

REPORT
OF THE
COMMISSIONER OF EDUCATION

FOR
THE YEAR ENDED JUNE 30, 1924



WASHINGTON
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1924

THE UNITED STATES BUREAU OF EDUCATION

*Created as a Department March 2, 1867
Made an office of the Interior Department July 1, 1869*

COMMISSIONERS

HENRY BARNARD, LL. D.,
March 14, 1867, to March 15, 1870.

JOHN EATON, PH. D., LL. D.,
March 16, 1870, to August 5, 1886.

NATHANIEL H. R. DAWSON, L. H. D.,
August 6, 1886, to September 3, 1889.

WILLIAM T. HARRIS, PH. D., LL. D.,
September 12, 1889, to June 30, 1906.

ELMER ELLSWORTH BROWN, PH. D., LL. D.,
July 1, 1906, to June 30, 1911.

PHILANDER PRIESTLEY CLAXTON, LITT. D., LL. D.,
July 8, 1911, to June 1, 1921.

JOHN JAMES TIGERT, M. A. (OXON), ED. D., LL. D.,
June 2, 1921, to date.

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REPORT OF THE COMMISSIONER OF EDUCATION

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, D. C., September 1, 1924.

SIR: I have the honor to submit the following report of the operations of this office for the fiscal year ended June 30, 1924, together with recommendations for the extension and improvement of its work, as required by act of Congress approved March 2, 1867.

GENERAL STATEMENT

In my last report, I gave an analysis of the organization and set forth the functions of the Bureau of Education in detail. The organization and functions have not been changed during the fiscal year and, therefore, I shall say nothing of these at this time but wish to preface my detailed report of the year's activities with some general observations.

The Bureau of Education finds itself in a more promising situation than at any time in its existence. For a number of years, due to small appropriations, inadequate housing, limited personnel, and lack of ample facilities, the future has looked uncertain and, at times, gloomy for the important service of this bureau. The past year has brightened greatly the prospect. A number of factors have entered into this situation but the most important has been the increased interest and support which the bureau has secured in the Department of the Interior, especially from the office of the Secretary. This increased interest has been due very largely to the removal of the bureau from the Pension Building into the Interior Building. The transfer in quarters has improved in a marked degree the efficiency and morale of the staff because of the superior adaptability and more attractive appearance of the space now occupied, and has distinctly improved the facilities of cooperation between this bureau and the Department of the Interior and other bureaus and offices in the department because of proximity and convenience.

I should be remiss if I did not acknowledge at the outset the improvement that has come in these various avenues converging back in the personal interest and support which the Secretary of the Interior has given so unstintedly during the year. For this I express my profound appreciation.

Likewise, I wish to take occasion to remark that the progress made in the bureau has been, in a certain sense, entirely due to the exertions of those who compose its staff. In many ways the personnel have displayed loyalty, energy, and enthusiasm not formerly in such

evidence. I wish to call attention to this and say that without it the Commissioner of Education could have accomplished little.

Even under the present conditions, the Bureau of Education can not render all the service which the States and localities are demanding because we do not have the facilities to create here such a central agency for research and investigation of educational questions as is direly needed, but we are heartened and encouraged by the progress that has been made and the better hope that the future seems to hold.

AMERICAN EDUCATION WEEK

Several years ago the Bureau of Education inaugurated the annual observance of a week to stimulate an interest in education throughout the Nation. It was designed as a great spotlight to focus the minds of the American people upon what the schools are doing and what their needs and objectives are. The next year the American Legion became interested and now the week, known as American Education Week, is sponsored conjointly by the Bureau of Education, the National Education Association, and the American Legion.

Last year unprecedented success marked the observance of the week. Thousands of reports came to the Bureau of Education from every quarter of the country describing the enthusiasm with which people of all classes responded to the appeals made to them in behalf of the schools.

Stimulated by a proclamation of unusual strength by President Coolidge and by the proclamations of the governors of the several States, the project lacked nothing of influential official support.

The Bureau of Education issued 25,000 copies of a leaflet of suggestions for the observance of the week, and 85,000 copies of a broadside sheet for the use of newspapers and various organizations. The demand for these publications was so great that the supply was exhausted some days before the beginning of education week.

State superintendents of public instruction entered heartily into the work of preparing plans and issuing circulars of information and instruction. In their turn local school superintendents, city, county, and district, cheerfully undertook the appointment of committees and the direction of the thousands of details of preparation as outlined in the bureau leaflet of suggestions.

Each successive year finds a more ready acceptance of American education week, for its value is more and more recognized. With experience a better technique is developing; earlier beginning, closer organization and more complete preparation are evident every year, and the results are correspondingly better. American education week for 1924 promises to exceed in interest that for 1923.

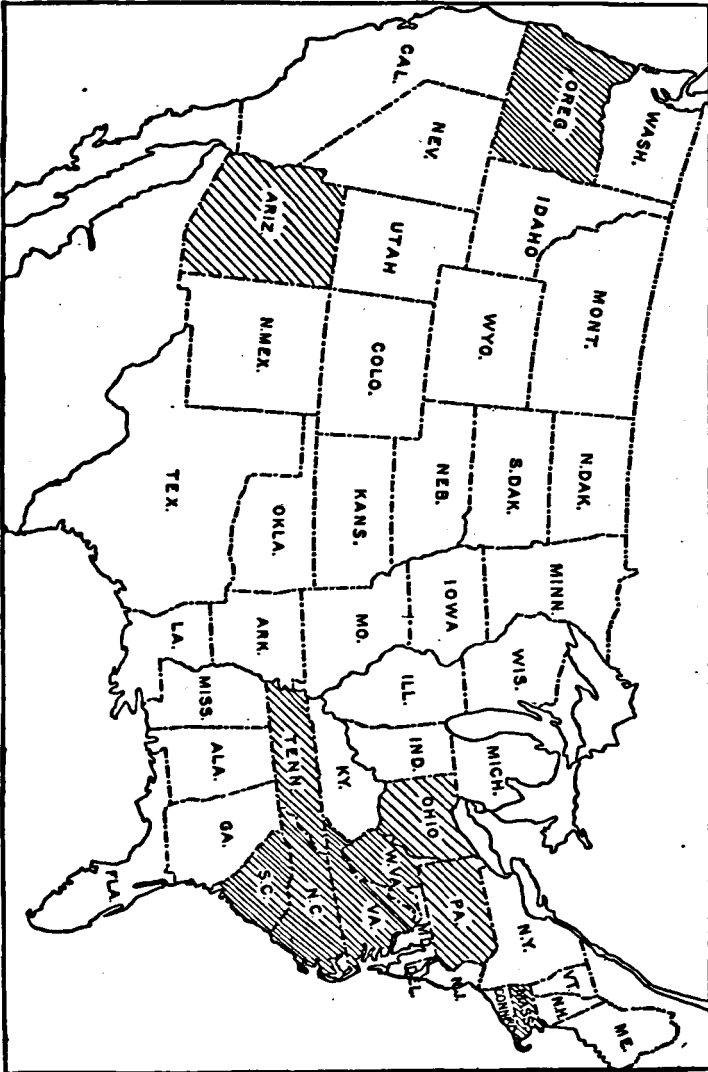
TECHNICAL ACTIVITIES

EDUCATIONAL RESEARCH AND PROMOTION

The bureau's functions and activities include educational research and promotion. These functions and activities may be further

classified as (1) research and investigation; (2) educational surveys; (3) dissemination of information; and (4) field service.

