anderson, John Guy Fowlkes, H. P. Smith.
11. Educational Tests and Their Uses—February, 1933
John L. Stenquist, *Chairman*, Public Schools, Baltimore, Md., Grace A. Kramer, W. J. Osburn, G. M. Ruch, M. R. Trabue, Ben D. Wood.
12. Mental and Physical Development—April, 1933
George D. Stoddard, *Chairman*, State University of Iowa, Iowa City, Iowa, Fowler D. Brooks, Psyche Catell, Harold E. Jones.
13. Pupil Personnel, Guidance, and Counseling—June, 1933
Arch O. Heck, *Chairman*, Ohio State University, Columbus, Ohio, Fred C. Ayer, A. J. Brumbaugh, H. A. Edgerton.
14. Psychology of Learning, General Methods of Teaching, and Supervision—October, 1933
G. T. Buswell, *Chairman*, University of Chicago, Chicago, Ill., W. A. Brownell, H. G. Wheat (Resigned, January, 1933).
15. The Legal Basis of Education—December, 1933
Newton Edwards, *Chairman*, University of Chicago, Chicago, Ill., William G. Carr, M. M. Chambers, Edwin S. Lide, Harlan Updegraff.

The committee members assigned for the second cycle are as follows:

1. The Curriculum—April, 1934
Margaret A. Norton, *Chairman*, New York, N. Y., H. B. Bruner, John Hockett, W. E. Peik, R. S. Schorling.
2. Teacher Personnel—June, 1934
Earl W. Anderson, *Chairman*, Ohio State University, Columbus, Ohio, R. L. C. Butsch, W. S. Elsbee, T. L. Torgerson.
3. School Organization—October, 1934
William C. Reavis, *Chairman*, University of Chicago, Chicago, Ill., W. W. Coxe, Paul T. Rankin, John Dale Russell.
4. Special Methods and Psychology of the School Subjects, Elementary School—December, 1934
Arthur I. Gates, *Chairman*, Columbia University, New York, N. Y., F. S. Breed, Leo J. Brueckner, Josephine MacLachy, Clifford Woody.
5. Psychology and Methods in the High School and College—February, 1935
W. S. Monroe, *Chairman*, University of Illinois, Urbana, Ill., H. R. Douglass, Carter Good, C. W. Knudsen, Percival Symonds.
6. Finance and Business Administration—April, 1935
A. D. Simpson, *Chairman*, State Department of Education, Albany, N. Y., H. H. Davis, Arthur B. Moehlman, Paul R. Mort, Ward G. Reeder, Floyd W. Reeves.
7. Psychological Tests—June, 1935
Harry J. Baker, *Chairman*, Public Schools, Detroit, Mich., Gertrude Hildreth, Willard C. Olson, Herbert A. Toops, Goodwin Watson.
8. Buildings, Grounds, Equipment, and Supplies—October, 1935
T. C. Holy, *Chairman*, Ohio State University, Columbus, Ohio, E. T. Peterson, Don C. Rogers, W. K. Wilson.
9. Educational Tests—December, 1935
W. J. Osburn, *Chairman*, Ohio University, Athens, Ohio, G. M. Ruch, Paul Sangren, Ralph W. Tyler, Charles C. Weidemann.
10. Mental and Physical Development of Children—February, 1936
George D. Stoddard, *Chairman*, State University of Iowa, Iowa City, Iowa, Fowler D.

Brooks, Psyche Cattell, Harold E. Jones, Lois H. Meek.

11. Pupil Personnel and Guidance—April, 1936
Arch O. Heck, *Chairman*, Ohio State University, Columbus, Ohio, Fred C. Ayer, Harold H. Bixler, A. J. Brumbaugh, H. A. Edgerton, M. R. Trabue.
12. Psychology of Learning, General Methods, and Supervision—June, 1936
G. T. Buswell, *Chairman*, University of Chicago, Chicago, Ill., W. A. Brownell, Prudence Cutright, Manley E. Irwin, Ernest O. Melby.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Committee on Standards and Training for the Elementary School Principalship—1928 Yearbook

Chairman—William T. Longshore, Public Schools, Kansas City, Mo.

Members—John L. Bracken, Edwin C. Broome, Jessie M. Fink, George W. Frasier, Arthur S. Gist, James F. Hosic, Charles H. Judd, W. W. Kemp, Worth McClure, J. Cayce Morrison, John K. Norton, Leonard Power, E. Ruth Pyrtle, Ide G. Sargeant.

Scope and purpose—Appointed in 1924 to assemble material bearing directly and indirectly upon the standards and training for the office of elementary-school principalship. Aimed to present reliable estimates of conditions now existing and to suggest desirable lines of future development. A continuance of the Committee's investigations was arranged for in cooperation with the Research Division of the National Education Association. Several questionnaires were circulated among principals, superintendents, and college specialists. Material was included from previously completed theses and research investigations.

Reports

1. National Education Association, Department of Elementary School Principals. *The Elementary School Principalship*. Seventh Yearbook. Washington, D. C.: the Department, 1928. 638 p.

Report includes facts concerning supervising principals, principals' duties, principals' time allotment, duties according to state laws and city rules, relationships between the principal and the superintendent, the supervisor, the community, and his assistants, and the principal's office. Investigations and case studies of successful principals show the importance of professional preparation, scholarship, and experience, as well as personal qualities. Discusses the improvement of principals in service, organizations of principals, local standards in selection of principals, state certification requirements, professional training programs and content of courses, and the economic position of the principal.

"The committee believes that the future advance of the nation's public elementary schools will be largely conditioned by the extent to which the idea of the elementary school principal as a professional leader and skilled executive gains general recognition in practice."—*Seventh Yearbook*, p. 141.

Editorial Committee

Consists of three members appointed by Executive Committee of the Department for a term of three years, one retiring each year. Each member is chairman for one year during the period of his appointment.

Chairman

- 1930—Earl R. Laing, Public Schools, Detroit, Mich.
1931—Isabel Tucker, Public Schools, St. Louis, Mo.
1932—Aaron Kline, Public Schools, Chicago, Ill.
1933—Helen B. Shove, Public Schools, Minneapolis, Minn.
1934—John S. Thomas, Public Schools, Detroit, Mich.
1935—Bess Clement, Public Schools, Clarksdale, Miss.
1937—Samuel Berman, Public Schools, Philadelphia, Pa.

(Third member of 1930 Yearbook Committee was Arthur S. Gist.)

Scope and purpose—Committee organized to direct the preparation of yearbooks. Does not prepare content of yearbook; invites contributions from Department membership and outsiders on topics related to the work of the elementary-school principal. Special investigations undertaken by the Research Division of the National Education Association, which cooperates with the Editorial Committee in editing and integrating signed articles into final yearbook form.

Reports

1. National Education Association, Department of Elementary School Principals. *The Principal and Administration*. Ninth Yearbook. Washington, D. C.: the Department, April, 1930. 600 p.

Guiding principle of Committee is that good administration precedes good supervision. First obligation of a principal is to organize and to manage his school as effectively as possible. A conclusion brought out is that the same school activity may be administered successfully in a number of different ways. Yearbook deals with the importance of a working philosophy of education, the principal's time budget, administrative assistants, the school clerk, school organization procedures, school management problems, pupil personnel practices, extra-curriculum practices, the school library and museum, and the principal's community contacts.

2. National Education Association, Department of Elementary School Principals. *The Principal and Supervision*. Tenth Yearbook. Washington, D. C.: the Department, April, 1931. 520 p.

Points out that supervision is a cooperative endeavor which calls for a high type of personal enthusiasm, mutual goodwill, and professional skill. Sound administrative organization is essential to a good supervisory program. The bulk of the chapters deal rather specifically with supervisory techniques. Principal's own work may be evaluated in three ways: (a) by measuring how well he organizes, directs, and checks the learning environment; (b) by taking a "general impression" rating from his colleagues; and (c) by self-rating. Principals should provide for themselves a forward-looking and a continuous in-service training.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS (Cont.)

3. National Education Association, Department of Elementary School Principals. *The Principal and His Community*. Eleventh Yearbook. Washington, D. C.: the Department, April, 1932. 490 p.

A survey of school-community contacts. A successful principal studies his community, interprets the educational program, and participates in social enterprises. Inquiry to Department membership revealed that parent-teacher groups and child-welfare groups were affiliated with more than two-thirds of the schools. Includes chapters on home contacts sought by the school, the parent-teacher movement, school community centers, school publicity, service clubs, social and welfare agencies, excursions and exhibits, and governmental agencies.

4. National Education Association, Department of Elementary School Principals. *Elementary School Libraries*. Twelfth Yearbook. Washington, D. C.: the Department, June, 1933. 460 p.

States that the school library is the center of a modern program of education. Present status in elementary field is illustrated, and its possible usefulness defined. One-third of Department members reporting library facilities report classroom book sets only, one-third have library rooms, and one-third use both book sets and the library plan. Presents floor plans; describes co-operative relationships between schools and public libraries; offers suggestions for integrating the school library and the classroom; cites varying viewpoints regarding the necessary training and abilities of the school librarian; discusses rural school library practices. Includes bibliography of booklists, and gives a list of books recommended for a professional library in an elementary school. Summarizes significant studies of children's reading interests.

5. National Education Association, Department of Elementary School Principals. *Aids to Teaching in the Elementary School*. Thirteenth Yearbook. Washington, D. C.: the Department, June, 1934. 416 p.

Includes articles on the types, uses, and effectiveness of various visual and auditory aids.

6. *Socializing Opportunities in Elementary School Life*. Tentative title for the Fourteenth Yearbook. 1935. (Will discuss the nature and value of so-called extra-curriculum activities in the elementary school.)

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS AND AMERICAN ASSOCIATION OF TEACHERS COLLEGES

Cooperating Committees on Professional Ethics

Chairman of committee of the Department of Elementary School Principals—Mason A. Stratton, Public Schools, Atlantic City, N. J.

Members—Sally Blackwell, Turner C. Chandler,

Giles D. Clark, Emily Eversfield, L. Daisy Hammond, Edith B. Joynes, W. T. Longshore, Harley W. Lyon.

Chairman of committee of the American Association of Teachers Colleges—Roscoe L. West, State Teachers College, Trenton, N. J.

Members—E. J. Ashbaugh, M. L. Combs, G. W. Diemer, J. L. Dunkle, Arthur Gist, L. R. Gregory, Butler Laughlin, Robert H. Wright.

Scope and purpose—At its Cleveland meeting in February, 1934, the Department of Elementary School Principals, convinced that prospective teachers and principals can and should be made organization-minded before entering the profession, named a committee to prepare a syllabus of suggested material for courses in professional ethics and to contact teacher-training institutions in an effort to establish such training. A committee was later named by the president of the American Association of Teachers Colleges to work jointly with the principals.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF KINDERGARTEN EDUCATION

Research Committee

Chairman—Mary Dabney Davis, U. S. Office of Education, Washington, D. C.

Members—Olga Adams, Madeline Darrough Horn, Allene Seaton, M. Madilene Veverka.

Scope and purpose—Committee named to present facts regarding kindergarten education in the United States in 1925, including kindergartens in public, private, and teacher-training schools. Data were secured from stenographic reports of kindergarten sessions and from replies to an inquiry form received from 535 teachers and 162 school administrators. These were supplemented by the opinions of 507 professional workers on the subjects, aims, and methods of kindergarten education. Committee chairman analyzed data.

Reports

1. Davis, Mary Dabney, and others. *General Practice in Kindergarten Education in the United States*. Washington, D. C.: National Education Association, 1925. 155 p.

Surveys present status of kindergarten education. Describes activities and administration as revealed by stenographic reports and the inquiry. Summarizes findings as follows:

- a. There has been rapid growth in the number of kindergarten pupils and kindergarten schools during the past fifty years.
- b. The education of four- and five-year-old children is being accepted as a responsibility of the public school system.
- c. The kindergartens are being regarded as an integral part of the public schools as shown by their inclusion in state legislation, rules and regulations of boards of education, elementary courses of study, and training-school programs.
- d. Scientific investigations of kindergarten education are being made and there is a ready field for more studies both in kindergarten instruction and kindergarten administration.

**NATIONAL EDUCATION ASSOCIATION,
DEPARTMENT OF RURAL EDUCATION**

*Katherine M. Cook, Secretary, U. S. Office of
Education, Washington, D. C.*

Committee on Publications

Chairman—Fannie W. Dunn, Columbia University,
New York, N. Y.

Members—Members of 1934 Committee are: Chloe
C. Baldrige, Julian E. Butterworth, Caroline
Evingson, John M. Foote, Milton G. Nelson.

Scope and purpose—Committee organized to direct
the preparation of publications. Adopted the policy
of presenting in each bulletin a group of articles
dealing with one major topic. Bulletins for 1931,
1932, and 1933 were issued under chairmanship of
Julian E. Butterworth; that for 1934 under Fannie
W. Dunn.

Reports

1. National Education Association, Department of
Rural Education. *Special Problems in the Edu-
cation of Rural Children*. Washington, D. C.: the
Department, February, 1931. 63 p.

This Bulletin was prepared under the direc-
tion of Katherine M. Cook and W. H. Gaumnitz
of the U. S. Office of Education. Attempts to
focus attention on some of the pressing prob-
lems of education in rural communities, includ-
ing health, guidance, seasonal labor, opportuni-
ties for negroes, and special education.

2. National Education Association, Department of
Rural Education. *Agencies Contributing to Rural
Education*. Washington, D. C.: the Department,
February, 1932. 51 p.

A study made by Alice B. Pierce of the agen-
cies which have an important influence in the
education of the rural child. Data obtained from
twenty-four rural supervisory officers in nine-
teen states. Concludes that glaring inequalities
exist in the opportunity for boys and girls to
benefit from such agencies.

3. National Education Association, Department of
Rural Education. *Organization of Curriculum for
One-Teacher Schools*. Washington, D. C.: the
Department, February, 1933. 44 p.

Bulletin prepared by special committee under
the chairmanship of Fannie W. Dunn. States the
problems involved in the organization of the
curriculum. Offers concrete suggestions for com-
bining courses and subjects, for using activities
as integrating factors, for providing individual
instruction, and for developing and administer-
ing units of work.

4. National Education Association, Department of
Rural Education. *Economical Enrichment of the
Small Secondary-School Curriculum*. Washing-
ton, D. C.: the Department, February, 1934. 94 p.

Edited by Frank W. Cyr. Assembles accounts
of small high schools which have faced their con-
ditions, assayed their own resources, and de-
vised ways of meeting their needs with what
they have. Yearbook written primarily for high
schools with enrolments of one hundred or less.
Part I deals with present status, Part II with
methods and technics adapted to the small school,
and Part III with problems involved in reor-
ganizing schools.

**NATIONAL EDUCATION ASSOCIATION,
DEPARTMENT OF SCHOOL HEALTH
AND PHYSICAL EDUCATION**

*James E. Rogers, Secretary, 315 Fourth Ave., New
York, N. Y.*

**National Study of Professional Education in
Health and Physical Education**

Authorized by the Department of School Health
and Physical Education of the National Education
Association in 1931. Now sponsored by five other
associations: American Physical Education Associa-
tion, City Administrators of Health and Physical
Education, College Physical Education Association,
Society of State Directors of Health and Physical
Education, and Women Directors of Physical Edu-
cation in Colleges and Universities.

Chairman of National Committee—N. P. Neilson,
State Department of Education, Sacramento, Calif.

Members—G. B. Affleck, W. G. Moorhead, Ger-
trude Moulton, E. M. Sanders, Harry A. Scott.

Forty-four state committees have been organized
to date with 330 members. The State Director of
Health and Physical Education is the chairman of
the state committee in all states having such state
directors.

Scope and purpose—National committee appointed
in 1931 to determine standards to be used in the
evaluation of institutions professing to train health
and physical education teachers. Three major prob-
lems for study relate to the adequate preparation
of (a) the general elementary teacher as an instruc-
tor in health and physical education; (b) the man
teacher of health and physical education for sec-
ondary schools; and (c) the woman teacher of health
and physical education for secondary schools.

Reports—Preliminary reports have been issued in
mimeographed form, 1932-34, and also in proceed-
ings of sponsoring associations such as the 1932
*Proceedings of the College Physical Education As-
sociation*, p. 51-67. The latest was delivered at the
convention of the American Physical Education As-
sociation, April 18, 1934:

1. Neilson, N. P., chairman. *A Report on the Na-
tional Study of Professional Education in Health
and Physical Education*. Sacramento, Calif.: the
Chairman (California State Department of Edu-
cation), 1934. 20 p. (Mimeographed.)

Describes the project and lists the members
of state committees. Concludes that proposed
standards must be only the minimum essentials
until the support of the profession is assured.

**NATIONAL EDUCATION ASSOCIATION,
DEPARTMENT OF SECONDARY
EDUCATION**

Room 1901, 130 W. 42d St., New York, N. Y.

**Committee on the Integration of High School
Studies**

Chairman—Ernest D. Lewis, Public Schools, New
York, N. Y.

Members—Charles M. Austin, Stella S. Center, Ellen
Dwyer, Frank I. Kellar, W. G. Kimmel, Allen R.
Moore, Lula Belle Pitts, Louis A. Rice.

Scope and purpose—Appointed in December, 1933
to consider and evaluate the possibilities of a closer
coordination of high-school studies.

**NATIONAL EDUCATION ASSOCIATION,
DEPARTMENT OF SECONDARY-
SCHOOL PRINCIPALS**

H. V. Church, Secretary, 5835 Kimbark Ave., Chicago, Ill.

Committee on the Orientation of Secondary Education

Chairman—Thomas H. Briggs, Columbia University, New York, N. Y.

Members—Francis L. Bacon, B. P. Fowler, Arthur Gould, Sidney B. Hall, Fred J. Kelly, Rudolph D. Lindquist, A. K. Loomis, Truman G. Reed, Francis T. Spaulding, Curtis H. Threlkeld.

Scope and purpose—Authorized in 1932; began work in 1933. Financed by a grant of \$9000 from Carnegie Corporation, \$3000 annually for three years, and by an appropriation from the Department of Secondary-School Principals of \$2000 annually for three years. Directed "to study and restate the principles and objectives of secondary education." Request to Carnegie Corporation outlined five duties:

- a. To formulate issues, consider principles supporting each alternative, and report each preferred alternative to the Department.
- b. To define the special functions of secondary education.
- c. To consider and utilize the findings of the National Survey of Secondary Education, along with items *a* and *b*, in formulating a program for secondary education.
- d. To ascertain what additional facts are needed and to stimulate their collection.
- e. To outline means of popularizing the proposed program.

Reports

1. Briggs, Thomas H., chairman. "First Report of the Carnegie Commission." *Bulletin (Proceedings)* No. 45: 322-26; March, 1933. Berwyn, Ill.: Department of Secondary-School Principals, National Education Association.
A preliminary statement, outlining scope and purpose, as given above.
2. Briggs, Thomas H., chairman. "Second Annual Report of the Committee on the Orientation of Secondary Education." *Bulletin (Proceedings)* No. 50: 202-7; March, 1934. Berwyn, Ill.: Department of Secondary-School Principals, National Education Association.

Reports the results of two meetings of the Commission in 1933, during which various issues were discussed and recommendations approved. Future plans provide for submission to a large number of professional groups of these tentative conclusions and their implications for a practical program.

**NATIONAL EDUCATION ASSOCIATION,
DEPARTMENT OF SUPERINTENDENCE
Committee on the Elementary School Curriculum—1924 Yearbook**

Chairman—Robinson G. Jones, Public Schools, Cleveland, Ohio.

Members—Frank W. Ballou, J. H. Bentley, Frank N. Freeman, J. S. Hoffman, Ernest Horn, J. R. Mc-

Gaughy, A. B. Meredith, Jesse H. Newlon, Paul C. Stetson, Will C. Wood.

Scope and purpose—Appointed prior to the creation of the Commission on the Curriculum. In May, 1923, the Executive Committee voted to coordinate the work of the proposed Commission with the 1924 Yearbook Committee. A two-year study was outlined and the 1924 Yearbook Committee was assigned to conduct the work for the first year. Since a review of present curriculum practice was needed as a basis for future work, the Research Division of the National Education Association undertook this task.

Reports

1. National Education Association, Department of Superintendence. *The Elementary School Curriculum*. Second Yearbook. Washington, D. C.: the Department, 1924. 296 p.

The 1924 Yearbook consists of four parts: the elementary-school curriculum; machinery and organization for devising, revising, and supervising the curriculum; a general analysis of present elementary-school curriculum practice; and recent developments. Points out that in most sections each local school district is a law unto itself so far as the curriculum is concerned. In such a situation, therefore, a representative survey of curriculum practice is difficult to achieve.

Commission on the Curriculum—1925, 1926, 1927, and 1928 Yearbooks

Chairman—Edwin C. Broome, Public Schools, Philadelphia, Pa.

Members—John L. Alger, Frank W. Ballou, Susan M. Dorsey, John M. Foote, Charles H. Judd, Harold O. Rugg, Zenos E. Scott, Frank E. Spaulding, Paul C. Stetson, A. L. Threlkeld, H. B. Wilson, John W. Withers.

Additional members appointed to 1926-27 Commission: John W. Beattie, Charles E. Finch, J. A. Foberg, Thomas W. Gosling, E. E. Lewis, William McAndrew, Frank W. Pickell, William B. Snow, J. W. Studebaker, Willis A. Sutton. Additional members appointed to 1927-28 Commission: Francis L. Bacon, E. B. Cauthorn, William F. Ewing, Oscar C. Gallagher, Arthur Gould, William H. Holmes, Edwin L. Miller, Edward D. Roberts, Theodore Saam, George M. Wiley.

Scope and purpose—Appointed in 1924 "to bring together the elements for the construction of a suitable curriculum for the boys and girls of American public schools." The 1924 Yearbook of the Department laid the basis for this program through its statement of general aims, its survey of current curriculum practice, and its proposed machinery for cooperative effort in curriculum revision.

In July, 1924, the Commission decided to review outstanding research studies in each of the subjects of the elementary curriculum. The work was delegated to the Research Division of the National Education Association and subcommittees appointed, one for each elementary-school subject. Aided by a grant of \$15,000 from the Carnegie Corporation.

The Cooperative Plan of Curriculum Revision was proposed at the Cincinnati meeting of the Department in February, 1925. Its purpose was: (1) to meet the need for testing out the research findings presented in the Third Yearbook; (2) to stimulate further scientific study; and (3) to bring to-

together for their mutual aid school systems actively interested in curriculum building. The Cooperative Plan developed to the point where three hundred school systems, national subject committees, and a general coordinating committee were all working under the Commission on the Curriculum. The 1926 Yearbook of the Department was designed to bring together the forward-looking work evolving from the Cooperative Plan. Subject committees were organized. The Research Division drafted part of the yearbook and edited the volume. Likewise, during 1926-27, three hundred school systems interested in junior high-school curriculum revision worked under the Commission. The final report of the Commission in 1928 dealt with revision of the secondary-school curriculum.

Reports

1. National Education Association, Department of Superintendence. *Research in Constructing the Elementary School Curriculum*. Third Yearbook. Washington, D. C.: the Department, 1925. 424 p.