FIG. 1.—During the fiscal year 1923-24 the Bureau of Education conducted 18 surveys in 10 States: Arizona, Massachusetts, North Carolina, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Virginia, and West Virginia.



(1) RESEARCH AND INVESTIGATION

The members of the technical staff of the bureau spend the greater part of their time in various forms of research. The increasing complexity of modern educational problems suggests the necessity of

constant change in administration and content of curricula to meet present-days needs. These changes in the educational system, from the kindergarten to the university, should be made only after adequate study and consideration. There can be no question, therefore, concerning the need for research in educational problems.

The scope of the bureau's investigations may best be appreciated by referring to the list of publications which have been prepared by the members of the staff.

(2) EDUCATIONAL SURVEYS

For several years one of the most important and direct services which the bureau has rendered to educational administrators in the several States has been in the field of educational surveys. As has been mentioned in previous reports, the bureau has been invited to undertake these surveys because its representatives are completely detached from any local interest and, at the same time, possess extended experience and knowledge which are of great value for this purpose. On the other hand, the bureau has been careful in these surveys to request the assistance of well-known educators who are familiar with all of the practical situations which call for discussion.

On account of the increasing demand among educators and laymen alike for studies of educational practices in the light of general and local needs the bureau has been able to respond favorably to only a small proportion of the invitations for surveys which have come to it. This work is sufficiently important so that several persons on practically full time might well be employed in it.

During the fiscal year 1923-24 educational surveys were made (see Fig. 1), as follows:

Higher education.....	3
State system of higher education, Massachusetts (field work in 1922-23; report completed in 1923-24).	
General conditions relating to higher education, Tennessee (field work in 1923-24; report to be completed in 1924-25).	
Higher education in Cleveland, Ohio, with special reference to Western Reserve University and the Case School of Applied Science (part of field work in 1923-24; report to be completed in 1924-25).	
Rural education; county and other local systems of public education....	9
Phoenix Union High School (Arizona).	
Currituck County, N. C., and Arlington County, Va. (general county surveys).	
Orangeburg, S. C. (occupational survey).	
Fairfax County, Va. (evaluation of seven and eight year elementary systems).	
Princess Anne, King William, King and Queen, Chesterfield Counties, Va. (secondary education surveys).	
City schools.....	6
Swarthmore and Radnor Township, Pa. (general public-school systems).	
Alexandria, Va. (general public-school system; field work in 1922-23; report completed in 1923-24).	
Portland, Oreg.....	} (school-building surveys).
Fairmont, W. Va.....	
Uniontown, Pa.....	
•Total.....	18

studies which have been made by persons not connected with the bureau.

Thousands of individual requests for information by letter or in person are also answered by members of the bureau's staff in the course of every fiscal year.

(4) SERVICE IN THE FIELD

In the promotion of education the members of the bureau's staff are called upon to inspect schools and colleges, to address educational meetings and conventions, to hold conferences with educational leaders in the several fields, and to conduct educational surveys. Some of these activities are undertaken by the bureau as a means of maintaining close contact with educational conditions throughout the country, but the most of them are performed at the invitation of educational administrators in the several States.

On account of the limited travel funds of the bureau, much of the field service can be undertaken only when the expenses of travel and subsistence are paid by educational administrators and educational associations. This situation has a tendency to concentrate the field service of the bureau's staff in the eastern part of the country. However, every possible effort is being made to reach and study the problems of all parts of the Nation.

Summarizing all types of field service, I may report that during the fiscal year 23 members of the bureau staff, exclusive of the commissioner, rendered an aggregate of 883 days of field service outside of the District of Columbia in 31 different States. (See Fig. 2.)

As one feature of this service, 20 members of the staff, exclusive of the commissioner, delivered 164 addresses in 26 different States, to audiences aggregating about 41,227 persons.

ACTIVITIES OF TECHNICAL DIVISIONS

(1) DIVISION OF HIGHER EDUCATION

Educational surveys.—During the year the members of the division have largely been engaged in making educational surveys of higher institutions in Massachusetts, Tennessee, Georgia, and Ohio.

A comprehensive fact-finding report bearing on the need for supplementing existing facilities in higher education in Massachusetts was submitted to the State survey commission appointed by the governor on December 26, 1923. Also, the several possible methods of supplementing the State's present support of higher education, including the establishment of a State university, were discussed in some detail. After studying the fact-finding report the survey commission recommended the establishment of a State system of junior colleges. A number of well-known leaders in higher education assisted the bureau's chief of the division of higher education in making the fact-finding survey. The survey report was printed as a legislative document by the State of Massachusetts.

The State-wide survey of higher education in Tennessee is in progress. The chief of the division and three other members of a survey commission have visited nearly all of the higher institutions

in the State and gathered a considerable amount of data which is being formulated into a report. The survey was undertaken at the invitation of the Tennessee College Association.

At the invitation of the Cleveland Foundation, the chief of the division of higher education has undertaken to direct a survey of higher education in Cleveland, Ohio, with special reference to Western Reserve University and the Case School of Applied Science. The survey commission is studying the needs of the city in higher education and the possibility of developing the two institutions through some permanent cooperative arrangement.

Special studies and reports.—Other studies which have been prepared in the division and published during the year include: Statistics of land-grant colleges for the year ended June 30, 1922; survey of the State institutions of higher learning in Kansas.

In addition to the printed bulletins and pamphlets prepared or compiled by members of the division, there were the following studies, which were issued in mimeographed form: Statistics of current (1923-24) enrollments, income, expenditures, and salaries at State universities, colleges, and teacher-training institutions; enrollments in schools of engineering (1923-24).

Studies which are now in progress and will shortly be completed include: Survey of higher education in Tennessee; survey of higher education in Cleveland, Ohio; residence of college and university students; statistics of land-grant colleges, 1922-1923; decennial report on land-grant college education, 1910-1920; Federal cooperation in vocational education.

The assistant specialist in higher education has completed one-half of the survey on the curriculum of engineering schools in the United States, in cooperation with the board of coordination research of the Society for the Promotion of Engineering Education. He has also completed the compilation of basic data on standards and sources of standards in mathematics and biological sciences with respect to the bachelors' degrees in the State universities of the United States, in cooperation with the graduate department of the American University.

Educational conferences.—The division of higher education has continued its cooperation with various organizations through educational conferences, the most important of which was, perhaps, the preliminary conference of the Pan American Highway Commission. The assistant specialist in higher education cooperated with the Pan American Highway Commission in organizing and inviting to this country a group of 38 representatives of the departments of public works, financial officials, and chief highway inspectors, and other men noted in transportation circles, of Latin America to visit the United States as guests of the highway education board and to make a study of highway methods and finances in 10 typical States of the Union. Attention was also given to methods of training highway engineers in some of the leading colleges of engineering.

The assistant specialist in higher education accompanied the commission throughout its tour and assisted it in its final conferences at the Pan American Union where the program was prepared for the Pan American Highway-Motors Conference, which is to be held in

Buenos Aires in May, 1925. As a result of the discussion a program of highway educational work will be organized in each of the South American countries within the near future.

At the request of the Commissioner of Education, the assistant specialist in higher education organized the fourth Southern Conference on Negro Land-Grant College Education at Hampton Institute, Hampton, Va., March 3 to 5, inclusive, 1924. The conference at Hampton reviewed the work of the previous conferences held at Atlanta, Nashville, and Tuskegee with respect to the agricultural and home economics programs. Furthermore, it inaugurated special studies regarding academic, normal school, industrial, financial, and administrative standards for these institutions, thus completing the cycle of study outlined at the first conference held in Atlanta in 1920. The meeting was well attended by representatives from the land-grant colleges for negroes and by leading white citizens interested in negro education. It is planned in the near future to publish a digest of the proceedings of the four educational conferences on negro land-grant colleges.

Addresses have been delivered by members of the division at the following educational meetings: National Association of State Universities; American Home Economics Association; American Association of University Women; New England Association of Colleges and Secondary Schools; National Association of State High School Inspectors; National Council on the Teaching of English; Pan American Highway Commission; Hampton National Conference on Negro Land-Grant College Education; American Association of Junior Colleges; Ohio State Teachers' Association; Tennessee College Association; Tennessee State Teachers' Association; Massachusetts Schoolmasters' Club; Association of Virginia Colleges; Division of Higher Education of the Pennsylvania State Teachers' Association; and colleges in Georgia, Texas, Tennessee, and Pennsylvania.

(2) DIVISION OF RURAL EDUCATION

General plan of work.—The work of the division of rural education during the fiscal year has been arranged as far as possible to permit members of the staff to specialize in definite and assigned fields of rural education. One new line of work, namely, that of the preparation of rural teachers, was established in March, 1924. This was made possible by the occurrence of a vacancy on the staff. The present organization is planned to enable the division to collect authentic information in each of the several fields, to provide for a series of publications along each of the several lines represented, and to render more effective and specialized service than has formerly been possible. In this way complete and comparable information extending over a period of years, concerning conditions and practice in rural education in the United States, will eventually be made available.

As an example of the type of work which is being developed in the division, the field of rural secondary education may be cited. In 1923 this was a new field of endeavor for the division. After a preliminary survey of the field and its needs, a series of studies was planned in cooperation with other organizations, particularly State departments of education and higher institutions, comprehending a

survey of rural secondary education in the United States. This series contemplates (1) a general study of State practice in administration and supervision, (2) a study of internal organization and curricula, (3) types of rural schools, and (4) rural secondary education in selected States. The data for the entire series have been collected and a large part is now tabulated. The study of the internal organization and curricula is complete; one unit of the series on types of rural high schools has been published. Completion of the series will present the first authentic data of the kind so far collected and published. Besides its informational value, this series should aid materially in the development of a relatively new field and directly assist school officials in the organization and development of the type of rural high school, which experience has shown to be most satisfactory. In addition to the lines of investigation which have been indicated, the assignment in this field has included during the year participation in eight surveys involving high-school problems of different kinds and the making of a number of addresses on subjects concerned with high schools and general advisory work in the secondary field.

Next year it is expected to develop in a somewhat similar way the recently established line of rural teacher preparation. Other phases of rural education in which similar development is progressing or contemplated are rural school administration and supervision, consolidation, the rural school curriculum, rural school statistics, and organization and practice in one-teacher schools.

Research studies and investigations.—The greater part of the time of the specialists in the division has been given to research and investigation. The studies in progress or completed during the year include the following subjects and have in most cases resulted in publication as circulars, leaflets, bulletins, articles in *School Life*, and reports to school officials, or in the preparation of information for the purpose of giving consultative suggestions and advice: Rural school supervision—methods, practice, extent of in the United States; conferences of county superintendents and supervisors—number, types, and time consumed; progress of rural education in the United States; consolidation and transportation problems; problems concerned with rural secondary education—administration, organization, and curricula; location, types of courses, and other information concerning institutions preparing rural teachers in the United States; salaries and number of teachers in rural schools; length of term in one-teacher schools; attendance in rural schools; improving schools through standardization; type studies of progressive counties.

Field work.—The division members have visited 24 different States and spent a total of approximately 220 days in the field. Broadly classified, this means 60 different trips, of which 36 were primarily for the purpose of conducting investigation, research, surveys, and cooperative projects with State departments generally; 16 were for the purpose of making addresses on the invitation and at the expense of institutions or organizations requesting this service. These include State teachers' associations, summer schools, educational conferences, and the like. The remaining eight trips were undertaken for the purpose of attending or participating in educational conferences. All sections of the United States are included in the above 24 States.

Surveys and cooperative projects.—Surveys and projects in cooperation with State and county departments of education have been completed or are in preparation in the following States: Arizona, 1; Pennsylvania, 2; South Carolina, 1; North Carolina, 2; Virginia, 8. These surveys cover one or more of the following: General administration; location of school buildings, including surveys for consolidation or for location of county and union high schools; curriculum revision; evaluation of different types of schools; organization of classes and teachers within the school or system. The above surveys have been made at the request and at the expense of school officials of the several units of organization concerned. Following the completion of these surveys reports have been or will be prepared for the school officials in charge. Abstracts are printed as bulletins when necessary or desirable. Of the above surveys four reports have been prepared or are nearing completion. At least two of the others are expected to result in printed reports.