Discusses the need for curriculum revision and possible variations in curriculums to meet community and individual needs. Bulk of the yearbook is devoted to a review of selected research studies in arithmetic, spelling, reading, handwriting, the social studies, language and grammar, elementary science, health and physical education, home economics, industrial arts, art education, and music.

2. National Education Association, Department of Superintendence. *The Nation at Work on the Public School Curriculum*. Fourth Yearbook. Washington, D. C.: the Department, 1926. 520 p.

Contains material from school systems engaged in curriculum revision, and reports of eleven national subject committees in the fields of elementary science and nature study, handwriting, spelling, arithmetic, health and physical education, language and composition, our literary heritage, music, modern foreign languages, social studies, and character education.

3. National Education Association, Department of Superintendence. *The Junior High School Curriculum*. Fifth Yearbook. Washington, D. C.: the Department, 1927. 562 p.

Discusses the place of the junior high school in the American program of education. Reports of ten subject committees review 119 research studies, raise fundamental questions, and, in some instances, present illustrative units of subject-matter.

4. National Education Association, Department of Superintendence. *The Development of the High School Curriculum*. Sixth Yearbook. Washington, D. C.: the Department, 1928. 584 p.

The first twelve chapters deal with outstanding issues in secondary education such as the needs of adolescent youth, objectives, curriculum problems of the small high school, relationship between high school and college, differentiated curriculums, counseling, and extra-curriculum activities. Part II deals with research in secondary-school subjects.

Commission on the Articulation of the Units of American Education—1929 and 1931 Yearbooks

Chairman—Herbert S. Weet, Rochester, N. Y. (formerly Superintendent of Schools).

Members—Charles H. Judd, Jesse H. Newlon, Carroll R. Reed, Robert E. Tidwell, John W. Withers.

Scope and purpose—Appointed in 1926, to make "a careful analysis of the functions of each administrative school unit and a searching study of supervisory and curriculum practices within the various units to the end that overlappings, omissions, and contradictions might be avoided."—*Seventh Yearbook*, 1929, p. 4.

Financed by the Department; held eight meetings. Chapters or parts prepared by committees, headed by individual members of Commission, and including members from outside the Commission. The first report, presented in 1929, dealt with problems of articulation in five horizontal divisions of the school system—elementary, secondary, higher and professional, teacher training, and adult education. The second report, presented in 1931, was the work of committees on these five topics:

- a. Promotion problems.
- b. School and community.
- c. Relation of general to professional education of teachers.
- d. Finance.
- e. Principles of articulation and functions of units.

Reports

1. National Education Association, Department of Superintendence. *The Articulation of the Units of American Education*. Seventh Yearbook. Washington, D. C.: the Department, 1929. 616 p.

2. National Education Association, Department of Superintendence. *Five Unifying Factors in American Education*. Ninth Yearbook. Washington, D. C.: the Department, 1931. 543 p.

The 1931 Yearbook consists of five parts, prepared by the five committees listed above. The general tenor of its recommendations is that educational conditions, at all levels and in all aspects of the school's activities, should be brought into harmony with "the ideal of continuous, wholesome growth for every individual to whom the public schools of this country extend their service."—p. 14.

Commission on Supervision—1930 Yearbook

Chairman—Albert S. Cook, State Department of Education, Baltimore, Md.

Members—Fred C. Ayer, Frank W. Ballou, Arvil S. Barr, Leo J. Brueckner, William H. Burton, Zenos E. Scott, I. Jewell Simpson, Charles L. Spain, George D. Strayer.

Scope and purpose—Appointed in 1927; financed by funds of the Department. Held four meetings; chapters written by individual members; reviewed and finally approved by entire Commission. Edited by Research Division of the National Education Association.

Delimited its function in the following terms: "It was unanimously agreed that the 1930 Yearbook should deal with supervision from the administrative standpoint, i. e., those phases of supervision which are of chief concern to superintendents of schools. It was agreed that the carrying out of detailed technics and particular methods is the concern of specialists—hence special phases of supervision should be left to the consideration of those who are actively at work in these fields."—*Eighth Yearbook*, 1930, p. 4.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERINTENDENCE (*Cont.*)

Reports

1. National Education Association, Department of Superintendence. *The Superintendent Surveys Supervision*. Eighth Yearbook. Washington, D. C.: the Department, 1930. 471 p.

Presents supervision as a creative enterprise, which has for its object the development of a group of professional workers. States the following as principles in a philosophy of supervision:

"Proper induction of new teachers into the profession is aided by sound supervision. Growth of experienced teachers is advanced by sound supervision. Supervision should not merely bring teachers devices of instruction, but it should also bring a recognition of the place of the school in society.

"Supervision, while employing a well-rounded philosophy and scientifically tested knowledge, takes account of individual differences among teachers. A supervisor should seek out the strong points of those supervised, build on these and have faith in the ability of those supervised to advance. Supervision recognizes unusually good teaching procedures and interprets them as illustrations of sound principles of education. Poor procedure by teachers calls for illustrations of successful procedure by supervisors, based on impersonal principles and ideals. The supervisor must adapt the application of scientific research to the capacities of individual teachers. Goals will vary for individual teachers according to their capacities and present stage of development. The principles of good supervision apply to all individuals, whatever type or level of work they may be performing. Proper supervision results in some progress by all, and in much progress by the most able. A professional spirit on the part of a supervisor will encourage a similar spirit on the part of those supervised."

Commission on Character Education—1932 Yearbook

Chairman—A. L. Threlkeld, Public Schools, Denver, Colo.

Members—Bertie Backus, George S. Counts, Frank N. Freeman, Charles B. Glenn, Paul T. Rankin, Belle M. Ryan, Goodwin Watson, David E. Weglein.

Scope and purpose—Appointed in 1929, to prepare a yearbook on character education. Financed by funds of the Department of Superintendence. Held five meetings; drafts of chapters made by individual members, reviewed and finally approved by entire Commission. Correspondence, questionnaire inquiries, and editing carried on by Research Division of the National Education Association.

Reports

1. National Education Association, Department of Superintendence. *Character Education*. Tenth Yearbook. Washington, D. C.: the Department, 1932. 535 p.

The general point of view of the Commission is presented in the following extract from the "Foreword," p. 4-6:

"In this Yearbook a difficult task is attempted—the task of presenting a discussion of character education as a function of the schools in a way that will promote rather than hinder such education. . . .

"The position taken in this Yearbook is that character education consists of constructive reactions to life situations without thought on the part of the individual as to whether his reaction in a particular situation is one calculated to bring about his own self-improvement. . . .

"One premise accepted in the development of this Yearbook is that any good curriculum is a character education curriculum. . . . No attempt is made to present a curriculum or set of curriculums for character education as such. However, an attempt is made to present points of view which, it is hoped, will stimulate thought and discussion in the direction of a more constructive school life and, in fact, a more constructive life in general."

Commission on Educational Leadership—1933 Yearbook

Chairman—A. J. Stoddard, Public Schools, Providence, R. I.

Members—N. L. Engelhardt, Willard E. Givens, A. F. Harman, J. L. Henderson, R. G. Jones, J. Cayce Morrison, Leonard Power, A. A. Slade, Franklin M. Underwood.

Scope and purpose—Appointed in 1930. Specific assignment was to bring up to date the 1923 Yearbook of the Department on "The Status of the Superintendent." Financed by Department funds. Held five meetings; chapters written by individual members, reviewed and finally approved by entire group. Questionnaire study on status of superintendent made by Research Division of the National Education Association.

Reports

1. National Education Association, Department of Superintendence. *Educational Leadership*. Eleventh Yearbook. Washington, D. C.: the Department, 1933. 528 p.

The yearbook reports a decade of progress in the field of educational leadership, and points out trends in matters which concern superintendents of schools. The "Foreword," p. 3-4, gives the following analysis of the content of the report:

The yearbook first "presents a philosophy of leadership which stresses both the cooperative and the individual aspects of educational leadership. The second chapter points out the dynamic character of society and shows that leadership must constantly adjust itself to meet new demands. A chapter on trends traces the fascinating development of function and vision in American education. Careful attention is given to the importance of cooperation between lay and professional leadership. Before a review of the status of the superintendency, there is a brief survey of the personnel and organization involved in a program of leadership. Then follows an extensive report on the characteristics and qualities of those who are now superintendents of schools. Two chapters present some of the problems of leadership in large and small school systems, pointing the way to the solutions of these difficulties. The next chapter presents one of the few

and one of the most complete studies of the status of the rural superintendent. His problems and needs are then discussed. From this point the yearbook proceeds to a consideration of state leadership in education. With the chapters on training and research it returns to the forward-looking aspects of leadership. The volume closes with a self-rating device whereby each superintendent may evaluate his own progress in terms of the principles set forth in the various chapters."

The volume includes some sixty pages of statistical material on the personal and professional status of approximately 2200 city superintendents and 1190 rural superintendents.

Commission on School Administration—1934 Yearbook

Chairman—Ben G. Graham, Public Schools, Pittsburgh, Pa.

Members—E. W. Butterfield, W. S. Deffenbaugh, C. Ray Gates, Thomas W. Gosling, George Melcher, John K. Norton, William C. Reavis, Agnes Samuelson, George D. Strayer, David E. Weglein.

Scope and purpose—Appointed in 1932; held three meetings; work financed by the Department. The general assignment was the preparation of a yearbook on problems in educational administration. Chapters were prepared by individual members and reviewed by Commission as a whole. Correspondence and editing was carried on by Research Division of the National Education Association.

Reports

1. National Education Association, Department of Superintendence. *Critical Problems in School Administration*. Twelfth Yearbook. Washington, D. C.: the Department, 1934. 383 p.

Presents a synthesis of educational thought on such problems as these:

- a. The structure of government and its effect on the administration of the schools.
- b. The scope of education and the local administrative unit.
- c. The financial support of public education.
- d. The lay control of public schools.
- e. Professional administration in school control.
- f. Efficiency in school management.
- g. The teaching staff and the formulation and execution of administrative policies.
- h. Economy in school administration.
- i. Helping citizens to know their schools.

Offers statements of basic guiding principles on these problems. Quotes the following statement by William H. Maxwell as the keynote for the volume:

"The primary objects of school administration are, first, to take the measures necessary to secure for every child his natural and constitutional right to an education . . . ; second, to provide properly qualified teachers for our children; and, third, to create those conditions under which each teacher may do his best work."

Commission on Education for New Social and Economic Relationships—1935 Yearbook

Chairman—J. W. Studebaker, Public Schools, Des Moines, Iowa.

Members—Frank W. Ballou, F. S. Deibler, J. B. Edmonson, Fred J. Kelly, Worth McClure, Jesse H. Newlon, Paul C. Stetson, W. W. Theisen.

Scope and purpose—Appointed in 1933, to prepare the 1935 Yearbook of the Department on the subject indicated by the title of the Commission. Work has been laid out for a book which will be neither a treatise of sociology nor a course in the social studies. "Its field lies somewhere between these two extremes, verging upon and forming a background for the social studies curriculum. It will, therefore, be of interest to all teachers who desire to bridge the gap between the academic discussions of society and the practical demands of the classroom. The major portion of the yearbook is divided into three parts: A Review of Social Trends, Proposals for the Extension of Social Controls, and the Role of Education."—From preliminary statement of "Introduction," *Thirteenth Yearbook*.

Reports—Will appear as the Thirteenth Yearbook, 1935, of the Department of Superintendence.

Commission on the Social Studies Curriculum—1936 Yearbook

Chairman—Charles B. Glenn, Public Schools, Birmingham, Ala.

Members—H. B. Bruner, Leslie A. Butler, Leonard V. Koos, Paul T. Rankin.

Scope and purpose—Appointed in 1934, to carry out the following assignment: "To prepare and send to the active members of this Department at the earliest practicable moment suggestive changes for such adjustments in the social studies curricula in our junior and senior high schools as our present social and economic situation has made necessary and vital."—From the executive secretary's report in the *Eleventh Yearbook*, 1933, p. 411.

The minutes of the Executive Committee meeting at Cleveland, February 24, 1934, include the following statement: "President Stetson called attention to the resolution adopted by the Washington convention of the Department of Superintendence, February 25, 1932, authorizing the preparation of a yearbook on the social studies curriculum. In a letter dated January 27, 1934, to members of the Executive Committee, President Stetson suggested as the title for the proposed yearbook 'The Outline for a Social Studies Curriculum.' . . . On motion of Mr. Potter, the recommendations were approved."

Reports—Will appear as the Fourteenth Yearbook, 1936, of the Department of Superintendence.

Committee on Economy of Time in Education

Chairman—H. B. Wilson, Public Schools, Topeka, Kans.

Members—Members signing final report in 1919 were as follows: J. F. Bobbitt, V. A. C. Henmon, Fred M. Hunter, Frank E. Spaulding, Frank E. Thompson, O. I. Woodley. (Previous members were Calvin N. Kendall, original chairman, John H. Francis, E. O. Holland, and C. S. Meek.)

Scope and purpose—Created at the 1911 meeting of the Department as the Committee on Economy of Time in Elementary Education (Calvin N. Kendall, chairman). Committee of five named to cooperate with the general committee appointed from

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERINTENDENCE (Cont.)

the National Council.¹ Purpose was "to investigate the waste in the elementary schools and to make definite proposals for eliminating the archaic and least useful material from our course of study, and to propose more economical methods of teaching."—*Proceedings, 1911*, p. 226. Scope extended in 1912 to cover the work of secondary schools. In 1914 the membership was increased to seven.

Enlisted the active cooperation of investigators in determining the proper content for the subjects of study in the elementary curriculum. Appointed a subcommittee to collect all available data on economical methods of teaching certain elementary-school subjects. Discharged in 1919.

Reports—Statements of progress are contained in the *Proceedings* of the National Education Association as follows: 1912, p. 510-13; 1913, p. 217-25; 1914, p. 206-9; 1915, p. 402-10; 1917, p. 668-69; 1918, p. 520-28; and 1919, p. 668-73. These reports outline the Committee's program of work and the special investigations undertaken by cooperating investigators. Frequent reference is also made in the *Proceedings* to the Committee's activities. (For a complete list, see *Proceedings, 1919*, p. 671.) The most noteworthy findings of the Committee are contained in the following yearbooks of the National Society for the Study of Education:

1. National Society for the Study of Education. *Minimum Essentials in Elementary-School Subjects—Standards and Current Practices*. Fourteenth Yearbook, Part I. Bloomington, Ill.: Public School Publishing Co., 1915. 162 p.

This yearbook is the 1915 report of the Department's Committee on Economy of Time. Deals with the problem of eliminating non-essential subjectmatter in the elementary school. Concludes that the ideally constructed course of study is one "stripped of all content not essential to the needs of modern life and organized so as to harmonize with the child's growth in capacity and experience."—*Report*, p. 13. Volume surveys time distribution in fifty representative cities and contains reports of cooperating investigators on minimum standards in the formal and content subjects.

2. National Society for the Study of Education. *Second Report of the Committee on Minimal Essentials in Elementary-School Subjects*. Sixteenth Yearbook, Part I. Bloomington, Ill.: Public School Publishing Co., 1917. 204 p.

This yearbook is the 1916 report of the Committee. Further data are presented on every subject treated in the 1915 report, and in addition that of physical education. Concerned primarily with the social value of subjectmatter as a basis for instruction. Contends that economies will result not only by reason of reduced content, but also by reason of the vital functional character of the content, making possible greater interest and larger motive for its mastery.

3. National Society for the Study of Education. *Third Report of the Committee on Economy of Time in Education*. Seventeenth Yearbook, Part I. Bloomington, Ill.: Public School Publishing Co., 1918. 134 p.

Continues to formulate on the basis of research studies the minimal essentials in the various subjects of the elementary schools. This volume deals with investigations relating to arithmetic, geography, reading, composition, civics, and history. Concludes with a symposium on the purposes of historical instruction in the seventh and eighth grades.

4. National Society for the Study of Education. *Fourth Report of the Committee on Economy of Time in Education*. Eighteenth Yearbook, Part II. Bloomington, Ill.: Public School Publishing Co., 1919. 123 p.

This yearbook is the 1919 report of the Committee and is devoted to the work of its subcommittee on economy of time in learning (Ernest Horn, chairman). Discusses principles of method in teaching writing, reading, spelling, and arithmetic, as derived from scientific investigation. Also includes chapters on drawing and music.

Committee on School Costs

Chairman—David E. Weglein, Public Schools, Baltimore, Md.

Members—Membership of thirty-one, including eight representatives of the Department of Superintendence, nine representing business, five representatives of the National Council of State Superintendents, five from the American Council on Education, and four ex-officio members.

Scope and purpose—Appointed in 1931, to carry out this resolution of the Department:

"The present industrial depression has seriously impaired the financial support of public schools. In this grave crisis educational administrations must strive more valiantly than ever before to safeguard the interests of children. Curtailment in some other branches of public service occasions only temporary discomfort which may later be compensated. Abridged educational service is an abiding misfortune to this generation of children, the evil of which may reveal itself only in the next generation of youth.

"Therefore, we recommend that the president of this Department be authorized to appoint a committee of five or seven members to make overtures to an equal-sized committee of representative business or commercial interests to form a conference for the study of school costs, and that the results of the investigation be reported to their respective organizations."—From the executive secretary's report in the *Tenth Yearbook*, 1932, p. 421-22.

Reports

1. Weglein, David E., chairman, and others. *Report of Committee on School Costs*. Washington, D. C.: Department of Superintendence, National Education Association, 1932. 36 p.

Describes the conditions brought about by the emergency in school finance; indicates possibilities for economy in capital investment, improved business administration, school services rendered, and teachers' salaries. Points out that the most promising field for real economy in education is in the improvement of the revenue systems through which education is financed; suggests that progress will be made by acceptance of the

¹ See National Education Association, National Council of Education, Committee on Economy of Time in Education, p. 207.

principle of equalization of educational opportunity, through the revision of state tax systems, and by abolition of the excessively small units of school administration.

Committee on Uniform Records and Reports

Chairman—R. O. Stoops, Public Schools, Jacksonville, Ill.

Members—N. L. Engelhardt, Harry S. Ganders, Arch O. Heck, A. B. Meredith, Frank M. Phillips.

Scope and purpose—Two committees have been appointed by the Department in 1910 to investigate the problem of uniformity in school records and reports. The first Committee made recommendations in 1911 and 1912. Devised a cumulative record card and, through the cooperation of the U. S. Bureau of Education, submitted various forms to superintendents for criticism. Also framed a schedule for reporting fiscal statistics.

In 1925 the Committee named above was appointed to revise the 1912 report. The scope of the original study was enlarged and topics added. Committee sought to avoid being unduly dogmatic in its conclusions. The procedures described and the forms used were intended to be suggestive and illustrative rather than prescriptive.

Reports—A preliminary report of the Department's first committee on uniform records and reports is contained in the *Proceedings of the National Education Association*, 1911, p. 271-302. The final report is as follows:

1. Smith, Payson, chairman. *Report of the Committee on Uniform Records and Reports*. U. S. Dept. of the Interior, Bureau of Education, Bulletin 1912, No. 3. Washington, D. C.: Government Printing Office, 1912. 46 p.

Report signed by chairman and the following committee members: William H. Eaton, Charles M. Lamprey, George D. Strayer, and E. C. Warriner. Topics include state reports, city school reports, pupil records with special reference to the cumulative record card, and the report of fiscal statistics.

2. Stoops, R. O., chairman. "School Records and Reports." *Research Bulletin* 5: 227-346; November, 1927.

Report of the Department's second Committee on Uniform Records and Reports. Deals with the following topics: financial records; pupil records, permanent and cumulative; census and attendance records; report of teachers to parents; personnel records; reports of superintendent and board to county or state; state reports to the public; state reports to the federal government; and report forms of the U. S. Bureau of Education.

Committees on Relationships between Boards of Education and Superintendents of Schools

Chairman (1917)—Charles E. Chadsey, Public Schools, Detroit, Mich.

Members—J. H. Francis, E. U. Graff, Charles H. Judd, Charles S. Peterson, J. H. Phillips, Frank E. Spaulding, William G. Wilcox.

Chairman (1928)—E. C. Hartwell, Public Schools, Buffalo, N. Y.

Members—Frank Cody, Zenos Scott, Paul C. Stetson, J. W. Studebaker.

Scope and purpose—First group appointed as Committee on Relation between Boards of Education and Superintendents. Sources of information included a circular of inquiry sent to school superintendents, bulletins of the United States Bureau of Education, and current literature. Presented ten general principles for adoption by the Department. Second committee drew up five definitions of powers and duties.

Reports

1. Chadsey, Charles E., chairman. "Report of the Committee on Relation between Boards of Education and Superintendents." *Proceedings, 1917*. Vol. 55. Washington, D. C.: National Education Association, 1917. p. 739-56. (Principles reprinted in *Official Report of the Department of Superintendence*, 1932, p. 282-86.)

Presents general principles of organization, stressing the fact that the board of education is representative of the whole community, that it cannot perform directly the duties of administering the school system, and that in technical matters the superintendent should have the initiative.

2. Hartwell, E. C., chairman. "Report of the Committee on Relation of Boards of Education and Administrative Officers." *Proceedings, 1928*. Vol. 66. Washington, D. C.: National Education Association, 1928. p. 829-30. (Reprinted in *Official Report of the Department of Superintendence*, 1932, p. 281-82.)

Submitted a statement of five principles, declaring that the functions of the board of education should be legislative and judicial; that the superintendent should be the board's chief executive officer; and that the school staff should be responsible to the superintendent and appointed by the board only upon his recommendation. Defined superintendent's powers and duties regarding adoption of textbooks, preparation of annual budgets, transfers, etc.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION

James F. Hasic, Secretary, Columbia University, New York, N. Y.

Committee on Educational Supervision—1928 Yearbook

Chairman—Leo J. Brueckner, University of Minnesota, Minneapolis, Minn.

Members—A. S. Barr, O. G. Brim, W. H. Burton, Alice M. Cusack, J. Cayce Morrison, Mary A. S. Mugan, Helen M. Reynolds.

Scope and purpose—Appointed in 1926 to prepare a yearbook which would deal with the general scope of supervision to be followed later by others that dealt with narrower aspects. Individuals were invited to contribute on various phases of the subject and an effort was made to secure varied points of view.

Reports

1. National Conference on Educational Method. *Educational Supervision; a Report of Current Views, Investigations and Practices*. First Yearbook. New York: Teachers College, Columbia University, 1928. 270 p.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION (Cont.)

Content is divided as follows:

- a. The organization of supervision. This section includes descriptions of progressive state, county, and urban supervisory programs in different parts of the country.
- b. The activities and training of supervisory officers. In this section are given summaries of researches.
- c. Aspects of supervisory technics. Supervisory activities which represent desirable practices are described.
- d. The philosophy of supervision; a symposium.

Committee on Scientific Method in Supervision—1929 Yearbook

Chairman—Leo J. Brueckner, University of Minnesota, Minneapolis, Minn.

Members—O. G. Brim, W. H. Burton, W. S. Gray, Ernest Horn, James F. Hoscic.

Scope and purpose—Appointed in 1928 to study objective methods of evaluating teaching and kindred subjects. Contributions were sought on specific points and statements published as submitted.

Reports

1. National Conference of Supervisors and Directors of Instruction. *Scientific Method in Supervision*. Second Yearbook. New York: Teachers College, Columbia University, 1929. 307 p.

Material is grouped under six general headings: present status of the problem, technics based on aspects related to the pupil, technics based on aspects of teacher activity, technics based on aspects of the recitation, technics for evaluating methods of making objective studies of classroom procedures, and technics for securing teacher participation in the study of educational problems. An appraisal and summary conclude the volume.

Committee on Current Problems of Supervisors—1930 Yearbook

Chairman—J. Cayce Morrison, State Department of Education, Albany, N. Y.

Members—Velda Bamesberger, William H. Burton, Mabel E. Simpson.

Scope and purpose—Plan for yearbook approved January, 1929. Eight objectives formulated:

- a. To reevaluate the problems of supervision.
- b. To bring the entire Department together in a cooperative enterprise.
- c. To discover the extent to which modern educational movements are affecting educational practices.
- d. To discover the extent to which supervision has won the confident following of classroom teachers.
- e. To find what types of supervisory services are most helpful to classroom teachers.
- f. To point out the ways in which supervisory officers seem to render the best supervisory service.

- g. To point the way to a better supervisory service.
- h. To lay the foundation for more effective research in supervision.

Communications were sent to all members of Department, asking them to keep for one week a daily record of all inquiries or requests for help received from teachers, and problems or need for help observed. Also asked to give names of good and poor teachers who regularly seek or who seldom seek help. A second inquiry was sent to teachers named in supervisors' replies, asking what services had proved helpful and what inadequate. Analysis of these replies prepared under three headings: teachers' requests, other problems confronting supervisors, and teachers' judgment of supervisory help. Statements on technics and methods sought from selected group of supervisors.

Reports

1. National Education Association, Department of Supervisors and Directors of Instruction. *Current Problems of Supervisors*. Third Yearbook. New York: Teachers College, Columbia University, 1930. 252 p.

An analysis of the status of supervision in the public schools in 1929, emphasizing the problems of supervision rather than organization. Little interest shown by teachers or supervisors in interpretation of aims. Newer movements in education represent minor part of work of supervisors. Only 3 percent of problems reported by supervisors involve use of standard tests. Even less interest in cooperative curriculum revision or developing units of work. Emphasis still on classroom observation. Indicates little effort toward finding latent talent among teachers. "Evidence points unmistakably to the fact that teachers will respond to a high quality of supervisory leadership; yet, left to their own resources, they will tend to succumb to the influence of minor problems, such as pupil conduct, use of devices, and daily routine."

Committee on Evaluation of Supervision—1931 Yearbook

Chairman—Clifford Woody, University of Michigan, Ann Arbor, Mich.

Members—Delia E. Kibbe, George C. Kyte, Rudolph D. Lindquist, Worth McClure, J. R. McGaughy, Jane Mingo, Paul T. Rankin.

Scope and purpose—Hoped to stimulate those occupying supervisory positions to undertake the evaluation of their activities on a more extensive scale. Five specific objectives indicated:

- a. To outline criteria to be applied in evaluation.
- b. To present procedures essential in scientific evaluation.
- c. To review existing literature and analyze technics employed in previous studies.
- d. To tabulate investigations conducted by membership of Department.
- e. To develop a check list by which those engaged in supervision can make a self-evaluation of their own work.

Inquiry blanks sent to members, asking for information concerning recent investigations undertaken by school systems whether subjective or objective,

and for case studies describing help given poor teachers and how their progress was measured. Study concerned with: (a) evaluation of the results of supervision as contrasted with no supervision, and (b) comparative evaluation of different types of supervisory procedure with a view to discovery of the most effective.

Reports

1. National Education Association, Department of Supervisors and Directors of Instruction. *Evaluation of Supervision*. Fourth Yearbook. New York: Teachers College, Columbia University, 1931. 181 p.

Stresses importance of formulating a philosophy of education before attempting an evaluation of supervision. Other factors complicate the problem, such as variation in types of supervisory organization, size of school systems, multiplicity of tasks supervisors are called upon to perform, and attitude of administrators, teachers, and laymen toward it. Major factor in determining value of supervision should be its effects on pupils, teachers, parents, and subjectmatter. In addition, supervisory activities and characteristics of the supervisor should be taken into account. Includes concise statement of procedures involved in scientific investigation. Chapters on technics show a gradual evolution from the use of general questionnaires to that of experimental procedure. Also provides supervisor with a check list for self-analysis. General conclusions warranted by investigations reviewed are that supervision is effective in furthering growth in pupils, that supervision resulting in superior growth in pupils has had its effect in changing teachers and teaching procedure, and that supervisory activities differ in their relative effectiveness.

Committee on Supervision and the Creative Teacher—1932 Yearbook

Chairman—Elma A. Neal, Public Schools, San Antonio, Texas.

Members—Fred C. Ayer, Philip W. L. Cox, Carleton E. Douglass, Fannie W. Dunn, L. Thomas Hopkins, William J. Klopp, Ima L. Kuykendall, Worcester Warren.

Scope and purpose—Purpose was to "set forth methods of releasing and capitalizing the creative energies of teachers, such as initiative, originality, individuality, self-directed thinking, inventiveness, growth of personality, variation from established or conventional practices, positive and purposeful learning." Appeal sent to members of Department for case studies of worthwhile supervisory activities which result in releasing the creative energies of teachers. Subcommittee for the Compilation of Case Studies assembled and interpreted replies.

By analyzing what is meant by creative supervision and what technics may be employed to attain it, and by assembling illustrative methods it was hoped that resulting yearbook would be of help to both supervisors and teachers.

Reports

1. National Education Association, Department of Supervisors and Directors of Instruction. *Supervision and the Creative Teacher*. Fifth Yearbook. New York: Teachers College, Columbia University, 1932. 348 p.

Greater part of volume devoted to case studies of creative activities of teachers from the kindergarten-primary grades through secondary schools. Three opening chapters deal with the problem, aims, principles, and procedures of supervision in its relation to the teacher's creative activities. The stimulation of further creative work may be brought about by:

- a. Professional reading and study.
- b. Special conferences for encouragement and evaluation of activities being worked on or already completed.
- c. Committee activities which grow out of problems and interests of teachers.
- d. Thesis writing on problems which have grown out of teacher's own program of work.
- e. Constructive activities involved in curriculum revision.
- f. Assigned experimentation for better trained teachers.
- g. Official routine which sets up and guarantees freedom and facility in connection with variations from established practices.

Committee on Effective Instructional Leadership—1933 Yearbook

Chairman—Rudolph D. Lindquist, Ohio State University, Columbus, Ohio.

Members—Orville G. Brim, Francis M. Garver, Elizabeth Hall, Ernest O. Melby, George D. Taylor, Franklin M. Underwood, Clifford Woody.

Scope and purpose—Purpose was to stimulate thinking about the integration of supervisory organization and activities, and critical discussion of the implications of effective instructional leadership. Five objectives specified:

- a. To elaborate in greater detail the concepts underlying the new ideals in education and their implications for the organization and exercise of instructional leadership.
- b. To present characteristics of present supervisory and administrative organization and to account for the origin and functioning of these patterns of organization.
- c. To present the number and types of conflicts hampering the effective functioning of educational leadership.
- d. To describe current methods utilized in resolving conflicts encountered.
- e. To formulate a set of guiding principles underlying the organization of effective instructional leadership.

Data collected by means of two questionnaires. One was sent to one hundred superintendents in large cities for information regarding existing relationships in supervisory organizations. The second was sent to superintendents, supervisors, principals, and teachers in the same school systems, and was designed to gather information concerning existing differences in educational or supervisory organization; whether effects of such differences were harmful; and methods which would be employed in the resolution of an existing conflict.

Reports

1. National Education Association, Department of Supervisors and Directors of Instruction. *Effective*

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERVISORS AND DIRECTORS OF INSTRUCTION (Cont.)

tive Instructional Leadership. Sixth Yearbook. New York: Teachers College, Columbia University, 1933. 183 p.

A study of the problem of integrating supervisory organization and activities. Volume primarily theoretical and philosophic, a product of group thinking. Opposes practice of imposing patterns of thought upon teachers. Holds that an educational organization has for its purpose the growth and development of all the members of the organization, including administrators, supervisors, teachers, and pupils. The result of non-democratic methods is a teaching staff "intellectually dead." Those responsible for leadership must have faith in the teacher's capabilities.

Suggests these characteristics of effective instructional organization as essential: (a) consciousness of a goal; (b) uniqueness of form; (c) adaptability to changing conditions; (d) recognition of sound leadership; (e) self-evaluation; and (f) increasing heterogeneity as well as increasing homogeneity.

Committee on Scientific Method in Supervisory Programs—1934 Yearbook

Chairman—Paul T. Rankin, Public Schools, Detroit, Mich.

Members—Lawrence S. Chase, Prudence Cutright, Frances Dearborn, Manley E. Irwin, Helen K. Mackintosh, William T. Melchior, William C. Reavis.

Scope and purpose—Appointed in March, 1930, to suggest ways in which each major activity involved in supervision may be carried on as scientifically as possible. These major activities may be classified as (1) the organization of supervision; (2) the planning of the supervisory program as a whole; (3) the appraisal of instruction; (4) the promotion of teacher growth; (5) the conduct of curriculum studies; (6) the preparation and installation of courses of study; and (7) selection and preparation of instructional materials. Chapters represent as far as possible the best thinking of the whole committee.

Reports

1. National Education Association, Department of Supervisors and Directors of Instruction. *Scientific Method in Supervisory Programs.* Seventh Yearbook. New York: Teachers College, Columbia University, 1934. 194 p.

Concludes that the scientific method is not being applied as completely as possible in every phase of supervision nor in every community employing supervisors. Scientific procedures seem to be in fairly general use in the appraisal of instruction and curriculum studies. Urges the utilization of scientific method in every supervisory act.

Committee on Materials of Instruction—1935 Yearbook

Chairman—Fannie W. Dunn, Columbia University, New York, N. Y.

Members—Mildred English, Helen Hay Heyl, Ernest Horn, Margaret M. Smith, Maycie Southall, Florence Stratemeyer, Willis L. Uhl.

Scope and purpose—Appointed in May, 1933. Will deal primarily with printed materials for use in elementary and secondary schools. Other topics include philosophy, adaptation to different types of curriculums, and different conceptions of method; criteria for the judgment of materials; survey of present cost of materials contrasted with the cost of permanent equipment; and the problem of materials for individual work.

Reports—Tentative title of report is *Materials of Instruction.* Will be presented to the Department as its eighth yearbook at the 1935 meeting.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF TEACHERS COLLEGES (AMERICAN ASSOCIATION OF TEACHERS COLLEGES)

Charles W. Hunt, Secretary, State Normal School, Oneonta, N. Y.

Committee on Raising Certification Requirements

Chairman—L. A. Pittenger, Ball State Teachers College, Muncie, Ind.

Members—E. J. Ashbaugh, C. R. Foster, Grady Gammage, George A. Selke.

Scope and purpose—Authorized in 1930 to make a study of the supply, demand, training, and certification of teachers. Confined itself to four phases of the teacher-training problem: (a) the present teacher supply and demand; (b) the advisability of a more extensive use of our educational resources; (c) the improvement by teacher-training institutions of their product through selection and training; and (d) the contribution the state legislatures and teacher-training institutions can make toward raising the standard of the teaching profession. A questionnaire was sent to state departments of education. Other bases for final recommendations were an analysis of previous studies and the Committee's empirical judgment.

Reports

1. Pittenger, L. A., chairman. "Raising Certification Requirements." *Proceedings, 1931.* Vol. 69. Washington, D. C.: National Education Association, 1931. p. 897-910. (Also in *Tenth Yearbook of the Department*, p. 119-32.)

The findings of the Committee emphasize the existence of a surplus of legally qualified teachers; diversity in respect to certification standards, although a gradual improvement is noted; and the lack of any uniform program in teacher-training institutions for eliminating those candidates who are obviously unfit for teaching.

Recommends in part that state departments of education make studies of teacher supply and demand; that teacher-training institutions adopt uniform entrance standards; that teacher-training work be more closely supervised by state departments of education; that certificates be issued only to graduates of institutions conforming to fixed standards; that special types of certificates be provided for; that the minimum academic requirement for elementary certificates be raised to four years beyond high school, and for secondary certificates, five years beyond high school; that

the minimum requirement of professional training be twenty-four semester hours; that life certificates be discontinued; that permanent certificates be validated every five years by evidence of professional growth through study; and that reciprocal relations be established among the states in respect to certification of teachers.

Committee on Standards and Surveys

Chairman—Thomas C. McCracken, Ohio University, Athens, Ohio.

Members—Ned H. Dearborn, E. S. Evenden, Frank W. Thomas, Roscoe L. West.

Scope and purpose—A standing committee of the Department which submitted a set of tentative standards in 1926. Since then the Committee has devoted its efforts to a further study of the more controversial standards. Has sponsored individual investigations such as G. W. Rosenlof's *Library Facilities of Teacher-Training Institutions* (Contributions to Education, No. 347. New York: Teachers College, Columbia University, 1929. 159 p.) and Harris Cook's *Training of State Teachers College Faculties* (Contributions to Education No. 86. Nashville, Tenn.: George Peabody College for Teachers, 1931. 143 p.) Has been dependent on volunteered labor and therefore has not undertaken all the investigations it deems necessary and desirable.

Reports—Since the Committee submitted a set of standards in 1926, subsequent reports in the *Proceedings of the National Education Association* have recommended changes: 1927, p. 908-12; 1928, p. 838-40; 1929, p. 901-8; 1930, p. 848-58; 1931, p. 882-85. Other statements are contained in the minutes of the annual meeting of the Association which are published in the yearbook. The following report contains the standards submitted in 1926:

1. "Standards for Accrediting Teachers Colleges." *Proceedings, 1926*. Vol. 64. Washington, D. C.: National Education Association, 1926. p. 841-47. (Also in *Fifth Yearbook of the Department*, p. 9-15.)

NATIONAL EDUCATION ASSOCIATION, NATIONAL COUNCIL OF EDUCATION

Committee on Economy of Time in Education

Chairman—James H. Baker, University of Colorado, Boulder, Colo.

Members—Membership of original committee was as follows: Albion W. Small, William H. Smiley, Henry Suzzallo, James H. Van Sickle.

Scope and purpose—First appointed in 1903 to report upon the desirability of an investigation of the culture element and economy of time in education. The subject was revived at the 1907 meeting of the Council. As the result of replies to a circular inquiry, Chairman Baker urged that a study be made. Committee organized in 1908 and assigned phases of the problem as related to elementary, secondary, and higher education, the philosophy of education, and the sociological view. Enlisted the aid of a committee representing the Department of Superintendence,¹ and the cooperation of other associations and individual investigators.

Reports—Statements of progress have appeared in the *Proceedings of the National Education Association*: 1908, p. 466-78; 1909, p. 373-80; 1911, p. 222-26; and 1912, p. 507-24. Additional material stimulated by the Committee is also contained in the *Proceedings*. The final report was issued as a bulletin of the United States Bureau of Education:

1. Baker, James H., chairman. *Report of the Committee of the National Council of Education on Economy of Time in Education*. U. S. Dept. of the Interior, Bureau of Education Bulletin, 1913, No. 38. Washington, D. C.: Government Printing Office, 1913. 106 p.

Committee convinced that by an economical use of materials and methods two years might be saved in the whole period of education. Proposes the following divisions of the period of general and special education:

Elementary Education	6-12
Secondary Education (two divisions— 4 years and 2 years)	12-18
College	18-20 or 16-20
University (graduate school and professional schools)	20-24

Urges economy of time through selection and elimination of subjectmatter, vital methods of teaching it, and a closer relationship to modern life. Holds that the greatest waste in education is in the elementary schools.

NATIONAL EDUCATION ASSOCIATION, RESEARCH DIVISION

The Research Division was established in March, 1922. Its services include assistance to yearbook committees and other special groups of the Association in the preparation of reports; provisions for answering requests for information on all phases of education; the collection of data by questionnaire or letter on subjects of current interest; and the maintenance, in cooperation with the Department of Superintendence, of a research service on a subscription basis. Information is collected periodically on teachers' salaries, retirement systems, and school legislation, and is made available through the *Research Bulletin*, *Studies in State Administration*, the *Special Salary Tabulations*, and special publications.

The *Research Bulletin* is published five times a year. Among the topics dealt with in recent months have been estimating school efficiency, crime prevention through education, the school board member, salaries in city school systems, constructive economy, current conditions in the nation's schools, state school revenue legislation, and education for character.

NATIONAL EDUCATION ASSOCIATION AND AMERICAN MEDICAL ASSOCIATION

Joint Committee on Health Problems in Education

Chairman—Thomas D. Wood, Columbia University, New York, N. Y.

Members—Twenty-eight members authorized by Representative Assembly of the National Education Association.

¹ See National Education Association, Department of Superintendence, Committee on Economy of Time in Education, p. 201.

NATIONAL EDUCATION ASSOCIATION AND
AMERICAN MEDICAL ASSOCIATION (Cont.)

Scope and purpose—Organized in 1911, the result of the fusion of two separate committees of the National Education Association and the American Medical Association. Strives "to give constructive service in proposing optimum essentials, in clarifying health procedures, in conducting research, preparing reports, and disseminating knowledge for conserving and improving the health of school children and of teachers." Financed by appropriations from the National Education Association and the American Medical Association.

Cooperates with national organizations in making studies. National Education Association functions through the Department of School Health and Physical Education in its relation to the work of the Joint Committee.

Reports

1. Joint Committee on Health Problems in Education. *Health Education*. Rev. ed. Washington, D. C.: National Education Association, 1930. 251 p.

Technical advisory committee of fifty specialists organized in subcommittees to revise first edition of this report printed in 1924. Aim is to supply an authoritative compilation of technical statements and a consensus of professional opinions relative to health education. Defines health education as "the sum of the experiences, in school and elsewhere, which favorably influence habits, attitudes, and knowledge related to individual community and racial health."

2. Wood, Thomas D., chairman. "Report of the Joint Committee on Health Problems in Education." *Proceedings, 1933*. Vol. 71. Washington, D. C.: National Education Association, 1933. p. 179-81. (Similar reports in earlier *Proceedings*.)

Lists publications since Committee's organization in 1911. Outlines projects under way.

NATIONAL FEDERATION OF MODERN
LANGUAGE TEACHERS

Charles E. Young, Secretary, 623 W. State St., Milwaukee, Wis.

Committee on General Foreign Language
Problems

Chairman—Charles E. Young, University of Wisconsin, Milwaukee, Wis.

Members—Otto F. Bond, Peter Hagboldt, W. H. Shield, Carleton Wheeler.

Scope and purpose—Appointed in January, 1933, to make investigations, collect data, present reports, and make recommendations on subjects of general importance or interest to teachers of modern languages. A subcommittee on phonetics and pronunciation has been named under the chairmanship of James L. Barker to collect and classify material used in teaching pronunciation.

Reports—Preliminary report on current experiments and research on modern languages was submitted at annual meeting of Executive Council of National Federation, St. Louis, December, 1933.

NATIONAL LEAGUE OF NURSING EDUCATION

50 West 50th St., New York, N. Y.

Committee on Education

Chairman—Isabel M. Stewart, Columbia University, New York, N. Y.

Members—Membership of twenty-two.

Scope and purpose—Committee members appointed in June, 1933. Committee deals with all matters pertaining to the undergraduate curriculum for schools of nursing. Has organized subcommittees to carry out special studies. At present is engaged in setting up standards for the establishment of courses for graduate nurses in clinical specialties.

Reports

1. National League of Nursing Education, Committee on Education. *A Curriculum for Schools of Nursing*. Rev. ed. New York: the League, 1927. 236 p.
2. Knapp, Louise. *The Out-Patient Department in the Education of the Nurse*. New York: National League of Nursing Education, 1932. 73 p.
3. Stewart, Isabel M., chairman. *The Nursing School Faculty*. New York: National League of Nursing Education, 1933. 123 p.

Committee on Standards

Chairman—Nellie X. Hawkinson, 420 West 116th St., New York, N. Y.

Members—Evelyn Childs, Katharine Densford, Adda Eldredge, Sally Johnson, Laura Logan, Edna Newman, Blanche Pfefferkorn, Clara Quereau, Elizabeth Soule, Effie Taylor, Shirley C. Titus, Claribel A. Wheeler, Anna D. Wolf.

Scope and purpose—Appointed in June, 1933 to formulate guiding principles which might be used as criteria for the purpose of determining what is, or what is not, a good school of nursing.

NATIONAL PERSONNEL SERVICE, INC.

Committee on Research and Education

Chairman—Anna Y. Reed, New York University, New York, N. Y.

Members—Henry C. Link, Frank E. Spaulding, L. L. Thurstone, Mrs. Howard W. Vernon, George M. Wiley.

Scope and purpose—To make researches or hold round-table discussions on topics which bear upon the personnel field. At the present time a number of groups are studying the effect of the Recovery Act and the present economic situation upon youth, especially of college age, and upon adults who hold higher degrees.

A study is now in progress, financed jointly by the National Personnel Service and the Carnegie Foundation, on factors in failure and success of college teachers, based on appraisals of college administrators. A publication is projected to consist of three parts: a general introduction; discussions of selection of teachers and evaluation of teaching efficiency, rusty, ineffective, and undesirable teachers, and methods and devices for improvement of instruction; Part III will comprise data on individual instructors. Data characterizing 969 outstanding

teachers and 219 "rusty" teachers have been furnished by 227 arts colleges and 99 teachers colleges, and supplemented from catalogs and *Who's Who*.

Reports—Publication entitled *The Effective and Ineffective College Teacher* is ready for press. No reports published recently. Individual studies have been published under the auspices of the National Personnel Service, such as Anna Y. Reed's *Human Waste in Education* (New York: Century Co., 1927. 449 p.) and W. W. Charters and I. B. Whitley's *Analysis of Secretarial Duties and Traits* (Baltimore: Williams and Wilkins Co., 1924. 186 p.)

NATIONAL PROBATION ASSOCIATION

50 West 50th St., New York, N. Y.

Committee on Relationships between the School and the Juvenile Court

Chairman—Justin Miller, Duke University, Durham, N. C.

Members—Membership of twenty-five.

Scope and purpose—Concerned with the development of a program of educational publicity which will stress the importance of extending the school program to include more individual preventive work and which will emphasize to the public the need of pushing back the work for delinquents into the schools. Plans a fact-finding study as a project, to be based on field investigations of actual court-school relationships and preventive programs.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION

Guy M. Whipple, Secretary, Clifton, Mass.

Committee on Silent Reading—1921 Yearbook

Chairman—Ernest Horn, State University of Iowa, Iowa City, Iowa.

Members—H. A. Brown, B. R. Buckingham, S. A. Curtis, William S. Gray, M. E. Haggerty, Daniel Starch, Edward L. Thorndike, Guy M. Whipple, assisted by nine associates.

Scope and purpose—Appointed to collect and publish the results of such studies as had been made since the report of the Committee on Economy of Time in 1919. Decided to include data from investigations on the problem of reading and examples of concrete exercises.