Publications of interest in rural education.—Through its different types of publications the division aims to disseminate information in the various fields of rural education, to assist school officials in solving various problems which present themselves in the administration, support, and organization of rural schools and rural-school systems, and to promote progressive ideas and policies among rural people and for rural schools. Rural-school officers, especially teachers and superintendents, are an itinerant group of which, at the present time, a large number are without adequate training or previous experience. The division aims to be useful to the different groups of rural-school officials in accordance with and in proportion to their needs. To accomplish this end different types of publications and a variety of methods of appeal are essential. Research studies and investigations usually result in publications. Approximately 20 were prepared during the year in the division and 10 issued in the form of bulletins, leaflets, or circulars. Eighteen contributions to the bureau's monthly magazine, *School Life*, were prepared in the division during the year. One issue of *School Life* each year is devoted to rural education. A member of the staff assists the editor in the planning and preparation of this issue. For the *Rural Schools News Letter*, a monthly mimeographed circular sent to approximately 3,000 country newspapers, members of the division prepared approximately 75 articles of 250 words each. Members of the staff also contributed to educational and other magazines, among which are the *New York State Teachers' Association Journal*; the *Federation News and Bulletin*, published by the General Federation of Women's Clubs; the *Proceedings of the American Country Life Association*; the *American School Board Journal*; the *Virginia Journal of Education*; the *Vocational Guidance Magazine*; and the *Galveston (Tex.) News*.

General activities.—Considerable time has been devoted to the preparation of maps, charts, and other exhibit material showing the work of the division and of the bureau and setting forth facts concerning the status of rural education in the United States. These have been exhibited at meetings of the department of superintendence in Chicago, the National Education Association in Washington, the General Federation of Women's Clubs in Los Angeles, the League

of Women Voters at Buffalo, at conferences of county superintendents in Montana and Minnesota, and at Teachers College, Columbia University, New York City. In addition, a considerable amount of time of members of the division has been given to the preparation of special literature, bibliographies, articles for *School Life*, and material for use during the meeting of the National Education Association the first week in July.

All members of the staff assisted in preparing material for education week, 1923, including the preparation of a special leaflet setting forth suggestions for observation of the week by schools and a number of articles for the *Broadside*. Films and slides on conditions in rural education in the United States, prepared by the division, have been circulated in a number of States during the year.

Through its correspondence as well as through the preparation of circulars, leaflets, and other publications, the division serves as a clearing house of information. The correspondence covers a wide variety of subjects, including requests for information and advice on all topics concerned with rural education in different parts of the United States.

A member of the staff assisted in the organization and direction of the National Conference on Illiteracy, held by the Bureau of Education in cooperation with the American Legion, the National Education Association, and General Federation of Women's Clubs, January 11 to 14, 1924, and had charge of the preparation and distribution of the reports of results and conclusions growing out of the conference.

An exhibit of activities of interest to rural teachers, carried on by organizations located in Washington, was shown in the auditorium of the Interior Department; preparation of a program and publication of an announcement of all activities of the bureau during N.E.A. week were made in the division, and moving picture programs were shown during three days of that week under its direction and supervision.

(3) DIVISION OF CITY SCHOOLS

General plan of work.—The members of the city schools division have directed their efforts along the following lines:

1. Preparation of bulletins, leaflets, and circulars.
2. Field service, including:
 - (a) School surveys.
 - (b) Addresses.
 - (c) Conferences.
3. Information service.
4. General, including preparation of material for American Education Week, and for the exhibit held during the meeting of the National Education Association.

Publications.—During the year the following bulletins, leaflets, and circulars were prepared by the division: "An evaluation of kindergarten-primary courses of study in teacher-training institutions"; "The kindergarten and health"; "How the kindergarten prepares children for primary work"; "A bibliography on pre-school and kindergarten-primary education"; "Prefirst grade training"; "Why your child should go to kindergarten"; "Kindergarten progress, 1920-22"; a revision of the leaflet, "Organizing kinder-

gartens in a city school system"; and "How to arouse interest in kindergartens"; two reading courses for boys and girls in the elementary schools; "Bibliography on the work-study-play, or platoon, plan"; "Training teachers for platoon schools"; "Junior high schools in cities having a population of 2,500 and over"; "Appreciation of pictures"; "Organization of research bureaus"; "Salaries of teachers in certain cities"; "Teaching cost in 39 junior high schools"; "Basis for music in the work-study-play schools"; "A platoon school in Kansas City, Mo."; "Organization and administration of the duplicate school in Philadelphia, Pa."; "School survey report of Alexandria, Va."

A bulletin on nature study was nearly completed by one of the members of the division. This bulletin presents courses of study especially adapted to the various sections of the country.

Field service and surveys.—During the year the members of the division spent a total of 277 days in field work in 12 different States. This included time spent in school surveys and addresses at educational meetings. Among the addresses delivered were those at the meetings of the National Education Association; Pennsylvania school men, University of Pennsylvania; District Supervisors, University of Pennsylvania; Phi Delta Kappa, University of Pennsylvania; American Association of University Women and General Federation of Women's Clubs; International Kindergarten Union.

Investigation of work in nature study was made in some of the schools of Illinois, Indiana, Michigan, and Pennsylvania to determine what are the special requirements for this work.

Five surveys were undertaken by members of the division:

(1) A general survey of the schools of Swarthmore, Pa., was made under the direction of the chief of the division, who was assisted by two members of the city schools division, two members of the rural education division, one member of the physical education and school hygiene division, and by the specialist in home economics. The major lines of the recommendation made by the committee have been adopted.

(2) A general survey of the schools of Radnor Township, Pa., was made by the chief of the division, assisted by one member of the rural education division, and one member of the physical education and school hygiene division. A preliminary report was submitted in June. Some of the recommendations have already been adopted.

(3) At the request of the board of school directors of Portland, Oreg., the specialist in city schools conducted a school building survey for Portland. A school building program was worked out for a 15-year period, 1922-1937, divided into three five-year periods. At the request of the board the building program was worked out on both the traditional plan of school organization and on the work-study-play plan. The board unanimously voted to ask for a \$5,000,000 bond issue for the five-year period on the program worked out on the work-study-play plan. On June 21, 1924, the bond issue carried by a vote of two to one.

(4) A school building program for Uniontown, Pa., was outlined by the chief of the city schools division. The report was

adopted and a bond issue of \$600,000 was voted for new school buildings.

(5) A school building program was recommended by the chief of the division for Fairmont, W. Va. The report was adopted by the Board of Education. The voters of the city will be asked to approve a bond issue of \$600,000 for a new high school building.

Conference on the work-study-play or platoon plan.—Under the direction of the Commissioner of Education, the specialist in city schools organized the Third National Conference on the work-study-play or platoon plan. The conference was called by the Commissioner of Education and was held in cooperation with the department of superintendence of the National Education Association, at Chicago, Ill., February 27, 1924. Those engaged in work in schools on the work-study-play or platoon plan, or those who planned to organize schools on this type of school organization, were invited to the conference. More than 500 superintendents and principals from all parts of the country attended both the afternoon and evening conferences. During the year the Commissioner of Education appointed the following national committees to make a study of different phases of the plan: Committee on building programs, chairman, Charles L. Spain, deputy superintendent of schools, Detroit, Mich.; committee on organization, chairman, Miss Rose Phillips, supervisor of platoon schools, Detroit, Mich.; committee on auditorium, chairman, John G. Rossman, assistant superintendent of schools, Gary, Ind.; committee on education of public opinion, chairman, S. O. Hartwell, superintendent of schools, St. Paul, Minn.; committee on music, chairman, Will Earhart, director of music, public schools, Pittsburgh, Pa.; committee on play, chairman, John E. Gilroy, director of physical education, Gary, Ind.; committee on special activities, chairman, Miss Elsa Ueland, president, Carson College, Flourtown, Pa.; committee on school extension activities, chairman, G. W. Swartz, director of adult education, Gary, Ind.; committee on training of teachers, chairman, W. F. Kennedy, director of platoon school, Pittsburgh, Pa.