Reports

1. National Society for the Study of Education. *Report of the Society's Committee on Silent Reading*. Twentieth Yearbook, Part II. Bloomington, Ill.: Public School Publishing Co., 1921. 172 p.

Section I presents data on individual difficulties, development of speed, motivated drill work, measuring comprehension, and the contents of readers. Section II contains examples of classroom exercises developed at Detroit, Cedar Rapids, Racine, and Iowa City.

Committee on Social Studies in the Elementary and Secondary School—1923 Yearbook

Chairman—Harold Rugg, Columbia University, New York, N. Y.

Members—A. S. Barr, John J. Coss, Henry Harap, R. W. Hatch, Howard C. Hill, Ernest Horn, Charles

H. Judd, Leon C. Marshall, Earle Rugg, Emma Schweppe, Mabel Snedaker, Carleton W. Washburne.

Scope and purpose—Yearbook planned in 1922 to survey current practices in the teaching of social studies, and to present illustrations and critical appraisals of proposed reorganizations.

Reports

1. National Society for the Study of Education. *The Social Studies in the Elementary and Secondary School*. Twenty-second Yearbook, Part II. Bloomington, Ill.: Public School Publishing Co., 1923. 344 p.

Presents an inventory of current practices and theories, describes types of reorganized courses in the social studies, and proposes methods for the scientific construction of curriculums. Concludes with a critique of methods and results of reorganization. Urges the use of contemporary problems in our social and economic life as a basis for curriculum-making in the social studies.

Committee on the Education of Gifted Children—1924 Yearbook

Chairman—Guy M. Whipple, Clifton, Mass. (formerly of the University of Michigan, Ann Arbor, Mich.)

Members—Bird T. Baldwin, Helen Davis, Lillie R. Ernst, Frank N. Freeman, T. S. Henry, Ernest Horn, Harold Rugg, Leon O. Smith, Lewis M. Terman, Charles W. Waddle.

Scope and purpose—Appointed to study the special provisions made for gifted children in public school systems and the problems of administration, curriculum, and instruction that are involved. Sent letters to state and city superintendents of schools and others who were thought to be in touch with current practices. Encountered difficulty in securing information concerning adaptations of the curriculum and teaching methods. Permitted expression of individual opinion by Committee members.

Reports

1. National Society for the Study of Education. *The Education of Gifted Children*. Twenty-third Yearbook, Part I. Bloomington, Ill.: Public School Publishing Co., 1924. 443 p.

Describes the development of the idea of special provision for the gifted in public schools, methods of selection, and some administrative phases of adaptation programs. Reports special studies of physical capacity, attainments of gifted children, comparison of achievements of gifted children in special classes with gifted children in ordinary classes, and of the careers of accelerated children.

Committee on Adapting the Schools to Individual Differences—1925 Yearbook

Chairman—Carleton W. Washburne, Public Schools, Winnetka, Ill.

Members—Franklin Bobbitt, B. R. Buckingham, S. A. Curtis, William S. Gray, Ernest Horn, Jessie Mackinder, Helen Parkhurst, A. H. Sutherland, Mary A. Ward, assisted by eighteen associates.

Scope and purpose—Committee surveyed typical attempts to adjust schools to individual differences. Considered nine specific questions on the effects of

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION (Cont.)

individual instruction in the light of statistical data furnished by certain school systems and individual investigators. Raises the issue of the desirability of complete individualization of instruction.

Reports

1. National Society for the Study of Education. *Adapting the Schools to Individual Differences*. Twenty-fourth Yearbook, Part II. Bloomington, Ill.: Public School Publishing Co., 1925. 410 p.

Describes two main types of adjustment to individual differences: one attempts adjustment without breaking up the basic class organization; the other provides for strictly individual progress in the common essentials, and with it, necessarily, much individual instruction. Cites experimental data on the effects of individual work. Notes the problems involved in any attempt at individualization of instruction, such as the securing of suitable textbook materials and the proper training of teachers. Outlines a tentative program of individualization.

National Committee on Reading—1925 Yearbook

Chairman—William S. Gray, University of Chicago, Chicago, Ill.

Members—Frank W. Ballou, Rose Lees Hardy, Ernest Horn, Frances Jenkins, Sterling A. Leonard, Estaline Wilson, Laura Zirbes.

Scope and purpose—Appointed in January, 1923, by Commissioner of Education John J. Tigert to make a study of important problems in reading and to prepare recommendations based on experimental evidence so far as possible and on expert opinion where such evidence is lacking. Secured from teachers and supervisors in more than fifty cities a list of reading problems that presented difficulty. Assigned one or more problems of major importance to each Committee member who was authorized to secure the assistance of experts in preparing a report. Committee aided by a grant from the Commonwealth Fund.

Reports

1. National Society for the Study of Education. *Report of the National Committee on Reading*. Twenty-fourth Yearbook, Part I. Bloomington, Ill.: Public School Publishing Co., 1925. 356 p.

Indicated three objectives of reading instruction: (a) to provide a rich and varied experience; (b) to establish strong motives for and permanent interests in reading; and (c) to develop desirable attitudes, habits, and skills. Outlines a modern reading program and describes the relation of reading to content subjects and other school activities. Stresses the need for vigorous emphasis on reading as a thought-getting process and the subordination of the mechanics of reading to interpretation and appreciation.

Committee on Extra-Curricular Activities—1926 Yearbook

Chairman—Leonard V. Koos, University of Chicago, Chicago, Ill.

Members—Fred C. Ayer, Charles R. Foster, Elbert K. Fretwell, Joseph G. Masters, Merle C. Prunty, W. C. Reavis, Earle Rugg, Paul W. Terry, assisted by eight associates.

Scope and purpose—Appointed to assemble materials descriptive of current practice and opinion regarding extra-curriculum activities in elementary and secondary schools. Any attempt to evaluate would have delayed publication. Recognized varied points of view. Utilized studies already made or in progress.

Reports

1. National Society for the Study of Education. *Extra-Curricular Activities*. Twenty-fifth Yearbook, Part II. Bloomington, Ill.: Public School Publishing Co., 1926. 280 p.

Analyzes literature and presents a general survey of current practices. Discusses pupil participation in activities, financial administration, and such activities as school government, publications, honor societies, assemblies, athletics, and clubs. Five chapters are devoted to local practices in public school systems. Holds that evaluation is imperative.

Committee on Curriculum-Making—1927 Yearbook

Chairman—Harold Rugg, Columbia University, New York, N. Y.

Members—William C. Bagley, Franklin Bobbitt, Frederick G. Bonser, W. W. Charters, George S. Counts, S. A. Curtis, Ernest Horn, Charles H. Judd, F. J. Kelly, William H. Kilpatrick, George A. Works, assisted by twenty associates.

Scope and purpose—Appointed in 1924, not to determine what the content of the school curriculum should be, but to determine how that content should be selected and assembled. Surveyed and appraised current practices and reviewed the literature of curriculum making.

Reports

1. National Society for the Study of Education. *The Foundations and Technique of Curriculum-Making*. Twenty-sixth Yearbook. Bloomington, Ill.: Public School Publishing Co., 1926. Part I, 475 p.; Part II, 238 p.

Part I is devoted to a survey of curriculum making, past and present. Outlines the major movements and chief trends. Describes contemporary practice in both public schools and private laboratory schools and gives examples of progressive curriculum construction.

Part II presents the Committee's views concerning the theoretical foundations of curriculum construction. A composite statement discusses curriculum construction in the light of both study of child growth and effective social life, curriculum making and the scientific study of society, the school as a conscious agency for social improvement, the curriculum and social integration, changing conceptions of learning and of the subjectmatter of the curriculum, the teacher's need for an outline of desirable experiences planned in advance, the place of the school subjects in instruction, continuous and comprehensive curriculum study, measuring the outcomes of instruction, the role of teacher-training institutions in the reconstruction of the curriculum, and prob-

lems of administrative adjustment in curriculum making. Volume includes supplementary statements by committee members and concludes with representative quotations from Dewey's written statements and those of the Herbartians and their critics.

Committee on the Possibilities and Limitations of Training—1928 Yearbook

Chairman—Lewis M. Terman, Stanford University, Stanford University, Calif.

Members—William C. Bagley, Bird T. Baldwin, Carl C. Brigham, Frank N. Freeman, Rudolf Pinter, Guy M. Whipple, assisted by fifty associates.

Scope and purpose—Appointed in 1924 to initiate research on the limitations of educability. Major emphasis was placed on the exposition of new investigational results on both the possibilities and limitations of training with special reference to the relative influence of nature and nurture upon scores in intelligence and achievement tests. A study of foster children was financed by a grant of \$15,000 from the Commonwealth Fund divided equally between Chicago and Stanford Universities. Financial contributions were also made by the Carnegie Corporation, Colorado State Teachers College, Denver Public Schools, and other donors in an effort to obtain factual data through controlled experimentation.

Reports

1. National Society for the Study of Education. *Nature and Nurture*. Twenty-seventh Yearbook. Bloomington, Ill.: Public School Publishing Co., 1928. Part I, 465 p.; Part II, 397 p.

Part I deals with the influence of nature and nurture upon intelligence. Following a statement on the statistical hazards involved in nature-nurture investigations, the volume is devoted to the factors that may influence intelligence scores, namely, family resemblance, social environment, race differences, schooling, health or physique, and coaching or special training.

Part II considers the influence of nature and nurture upon achievement. Discusses such factors affecting achievement scores and general school performance as intelligence, school attendance, teaching ability or school methods, school expenditures, and effort. Section II deals with factors that influence special traits, such as mechanical ability, handedness, and the tendency toward deceptive behavior. Volume concludes with summaries of research in such related fields as transfer of training, effects of practice on individual differences, and the determiners of the intelligence quotient and the educational quotient.

Committee on Preschool and Parental Education—1929 Yearbook

Chairman—Lois H. Meek, Columbia University, New York, N. Y.

Members—Bird T. Baldwin, Arnold Gesell, Patty Smith Hill, Douglas A. Thom, Edna Noble White, Helen Thompson Woolley, assisted by thirty associates.

Scope and purpose—Appointed in 1925 to survey the present status of the movement for preschool and parental education. The Committee's work was made possible by a grant from the Laura Spelman

Rockefeller Memorial, supplemented by an appropriation from the Society. Planned a unified yearbook that would be the product of the Committee, not of individual contributors. Organized subcommittees to aid in the preparation of special sections.

Reports

1. National Society for the Study of Education. *Preschool and Parental Education*. Twenty-eighth Yearbook. Bloomington, Ill.: Public School Publishing Co., 1929. 875 p.

Yearbook stresses the educational significance of the preschool period in a child's life. Part I contains chapters dealing with general history and basic considerations, followed by surveys of such agencies as the family, day nurseries, welfare centers, clinics, and nursery schools. Also indicates the necessity for the professional training of leaders. Part II discusses methods of educating young children and parents, and includes reports of research in child development.

Committee on Arithmetic—1930 Yearbook

Chairman—Frederick B. Knight, State University of Iowa, Iowa City, Iowa.

Members—W. A. Brownell, B. R. Buckingham, G. T. Buswell, C. E. Greene, R. L. West, assisted by twenty-seven active members of the Society.

Scope and purpose—Appointed in 1928. Attempted to discuss certain crucial problems of arithmetic in such a way as to bring out both theoretical aspects and practical applications. Committee decided not to embody specific and detailed suggestions for classroom procedure.

Reports

1. National Society for the Study of Education. *Report of the Society's Committee on Arithmetic*. Twenty-ninth Yearbook. Bloomington, Ill.: Public School Publishing Co., 1930. 749 p.

Part I deals with some aspects of modern thought on arithmetic, its social value, curriculum, method, testing work, and teacher preparation. Part II is devoted to research relating to arithmetic, and presents two types of material: first, a classification of the entire body of published research; and second, a series of new research studies.

The Committee challenges the "reductionist" point of view and the social utility theory of curriculum making. Significant data on the types of quantitative knowledge possessed by children on entering school and the value of drill are given in Part II. The discussion of the value of diagnostic and remedial work summarizes current thought on that phase of instruction.

Committee on Rural Education—1931 Yearbook

Chairman—Orville G. Brim, Ohio State University, Columbus, Ohio.

Members—Julian E. Butterworth, Katherine M. Cook, Fannie W. Dunn, Norman Frost, George A. Works, assisted by fourteen active members of the Society.

Scope and purpose—Authorized in 1928. Function was twofold: to make a summary and appraisal of the status of rural education in the United States, and to set forth the conclusions of its leaders con-

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION (Cont.)

cerning guiding values and principles of procedure. Major portion of 1931 report devoted to a critical summary of existing literature. Published therefore as "First Report of the Committee."

Reports

1. National Society for the Study of Education. *The Status of Rural Education*. Thirtieth Yearbook, Part I. Bloomington, Ill.: Public School Publishing Co., 1931. 272 p.

Includes a statement of principles as formulated by the chairman. The remaining ten chapters deal with factual material, on such topics as: availability of schools in rural communities, the rural school curriculum, teacher preparation for rural schools, and rural school administration, supervision, and finance.

Committee on the Textbook—1931 Yearbook

Chairman—J. B. Edmonson, University of Michigan, Ann Arbor, Mich.

Members—W. C. Bagley, B. R. Buckingham, G. T. Buswell, W. L. Coffey, N. B. Henry, F. A. Jensen, C. R. Maxwell, Raleigh Schorling, assisted by Ellwood P. Cubberley and H. G. Richey.

Scope and purpose—Program launched in 1925. Financed by appropriations from the Society, except for an investigation of typographical problems, which three Boston publishers volunteered to undertake jointly. No effort made to provide a treatment of all phases of the textbook problem. Choice of topics made largely in terms of the special interest of contributors.

Reports

1. National Society for the Study of Education. *The Textbook in American Education*. Thirtieth Yearbook, Part II. Bloomington, Ill.: Public School Publishing Co., 1931. 364 p.

Twenty-two statements were finally formulated, of which the following are representative:

- a. The educational interest of the pupil must be the primary consideration in appraising plans for making and selecting textbooks.
- b. The selection of textbooks is the prerogative of the educational personnel of the schools.
- c. The cost of textbooks is so negligible a part in the total cost of education that further increase in cost is fully warranted where necessary to secure better instructional material for pupils.
- d. Free textbooks should be provided in all public schools.
- e. The Committee believes that the state is not a desirable unit for textbook adoption.
- f. State publication of textbooks is unwise, uneconomical, and educationally unsound.
- g. The critical trial of instructional materials in classrooms before publication in textbook form is commended.
- h. The use of the plan of secret committees in textbook selection is not good educational practice.
- i. Teachers, as the users of textbooks, should have a voice in their selection, but effective participation requires special competence.

- j. The study of approved methods and standards for selection should be emphasized in the professional preparation of teachers.

Committee on the Teaching of Science—1932 Yearbook

Chairman—S. Ralph Powers, Columbia University, New York, N. Y.

Members—Gerald S. Craig, Francis D. Curtis, vice-chairman, Elliot R. Downing, Charles J. Pieper, Ralph K. Watkins, assisted by four active members of the Society, and a reviewing committee of three members.

Scope and purpose—Authorized in 1930. Assumed that its task was to assemble and interpret material showing the trends in the teaching of science and to formulate recommendations for further work. Attention directed primarily to problems associated with the planning of a program for the teaching of science.

Reports

1. National Society for the Study of Education. *A Program for Teaching Science*. Thirty-first Yearbook, Part I. Bloomington, Ill.: Public School Publishing Co., 1932. 370 p.

This volume presents: first, a general plan for an integrated program of science teaching; second, an adaptation of this general plan to the successive grades of each of the administrative units of the public school; and third, a suggested program for the education of teachers of science. The following program was proposed:

Grades I-VI: A program of elementary science. Objectives selected for their contribution to enlargement of understanding of phenomena that are important for their relation to common experiences.

Grades VII-IX: A program of science, the objectives of which are selected for their contribution to enlarged interpretations and exploration and guidance. The recommendation for grades seven to nine is the same whether the work be organized on the 8-4 or 6-6 plan.

Grades X-XII: A program of senior-high-school science. Objectives selected so as to provide for the beginnings of specialization. Courses are elective and will be taken by students who elect to do intensive study of related objectives. At least two fields for special study will be open—the biological and the physical. Larger schools may extend the offering of other special sciences to include such courses as the demand may justify.

National Advisory Committee of the American Association of University Women's Co-operative Study of Current Changes and Experiments in Liberal-Arts Education—1932 Yearbook

Director of Study—Kathryn McHale, American Association of University Women, Washington, D. C.

Members—M. E. Haggerty, J. B. Johnston, Robert L. Kelly, Leonard V. Koos, Robert D. Leigh, Alexander Meiklejohn, Ellen F. Pendleton, Aurelia H. Reinhardt, David A. Robertson, Agnes L. Rogers, David Weglein, Guy M. Whipple. Eight regional committees also took part in the study.

Scope and purpose—Was begun in January, 1930, by sending to colleges invitations to cooperate. Three hundred and fifteen colleges cooperated by giving information regarding their experiments. Information was compiled and edited by Kathryn McHale and the staff of the American Association of University Women, with the collaboration of the Advisory Committee. The yearbook states, p. 1, that the study "was stimulated by two definite needs: to furnish the facts concerning the status of the liberal-arts college in changing education; and to obtain, through a systematic, comprehensive survey, data sufficient for forming judgments as to the worth of the new ventures, since published sporadic reports and announcements have not indicated the scope or quality of them."

Reports

1. National Society for the Study of Education. *Changes and Experiments in Liberal-Arts Education*. Thirty-first Yearbook, Part II. Bloomington, Ill.: Public School Publishing Co., 1932. 310 p.

Discusses current changes and experiments; describes in some detail 128 outstanding experiments; selects seven major phases of experimental change; quotes authorities on future possibilities in liberal-arts education. No formal recommendations. Chooses as of major importance the following phases of experimental change:

- a. Deviations from the four-year homogeneous unit.
- b. The reorganization of content to emphasize fields of learning.
- c. Honors work, the tutorial method, and general examinations.
- d. The adjustment of the curriculum to the individual student.
- e. Learning through experience.
- f. The junior year abroad.
- g. Achievement tests and substitutes for course credits.

Committee on the Teaching of Geography—1933 Yearbook

Chairman—A. E. Parkins, George Peabody College for Teachers, Nashville, Tenn.

Members—Robert M. Brown, Earle E. Lackey, Edith Parker, Douglas Ridgley, De Forest Stull, Zoe Thralls, assisted by twenty-seven active members of the Society.

Scope and purpose—Authorized in 1930. The public school phases of geography were emphasized: the teaching of geography in the public school, the curriculum for the public schools, and research in educational geography relating to the public schools. The Committee assumed that geography has a place in school curriculums, and therefore made no attempt to justify its inclusion.

Reports

1. National Society for the Study of Education. *The Teaching of Geography*. Thirty-second Yearbook. Bloomington, Ill.: Public School Publishing Co., 1933. 615 p.

The Yearbook is divided into six sections: "Section I is devoted to a brief characterization of some of the textbooks used in our schools during the century just closed and to the contributions of geography in modern life, as viewed by specialists.

"Section II sets forth the development of a science of teaching geography.

"Sections III and IV discuss the place of geography in the curriculum and the curriculum in geography. . . .

"Section V then takes up the techniques and equipment needed for carrying out the curricula; i. e., it deals with methods, tests and measurements, teacher training, and the source and handling of geographic materials used in teaching of geography.

"Finally, in Section VI have been gathered reports and analyses of investigations in the teaching of geography. . . . In addition, Section VI contains reports of numerous minor investigations and statistical studies undertaken for the Yearbook."—"Introduction," p. xiv-xv.

Committee on School Buildings—1934 Yearbook

Chairman—N. L. Engelhardt, Columbia University, New York, N. Y.

Members—H. W. Anderson, R. L. Hamon, Frank W. Hart, Joseph H. Hixson, T. C. Holy, Arthur B. Moehlman, J. W. Studebaker, assisted by twenty-nine active members of the Society.

Scope and purpose—Appointed in 1931. Decided to emphasize the numerous difficulties involved in school-building planning that boards of education and superintendents have sought in vain to meet successfully. Planned to present a constructive program that will help all participating in school-building planning. Purposely omitted floor plans and photographs. Material presented primarily from point of view of schoolman, but also obtained cooperation from architects.

Reports

1. National Society for the Study of Education. *The Planning and Construction of School Buildings*. Thirty-third Yearbook, Part I. Bloomington, Ill.: Public School Publishing Co., 1934. 337 p.

Yearbook divided into six sections: the philosophy of the school plant, school-plant planning policies, educational services, architectural services, constructional service, and financial aspects of the problem. Declares that the basic purpose of the school plant is to serve as a facilitating agency to the instructional process; the character of the plant will be determined therefore by the educational policies in operation and the number of children. Indicates a need for constant appraisal of the efficiency of operation of the school-plant activity in relation to the efficiency of instruction. Discusses fundamental policies and outlines the responsibilities, in carrying forward a building program, of superintendents, principals, and teachers, as well as of architects.

Committee on the Activity Movement—1934 Yearbook

Chairman—Lois C. Mossman, Columbia University, New York, N. Y.

Members—Adelaide M. Ayer, Mildred English, Arthur I. Gates, William S. Gray, Ernest Horn, James F. Hosic, W. H. Kilpatrick, E. E. Oberholzer, E. M. Sipple, assisted by fifteen members of the Society.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION (Cont.)

Scope and purpose—Appointed in 1930, under the chairmanship of F. G. Bonser. Confronted with difficulties of overlapping and interchangeable terminology, confusion of activity programs with progressive education, lack of unity among proponents of the activity movement, fundamental differences in educational theory, and the problem of appraisal. Committee formulated the following purposes:

- a. To secure a historic treatment of the movement as it has emerged from the past.
- b. To attempt to define the movement, showing its spread of meanings and its central tendencies.
- c. To prepare a descriptive statement that may serve to illustrate sincere ways in which the movement has been developing.
- d. To secure critical evaluation of the movement.
- e. To study the situation relative to evaluation and to attempt to present some constructive suggestions.
- f. To try to bring into focus the fundamental issues involved in studying this activity movement and thus stimulate critical thinking.
- g. To make constructive suggestions as individual Committee members, including certain statements upon which agreement between members was found.

Reports

1. National Society for the Study of Education. *The Activity Movement*. Thirty-third Yearbook, Part II. Bloomington, Ill.: Public School Publishing Co., 1934. 320 p.

Includes historic treatment of the subject, definition based on opinions of educators, illustrations of applying the principle of activity, comments and criticisms by educational leaders in universities and in the field, and an attempt at evaluating the learning product. Final chapters devoted to a statement of controversial issues, of principles with which there is a measure of Committee agreement, and of opinions held by individual Committee members. Committee generally agrees that interest is essential to intelligent effort, but is not the sole criterion in judging the worth of an educative enterprise; that the success of an activity program calls for a superior teacher; and that more knowledge of the individual child and a greater understanding of child nature is required than teachers now customarily possess.

Committee on Educational Diagnosis—1935 Yearbook

Chairman—Leo J. Brueckner, University of Minnesota, Minneapolis, Minn.