Three committees, those on building programs, auditoriums, and organization, made full reports at the conference and the others gave preliminary reports. Each committee held a committee meeting during the week of February 25 to plan for the coming year's work. The superintendents and principals present at the conference requested that the United States Commissioner of Education call a fourth national conference to be held in February, 1925, in cooperation with the department of superintendence of the National Education Association.

Kindergarten education.—In addition to the preparation of the bulletins and leaflets previously mentioned, the specialists in kindergarten education prepared reports on kindergarten, music and drawing in two school surveys, outlines of high-school courses of study in music and drawing in connection with one of these, a report of the conference on training teachers and supervisors held in connection with the meeting of the department of superintendence for the kindergarten and first grade, and a report of the meeting of the International Kindergarten Union. Numerous articles were pre-

pared for School Life and other periodicals. A kindergarten reading course was prepared for parents. A series of mimeographed letters were sent to kindergarten teachers, training teachers, and supervisors to acquaint them with bureau publications. An addressograph list of first-grade critic teachers in teacher-training institutions was prepared.

The kindergarten specialists of the division spent 45 days in field work in six different States. They visited eight cities—three for the purpose of assisting in school surveys and the others to visit special schools and institutions. They held 195 conferences, 23 of which were with groups and others with individuals.

The kindergarten moving-picture film completed last year did good service but was lost in December. Through the cooperation of three cities a new one is in progress. The charts and lantern slides have been in almost continuous service. A new set of lantern slides is being made—one that illustrates the development of projects of different kinds.

Information.—Much of the time of the specialists was given to replying to letters requesting information and advice regarding various city school problems—junior high schools, kindergartens, evening schools, administrative problems, the platoon plan, teachers' councils, salary schedules, etc.

General.—Material for use in the observance of American education week was prepared and compiled under the direction of the chief of the division, who served as chairman of the committee representing the bureau in the campaign. This material consisted of suggestions to school superintendents and others as to the ways of observing the week, and a broadside sheet for the use of newspapers and of various cooperating agencies.

The chief of the division served as chairman of a committee to prepare an exhibit of the educational work of the Department of the Interior. This exhibit was placed in the corridor of the Interior Building and was viewed by several thousand teachers and by others.

(4) DIVISION OF PHYSICAL EDUCATION AND SCHOOL HYGIENE

Personnel.—There have been several changes in the staff of the division during the year, but at its close it included the following: The specialist in charge of the division, two junior specialists, one part-time field agent, and one clerical assistant.

Publications.—Aside from correspondence and personal interviews in the office and other routine office work, the following publications have been prepared: Physical Education Circular; two circulars for school nurses; report of the study of municipal and school playgrounds; schoolhouse planning and construction; health promotion in a continuation school; the continuing need for teachers of child health; suggestions for rural school nurses; what every teacher should know about the physical condition of her pupils; report of two conferences on school health supervision; report of a conference of the State directors of physical education; progress and prospect in school health work; suggestions for a physical education program for small secondary schools; athletics for women. Two publications

were revised for republication. Several articles were written for *School Life*. A number of posters and charts have been prepared.

Field work.—Two conferences on health teaching were held and two meetings of the State directors of physical education were arranged. The reports of these conferences have been prepared for publication as stated. A number of other meetings were attended by members of the staff.

Eight addresses were delivered before meetings of teachers or students.

The division assisted in the survey of the schools of Swarthmore, Pa., of Radnor Township, Pa., and Currituck County, N. C.

There is in progress a study of the requirements and credits in physical education in colleges, the health program of open-air schools, what is being done for the health of teachers, and bulletins on posture and on the correlation of health with other subjects of the curriculum.

School buildings and grounds.—The special agent in schoolhouse construction reports that besides answering all correspondence referred to him (approximately 550 letters answered), he has made the following studies for the bureau:

A survey of Orlando, St. Augustine, a part of Lake County, including the cities of Eustis, Tavares, Mount Dora, and Leesburg, and also the city of Tampa, Fla.; Mobile, Ala., plans for high school; Indianapolis, for the State Board of Education of Indiana; Tulsa, Okla., school buildings; Greenwood, Miss., plans for new high school; Richard City, Tenn., plans for high-school building; Meridian, Miss., a survey of all of the school buildings; Chicago, Ill., Mobile high school plans. He has also worked with numerous architects on plans for proposed buildings and drawn many sketches to help country school people and other in constructing buildings without architects. He has had conferences with school boards relative to architects, and other matters relating to school hygiene and sanitation. He has also prepared a revision of the bulletin entitled, "American School Buildings."

(5) SERVICE DIVISION

For the purpose of administration certain members of the bureau's technical staff, whose activities touch the several levels of the educational system, have been grouped together in the service division. These activities include industrial education, commercial education, home economics education, educational legislation, and foreign education.

Industrial education.—The position of specialist in industrial education was vacant for the most of the fiscal year. However, the former specialist held at Urbana, Ill., a conference of representatives from institutions in the Mississippi Valley which are engaged in training teachers of the manual arts and industrial education. The proceedings of this conference were published later by the bureau as an industrial education circular under the title, "The preparation of teachers." The bureau published during the year manuscripts relative to the field of industrial education as follows: "Manual arts in the junior high school," by W. E. Roberts; "Suggestions on art education for elementary schools," by Jane B. Wellington; "Vocational education in Geneva, Switzerland," by Elise Hatt.

Commercial education.—During the year the specialist in commercial education addressed the summer school of the Catholic University of America; the college of commerce of the University of Maryland; the Pierce School of Business Administration, Philadelphia; the Tome Institute, Port Deposit, Md.; the clubwomen of Pennsylvania, Scranton; business groups in Charleston and Columbia, S. C.; boys' high school of Charleston, S. C.; the South Carolina Teachers' Association; business men and the faculty and students of Grove City College, Grove City, Pa.; annual meeting of the Pitman Commercial Teachers of New York City; summer school of the Women's International League, Chicago; annual commencement of the Citadel, the military college of South Carolina; the annual convention of the National Association of Accredited Commercial Schools, Indianapolis; and the annual meeting of the American Council on Education.