Members—G. T. Buswell, Willard C. Olson, Paul T. Rankin, John L. Stenquist, Lee E. Travis, Ralph W. Tyler.

Scope and purpose—Appointed in December, 1932. The purpose is to array for teachers and clinical workers an authoritative statement concerning our present knowledge of methods of diagnosing the nature and causes of learning difficulty, symptoms by which various types of difficulties may be detected, methods of averting the incidence of such difficulties, and methods for remedying those that develop.

Learning is being defined broadly to include the behavior of the individual in all types of social situations; hence the Yearbook will deal with such problems as delinquency, use of leisure time, appreciations, etc., in addition to a comprehensive treatment of difficulties in learning in school. A special feature will be the emphasis placed on the neurological-physiological aspects of learning. The discussion will involve a systematic survey of the major research pertinent to the problems of learning.

Reports—Will be published in 1935.

Committee on the Organization of Higher Education

Chairman—L. D. Coffman, University of Minnesota, Minneapolis, Minn.

Members—Names not known, except M. E. Hagerty, who represents the Board of Directors of the Society.

Scope and purpose—A preliminary conference was authorized at the February, 1933, meeting of the Society's Board of Directors, to discuss the situation in the various states with respect to the function and interrelation of various institutions of higher education. At its meeting in June, 1933, the Board authorized the preparation of a yearbook on this topic, having received a favorable report from the preliminary conference.

Reports—Date of publication not definitely determined.

Committee on International Relations

Chairman—James T. Shotwell, Columbia University, New York, N. Y.

Members—William C. Bagley, J. Montgomery Gambrill, Heber Harper, Jesse H. Newlon, William F. Russell.

Scope and purpose—Authorized in 1933, to study the ways and means for securing a better treatment of international relations in the curriculums of the public school system.

Reports—Date of publication not definitely determined.

Committee on the Scientific Method in Education

Chairman—Harold Rugg, Columbia University, New York, N. Y.

Members—Boyd H. Bode, W. W. Charters, S. A. Courtis, Newton I. Edwards, Frank N. Freeman, Arthur I. Gates, Karl J. Holzinger, Ernest Horn, John K. Norton, George D. Stoddard, M. R. Trabue, Ralph W. Tyler, Goodwin Watson, Kimball Young, assisted by the following collaborators: J. McKeen Cattell, John Dewey, Charles H. Judd, and Edward L. Thorndike.

Scope and purpose—Appointed in March, 1933, to make a critical analysis and interpretation of thirty years of use of the scientific method in education.

Reports—Tentative date of publication of a two-section Yearbook on the science of education set for 1937, by action of the Society's Board of Directors, June 29, 1933.

Committee on Music in the Public Schools

Chairman—Willis L. Uhl, University of Washington, Seattle, Wash.

Members—Other members not yet appointed.

Scope and purpose—Appointed in February, 1934, to consider aims, methods, and results of music in the public schools.

NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION

Fowler D. Brooks, Secretary, De Pauw University, Greencastle, Ind.

Committee on Current Educational Readjustments in Higher Institutions—1929 Yearbook

Chairman—William S. Gray, University of Chicago, Chicago, Ill.

Members—Grover H. Alderman, M. E. Haggerty, W. W. Kemp, R. J. Lecnard, Shelton Phelps, Floyd W. Reeves.

Scope and purpose—Purpose of the yearbook committee was to describe current efforts to improve instruction in higher institutions and to summarize the results of published studies relating to instruction in academic and professional schools.

Reports

1. National Society of College Teachers of Education. *Current Educational Readjustments in Higher Education*. Yearbook No. 17. Chicago: University of Chicago Press, 1929. 178 p.

Describes efforts being made to improve instruction in liberal arts colleges, teacher-training institutions, and professional schools. Also summarizes investigations made concerning instruction.

Committee on Quantitative Measurement in Institutions of Higher Learning—1930 Yearbook

Chairman—Clifford Woody, University of Michigan, Ann Arbor, Mich.

Members—Earl Hudelson, Herschel T. Manuel, Luella C. Pressey, George D. Stoddard, Herbert A. Toops, Frank C. Touton, Ben D. Wood.

Scope and purpose—Appointed in 1928. Following principles observed in preparation of Yearbook: to present a résumé of current literature rather than results from a questionnaire; to present a critical review rather than summation; to summarize outstanding tendencies revealed by investigation; and to interpret the words "quantitative measurement" to involve the use of proper experimental and statistical technics. Also circularized membership of Society to determine their attitudes.

Reports

1. National Society of College Teachers of Education. *Quantitative Measurement in Institutions of Higher Learning*. Yearbook No. 18. Chicago: University of Chicago Press, 1930. 253 p.

Contains discussion emphasizing meaning and significance of the movement, summaries of outstanding investigations, and a selected bibliography.

Committee on the Contribution of Educational Psychology to Teacher Training—1932 Yearbook

Chairman—Louis A. Pechstein, University of Cincinnati, Cincinnati, Ohio.

Members—Fowler D. Brooks, Arthur I. Gates, Carter V. Good, Frederick B. Knight, Mark A. May, Joseph Peterson, G. M. Ruch, Herbert A. Toops, W. Clark Trow, L. W. Webb.

Scope and purpose—Sought to discuss major issues, not details. To avoid any overlapping with National Survey of the Education of Teachers the Committee avoided analysis of curriculums in teacher-training institutions. Not restricted to summaries or experimental studies. Each member assumed independent responsibility for his contribution, which was printed over his name. No attempt was made to reconcile conflicting viewpoints of contributors.

Reports

1. National Society of College Teachers of Education. *The Direct Contribution of Educational Psychology to Teacher Training*. Yearbook No. 20. Chicago: University of Chicago Press, 1932. 154 p.

Topics include: the contributions which educational psychology is making to the selection of students for entrance into institutions of higher education, the place of educational psychology in the teacher-training curriculum itself, methodology of teaching the science, the final grading of students and their certification, the caliber and equipment of teachers of educational psychology, and an extensive bibliographical study.

Committee on the Philosophy of Education—1933 Yearbook

Editor—W. H. Kilpatrick, Columbia University, New York, N. Y.

Members—Contributors in addition to the editor are as follows: Boyd H. Bode, John L. Childs, John Dewey, H. Gordon Hullfish, R. B. Raup, V. T. Thayer.

Scope and purpose—Authors individually concluded that the social-economic situation makes the outstanding demand on education. The Society requested a yearbook in the philosophy of education. The decision was to deal directly with the social-economic situation and its interaction with education, and in this way to show the philosophy of education at work. Through conferences the Committee sought to effect a single outlook and a consistent argument. Chapters assigned to individuals.

Reports

1. National Society of College Teachers of Education. *The Educational Frontier*. Yearbook No. 21. Chicago: University of Chicago Press, 1933. 325 p. (Also published by D. Appleton-Century Co.)

Includes discussion of the following topics: the confusion in presentday education; the social-economic situation and education; the new conception of the profession of education; the new adult education; the school—its task and its administration; professional education from the social point of view; and the underlying philosophy of education.

NATIONAL SOCIETY OF COLLEGE TEACHERS OF EDUCATION (Cont.)

Points to confusion in presentday education. Contends that real education humanizes men, not by molding them into unthinking acceptance of preestablished patterns, but by stimulating them to a continuous reconstruction of their outlook on life. Believes that at present educators are insensitive to the need for reconstruction in which we find the new educational frontier. Declares that society requires planning, but notes a difference between a society that is planned and a society which is continuously planning.

Not only must the school as such be sensitive to the varied needs of the growing child, but it must also see that the needs are met. It must consciously deal with conditions and enter further into the adult world. Wherever people need to learn in order to meet life, there education has a positive obligation. The whole population needs to become students of life and civilization. The profession of education therefore must so enlarge its customary thinking as to accept responsibility for helping as best it can in this new adult field of study.

The school is not asked to accept sole responsibility for the remaking of society. Because it is out of relationship with the social order, it is frequently the least effective of all the forces that play upon the student. The Committee pleads therefore for an improved and enlarged education, which will participate in projecting ideas of social change and will take part in their execution.

Committee on Courses for the Training of Teachers—1935 Yearbook

Chairman—Thomas Alexander, Columbia University, New York, N. Y.

Members—Frank P. Bachman, Frank E. Baker, J. B. Edmonson, Forest C. Ensign, Walter J. Gifford, Charles H. Judd, W. W. Kemp, Alonzo Myers, Raleigh Schorling, Willis L. Uhl.

Scope and purpose—Authorized in 1933 to examine and evaluate courses for the training of teachers. Will probably make its appraisal of curriculums and professional subjects on the basis of data already available in the National Survey of the Education of Teachers and in other recent research studies. First meeting was held at convention of the Society, February 24-28, 1934.

Reports—Will be published as the 1935 Yearbook of the Society.

NEW YORK COMMISSION ON VENTILATION

Chairman—C. E. A. Winslow, Yale Medical School, New Haven, Conn.

Members—Membership (1926-29) was as follows: Rufus Cole, Dwight D. Kimball, Frederic S. Lee, George T. Palmer, Earle B. Phelps, Edward L. Thorndike.

Scope and purpose—Appointed as the New York State Commission on Ventilation in 1913 at the request of the New York Association for Improving the Condition of the Poor to undertake extensive

research in devising a satisfactory system of schoolroom ventilation. In order to give the Commission prestige and power, it was made a quasi-official commission appointed by the Governor of New York, but to serve without expense to the state. Financed by the Milbank Memorial Fund. Data was to be used by Association's Department of Social Welfare, also supported by the Milbank Fund. Earlier work reported in 1923. Reconstituted as the New York Commission on Ventilation in 1926 on the invitation of the Milbank Memorial Fund. Completed its work in 1931.

Reports

1. New York State Commission on Ventilation. *Ventilation*. New York: E. P. Dutton Co., 1923. 620 p.

A highly technical report of investigations undertaken by the Commission. Part I deals with the physiological significance of the various factors in ventilation, with special reference to the effects of air conditions on health, comfort, and efficiency. Part II summarizes studies of the practical results achieved by the use of various methods of schoolroom ventilation.

2. New York Commission on Ventilation. *School Ventilation; Principles and Practices*. New York: Teachers College, Columbia University, 1931. 73 p.

This is the final contribution of the Commission. Following its reorganization in 1926, a series of technical reports appeared in issues of *School and Society* and the *American Journal of Hygiene*, 1927-31. This report reviews the Commission's investigations and those of other contributors. Concludes that the window-gravity method of ventilation for school classrooms (in the absence of specific local unfavorable conditions) is as satisfactory as the fan system and is generally more satisfactory. Indicates the need for revision of existing laws and regulations which would limit the ventilation of schoolhouses to the single system of mechanical ventilation.

PAYNE FUND

1 Madison Ave., New York, N. Y.

President—Mrs. Chester C. Bolton.

Secretary—Ella Phillips Crandall.

The Payne Fund was organized on September 1, 1927 and incorporated in 1929. Its purpose is to contribute through research and through the use of the printed word, motion picture, and radio to the development, understanding, and practice of intelligent citizenship. At present it is financing four projects: (a) the teaching of motion picture appreciation, an outgrowth of the studies made by its Committee on Educational Research which are described below; (b) the Civics Research Institute; (c) basic English as a new international auxiliary language of 850 words; and (d) radio research, which is being directed by Dr. Charters at Ohio State University. The Fund also has cooperated with the Ohio State Department of Education in organizing the Ohio School of the Air, and supports the work of the National Committee on Education by Radio.

Committee on Educational Research

Chairman—W. W. Charters, Ohio State University, Columbus, Ohio.

Members—Herbert Blumer, Paul G. Cressey, Edgar Dale, Wendell Dysinger, Frank N. Freeman, Philip M. Hauser, P. W. Holaday, Mark A. May, R. E. Park, Charles C. Peters, Samuel Renshaw, Christian A. Ruckmick, Frank K. Shuttlesworth, George D. Stoddard, Frederick M. Thrasher, L. L. Thurstone, Ben D. Wood.

Scope and purpose—In 1928 the Executive Director of the Motion Picture Research Council invited a group of university psychologists, sociologists, and educators to confer on the problem of what effect motion pictures have on children. A program of study was proposed to secure authoritative and impersonal data which would make possible a more complete evaluation of motion pictures and their social potentialities.

Appropriation made by Payne Fund. Work extended through four years, 1929-32, inclusive. Employed technic of analyzing a complex social problem into a series of subordinate problems, selecting competent investigators to work upon each of the subordinate projects, and integrating the findings of all the investigators as a solution of the initial problem.

The studies fall into two groups: one, the measurement of the effect of motion pictures upon children and youth as regards information, attitudes, emotions, health, and conduct; the other, the study of current motion-picture content and children's attendance at motion-picture theaters to see what they come in contact with when they do attend them.

Reports—The Payne Fund Studies consist of twelve studies published in nine volumes under the title of *Motion Pictures and Youth*. The titles are as follows:

1. Charters, W. W. *Motion Pictures and Youth: A Summary*. New York: Macmillan Co., 1933. 66 p. Published separately and also combined with: Holaday, Perry W., and Stoddard, George D. *Getting Ideas from the Movies*. 102 p.

Three general conclusions are indicated: first, the motion picture is a potent medium of education; second, for children the content of current pictures is not good; and third, the motion-picture situation is complicated by the influence of home, school, companions, and community customs.

2. Peterson, Ruth C., and Thurstone, L. L. *Motion Pictures and the Social Attitudes of Children*. New York: Macmillan Co., 1933. 75 p. Combined with Shuttlesworth, Frank, and May, Mark A. *The Social Conduct and Attitudes of Movie Fans*. 1933. 142 p.
3. Dysinger, W. S., and Ruckmick, Christian A. *The Emotional Responses of Children to the Motion-Picture Situation*. New York: Macmillan Co., 1933. 122 p. Combined with Peters, Charles C. *Motion Pictures and Standards of Morality*. 285 p.
4. Renshaw, Samuel; Miller, Vernon L.; and Marquis, Dorothy. *Children's Sleep*. New York: Macmillan Co., 1933. 242 p.
5. Blumer, Herbert. *Movies and Conduct*. New York: Macmillan Co., 1933. 257 p.
6. Blumer, Herbert, and Hauser, Philip M. *Movies, Delinquency, and Crime*. New York: Macmillan Co., 1933. 233 p.

7. Dale, Edgar. *How To Appreciate Motion Pictures*. New York: Macmillan Co., 1933. 243 p.

The following volumes are not yet published:

8. Dale, Edgar. *The Content of Motion Pictures*. New York: Macmillan Co. To be combined with *Children's Attendance at Motion Pictures*, by same author.
9. Cressey, Paul G., and Thrasher, Frederick M. *Boys, Movies, and City Streets*. New York: Macmillan Co.
10. Forman, Henry James. *Our Movie-Made Children*. New York: Macmillan Co., 1933. 288 p.

A popular summary of the findings of the research studies listed above.

PEABODY CONFERENCES ON EDUCATION AND RACIAL ADJUSTMENT

Secretary of Executive Committee—R. B. Eleazer, Commission on Interracial Cooperation, Atlanta, Ga.

Members—Other members of the Executive Committee were as follows: W. W. Alexander, Jessie Daniel Ames, J. L. Clark, Dennis H. Cooke, W. C. Jackson, U. W. Leavell, N. C. Newbold.

Scope and purpose—Three conferences have been held at George Peabody College for Teachers, Nashville, Tenn., 1931-33. The meetings were financed by a special grant made to the Commission on Interracial Cooperation by the Carnegie Corporation. The purpose of the first conference was to consider the opportunity and obligation of Southern educational institutions—colleges and public schools—to make a constructive contribution to the South's peculiar problems of race relations. Sixty Southern educational leaders attended. A follow-up conference was held in 1932. The 1933 meeting was attended chiefly by representatives of state departments of education in the thirteen Southern states.

Reports

1. Peabody Conference on Dual Education in the South. *Education and Racial Adjustment*. Atlanta, Ga.: Executive Committee of Conference (703 Standard Bldg.), 1931. 78 p.

Contains addresses delivered during the Conference. Reports also a study to determine what contribution Southern colleges are making toward intelligent interracial adjustment.

2. Peabody Conference on Education and Race Relations. *Education and Racial Adjustment*. Atlanta, Ga.: Executive Committee of Conference (703 Standard Bldg.), 1932. 63 p.

Reports the addresses and findings of the second Peabody Conference. Urges the teaching of classes in race relations.

PHI DELTA KAPPA

1180 East 63d St., Chicago, Ill.

Committee on Evaluating the School Program

Chairman—John K. Norton, Columbia University, New York, N. Y.

Members—William G. Carr, Rudolph D. Lindquist.

Scope and purpose—Formed in 1933 to cooperate with the Joint Commission on the Emergency in Education in the preparation of a guide for groups

PHI DELTA KAPPA (Cont.)

studying the issues confronting education in the new era. The Committee was requested to prepare a manual for discussion groups based on a series of issues in education.

Reports

1. National Education Association and Department of Superintendence, Joint Commission on the Emergency in Education. *Evaluating the Public Schools*. Washington, D. C.: National Education Association, 1934. 48 p. (Also published as the February, 1934, issue of *Phi Delta Kappan*.)

Designed to aid in frank discussion of current educational problems. The issues raised are presented to encourage educators and lay groups to use a constructive and cooperative approach in discussing school problems. Report contends that public education in the long run will become what it should be only as its aims and its methods are understood and approved by the people.

Following a review of the place that education should occupy in the life of today, which is characterized as an age of science, of increasing leisure, of rapid change, and of collective action, five major issues are analyzed in detail:

- a. Is the basic principle of universal education at public expense valid?
- b. At what point should education at public expense begin?
- c. At what point should education at public expense end?
- d. What are the points of strength and weakness in the American public school system?
- e. What principles should govern the financing of the public schools?

A supplement is devoted to a discussion of conference procedures.

PI LAMBDA THETA

Mrs. Elizabeth G. Nardin, Secretary, 7404 Bennett Ave., Chicago, Ill.

Committee for the Conservation of Education

Chairman—Genevieve Knight Bixler, 5466 Woodlawn Ave., Chicago, Ill.

Members—Ethel Mabie, Elise Martens, Carolyn G. Mitchell, Harriet Mott.

Scope and purpose—Appointed in September, 1933, to formulate materials to aid chapter officers and program chairmen in planning programs for the year's study of current vital problems.

Reports—Two bulletins have been issued to date. Bulletin number one, which appeared in October, 1933, presents a unit of study on the emergency in education in a series of four suggested programs on the cause, effect, economies and retrenchments, and long-time provisions. Bulletin number two consists of one hundred selected references on education during the depression.

PRESIDENT'S RESEARCH COMMITTEE ON SOCIAL TRENDS

Chairman—Wesley C. Mitchell, National Bureau of Economic Research, New York, N. Y.

Members—Alice Hamilton, Shelby M. Harrison, secretary-treasurer; Charles E. Merriam, vice-

chairman; Howard W. Odum, William F. Ogburn, director of research.

Scope and purpose—In September, 1929, President Hoover named a Committee to examine and to report upon recent social trends in the United States with a view to providing such a review as might supply a basis for the formulation of large national policies. A generous grant of funds from the Rockefeller Foundation made investigations possible. Numerous institutions and individuals assisted in the course of the work. An expert staff was recruited from universities and other scientific institutions. Investigations were begun early in 1930 and concluded in 1932.

Reports

1. President's Research Committee on Social Trends. *Recent Social Trends*. New York: McGraw-Hill Book Co., 1933. 2 vols. 1568 p.

Summary of findings presented in twenty-nine signed chapters. Points out that the problems before the nation fall into three groups: the natural environment or man's physical heritage which changes little and slowly; the biological heritage, which also changes slowly; and the cultural environment called civilization, the social heritage, in which change is going forward rapidly. Volumes present records, not opinions; such knowledge as may serve as a basis for social action, rather than recommendations as to the form which action should take. Contributors bound by limitations of scientific method which restricted researches to the analysis of objective data.

Chapter VII on education points out the transformation in education since 1875 as regards scope and agencies. Deals with such topics as curriculums and organization, teachers and teaching problems, administration and control, and scientific studies of education.

In addition the Committee is publishing thirteen volumes of special studies and supporting data, giving in greater detail the facts upon which the findings rest. The following monograph on education has been issued:

2. Judd, Charles H. *Problems of Education in the United States*. New York: McGraw-Hill Book Co., 1933. 214 p.

This monograph supplements and extends the chapter on educational trends which is contained in the Committee's general report. Chapter headings include: the new status of children, incoordination of administrative units, problems of instruction, school administration, finance, education for adults, and scientific studies of education.

PROGRESSIVE EDUCATION ASSOCIATION

714 Jackson Place, Washington, D. C.

Commission on the Relation of School and College

Chairman—Wilford M. Aikin, John Burroughs School, Clayton, Mo.

Members—Membership of twenty-eight. Represents both colleges and secondary schools. The following fifteen members form a Directing Committee: Wilford M. Aikin, chairman, Willard W. Beatty, Boyd

H. Bode, C. S. Boucher, Carl C. Brigham, Burton P. Fowler, Will French, Herbert E. Hawkes, John B. Johnston, Robert D. Leigh, John A. Lester, Max McConn, Jesse H. Newlon, Marion E. Park, Eugene R. Smith.

Scope and purpose—Appointed in 1930, as the "Committee on College Entrance and Secondary Schools." Financed by the Carnegie Corporation. Chairman Aikin devotes a large measure of his time to the direction of the experiment. Its goal is the changing of the relationship between secondary schools and colleges, so that the secondary school can fulfill its obligation to its students. College entrance requirements have heretofore prevented effective experimentation with progressive educational practices on the secondary-school level.

Has developed a plan by which more than two hundred and fifty of the leading colleges have consented to admit recommended graduates of a selected group of progressive secondary schools without holding to formal college entrance requirements. The experiment will cover a five-year period, beginning in the fall of 1936. Nearly thirty secondary schools have been selected, representing public and private, coeducational and non-coeducational institutions, in all parts of the United States. The Directing Committee will supervise all aspects of the plan, render service to the cooperating secondary schools, and study the college records of the students admitted under the plan.

The purpose of this plan is "to permit these few selected schools to engage in progressive experimentation and still send a fair proportion of their graduates on to college, and thus to enable both the schools and the colleges to find out whether students prepared in accordance with progressive ideas will do better or worse in college than those students who meet the existing requirements."—*Progressive Education*, November, 1933, p. 368.

Reports—Reports of progress, describing the plan outlined above, have appeared in *Progressive Education*, April, 1931, p. 318-20; April, 1932, p. 291-94; October, 1932, p. 440-44; and November, 1933, p. 367-80.

Commission on the Secondary School Curriculum

Chairman—V. T. Thayer, Ethical Culture School, New York, N. Y.

Members—Willard W. Beatty, Helen Merrill Lynd, Katharine Taylor, Caroline Zachry.

Scope and purpose—Appointed in May, 1933. Has received a grant from the General Education Board for preliminary work.

In general it is planned that the Commission shall consist of individuals particularly qualified and trained in educational philosophy and psychology, educational administration, and the subject-matter fields of secondary and higher education. The work of the Commission and conference groups which are to be organized is to be guided by an executive committee, the effort being to promote curriculum construction and organization in accordance with a continuous and careful scrutiny of, and reference to, educational principles and the findings of experts in the field of psychology of the individual's emotional and intellectual life.