The following conferences were organized and conducted by the specialist in commercial education: The national conference on secretarial training, Boston, October 27; the seventh and eighth of a series of regional conferences of business men and high-school teachers of business subjects and social studies, St. Paul-Minneapolis, November 2-3, St. Louis, November 23-24; the national conference of collegiate instructors of foreign service training subjects, Washington, December 26; the fourth commercial education conference in conjunction with the Vocational Education Association of the Middle West, St. Louis, January 16; the third annual commercial education conference in conjunction with the Eastern Association of the Middle West, St. Louis, January 16; the third annual commercial education conference in conjunction with the Eastern Commercial Teachers' Association, New York City, April 18; the second annual conference on foreign service training held in conjunction with the National Foreign Trade Council, Boston, June 4.

The following manuscripts were prepared by the specialist in commercial education: Proceedings of the first, second, third, fourth, and sixth, each as a separate bulletin, of the series of regional conferences, called by the Commissioner of Education and attended by business men and high-school teachers of business subjects and social studies (reports of the proceedings for the seventh and eighth conferences of this service are in preparation); secretarial training, a report of the national conference held at the College of Secretarial Science of Boston University, October 27; practices and objectives in training for foreign service, a report of the national conference on foreign-service training held December 26 in Washington; collegiate courses in foreign-service training, 1923-24, commercial education circulars Nos. 20 and 21; proceedings of the fourth commercial conference held in conjunction with the Vocational Educational Association of the Middle West; proceedings of the second commercial engineering conference, Pittsburgh, May 1-2, 1922; cooperative vocational guidance in commercial education, a report of the proceedings of the conference held at Pierce School of Business Administration, Philadelphia, April 21; proceedings of the third annual commercial education conference held in conjunction with the Eastern Commercial Teachers Association; proceedings of the second annual conference on foreign-service training held in conjunction with the National Foreign Trade Council.

Preliminary arrangements were made by the specialist in industrial education for the conduct, in cooperation with an adequate local committee, of a business education investigation-survey in the State of Indiana, the purpose of which is to collect, assemble, and interpret business data on which to base an articulated and motivated course of study in preparation for business in that State.

Home economics education.—During the year the specialist in home economics conducted two conferences in cooperation with the American Home Economics Association at its annual meetings in the following places: Chicago, Ill., July 31, 1923; New Orleans, La., January 1, 1924. The specialist planned the program and conducted the National Home Economics Conference called by the Commissioner of Education for April 21 to 24, at Washington, D. C. This conference was attended by 62 home economics supervisors of cities of 10,000 and above, by 100 home economics teachers and 100 other interested persons, representing many educational organizations. An attempt was made at this conference to interpret the rightful place of home economics in the whole educational system. The specialist in home economics also attended the conference on negro land-grant college education at Hampton Normal School and Agricultural Institute, Hampton, Va.

The specialist in home economics conducted the home economics survey of public schools in Swarthmore, Pa., and planned the course of study in home economics for the junior and senior high schools. She is also a member of the survey commission which is studying higher education in Cleveland, Ohio, with special reference to Western Reserve University and the Case School of Applied Science.

Questionnaires were sent to all of the cities in the United States of 10,000 population and above to ascertain the status of home economics in these schools. The returns from this questionnaire were compiled. Another questionnaire was sent to all county and State superintendents of the United States to obtain certain information as to the number of schools giving home economics; number of home economics teachers giving courses in child care and welfare; the family, personal hygiene, and health; food, nutrition, and clothing; number of home economics students taking such courses and the annual expenditures of home economics departments. An inventory was made of the home activities of the junior high school girls of two of the public schools of Washington, D. C. The specialist personally inspected home economics education in 20 different States.

The specialist in home economics prepared a chapter on "The relation of the humanities in home economics in the land-grant colleges," included in a compilation of papers relative to land-grant colleges, made by the division of higher education; home economics circulars, "Titles of completed research in American colleges and universities, 1918-1923"; "Sources of useful information for the teacher of home economics"; report of national conference of city supervisors in home economics, held in Washington, D. C., April, 1924; articles for American education week and School Life.

During the year the specialist addressed the following educational associations: State home economics associations of Indiana, Illinois, Connecticut, Maryland, and Massachusetts; the American Home Economics Association, New Orleans, La.; Eastern Arts Association,

Atlantic City, N. J.; and the Association of Land-Grant Colleges for Negroes, and the student body of Hampton Normal and Agricultural Institute, at Hampton, Va.; also, addressed the students of Eastern High School, Washington, D. C.; John Adams Junior High School, Cleveland, Ohio; seniors of Mississippi State College for Women, Columbus, Miss.; teachers of home economics of the public schools and of the Tennessee Coal & Iron Co., of Birmingham, Ala., and students in home economics classes at Nashville, Tenn.

The specialist in home economics served as a member of the exhibit committee to map out plans for the exhibit of the Department of the Interior for the National Education Association in Washington, June 29 to July 4, 1924; planned and supervised home economics exhibit for the National Education Association meeting; judged a State home economics essay contest; assumed the duties of president of the District Home Economics Association (Washington); and served as a member of the publicity committee of the American Home Economics Association.

Educational legislation.—During the year the specialist in school legislation prepared for publication reports of special studies and investigations, as follows: Legal provisions for high schools; important provisions of compulsory school attendance laws. Two projects begun prior to July 1, 1923, were completed and the material submitted for publication. One of these involved making a digest of all school laws passed by the legislatures of 47 States and Territories in 1923; another was a study of State laws providing for free textbooks for public-school pupils.

Special contributions to the publications of the Bureau of Education were made as follows: Three articles for use in connection with the observance of American education week; and two articles for publication in *School Life*. Four numbers in the series of legislative circulars were issued, giving current reports on educational measures introduced and passed in the State legislatures which met in 1924. During the year considerable special study was devoted to national laws and proposed laws relating to education.

Work in progress includes the study of State laws regulating degree-conferring institutions and assistance in the preparation of material for the observance of American education week.

Education in foreign countries.—The routine duties of the section of foreign education systems for the year 1924 have continued much the same as in former years. The subjects specifically mentioned as under consideration in former reports have continued of special interest, and still form the nucleus of a number of important studies.

The comparative study of education equivalence, or the true evaluation of primary and secondary school credits of foreign countries in the corresponding credits of the schools of this country, is one of the most difficult as well as the most important problems with which the assistant specialist in foreign education systems is confronted. The information and knowledge involved in correctly handling this subject are complex and extended. There are other individuals and committees, both national and international, working on the solution of the problem; but so far as the results are available, the Bureau of Education has carried the work further toward fruition than any other body.

The number of foreign school certificates that have been evaluated by the assistant specialist at the request of university registrars exceeds 250 for the year. These represent the most difficult certificates to be properly evaluated. The number of these requests is constantly increasing and the requirement of this nature is sure to increase rapidly in the future.

Another very important problem for the section on foreign education systems is that of obtaining common facts or comparative data from all important education systems. Many requests are received for information on foreign school statistics, revenue, etc., which can not be had for the want of available data. The type of educational information kept by different countries is not the same and can not easily be compared.

It has been a chief concern of the section during the year to obtain, through the use of consular service, by means of carefully prepared questionnaires, the type of comparative school data so much in demand by advanced educators. The work of gathering this desirable information is often discouraging, since the needed information is frequently not to be found in the ministries of education themselves. But little by little our files are becoming more complete with items and data on foreign education systems of a comparative nature.

During the year the routine duties of the assistant specialist, among other things, have called for answers to more than a thousand letters, most of which required special study and considerable research. Probably as many more requests for information on foreign education were answered by telephone or orally on personal visits to the office.

The work of the translators has been quite extensive, consisting principally of letters, certificates, diplomas, courses of study, articles, documents, school laws, etc.; varying in length from 100 to more than 15,000 words; representing Spanish, French, Italian, Portuguese, Dutch, Swedish, Norwegian, Finnish, Danish, Hungarian, German, Slovak, Czech, Bulgarian, Russian, Ukranian, Latvian, Lithuanian, modern Greek, Arabic, Armenian, Japanese, Chinese, and some others.

GENERAL SERVICE ACTIVITIES

As was set forth in my previous report, the general administration and organization of the Bureau of Education provide for two types of service, one of which is described as technical and the other general. The latter is of such a character that it relates itself in the main to the entire staff, but requires in some instances knowledge which is quite as technical as any of the technical activities of the bureau. The general service activities are administered under the direction of the chief clerk, who, by requirement of the Congress, acts as Commissioner of Education in the absence of the latter and include the following: Division of statistics, editorial division, library division, home education, division of mails and files, Alaska division, stenographic division, and the messenger service.

STATISTICAL DIVISION

Educational statistics for the year 1921-22 were prepared and published as follows: State school systems; city school systems; public

high schools; private high schools and academies; kindergartens; universities, colleges and professional schools; teachers' colleges and normal schools; schools and classes for feeble-minded and subnormal children; industrial schools for the delinquent; schools and classes for the blind; schools and classes for the deaf. One bulletin, known as a statistical survey of education, is in course of preparation. Other bulletins in preparation are: Accredited secondary schools; money value of education; housing of State departments of education; illiteracy; attendance data required by States and by the bureau; school census and age grade tables.

The chief of division served on the staff of the Portland (Oreg.) school building survey, and other members assisted in the survey of the higher educational institutions in Tennessee and the survey of the schools of Radnor Township, Pa.

This division made statistical studies for the library division, the physical education division, the rural education division, the city schools division, and the division of higher education. Conferences were held with State officials, college groups, normal school committees, statistical associations, the league of compulsory education officers, and national association of public school business officials.

Statistics are now being collected from States, cities, and institutions for the school year 1923-24.

EDITORIAL DIVISION

Bulletins and leaflets.—The Bureau of Education has been affected by the policy of economy in common with all other Government bureaus, the allotment for printing being less by \$8,000 than that for the preceding year. Many manuscripts which would have been appropriate for publication have been declined, of necessity, and everything that has been printed was reduced in volume as much as possible.

Only 42 bulletins were issued in the fiscal year of 1924, the smallest number in many years. Leaflets and circulars of a few pages each, and usually in small editions, were issued in somewhat greater number than formerly, namely, 103. The cost of each of these is relatively insignificant. In the effort further to reduce costs, all bulletins of fewer than 50 pages were printed without cover, and covers were placed on few documents of any kind which contained fewer than 100 pages. Only five bulletins were issued which contained more than 100 pages each, and the average number of pages per bulletin was 49—a reduction of 4 pages from the average size of the bulletins issued in 1923.

School Life.—Only 2,000 copies of *School Life* are distributed gratuitously, and all of them go to libraries which apply for them. Other copies are used to procure material for the library of the bureau by exchange; and Government officers in educational work, especially in the native Alaskan school service and the Indian school service, are placed upon the subscription lists without charge. For others the price of subscription is 30 cents a year for 10 numbers. The number of paid subscribers at this rate amounted to 7,665 at the close of the fiscal year.

Specially attractive numbers were issued in May and June, by permission of the Bureau of the Budget, in recognition of the meet-

ing of the National Education Association in Washington. The May number was devoted principally to the activities of the Bureau of Education, and the June number was intended to bring before the teachers of the country the opportunities offered to them by the Department of the Interior and its several bureaus. Of each of these two special numbers 40,000 copies were printed for free distribution.

Monthly Clip Sheet.—In the effort to procure the wider publication of educational news in the daily and weekly papers, the Bureau of Education now issues regularly on the fifteenth of every month a collection of brief items, under the title "Clip Sheet." It is distributed to about 5,000 newspapers. They have been extensively used, and there is no doubt of the success of the publication.

Distribution of documents.—The Superintendent of Documents distributed during the year for the Bureau of Education 11,811 Reports of the Commissioner of Education, 448,724 bulletins, 889,493 leaflets and similar publications, 34,250 copies of the Clip Sheet, 141,648 copies of School Life, and 3,000 copies of the index to School Life. The total was 1,528,926 documents, an increase of 78,630 over the previous year. This number includes, of course, publications of previous years. The correspondence of the bureau steadily increases and the demand for its publications was greater in 1924 than ever before. The relatively small increase in the number actually distributed is the natural consequence of the curtailed printing program of the year.

Publications of the Bureau of Education, July 1, 1923, to June 30, 1924

BULLETINS, 1923

- No. 3. History of the manual training school of Washington University. C. P. Coates.
- No. 4. Junior high schools of Berkeley, Calif. H. B. Wilson and others.
- No. 20. Recent advances in instruction in music. Will Earhart and C. N. Boyd. Advance sheets from Biennial Survey, 1920-1922.
- No. 21. Specimen junior high school programs of study. W. S. Deffenbaugh.
- No. 26. Educational work of the Young Women's Christian Association. National board of Y. W. C. A. Advance sheets from Biennial Survey, 1920-1922.
- No. 27. Hampton Normal and Agricultural Institute. Prepared under the direction of W. C. John.
- No. 28. Vocational education. W. T. Bawden. Advance sheets from Biennial Survey, 1920-1922.
- No. 29. Biennial Survey of Education, 1918-1920—Statistics. (Bound.)
- No. 30. An Americanization program. E. J. Irwin.
- No. 31. Americanization in the United States. J. J. Mahoney. Advance sheets from Biennial Survey, 1920-1922.
- No. 33. Educational hygiene. W. S. Small. Advance sheets from Biennial Survey, 1920-1922.
- No. 34. Higher education, 1920-1922. G. F. Zook. Advance sheets from Biennial Survey, 1920-1922.
- No. 35. List of bulletins of the Bureau of Education, 1906-1922. Edith A. Wright.
- No. 36. Rural education. Katherine M. Cook. Advance sheets from Biennial Survey, 1920-1922.
- No. 37. Progressive tendencies in European education. C. W. Washburne.
- No. 38. Main streets of the Nation. Florence C. Fox.
- No. 39. Consolidation and transportation problems. J. F. Abel.
- No. 40. Survey of the State institutions of higher learning in Kansas. G. F. Zook, L. D. Coffman, A. R. Mann.
- No. 41. Consolidation of schools and transportation of pupils. J. F. Abel.
- No. 42. Educational research. B. T. Baldwin, assisted by Madorah Smith. Advance sheets from Biennial Survey, 1920-1922.