Committee on Adult Education

Chairman—Harold Rugg, Columbia University, New York, N. Y.

Members—Willard W. Beatty, Edmund deS. Brunner, Lois H. Meek, John Herring, Frederick L. Redefor.

Scope and purpose—Appointed in May, 1932, "for the purpose of formulating, in cooperation with other national bodies, a nation-wide program of education on the adult level. . . . Committee aims to sponsor and aid the formation of adult 'studying' groups, no matter under what auspices they are started. It plans to develop educational techniques for group organization and group thinking. In addition to stimulating economic forums on a wide-spread scale, the committee also plans to foster cultural education in the larger sense."—*Progressive Education*, November, 1933, p. 434.

Is endeavoring to secure funds for the establishment of a national central clearing-house for social-economic education, which would provide the following services:

- Serve as a central planning agency for social-economic education.
- Provide an indispensable central publications and information service.
- Establish a regional institute program for the education of group leaders.
- Provide radio and press service for the social-economic education of adults.
- Measure and appraise results.

Committee on Home and School Relations

Chairman—Lois H. Meek, Columbia University, New York, N. Y.

Members—Rose H. Alschuler, LeRoy Bowman, Ralph P. Bridgman, Anna S. Hammond, Ernest Osborne, Perry Dunlap Smith, Ruth Wanger, Helen L. Witmer.

Scope and purpose—Appointed in May, 1933. Is interested in studying home-school relations and in developing the underlying philosophy of the parent-teacher program.

The committee this year has been working in an advisory capacity with the Child Development Institute of Teachers College, Columbia University, where an intensive study of home-school relationships is being made in a few progressive schools. This study has been made possible by the appointment of a fellow to the Child Development Institute by the National Council of Parent Education. The Committee, through its discussions, has been able to give advice and consultation on this study.

Committee on Progressive Education in Rural Schools

Chairman—Allan Hulsizer, Georgetown, Del.

Members—Orville Brim, Elsie Clapp, Fannie W. Dunn, Marian Gary, Helen Hay Heyl, Morris Mitchell, Norma Smith, John Spargo. The Committee has organized ten regional committees to work on various phases of the rural problem.

Scope and purpose—Appointed in June, 1932. Financed by small grant from General Education Board. The aims of this committee are "to promote

PROGRESSIVE EDUCATION ASSOCIATION
(Cont.)

cooperation between progressive rural workers and to disseminate information which may promote personal and public action in the improvement of rural education."—*Progressive Education*, November, 1933, p. 434.

Study is being made of these questions:

- a. What are rural resources and how are schools making use of them?
- b. What special adjustments are needed and are being made?
- c. What means can be used to evaluate activities of schools developing progressively?

Reports

1. "The Committee on Rural Schools." *Progressive Education* 9: 444-46; October, 1932.

A progress report on plans and organization.

Committee on School and Community Relations

Chairman—Elsie R. Clapp, Ballard Memorial School, Louisville, Ky.

Members—Rose Alschuler, Willard W. Beatty, F. J. Kelly, Lois H. Meek, R. B. Raup, W. Carson Ryan, V. T. Thayer.

Scope and purpose—Appointed in May, 1933. "This Committee is seeking opportunities to demonstrate how education can become an integral part of community life and welfare. The chairman has investigated the community units which are being planned by the Tennessee Valley Authority in the hope of obtaining a possible cooperative enterprise with the government in this development. The Committee is also planning to discover and publicize whatever centers of community education are now in operation, whether they are in schools, colleges, health or social centers."—*Progressive Education*, November, 1933, p. 434.

Committee on Social and Economic Problems

Chairman—George S. Counts, Columbia University, New York, N. Y.

Members—Willard W. Beatty, Merle E. Curti, Charles L. S. Easton, John S. Gamba, Sidney Hook, Jesse H. Newlon, Frederick L. Redefers, Goodwin Watson.

Scope and purpose—Appointed in 1932. "Organized to deal with the general problem of the formulation of a policy with respect to the relation of the school to society and particularly to social and economic questions."—*Front flap of Report*.

Reports

1. Committee of the Progressive Education Association on Social and Economic Problems. *A Call to the Teachers of the Nation*. New York: John Day Co., 1933, 31 p.

Describes the present paradox in American society—starvation in the midst of plenty. States that this paradox is due to a conflict between the ideals of American political philosophy and the realities of American economic organization.

Says that teachers must take a part in clarifying the purposes of American society. First they will have to formulate a realistic program for education, which will require them:

- a. To restate the philosophy of education.
- b. To reorganize school procedures.
- c. To redefine the teacher's position in society.
- d. To change present methods of teacher training.
- e. To assume increasing responsibility for social leadership. The teacher too commonly knows little and cares less about the troubles of the world. The teacher should accept his responsibilities as a citizen in political and cultural controversy. This responsibility must be assumed by the teaching group as a whole—they cannot succeed as individuals.

Committee on the Emergency in Education and on Federal Support for Education

Chairman—Paul R. Mort, Columbia University, New York, N. Y.

Members—H. W. Anderson, Sidney B. Hall, Robert M. Hutchins, Charles A. Lee, A. D. Simpson, Fletcher H. Swift.

Scope and purpose—Appointed in December, 1933; financed by small grant from General Education Board. "As today's catastrophe in education is but the climax of a chronically unsound condition, the remedy must be fundamental and not palliative. In order to contribute the soundest judgment toward the ultimate solution of the problem and to aid in the development of a program upon which all educational organizations may unite, the President of the Progressive Education Association has appointed a Committee on the Emergency in Education of this Association, composed of a limited number of men who are believed to be highly qualified, through experience with problems of school finance and taxes, to render valid judgments with regard to a solution for the emergency."—*Progressive Education*, December, 1933, p. 441.

Reports

1. Mort, Paul R. "National Support for Our Public Schools." *Progressive Education* 10: 441-43; December, 1933.

A general statement by the chairman, of issues and basic principles. Asserts that federal support for education is essential.

Committee on the Training of Teachers for Progressive Schools

Chairman—Laura Zirbes, Ohio State University, Columbus, Ohio.

Scope and purpose—Appointed in 1931. Financed by a small grant from the General Education Board. Instructed to report plans for a more extended program. "Among the functions of this committee are the development of progressive practises in the training of teachers; the collection and dissemination of information that will be of help to classes in teacher-training schools; and the encouragement of scientific studies that will analyze and evaluate progressive education. They plan to investigate and reinterpret state requirements in education in order to foster experimental approaches to teacher-training problems. An analysis of what is essential in the functioning and development of progressive teachers has been undertaken."—*Progressive Education*, November, 1933, p. 435.

Reports

1. Beatty, Willard W. "Report of the Committee on the Training of Teachers for Progressive Schools." *Progressive Education* 9: 294-98; April, 1932.

Recommended creation as a permanent committee. A program is outlined.

ROCKEFELLER FOUNDATION

49 West 49th St., New York, N. Y.

President—Max Mason.

The Rockefeller Foundation was incorporated in 1913 to promote the well-being of mankind throughout the world. In furtherance of this general purpose the program is at present directed toward the advancement of knowledge in the fields of public health, the medical sciences, the natural sciences, the social sciences, and the humanities. The Foundation gives assistance, both directly and through aid in the training of personnel, to universities, institutions and organizations carrying on research of a fundamental character in these fields, and provides fellowships and grants in aid of research, administered directly or through other institutions.

JULIUS ROSENWALD FUND

4901 Ellis Ave., Chicago, Ill.

President—Edwin R. Embree.

Secretary—Margaret Sargent Simon.

The Julius Rosenwald Fund was incorporated in 1917 for charitable, scientific, educational, and religious purposes. The trustees were instructed to distribute not only interest but principal within twenty-five years after the death of the donor.

The Fund has centered its activity in the general field of racial adjustments, chiefly through efforts to improve the condition of the American Negro. During the years 1931-33 the Fund brought to conclusion its program of aid in the building of schoolhouses for Negroes in the southern states. This activity, which was started by Mr. Rosenwald personally in 1913, has resulted in the building of 5357 individual schoolhouses in 883 counties in fifteen southern states. Once erected, the schools became a part of the public school system. The Fund has recently been giving increasing attention to the problem of general education for Negroes on the college level and has aided four college centers in Washington, Atlanta, Nashville, and New Orleans.

In addition to its special interests in Negro welfare, the Fund has been interested in medical economics, public health, public administration, and general education. Several enterprises to which the Fund has contributed are described in other sections of this directory. It is cooperating with eleven counties in seven southern states in the development of a county-wide library service, Negro and white.

SECONDARY EDUCATION BOARD

Milton, Mass.

Committee on the Curriculum Study

Chairman—Howard T. Smith, Milton Academy, Milton, Mass.

Secretary—Homer W. LeSourd, Milton Academy, Milton, Mass.

The General Committee included twenty-three members. Subcommittees headed by members of General Committee, included nearly thirty other persons. Subcommittees were appointed on "Relations with the Colleges," "Transfer from Elementary to Secondary Schools" and on ten school subjects.

Scope and purpose—Started work in January, 1929. Received grants in aid from Carnegie Corporation. The Committee "was concerned first with the principles which should form the basis for the curriculum and serve as guides to the subject committees. The application of these principles required the construction of sample curricula of different types, with special attention to the earlier years of the secondary period. The subject committees in turn studied their own fields directly and made use of the results of such recent investigations as were available. By questionnaires and by the distribution of tentative reports through the office of the Board they sought the fullest expression of opinion from the schools in the Board membership and from other sources as well."—*Report*, p. 6.

Reports

1. Secondary Education Board. *Report of a Study of the Secondary Curriculum*. Rev. ed. Milton, Mass.: the Board, 1933. 313 p.

Presents a series of seventeen formal resolutions which state the fundamental principles guiding the Committee's work. "These resolutions point directly toward three means of liberalization. In the first place, there is to be consideration for individual differences, both in regard to exploration in the earlier, and concentration in the later years. Second, this regard for the individual's needs is not to be thwarted by conformity to present college entrance requirements; the schoolboy and the schoolgirl are to have continuous opportunity for work and expression through music; the household arts, and studio and shop activities. In the third place, at all stages of the school course artificial divisions between and within subjects shall be minimized and the different fields of knowledge connected and related."—*Report*, p. 10.

A general curriculum is outlined for grades 7-12, indicating recommended time allotments to the various subjects. Provision is indicated for variations, electives, and parallel curriculums. Outlines of subject offerings by grades are given for English, classical languages, modern foreign languages, mathematics, natural science, social studies, religious and ethical education, music, studio and shop activities, and home economics.

SOCIAL SCIENCE RESEARCH COUNCIL

230 Park Ave., New York, N. Y.

Commission of Inquiry on Public Service Personnel

Chairman—L. D. Coffman, University of Minnesota, Minneapolis, Minn.

Members—Louis Brownlow, Ralph Budd, A. L. Day, Charles E. Merriam.

Director of Research—Luther H. Gulick.

Scope and purpose—Appointment announced in January, 1934. Survey to be financed by the Spelman Fund.

SOCIAL SCIENCE RESEARCH COUNCIL (Cont.)

The Commission will consider policy and method in the recruiting, selection, compensation, training, promotion, and tenure of administrative and technical public employees. The study will include elective, appointive, and civil service positions, in local, state, and national units of government.

"Problems with which the commission is expected to deal will include the need of specialized training for many positions; the method of selection; compensation and the relative rewards in public and private service; pensions; the spoils system; lessons to be learned from European experience; and the creation of a public attitude calling for improvement in public personnel generally."—*National Municipal Review*, January, 1934, p. 44.

Reports—A report is expected by the end of 1934.

Southern Regional Committee

Chairman—Benjamin B. Kendrick, North Carolina College for Women, Greensboro, N. C.

Members—Wilson Gee, Walter J. Matherly, George F. Milton, Charles W. Pipkin, George W. Stocking, Raymond D. Thomas.

Scope and purpose—Appointed in 1929, to assist in developing a keener research consciousness and a finer productivity among the universities and colleges of the South. "Early in its program of activities, the Committee was brought forcibly face to face with the realization that if its work of promoting social science research in the South is to be really effective it must concern itself with the improvement of certain fundamental factors which are basic to the pursuit of research in educational institutions everywhere."

Reports—A study which is being carried on for the Committee by H. W. Odum is nearly completed and should be published late in 1934, probably by the University of North Carolina Press. This investigation, under the title "A Southern Regional Study," deals with the economic, political, and social background of education in the South. The only study published for the Committee as yet is the following:

1. Gee, Wilson. *Research Barriers in the South*. New York: D. Appleton-Century Co., 1932. 192 p.

Reports on a survey of migration of social scientists to and from the South, and on university and college salaries, teaching loads, and administrative attitudes towards research. Of the findings on migration, says: "These data would seem to confirm the widely existent opinion that for many decades a steady stream of the best in intellectual and leadership qualities has been pouring from out the borders of the South toward superior advantages elsewhere, and that this region has given in larger measure than it has received in return."

Gives the following comments on status of college faculties: "On the average, the Southern professor carries a teaching load approximately thirty per cent greater than his Northern or Western colleague. Moreover, he performs this heavier amount of work for a salary averaging around one-third less. This heavier teaching load reacts detrimentally upon the effectiveness of the teaching done in the South. If the South is to furnish its quota of productive scholarship,

it is imperative that teaching loads must be materially lightened in all of the classes of institutions in this region. No matter how much a professor may desire to do research, if he has neither the time nor the energy, he cannot do it."

SOCIETY FOR THE PROMOTION OF ENGINEERING EDUCATION

F. L. Bishop, Secretary, University of Pittsburgh, Pittsburgh, Pa.

Investigation of Engineering Education

Chairman of Board of Investigation and Coordination—Charles F. Scott, Yale University, New Haven, Conn.

Members—Frank Aydelotte, F. L. Bishop, H. S. Boardman, Mortimer E. Cooley, H. S. Evans, Dugald C. Jackson, Dexter S. Kimball, O. M. Leland, George B. Pegram, A. A. Potter, R. I. Rees, R. L. Sackett, C. E. Seashore, R. A. Seaton, F. E. Turneaure.

Director—W. E. Wickenden; **Associate Director**—H. P. Hammond.

Scope and purpose—A comprehensive survey of engineering education was undertaken in 1923 as a cooperative undertaking in which engineering schools should actively participate. The work was planned and conducted by a staff under the direction of a Board of Investigation and Coordination. Special committees of the Society and faculty committees of numerous schools cooperated. The study was financed by the Carnegie Corporation for a three-year period. Additional funds to conclude the project were secured from the National Engineering Societies and individuals interested in the field of study.

Investigations were to be "directed to a study of the objects of engineering education and the fitness of the present-day curriculum for preparing the student for his profession." The various projects were grouped in five divisions: studies relating to personnel—students, graduates, and teachers; studies of curriculums and methods of instruction; studies of supplementary services of the engineering colleges and of the costs of engineering education; studies of the relationship of engineering to the professions and industry, and compilations of opinions; and studies of engineering education in Europe.

Reports

1. Society for the Promotion of Engineering Education. *Report of the Investigation of Engineering Education, 1923-29*. Pittsburgh: the Society (F. L. Bishop, sec., University of Pittsburgh), 1930. Vol. I, 1039 p.

Contains preliminary reports, 1926-29, and summaries of the various studies which were issued as special bulletins of the Society.

2. Society for the Promotion of Engineering Education. *A Study of Technical Institutes*. Pittsburgh: the Society (F. L. Bishop, sec., University of Pittsburgh), 1931. 281 p.

A report of a collateral project to the Investigation of Engineering Education. Urges establishment of technical schools to give a more intensive and practical training than that now provided by the engineering colleges. Contends that industry is understaffed with men of scientific and technical education, a situation which war-

rants an expansion of technical education above the present level of the secondary schools.

UNITED STATES OFFICE OF EDUCATION

Washington, D. C.

The U. S. Office of Education was established in 1867 "for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

Studies are conducted in part by a permanent staff of specialists in the major fields of education and at times by temporary workers engaged in special projects. The Office diffuses information through its many publications, conferences, letters answering inquiries, and addresses by staff members before educational meetings.

Among its publications the *Biennial Survey of Education* and the *Educational Directory* are standard reference tools. Bulletins represent studies of permanent value; pamphlets contain material in rapidly changing fields; leaflets and mimeographed circulars deal with material of current interest. *School Life* is the official monthly journal of the Office.

In the federal program of assistance to unemployed persons through education during 1933-34, the Office has acted as adviser to the Federal Emergency Relief Administration and has cooperated with the War Department in launching an educational program among the camps of the Civilian Conservation Corps.

Surveys and projects other than regular staff studies are described below.

Advisory Committee on Parent Education

Chairman—Edna N. White, Merrill-Palmer School, Detroit, Mich.

Executive Secretary—Bess Goodykoontz, U. S. Office of Education, Washington, D. C.

Members—Membership consists of present and former members of the governing board of the National Council of Parent Education: Adelaide Baylor, Ralph P. Bridgman, secretary, Kathryn McHale, Mary E. Murphy, Flora Rose, Louise Stanley, George D. Stoddard.

Scope and purpose—Appointed in January, 1934, in cooperation with the National Council of Parent Education. General program financed by Federal Emergency Relief Administration funds. A grant of \$26,000 from a foundation will provide for expenses of supervisory service in each state for the programs of parent education going forward under the Civil Works Administration. Will provide training for parent education workers. One project is the preparation of an annotated list of films on parent education.

Reports—A handbook for leaders of parent education groups is available from the U. S. Office of Education or the National Council of Parent Education, 60 East 42d St., New York, N. Y.

Advisory Committee on Survey of Occupations for the Deaf and Hard of Hearing

Director—Bess Goodykoontz, U. S. Office of Education, Washington, D. C.; Assistant Directors, Elise H. Martens and Herbert E. Day.

Members—Elbert E. Gruver, Percival Hall, John E. Kratz, Howard McManaway, Norman McManaway, Betty Wright.

Scope and purpose—Appointed in January, 1934, "to determine the types of occupations for which deaf and hard-of-hearing young people can be successfully trained, and to discover employment possibilities for them under Civil Works and Public Works Administrations."—Release from U. S. Office of Education, January 19, 1934, p. 1.

Financed by \$86,000 grant from Civil Works Administration. Supervisory service to be donated by executives of schools for the deaf, and others interested in the welfare of the deaf. Field service is to be rendered by workers from the ranks of the unemployed. "The field workers will be responsible for making contacts with deaf and hard-of-hearing adults within their respective territories. They will also interview the employers of these persons. They will secure the information needed for an analysis of the occupational history and problems of the deaf and hard-of-hearing, which will be transmitted through the volunteer supervisors to the Office of Education in Washington. It is expected that the survey will yield much information which will be of value to educators of the deaf and hard-of-hearing."

Informal Advisory Committee on the Emergency Education Program

Chairman—Morse A. Cartwright, American Association for Adult Education, New York, N. Y.

Members—Arthur E. Bestor, Jerome H. Bentley, Mollie Ray Carroll.

Scope and purpose—Appointed in November, 1933 to advise the Commissioner of Education regarding development of the Emergency Education Program and to report from time to time on the way in which the program is developing in various states.

National Advisory Committee on Emergency Nursery Schools

Chairman—Edna N. White, Merrill-Palmer School, Detroit, Mich.

Members—Executive Committee: For the National Association for Nursery Education—Abigail A. Eliot, treasurer, Lois H. Meek; for the Association for Childhood Education—Edna D. Baker, secretary, George Stoddard; for the National Council of Parent Education—Ralph Bridgman, Edna N. White, chairman; for the U. S. Office of Education—Mary Dabney Davis, ex-officio.

Scope and purpose—Appointed late in 1933, to assist the U. S. Office of Education and the Federal Emergency Relief Administration in developing emergency nursery schools. Has held three conferences in Washington.

"Emergency nursery schools will provide employment for teachers and other workers needed to as-

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sure an educational and health program for young children and their parents who are suffering from conditions existing in their homes incident to current economic and social difficulties. Measures of the success of the emergency nursery school project will be made in terms of the employment of needy and qualified workers, of the extent to which improved methods of child care and guidance are used by parents in their homes, of the degree to which the mental and physical welfare of children and adults is maintained and restored, and of the extent to which values inherent in the nursery school program for young children become a permanent element in public education."—*Bulletin No. 2*, p. 4.

General program financed by Federal Emergency Relief Administration funds. A gift of approximately \$40,000 was contributed to provide state superintendents of public instruction with advisory services and publications.

Reports

1. National Advisory Committee on Emergency Nursery Schools. *Bulletin of Information for Emergency Nursery Schools: Administration and Program*. Bulletin No. 1. Washington, D. C.: Office of Education, U. S. Dept. of the Interior, 1934. 32 p.

Offers specific suggestions on: staff of nursery schools; health development of the children; program and educational activities of the emergency nursery school; needs of the young child; teacher-child relationship; planning the daily program; activities of the nursery school; child's introduction to the school; and cooperation of home and school.

2. National Advisory Committee on Emergency Nursery Schools. *Bulletin of Information for Emergency Nursery Schools: Housing and Equipment*. Bulletin No. 2. Washington, D. C.: Office of Education, U. S. Dept. of the Interior, 1934. 40 p.

Suggests standards for housing and equipment on these items: plant; floor, air, and window space; fire protection; sanitation; ventilation; lighting and heating; drinking water facilities; kitchen; laundry; clothing and equipment storage; and outdoor play space.

Presents numerous illustrations, with accompanying discussion, of space arrangements, equipment, and activities. Reproduces line drawings of carpenter-made equipment and apparatus suggested for use. Includes an equipment list and a check list for housing requirements.

National Advisory Council on School Building Problems

An advisory council to the U. S. Office of Education, organized by the Office at the request of state superintendents of public instruction.

Chairman—Charles L. Spain, Public Schools, Detroit, Mich.

Secretary—Alice Barrows, U. S. Office of Education, Washington, D. C.

Members—Membership includes 75 superintendents—state, city, and county—and 75 advisory architects, in eleven regional councils.

Scope and purpose—Appointed in December, 1929, to make research studies of school building problems. During the past year, the Advisory Council, in cooperation with the Office of Education, has rendered service to the Public Works Administration in an advisory capacity in the formulation of policies in regard to school building projects, and in regard to plans for long-range studies of school plant needs.

Reports—A report in preparation, "The Functional Planning of Elementary School Buildings."

National Conference on Fundamental Problems in the Education of Negroes

Chairman of the Conference—George F. Zook, U. S. Commissioner of Education, Washington, D. C.

Chairman of the Planning Committee, and Director of the Conference—Ambrose Caliver, U. S. Office of Education, Washington, D. C.

Members—Membership of twenty-nine, representing various agencies and leaders in educational, economic, social, and religious life among Negroes. Executive Committee: E. T. Attwell, Mary McLeod Bethune, V. E. Daniel, T. Arnold Hill, Willis J. King, Fred McCuiston, F. O. Nichols, Charles H. Thompson, Garnet C. Wilkinson, Arthur D. Wright.

Scope and purpose—Planning committee appointed in November, 1933, to lay out the program for conference, which was held in Washington, D. C., May 9-12, 1934. Conference was national in scope; delegates were representative of every organization or agency having any control of or interest in the education of Negroes, of all levels and types.

The preliminary work of the Conference was performed by several committees, of eighteen to twenty members each, whose function was to study the financial support of education and certain fundamental and special problems which are involved in the education of the Negro as it is related to the various phases of his life, namely: home life, vocational life, citizenship, leisure, health, and ethical and moral life.

The following were stated as among the possible outcomes of the Conference:

- a. Self-education and stimulation of persons engaged in the practice of educating Negro children.
- b. Increase in knowledge and development of greater understanding, sympathy, and activity in favor of Negro education on the part of public officials and citizens in general.
- c. Reorganization and revitalization of Negro schools so as to result in a coordinated, integrated, and continuous education for a larger proportion of the Negro population.
- d. Publication of pamphlets and books which will aid in accomplishing the three outcomes mentioned above.

Reports

1. *Prospectus for National Conference on Fundamental Problems in the Education of Negroes*. Washington, D. C.: Office of Education, U. S. Dept. of the Interior, 1933. 14 p. (Mimeographed.)

National Survey of School Finance

Director—William John Cooper, George Washington University, Washington, D. C. (formerly U. S. Commissioner of Education).

Associate Director—Paul R. Mort, Columbia University, New York, N. Y.

Coordinator—Timon Covert, U. S. Office of Education, Washington, D. C.

Members—Directors assisted by a board of consultants of seventeen members, and ten special consultants.

Scope and purpose—Was authorized by Congress, with an appropriation of \$50,000 to begin work July 1, 1931. A total expenditure of \$350,000 was authorized, but only the one appropriation of \$50,000 was made. The original purpose was a thorough-going study of the sources and apportionment of school revenues and their expenditure, to extend through a four-year period. A staff of six full-time and four part-time specialists was engaged, and much of the year's work was devoted to careful planning for the entire survey. The sudden termination of the study made it possible to publish only one report, a bibliography on finance. A grant of \$25,000 from the General Education Board, made available through the American Council on Education, enabled the survey staff to complete two other studies.

Reports

1. Alexander, Carter, and Covert, Timon, compilers. *Bibliography on Educational Finance, 1923-1931*. U. S. Dept. of the Interior, Office of Education, Bulletin, 1932, No. 15. Washington, D. C.: Government Printing Office, 1932. 343 p.

Contains some five thousand references, many of them annotated. Elaborate classification system.

2. National Survey of School Finance. *Research Problems in School Finance*. Washington, D. C.: American Council on Education, 1933. 164 p.

Summarizes in part the plans made for the four-year investigation. Discusses the issues and points out needed researches, in the following areas of the school finance field:

- a. School finance as a social factor.
 - b. Financial implications of the principles underlying American education.
 - c. Improvement of expenditure measurement in school finance.
 - d. Management of school income.
 - e. Securing adequate returns for school expenditures.
 - f. Improvement of budgeting, accounting, auditing, and reporting procedures.
 - g. Importance of private support of education.
 - h. Responsibilities of the state in the support of public education.
 - i. Responsibilities of the federal government in the support of public education.
 - j. Development of efficient local tax districts.
 - k. Controls and limitations on school taxation and expenditures.
 - l. Stabilization of school support.
3. Mort, Paul R., and others. *State Support for Public Education*. Washington, D. C.: American Council on Education, 1933. 496 p.

Presents basic statistics on school support and expenditures in the forty-eight states and the

District of Columbia, for the school year 1929-30, in ten chapters, as follows:

- a. Status of educational expenditures and state action.
- b. Evolution of the fundamental principles underlying state school support.
- c. The minimum educational program.
- d. The measurement of educational need of local school districts.
- e. Measure of relative ability of local districts to support schools.
- f. Equalization of the burden of taxation for public schools in the various states.
- g. Financial provisions for local initiative in the various states.
- h. Safeguarding the local expenditure of state funds.
- i. Computation, allotment, and allotment of state revenue for education.
- j. The line of progress in state school support systems.

The following items are treated in discussing "the line of progress" in state school support systems:

- a. Improving the minimum program.
- b. Treatment of local rates.
- c. Improving the index of educational need.
- d. Treatment of established grants.
- e. Relative ability to pay.
- f. Earmarking the minimum program.
- g. Leeway for local initiative.

The report states two principles which should control state school support. The *equalization principle* requires the state to guarantee some prescribed minimum educational program for every child; the *efficiency principle* demands that the state shall allow local initiative in the support of schools to be exercised within the minimum program and beyond the minimum program.

National Survey of Secondary Education

Director—William John Cooper, George Washington University, Washington, D. C. (formerly U. S. Commissioner of Education).

Associate Director—Leonard V. Koos, University of Chicago, Chicago, Ill.

Coordinator—Carl A. Jessen, U. S. Office of Education, Washington, D. C.

Members—Directors assisted by a professional advisory committee of thirty members, a lay advisory committee of fifty-six, and the following board of consultants: H. V. Church, Ellwood P. Cubberley, J. B. Edmonson, Charles H. Judd, C. R. Mann, Albert B. Meredith, John K. Norton, Joseph Roemer, William F. Russell.

Scope and purpose—Was authorized by Congress, March, 1929, with an appropriation of \$225,000 to be expended over a three-year period. Headquarters were established at the U. S. Office of Education, with a staff of part-time and full-time specialists. Extensive questionnaire studies were made, and visits were made to selected schools.

The following aspects of secondary education were chosen for investigation: (a) the organization of schools and districts; (b) the secondary-school population and related problems; (c) administrative and supervisory problems, inclusive of adminis-

UNITED STATES OFFICE OF EDUCATION
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trative and supervisory personnel and activities; (d) the curriculum and the extra-curriculum.

Reports—Reports are being issued in twenty-eight monographs, published during 1933 and 1934, under the series title, "Office of Education Bulletin, 1932, No. 17." The monographs deal in the main with innovating practices, summarizing questionnaire findings and field investigations. The titles and authors of the monographs are listed below.

1. *Summary*. Leonard V. Koos and staff. (In press.)
2. *The Horizontal Organization of Secondary Education—A Comparison of Comprehensive and Specialized Schools*. Grayson N. Kefauver, Victor H. Noll, and C. Elwood Drake. (In press.)
3. *Part-Time Secondary Schools*. Grayson N. Kefauver, Victor H. Noll, and C. Elwood Drake. 98 p.
4. *The Secondary-School Population*. Grayson N. Kefauver, Victor H. Noll, and C. Elwood Drake. 58 p.
5. *The Reorganization of Secondary Education*. Francis T. Spaulding, O. I. Frederick, and Leonard V. Koos. 423 p.
6. *The Smaller Secondary Schools*. Emery N. Ferriss, W. H. Gaumnitz, and P. Roy Brammell. 236 p.
7. *Secondary Education for Negroes*. Ambrose Caliver. 121 p.
8. *District Organization and Secondary Education*. Fred Engelhardt, William H. Zeigel, Jr., William M. Proctor, and Scovel S. Mayo. 208 p.
9. *Legal and Regulatory Provisions Affecting Secondary Education*. Ward W. Keesecker and Franklin C. Sewell. 114 p.
10. *Articulation of High School and College*. P. Roy Brammell. 96 p.
11. *Administration and Supervision*. Fred Engelhardt, William H. Zeigel, Jr., and Roy O. Billett. 207 p.
12. *Selection and Appointment of Teachers*. W. S. Deffenbaugh and William H. Zeigel, Jr. 115 p.
13. *Provisions for Individual Differences, Marking, and Promotion*. Roy O. Billett. 472 p.
14. *Programs of Guidance*. William C. Reavis. 144 p.
15. *Research in Secondary Schools*. William H. Zeigel, Jr. 72 p.
16. *Interpreting the Secondary School to the Public*. Belmont Farley. 113 p.
17. *The Secondary-School Library*. B. Lamar Johnson. 110 p.
18. *Procedures in Curriculum Making*. Edwin S. Lide. 99 p.
19. *The Program of Studies*. A. K. Loomis, Edwin S. Lide, and B. Lamar Johnson. 340 p.
20. *Instruction in English*. Dora V. Smith. 89 p.
21. *Instruction in the Social Studies*. William G. Kimmel. 105 p.
22. *Instruction in Science*. Wilbur L. Beauchamp. 63 p.

23. *Instruction in Mathematics*. Edwin S. Lide. 72 p.
24. *Instruction in Foreign Languages*. Helen M. Eddy. 61 p.
25. *Instruction in Music and Art*. Anne E. Pierce and Robert S. Hilpert. 68 p.
26. *Nonathletic Extracurriculum Activities*. William C. Reavis and George E. Van Dyke. 174 p.
27. *Intramural and Interscholastic Athletics*. P. Roy Brammell. 143 p.
28. *Health Work and Physical Education*. P. Roy Brammell. 98 p.

Follow-Up Program—A number of conferences and program presentations of the Survey have been made. A leaflet issued by the U. S. Office of Education in April, 1933, lists sixteen conferences and organization meetings at which official presentation of Survey findings by members of the Survey Staff had been given or definitely planned.

National Survey of the Education of Teachers

Director—William John Cooper, George Washington University, Washington, D. C. (formerly U. S. Commissioner of Education).

Associate Director—E. S. Evenden, Columbia University, New York, N. Y.

Coordinator—Benjamin W. Frazier, U. S. Office of Education, Washington, D. C.

Members—Assisted by a professional advisory committee of forty-seven members, and the following board of consultants: William C. Bagley, W. W. Charters, George W. Frasier, William S. Gray, M. E. Haggerty, Henry W. Holmes, William W. Kemp, W. P. Morgan, Shelton Phelps, Payson Smith, Guy S. Snavely, D. B. Waldo.

Scope and purpose—Began July 1, 1930, to cover a three-year period. Financed by Congress, which appropriated \$180,000. Purpose of the survey, according to the act of authorization: "to make a study of the qualifications of teachers in public schools, the supply of available teachers, the facilities available and needed for teacher training including courses of study and methods of teaching."

A survey staff of fifteen members was named. The first project undertaken was a questionnaire study to which 463,000 public school teachers and officers replied, on qualifications and general status of the present teaching force. Information regarding teacher-preparing institutions was collected by questionnaires, and by visits to selected institutions.

Reports—Final report to appear in 6 volumes, of which Vols. 1 and 4 are already in print, and Vols. 3 and 5 are nearly ready for the printer.

1. Betts, Gilbert L.; Frazier, Benjamin W.; and Gamble, Guy C., compilers. *Selected Bibliography on the Education of Teachers*. U. S. Dept. of the Interior, Office of Education, Bulletin, 1933, No. 10. Washington, D. C.: Government Printing Office, 1932. 118 p.

A selected bibliography of 1298 annotated references on the education of teachers, up to June, 1932. Classified and indexed.

2. The Teaching Personnel in the United States.
 - a. Supply and demand studies.
 - b. Student personnel—prospective teachers.
 - c. Staff personnel in higher education.

3. Teacher Education Curriculums.

- a. Introduction—scope and admissions.
- b. Curriculums in normal schools and teachers leges.
- c. Curriculums in colleges and universities.
- d. Practice school facilities.
- e. Summer session.
- f. Graduate work in education of teachers.
- g. Educational theories.

4. Caliver, Ambrose. *Education of Negro Teachers*. U. S. Dept. of the Interior, Office of Education, Bulletin, 1933, No. 10. National Survey of the Education of Teachers, Vol. IV. Washington, D. C.: Government Printing Office, 1933. 123 p.

The data in this volume deal with the educational preparation and present status of Negro teachers in public schools in those states in which separate schools for Negroes are maintained. The findings reveal wide divergencies between the qualifications of white and Negro teachers; a high turn-over among good Negro teachers; a lack of uniformity in teacher-training curriculums; and low certification requirements for Negro teachers.

5. Special Survey Studies in the Education of Teachers.

- a. History of teacher education in the United States.
- b. The measurement of teaching ability.
- c. Library facilities and reading interests.
Section 1. The teachers college library.
Section 2. Reading interests of teachers.
- d. Student welfare and extra-curriculum activities.
- e. The in-service education of teachers.
- f. The education of rural teachers.
- g. Comparative practice in education of teachers.
- h. Digests of cooperative studies.

6. General Summary and Recommendations.

Two mimeographed reports, supplementary to Vol. 3, have been issued.

- a. Peik, W. E. *Curricula for the Education of Teachers in Colleges and Universities*. Washington, D. C.: Office of Education, U. S. Department of the Interior, June, 1933. 74 p. (Mimeographed.)
- b. Rugg, Earle U. *Curricula in Teachers Colleges and Normal Schools*. Washington, D. C.: Office of Education, U. S. Department of the Interior, June, 1933. 76 p. (Mimeographed.)

Other preliminary reports have appeared in issues of *School Life*, 1931-33.

Survey of Land-Grant Colleges and Universities

Director—Arthur J. Klein, Ohio State University, Columbus, Ohio (formerly Chief, Division of Collegiate and Professional Education, U. S. Office of Education).

Members—Conducted under general direction of William John Cooper, then Commissioner of Education, with assistance of a National Advisory Committee composed of the Secretary of the Interior, the Secretary of Agriculture, and the following eight members: Francis G. Blair, L. D. Coffman, Charles A. Lory, F. B. Mumford, R. A. Pearson, S. W. Stratton, Martha Van Rensselaer, R. S. Wilkinson.

Scope and purpose—Survey undertaken July 1, 1927, at request of the Association of Land-Grant Colleges and Universities. Expense defrayed by Congress, which appropriated \$117,000 for the purpose. Three years required to make study of "the accomplishments, the present status, and the future objectives of the land-grant type of education."

Director of study visited thirty-eight land-grant institutions and through conference asked for statement of problems. Advisory committees upon subjectmatter and functional fields were then organized. Questionnaires were prepared by specialists and institutions visited to advise and assist in supplying information. Local survey committees were also named. Tentative report reviewed by specialists, advisory committees, and National Advisory Committee.

Reports

1. Klein, Arthur J., director. *Survey of Land-Grant Colleges and Universities*. U. S. Dept. of the Interior, Office of Education Bulletin, 1930, No. 9. Washington, D. C.: Government Printing Office, 1930. Vol. I, 998 p.; Vol. II, 921 p.

Survey provides basic data and information on the following topics in the order named: history, control and administrative organization, business management and finance, alumni, student relations and welfare, staff, library, agriculture, engineering, home economics, arts and sciences, commerce and business, teacher training, military education, veterinary medicine, summer session, extension services, research, graduate work, and Negro land-grant colleges. Discussions end with a statement of problems, or conclusions and recommendations.

Survey of Negro Colleges and Universities

Director—Arthur J. Klein, Ohio State University, Columbus, Ohio (formerly Chief, Division of Collegiate and Professional Education, U. S. Office of Education).

Members—Advisory committee is as follows: William B. Bizzell, Walton C. John, C. C. McCracken, John H. McNeely, M. M. Proffitt, George B. Woods.

Scope and purpose—Survey undertaken as a critical study of Negro higher education. Information was secured from nineteen state departments of education, seventy-nine Negro colleges and universities, the Association of Colleges for Negro Youth, the Phelps-Stokes Fund, and the educational boards of certain church bodies. Conclusions and recommendations represented the consensus of opinion of the entire Committee.

Reports

1. Klein, Arthur J., director. *Survey of Negro Colleges and Universities*. U. S. Dept. of the Interior, Office of Education Bulletin, 1928, No. 7. Washington, D. C.: Government Printing Office, 1929. 964 p.

Seventy-nine colleges and universities are included in this survey. Four general types of government were found among them: ownership and control by either white or Negro denominational church boards, by a state, or by independent boards of trustees. Analyzes the provisions made by nineteen states and describes in detail the institutions located in each state. Concludes that the development of Negro higher education must be greatly increased if educational opportunities for the Negro are to approximate those for the white race.

UNITED STATES OFFICE OF EDUCATION IN COOPERATION WITH AMERICAN VOCATIONAL ASSOCIATION

A Study of Economic and Social Trends and Vocational Education

Chairman of Research Committee—J. C. Wright, U. S. Office of Education, Washington, D. C.

Members—C. R. Allen, vice-chairman and director of research, Beulah I. Coon, John Cummings, Terry C. Foster, N. B. Giles, C. F. Klinefelter, Frank W. Lathrop, H. B. Swanson, Marie White.

Scope and purpose—Committee appointed in 1932. Report of the Committee will be issued by the Division of Vocational Education of the U. S. Office of Education. The study is concerned with economic and social trends which appear to be related to vocational education. These trends have been listed and classified in keeping with the various types of vocational training. The study will call attention to the significance of the economic and social trends in the various occupational fields and their influence upon types of organizations, methods of instruction, and need for vocational training.

Reports—No date has been set for the publication of the results of the study. Preliminary plans have been made to issue at least two separate reports and possibly three. The data secured by the Research Committee are being analyzed and classified by Dr. C. A. Prosser, Director of William Hood Dunwoody Institute, Minneapolis, Minn., for the purpose of preparing a manuscript of interest to general administrators and laymen. Preliminary statements in this manuscript indicate the conviction that only an adequate system of public vocational education will meet the needs of prospective and employed workers in the various occupations.

A second and more exhaustive report is being prepared by a committee composed of C. R. Allen, chairman, Frank Cushman, Beulah Coon, and R. W. Maltby. This report will be concerned with an analysis classification of the economic and social trends from the standpoint of a supervisor of vocational education who is responsible for the organization of vocational schools and classes and their efficient operation. It is hoped that both manuscripts will be in press before the first of July, 1934.

WHITE HOUSE CONFERENCE ON CHILD HEALTH AND PROTECTION, 1930

Chairman of President's Planning Committee and of Executive Committee—Ray Lyman Wilbur, Stanford University, Stanford University, Calif. (formerly Secretary of the Interior).

Members—Members of Executive Committee include: H. E. Barnard, director, Grace Abbott, secretary, C. C. Carstens, Hugh S. Cumming, Samuel McC. Hamill, F. J. Kelly, French Strother.

Seventeen main committees were organized and divided into four sections:

- I. Medical Service. Samuel McC. Hamill, chairman. (Three committees.)
- II. Public Health and Administration. Hugh S. Cumming, chairman. (Three committees.)
- III. Education and Training. F. J. Kelly, chairman. (Seven committees):

A. The Family and Parent Education. Louise Stanley, chairman.

B. The Infant and Preschool Child. John E. Anderson, chairman.

C. The School Child. Thomas D. Wood, chairman.

D. Vocational Guidance and Child Labor. Anne S. Davis, chairman.

E. Recreation and Physical Education. Henry Breckinridge, chairman.

F. Special Classes. Charles Scott Berry, chairman.

G. Youth outside of Home and School. James E. West, chairman.

IV. The Handicapped. C. C. Carstens, chairman. (Four committees.)

Scope and purpose—White House Conference assembled in Washington, November 19-22, 1930, with 3000 men and women in attendance. It was called by President Hoover in July, 1929, "to study the present status of the health and well-being of the children of the United States and its possessions; to report what is being done; to recommend what ought to be done and how to do it." In brief, the aims of the Conference were to find facts, to define standards, and to recommend changes. Privately financed.

Sixteen months were devoted to preparatory study, research, and assembling of facts on the part of 1200 experts working on nearly 150 subcommittees, assembled under seventeen main committees. Findings summarized in Conference proceedings and in later published reports.

Reports—A brief popular statement of the findings is contained in the "Children's Charter" which has been widely distributed.

1. White House Conference on Child Health and Protection. *White House Conference, 1930: Addresses and Abstracts*. New York: Century Co., 1931. 365 p.

Contains the addresses delivered at the Conference and a digest of the summary reports of the seventeen main committees.

The following reports of Section I are significant from the standpoint of professional education:

2. Committee I-B. *Obstetric Education*. New York: Century Co., 1932. 302 p.
3. Committee I-C. *Body Mechanics: Education and Practice*. New York: Century Co., 1932. 166 p.
4. Committee I-C. *Pediatrics: Education and Practice*. New York: Century Co., 1931. 117 p.

These reports of the seven committees of Section III are now available:

5. Committee III-A. *Education for Home and Family Life*. Part I, in Elementary and Secondary Schools; Part 2, in Colleges. New York: Century Co., 1932. 124 p.; 128 p.
6. Committee III-A. *The Home and the Child*. New York: Century Co., 1931. 165 p.
7. Committee III-A. *Parent Education: Types, Content, Method*. New York: Century Co., 1932. 354 p.
8. Committee III-B. *Nursery Education: A Survey of Day Nurseries, Nursery Schools, and Private Kindergartens in the United States*. New York: Century Co., 1931. 187 p.

9. Committee III-C. *Administration of the School Health Program*. New York: Century Co., 1932. 41 p.
10. Committee III-C. *Home and School Cooperation*. New York: Century Co., 1932. 122 p.
11. Committee III-C. *Safety Education in Schools*. New York: Century Co., 1932. 61 p.
12. Committee III-C. *School Health Program*. New York: Century Co., 1932. 400 p.
13. Committee III-C. *Social Hygiene in Schools*. New York: Century Co., 1932. 59 p.
14. Committee III-C. *Summer Vacation Activities of the School Child*. New York: D. Appleton-Century Co., 1933. 82 p.
15. Committee III-D. *Child Labor*. New York: Century Co., 1932. 592 p.
16. Committee III-D. *Vocational Guidance*. New York: Century Co., 1932. 396 p.
17. Committee III-F. *Special Education: The Handicapped and the Gifted*. New York: Century Co., 1931. 604 p.
18. Committee III-G. *Children's Reading*. New York: Century Co., 1932. 90 p.

Section IV dealt with the handicapped child from the standpoint of social welfare. Certain reports are of interest to educators:

19. Committee IV-A. *Organization for the Care of Handicapped Children: National, State, Local*. New York: Century Co., 1932. 365 p.
20. Committee IV-B. *The Handicapped Child*. New York: Century Co., 1933. 452 p.
21. Committee IV-C-1. *Dependent and Neglected Children*. New York: D. Appleton-Century Co., 1933. 439 p.
22. Committee IV-C-2. *The Delinquent Child*. New York: Century Co., 1932. 499 p.

TOPICAL INDEX

NATIONAL DELIBERATIVE COMMITTEES IN EDUCATION CLASSIFIED BY MAJOR FIELD OF ACTIVITY

Committees have been listed under the field of activity to which they most closely relate. The subdivisions used are designated by terms in common use in the general field of education. These subdivisions are not coordinate in scope and importance and have not been sharply defined. Numbers following names of committees refer to the pages upon which descriptive statements appear.

ACCREDITING, *see* Administration of Schools and School Systems

ADMINISTRATION OF SCHOOLS AND SCHOOL SYSTEMS

- American Council on Education—Committee on Education and Government, 158; Committee on Problems and Plans in Education, 160; Committee on Standards, 162; Committee on the Administrative Phases of State Educational Systems, 162
- Commission on Length of Elementary Education, 174
- Committee for Cooperative Study of Secondary-School Standards and Accrediting Procedures, 175
- Federal Council of the Churches of Christ in America—Committee on the Relation of Church and State, 178
- National Advisory Committee on Education, 179
- National Education Association, Department of Educational Research—Committee on the Legal Basis of Education, 194; Committees on School Organization, 194
- National Education Association, Department of Elementary School Principals—Editorial Committee, 195
- National Education Association, Department of Superintendence—Commission on Educational Leadership, 200; Commission on School Administration, 201; Committee on Economy of Time in Education, 201; Committees on Relationships between Boards of Education and Superintendents of Schools, 203.
- National Education Association, Department of Teachers Colleges—Committee on Standards and Surveys, 207
- National Education Association, National Council of Education—Committee on Economy of Time in Education, 207
- U. S. Office of Education—National Survey of Secondary Education (Monographs Nos. 2, 5, 8, 9, and 11), 225
- See also* Finance, Educational; Higher Education; Secondary Education; Supervision of Instruction

ADULT EDUCATION

- American Association for Adult Education, 152
- National Advisory Committee on Illiteracy, 180
- National Education Association—National Commission on the Enrichment of Adult Life, 191
- National Education Association, Department of Adult Education Committees, 191, 192
- National Society for the Study of Education—Committee on Preschool and Parental Education, 211

Progressive Education Association—Committee on Adult Education, 219

- U. S. Office of Education—Advisory Committee on Parent Education, 223; Informal Advisory Committee on the Emergency Education Program, 223
- White House Conference on Child Health and Protection—Committee III-A, 228

ART, *see* Music and Art

ARTICULATION

- American Association of University Professors—Committee on Relation of Junior Colleges to Higher Education, 155
- National Education Association, Department of Superintendence—Commission on the Articulation of the Units of American Education, 199
- Progressive Education Association—Commission on the Relation of School and College, 218
- Study of the Relations of Secondary and Higher Education in Pennsylvania, 172
- U. S. Office of Education—National Survey of Secondary Education (Monograph No. 10), 225

BUILDINGS, EQUIPMENT, AND SUPPLIES

- Association of American Colleges—Commission on College Architecture and College Instruction in Fine Arts, 166
- National Association of Public School Business Officials—Committee on Insurance Research, 181; Committee on Supply Research, 182
- National Education Association—Committee on Schoolhouse Planning, 189
- National Education Association, Department of Educational Research—Committees on Buildings, Grounds, Equipment, and Supplies, 194
- National Society for the Study of Education—Committee on School Buildings, 213
- New York Commission on Ventilation, 216
- U. S. Office of Education—National Advisory Council on School Building Problems, 224

CHARACTER EDUCATION, *see* Philosophy and Objectives of Education

COMMUNITY AND SCHOOL RELATIONS, *see* Public Relations

CURRICULUM

- National Education Association, Department of Educational Research—Committees on the Curriculum, 194

National Education Association, Department of Secondary Education—Committee on the Integration of High School Studies, 197

National Education Association, Department of Superintendence—Commission on the Curriculum, 198; Committee on the Elementary School Curriculum, 198

National Society for the Study of Education—Committee on Curriculum-Making, 210

Progressive Education Association—Commission on the Secondary School Curriculum, 219

Secondary Education Board—Committee on the Curriculum Study, 221

U. S. Office of Education—National Survey of Secondary Education (Monographs Nos. 18 and 19), 225

See also English; Foreign Languages; Health and Recreational Programs; Music and Art; Professional Education; Rural Education; Science and Mathematics; Social Studies; Vocational Education; Various subjects of study

EDUCATIONAL FINANCE, *see* Finance, Educational

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National Association of Teachers of Speech—Committee on Speech Education in Elementary Schools, 182; Committee on Speech Training in Secondary Schools, 182

National Council of Teachers of English—Curriculum Commission, 184

National Society for the Study of Education—Committee on Silent Reading, 209; National Committee on Reading, 210

U. S. Office of Education—National Survey of Secondary Education (Monograph No. 20), 225

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FINANCE, EDUCATIONAL

American Council on Education—Committee on Educational Finance, 161

Association of American Colleges—Commission on Permanent and Trust Funds, 168; Commission on the Cost of College Education, 168

Educational Finance Inquiry Commission, 177

Federal Advisory Committee on Emergency Aid in Education, 177

National Education Association—National Conference on the Financing of Education, 191

National Education Association, Department of Educational Research—Committees on Finance and Business Administration, 194

National Education Association, Department of Superintendence—Committee on School Costs, 202

Progressive Education Association—Committee on the Emergency in Education and on Federal Support for Education, 220

U. S. Office of Education—National Survey of School Finance, 225

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American and Canadian Committees on Modern Languages, 151

American Classical League—Advisory Committee in Charge of the Classical Investigation, 157

American Council on Education—Committee on Modern Language Teaching, 159

National Federation of Modern Language Teachers—Committee on General Foreign Language Problems, 208

U. S. Office of Education—National Survey of Secondary Education (Monograph No. 24), 225

GUIDANCE, *see* Pupil Personnel and Guidance

HEALTH AND RECREATIONAL PROGRAMS

Association of American Colleges—Commission on College Athletics, 166

College Physical Education Association—Committee on Curriculum Research, 174

National Conference on College Hygiene, 184

National Education Association and American Medical Association—Joint Committee on Health Problems in Education, 207

National Society for the Study of Education—Committee on Extra-Curricular Activities, 210

U. S. Office of Education—National Survey of Secondary Education (Monographs Nos. 26, 27, and 28), 225

White House Conference on Child Health and Protection—Committees III-C and III-G, 228

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American Association of University Professors—Committee on the Requirements for the Master's Degree, 157

American Council on Education—Committee on Graduate Instruction, 158

Association of American Colleges—"Smaller College" Study, 169

Association of Urban Universities—Committee on Research, 171

National Society for the Study of Education—Committee on the Organization of Higher Education, 214; Cooperative Study of Current Changes and Experiments in Liberal-Arts Education, 212

National Society of College Teachers of Education—Committee on Current Educational Readjustments in Higher Institutions, 215

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KINDERGARTEN EDUCATION, *see* Preschool and Kindergarten Education

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American Association of University Professors—

- Committee on College and University Teaching, 154
- American Council on Education—Committee on Basic Factors of Achievement, 157; Committee on Exploratory Study of the Relation of the Emotions to the Educational Process, 161; Committee on Exploratory Study of Unitary Differential Traits, 162; Committee on Materials of Instruction, 158
- Association for Childhood Education—Committee on Research, 165
- National Advisory Council on Radio in Education, 180
- National Committee on Education by Radio, 183
- National Committee on Teaching Motion Picture Appreciation, 184
- National Council of Teachers of English—Committee on Photoplay Appreciation, 184; Committee on Radio, 184
- National Education Association, Department of Educational Research—Committees on Mental and Physical Development, 194; Committees on Psychology and Methods in the High School and College, 194; Committees on Special Methods and Psychology of School Subjects in the Elementary School, 194
- National Education Association, Department of Elementary School Principals—Editorial Committee (1933 and 1934), 195
- National Education Association, Department of Supervisors and Directors of Instruction—Committee on Materials of Instruction, 206
- National Society for the Study of Education—Committee on Adapting the Schools to Individual Differences, 209; Committee on the Activity Movement, 213; Committee on the Possibilities and Limitations of Training, 211; Committee on the Textbook, 212
- Payne Fund—Committee on Educational Research, 216
- U. S. Office of Education—National Survey of Secondary Education (Monograph No. 17), 225

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- Association of American Colleges—College Music Study, 165; Commission on College Architecture and College Instruction in Fine Arts, 166
- Federated Council on Art Education—Committee on Art Education in the High Schools of the United States, 178
- Music Educators National Conference—Commission on Costs and Economic-Social Values of Music Education, 179; Committee on Music and Leisure Time, 179
- National Society for the Study of Education—Committee on Music in the Public Schools, 215
- U. S. Office of Education—National Survey of Secondary Education (Monograph No. 25), 225

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- Peabody Conferences on Education and Racial Adjustment, 217
- U. S. Office of Education—National Conference on Fundamental Problems in the Education of Negroes, 224; National Survey of Secondary Education (Monograph No. 7), 225; National Survey of the Education of Teachers (Vol. IV), 226; Survey of Negro Colleges and Universities, 227

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- Character Education Inquiry, 173
- National Council on Religion in Higher Education—Committee on Ethics and Social Philosophy, 185; Committee on the Process of Education, 185
- National Education Association—Committee on Character Education, 187; Committee on Resolutions (1932), 189; Committee on Social-Economic Goals of America, 190
- National Education Association, Department of Classroom Teachers—Seventh Yearbook Committee, 192
- National Education Association, Department of Superintendence—Commission on Character Education, 200; Commission on Education for New Social and Economic Relationships, 201
- National Society for the Study of Education—Committee on the Scientific Method in Education, 214
- National Society of College Teachers of Education—Committee on the Philosophy of Education, 215
- President's Research Committee on Social Trends, 218
- Progressive Education Association—Committee on Social and Economic Problems, 220
- See also* Secondary Education

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- National Education Association, Department of Kindergarten Education—Research Committee, 196
- National Society for the Study of Education—Committee on Preschool and Parental Education, 211
- U. S. Office of Education—National Advisory Committee on Emergency Nursery Schools, 223
- White House Conference on Child Health and Protection—Committee III-B, 228

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- American Association of Collegiate Schools of Business—Committee on Study of Business Education at the Collegiate Level, 153
- American Association of Dental Schools—Dental Curriculum Survey Committee, 153
- American Association of Psychiatric Social Workers—Committee on Professional Education, 154
- Association of American Medical Colleges—Commission on Medical Education, 169
- Association of Collegiate Schools of Architecture—Survey Committee, 170
- Committee on the Grading of Nursing Schools, 175
- National Association of Commercial Teacher Training Institutions—Committee on Obligation and Position of Business Education in our Economic Order, 181
- National Council on Education for Journalism, 185
- National League of Nursing Education—Committee on Education, 208; Committee on Standards, 208
- Society for the Promotion of Engineering Education—Investigation of Engineering Education, 222
- White House Conference on Child Health and Protection—Committee I-B and I-C, 228
- See also* Teacher Training; Vocational Education

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- American Historical Association—Commission on the Investigation of the Social Studies in the Schools (Part III), 162
- National Education Association—Committee on Propaganda in the Schools, 188
- National Education Association, Department of

- Classroom Teachers—Eighth Yearbook Committee, 192
- National Education Association, Department of Elementary School Principals—Editorial Committee (1932), 195
- National Probation Association—Committee on Relationships between the Schools and the Juvenile Court, 209
- Phi Delta Kappa—Committee on Evaluating the School Program, 217
- Pi Lambda Theta—Committee for the Conservation of Education, 218
- Progressive Education Association—Committee on Home and School Relations, 219; Committee on School and Community Relations, 220
- U. S. Office of Education—National Survey of Secondary Education (Monograph No. 16), 225

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- American Association of University Professors—Committee on Methods of Increasing the Intellectual Interest and Raising the Intellectual Standards of Undergraduates, 155
- American Council on Education—Committee on Educational Testing, 160; Committee on Manual of Examinations, 158; Committee on Personnel Methods, 159
- Association of American Colleges—Comprehensive Examination Study, 168
- National Education Association, Department of Deans of Women—Research Committee, 193
- National Education Association, Department of Educational Research—Committees on Pupil Personnel and Guidance, 194, 195; Committees on Tests, 194
- National Society for the Study of Education—Committee on Educational Diagnosis, 214
- National Society of College Teachers of Education—Committee on Quantitative Measurement in Institutions of Higher Learning, 215
- U. S. Office of Education—National Survey of Secondary Education (Monographs Nos. 4, 13, and 14), 225
- White House Conference on Child Health and Protection—Committees III-D and IV-C, 228

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APPENDIX

Since the publication of the preliminary edition of this directory in June, 1934, additional committees have been reported to the Joint Commission on the Emergency in Education. These additions are listed below together with several recent committee reports.

AMERICAN COUNCIL ON EDUCATION

(See pages 157-62)

The seventeenth annual meeting of the American Council on Education was held in Washington, D. C., May 18-19, 1934. At this time chairmen of the various committees of the Council reported on the work of the year. Those reports published in the July issue of the *Educational Record* are listed below.

Committee on Basic Factors of Achievement

Reports

1. Marvin, Cloyd H., chairman. "Report of the Committee on Fundamental Factors in Achievement." *Educational Record* 15:353-58; July, 1934.

Gives examples of difficulties encountered. Recommends that a comparison be made of the results of widely differing experiments in an effort to discover what goals of instruction best help teachers in various subject matters to achieve universally desired results.

Committee on Education and Government

Reports

1. Norton, John K., chairman. "Report of the Committee on Education and Government." *Educational Record* 15:350-52; July, 1934.

A report of progress.

Committee on Personnel Methods

Reports

1. Hawkes, H. E., chairman. "Report on the Co-operative Test Service." *Educational Record* 15:359-67; July, 1934.

Report shows that the service is ahead of schedule in the production of tests and that better recognition is being given to the use of tests for diagnostic and guidance purposes.

Committee on Problems and Plans in Education

Members—Additional members appointed: Edward C. Elliott, Walter A. Jessup, C. R. Mann, Ben D. Wood (to fill the vacancy created by the resignation of Dr. Ruml).

Reports

1. Capen, Samuel P., chairman. "Report of the Committee on Problems and Plans in Education." *Educational Record* 15:340-43; July, 1934.

Reports briefly on the work of the Committee and its various subcommittees.

Committee on Exploratory Study of the Relation of the Emotions to the Educational Process

Subcommittee of the Committee on Problems and Plans in Education.

Reports

1. Prescott, Daniel A., chairman. "Emotion and the Educative Process." *Educational Record* 15:310-15; July, 1934.

Outlines the problems involved in a study of emotion, and the Committee's plans to summarize and coordinate available knowledge.

Committee on Standards

Reports

1. Walters, Raymond, chairman. "Report of the Committee on Standards." *Educational Record* 15:344-49; July, 1934. (Also in *School and Society* 40:100-02; July 21, 1934.)

Lists the problems before the Committee for study and discussion.

NATIONAL ASSOCIATION FOR NURSERY EDUCATION

Abigail A. Eliot, Secretary, 147 Ruggles St., Boston, Mass.

Committee on Experimental Centers in Commercial or Service Institutions

Chairman—Christine M. Heinig, Child Development Institute, Columbia University, New York, N. Y.

Members—Marie B. Fowler.

Scope and purpose—Appointed to assemble information regarding services being requested by industrial and commercial organizations and to determine possible experimentation with service units.

Committee on Handicapped Preschool Children

Chairman—Charles A. Aldrich, 723 Elm St., Winnetka, Ill.

Members—William E. Blatz, Lovisa C. Wagoner.

Scope and purpose—Appointed to conduct one or more studies on normality and abnormality in the vision and hearing of children of preschool age and to make recommendations for the treatment of such defects in young children.

Committee on Preparation of Nursery School Teachers

Chairman—Grace Langdon, Educational Advisory Service, New York, N. Y.

Members—Barbara Greenwood, Lulu Lancaster.

Scope and purpose—Appointed to consider current needs with special reference to the emergency program; to make desirable contacts with other teacher-preparation agencies engaged in any national program; and to develop plans of study.

Committee on Private Nursery Schools

Chairman—Mrs. A. M. Stone, 53 Elmore St., Newton, Mass.

Members—Abigail A. Eliot.

Scope and purpose—Appointed to draw up a descriptive report of the opportunities and problems of private nursery schools and to make recommendations to the Association as to the assistance it can give to owners and teachers of such schools.

NATIONAL EDUCATION ASSOCIATION

(See pages 185-91)

The seventy-second annual meeting of the National Education Association was held in Washington, D. C., June 30-July 6, 1934. At this time reports were presented by the chairmen of various committees. Accounts of the action taken by the Association will be found in the volume of *Proceedings* issued in November, 1934. Two significant committee reports are those on retirement and tenure.

Committee of One Hundred on Retirement Allowances

Reports

1. Force, Anna Laura, chairman. *Retirement Systems in the Depression*. Washington, D. C.: National Education Association, 1934. 29p. (Mimeographed.)

Reports the effects of the depression on the operation and organization of teachers' retirement systems between 1930 and 1934; the attitude of teachers and public toward retirement provisions; and findings on the status of retirement benefits available for persons other than teachers.

Committee of One Hundred on Tenure Problems

Reports

1. DuShane, Donald, chairman. *Report of the Committee on Civil Service for Teachers of the National Education Association*. Columbus, Ind.: the Author, July, 1934. 42p. (Mimeographed.)

Reports the results of a confidential inquiry among city school superintendents of Indiana. Summarizes the leading tenure cases in nine states.

NATIONAL EDUCATION ASSOCIATION, DEPARTMENT OF SUPERVISORS AND TEACHERS OF HOME ECONOMICS

Committee on Economics

Alice L. Currier, Secretary, 12 Howard Ave., Pawtucket, R. I.

Chairman—Benjamin R. Andrews, Columbia University, New York, N. Y.

Members—Josephine Adams, Florence A. Armstrong, Howard F. Bigelow, Florence Barnard, Harold F. Clark, N. H. Comish, Clara Lee Cone, Maud E. Hayes, Adah Hess, Elizabeth E. Hoyt, Hazel Kyrk, Kate Kinyon, Dorothy Marlow, Mabel McBain, Paul Nystrom.

Scope and purpose—Appointed in July, 1932, to inform and stimulate home economists to teach economic problems pertaining to the home, such as intelligent buying, budgeting the income, family problems affecting the welfare of the community, and housing conditions.

Reports—Articles by committee members have appeared in the *Journal of Home Economics* and other periodicals.

Committee on Home Economics, an Essential Subject

Chairman—Carlotta C. Greer, Public Schools, Cleveland, Ohio.

Members—Elizabeth Dyer, Helen C. Goodspeed, Mary E. Parker.

Scope and purpose—Appointed in March, 1933, to prepare a statement which would show that home economics is an essential subject in public school education.

Reports—Submitted to public school administrators a one-page statement on the value of home economics.

Committee To Determine How School Departments of Home Economics Are Meeting the Economic Emergency

Chairman—Emeline S. Whitcomb, 2801 Adams Mill Road, N. W., Washington, D. C.

Members—Membership of sixty-three.

Scope and purpose—Appointed in September, 1932, to study the work of school departments of home economics in the emergency. Secured the cooperation of the U. S. Office of Education.

Reports

1. Whitcomb, Emeline S. *How School Departments of Home Economics Are Meeting the Economic Emergency*. Circular No. 84. Washington, D. C.: Office of Education, U. S. Dept. of the Interior, April, 1933. 9p. (Mimeographed.)

A report of conditions in sixty cities, 10,000 population and over, which was presented to the Department, February 25, 1933.

Cooperative Studies Committee on Family Relationships

Chairman—Helen C. Goodspeed, Public Schools, Philadelphia, Pa.

Members—Clara Lee Cone, Maud E. Hayes, Esther Jonas, Mabel McBain, Edena Schaumberg, Lillie C. Smith, Adelaide Van Duzer, Nell M. Waddington, Martha Westfall, Maude Williamson.

Scope and purpose—Organized in 1931 to develop interest in teaching family relationships.

Reports—A mimeographed report lists basic factors in building unit courses in family relationships for both junior and senior high schools.

Cooperative Studies Committee on the Status of Nutrition Instruction in the Public Schools

Chairman—Carlotta C. Greer, Public Schools, Cleveland, Ohio.

Members—Margaret Browder, Clara Lee Cone, Esther Jonas, Hilda McAulay, Mabel McBain, Gladys M. Nevenzel, Lillie C. Smith, Adelaide Van Duzer, Nell M. Waddington, Martha Westfall, Inez Whitney, Maude Williamson.

Scope and purpose—Organized in 1932 to survey the status of nutrition instruction in the public schools.

Reports—A mimeographed report has been issued which gives data regarding nutrition instruction obtained from 244 public schools in forty-eight states.

Cooperative Studies Committee on Plans for Teaching Good Food Practices

Chairman—Ada Kennedy, Public Schools, Pasadena, Calif.

Members—Genevieve Johnston, Esther Jonas, Hilda McAulay, Mabel McBain, Gladys M. Nevenzel, Verna Payson, Florence Rollins, Rose Shonka, Bolettha Trojen, Adelaide Van Duzer, Martha Westfall.

Scope and purpose—Organized in 1933 to formulate plans for instruction in the fundamentals of good food practices.

Reports—A mimeographed report gives statements regarding food practices that are comprehensible to pupils of different grade levels, and outlines units of study.

RECENT RESEARCH BULLETINS

• The School Board Member

A handbook for the men and the women in active service on boards of education. Practical, brief, and timely for superintendents and other administrators.

• Salaries in City School Systems, 1932-33

A summary of the median salaries paid to almost four hundred thousand city school employees. One of the standard sources of information on teachers' salaries.

• Constructive Economy in Education

A brief analysis of the findings of studies bearing on the topic of economy in school management. An attempt to point the way to adjustments in expenditures which do not reduce efficiency nor destroy morale.

• Current Conditions in the Nation's Schools

A review of trends in education between 1926 and 1934 with particular emphasis upon the effects of the depression. Four conclusions are set forth: responsibilities of public schools have increased, financial support has decreased, educational opportunities have been restricted, and inequalities continued.

• Five Years of State School Revenue Legislation, 1929-33

A summary of school revenue legislation for the years 1929 to 1933. Reveals an increasing attempt of states to tax incomes and sales, and the growing tendency to earmark taxes for state school support.

• Education for Character, Part I: The Social and Psychological Background

A presentation of the personal and social factors involved in character. Reviews the psychological processes and principles upon which any program of character education should be based.

• Education for Character, Part II: Improving the School Program

An outline of the general type of program which seems necessary in the school. Contains many practical suggestions based upon research, expert opinion, and school practise. Does not give a ready made program for character building.

Single copies of the above bulletins, 25 cents. In quantity orders, accompanied by funds, the following discounts are allowed: 2 to 9 copies . . . 10 percent; 10 to 99 copies . . . 25 percent; 100 or more copies . . . 33¹/₃ percent.

JOINT COMMISSION ON THE EMERGENCY IN EDUCATION

THE JOINT COMMISSION on the Emergency in Education was appointed by the National Education Association and the Department of Superintendence in February, 1933, to inquire into the difficulties, financial and otherwise, which the schools were encountering and to take action aimed to meet these difficulties. This assignment has been broadened to include an appraisal of the present educational program and long-term planning for such changes as may be required to enable schools to meet the challenge presented by the changing social, industrial, and economic order. The members of the Commission are:

John K. Norton, *Chairman*, Professor of Education, Teachers College, Columbia University, New York, New York

L. D. Coffman, President, University of Minnesota, Minneapolis, Minnesota

J. B. Edmonson, Dean, School of Education, University of Michigan, Ann Arbor, Michigan

Sidney B. Hall, State Superintendent of Public Instruction, Richmond, Virginia

Blanche McCarthy, Appleton High School, Appleton, Wisconsin

Mrs. F. Blanche Preble, Van Vliissingen Elementary School, Chicago, Illinois

A. J. Stoddard, Superintendent of Schools, Providence, Rhode Island

A. L. Threlkeld, Superintendent of Schools, Denver, Colorado

Herbert S. Weet, Former Superintendent of Schools, Rochester, New York

David E. Weglein, Superintendent of Schools, Baltimore, Maryland