- No. 43. Games and other devices for improving pupils' English. W. W. Charters, and H. G. Paul.
- No. 44. Outline of education systems and school conditions in Latin America. G. W. A. Luckey.
- No. 45. Work of the Bureau of Education for the natives of Alaska. William Hamilton. Advance sheets from Biennial Survey, 1920-1922.
- No. 46. A study of distinguished high-school pupils in Iowa. Charles Deich and E. E. Jones.
- No. 47. A biennial survey of public school finance in the United States, 1920-1922. F. H. Swift. Advance sheets from Biennial Survey, 1920-1922.
- No. 48. Suggestions for consolidating the rural schools of Beaufort County, N. C. Katherine M. Cook and E. E. Windes.
- No. 49. Statistics of State universities and State colleges for the year ended June 30, 1922. Advance sheets from Biennial Survey, 1920-1922.
- No. 50. Free textbooks for public-school pupils. W. R. Hood.
- No. 51. Schools and classes for the blind, 1921-22. Advance sheets from Biennial Survey, 1920-1922.
- No. 52. Schools for the deaf, 1921-22. Advance sheets from Biennial Survey, 1920-1922.
- No. 53. The Cooperative Education Association of Virginia. G. W. Guy.
- No. 54. Record of current educational publications to October 15, 1923.
- No. 56. Survey of the schools of Alexandria, Virginia.
- No. 57. Educational tests. S. S. Colvin. Advance sheets from Biennial Survey, 1920-1922.
- No. 58. Statistics of kindergartens 1921-22. Advance sheets from Biennial Survey, 1920-1922.
- No. 59. Schools and classes for feeble-minded and subnormal children, 1922. Advance sheets from Biennial Survey, 1920-1922.
- No. 60. Statistics of private high schools and academies, 1921-22. Advance sheets from Biennial Survey, 1920-1922.

BULLETINS, 1924

- No. 1. Educational Directory, 1924.
- No. 2. Industrial schools for delinquents, 1921-22. Advance sheets from Biennial Survey, 1920-1922.
- No. 3. An evaluation of kindergarten-primary courses in teacher training institutions. Nina C. Vandewalker.
- No. 12. Secretarial training. Report of conference at Boston, October 27, 1923. G. L. Swiggett.
- No. 21. Practices and objectives in training for foreign service. Report of conference at Washington, December 26, 1923. G. L. Swiggett.

CITY SCHOOL LEAFLETS

- No. 9. Teaching load in 136 city high schools. C. C. Walker.
- No. 10. Bibliography of the work-study-play, or platoon, plan. Alice Barrows.
- No. 11. Training of teachers for platoon schools. W. J. Banks.
- No. 12. Junior high schools in cities having a population of 2,500 and over.
- No. 13. Appreciation of pictures. Bertha Y. Hebb.
- No. 14. Organization of research bureaus in city school systems. Elise H Martens.
- No. 15. Salaries of elementary, junior high, and high school teachers in certain cities.
- No. 16. Teaching costs in 39 junior high schools.

COMMERCIAL EDUCATION LEAFLETS

- No. 4. College entrance credits in commercial subjects. G. L. Swiggett.
- No. 5. Organization and conduct of business. G. L. Swiggett.
- No. 6. Statistics relating to business education in colleges and universities, 1921-22. G. L. Swiggett.
- No. 7. Commercial education—school opportunities and business needs. G. L. Swiggett.

HEALTH EDUCATION PUBLICATIONS

Health Education Series

- No. 12. Sleep. Harriet Wedgwood.
 No. 13. Dramatics for health teaching. Harriet Wedgwood.
 No. 14. The kindergarten and health. Arnold Gesell and Julia Wade Abbot.
 No. 15. Suggestions for a program for health teaching in the high school. Dorothy Hutchinson.
 No. 16. The continuing need for teachers of child health. Dorothy Hutchinson and Harriet Wedgwood.
 No. 5. Child health program for parent-teacher associations and women's clubs. (Revised.)

Posters

- No. 4. Weight, height, age tables for boys and girls.
 No. 5. Sleep.

Miscellaneous

- Classroom weight record.
 Interest-arousing devices for teaching health.
 Price list (3 editions).

Physical Education Series

- No. 3. Suggestions for a physical education program for small secondary schools. W. F. Cobb and Dorothy Hutchinson.
 No. 4. Athletics for women. J. F. Rogers.

School Health Studies

- No. 4. Growing healthy children. Grace T. Hallock.
 No. 5. Health promotion in a continuation school. Harriet Wedgwood.
 No. 6. Municipal and school playgrounds and their management. J. F. Rogers.

HIGHER EDUCATION CIRCULARS

- No. 27. Need of art training in college and its application in after life. G. C. Nimmons.
 No. 28. The Rhodes scholarships.

HOME EDUCATION CIRCULARS

- No. 4. New order in educational cooperation. Margaretta Wills Reeve.
 No. 5. Parent-teacher associations and foreign-born women. Caroline Hedger.

INDUSTRIAL EDUCATION CIRCULARS

- No. 17. Development of plans for the preparation of teachers. W. T. Bawden. (Reprint.)
 No. 18. Standards of eighth grade attainment in shopwork. W. T. Bawden.
 No. 19. Means of improvement for teachers in service. W. T. Bawden.
 No. 20. Art as a vocation. W. T. Bawden.
 No. 21. Suggestions on art education for elementary schools. Jane B. Well-
 ing.

KINDERGARTEN CIRCULARS

- No. 13. Pre-first-grade training. W. T. Root.
 No. 14. References on pre-school and kindergarten-primary education. Nina C. Vandewalker and Harriet E. Howard.
 No. 15. How the kindergarten prepares children for primary work. Mary G. Walte.
 No. 16. Kindergarten progress from 1919-20 to 1921-22. Nina C. Vandewalker.
 No. 2. Organizing kindergartens in city school systems. (Revised reprint.)
 How to arouse public interest in kindergartens. (Revised reprint.)
 Why your child should go to kindergarten.

LIBRARY LEAFLETS

- No. 21. List of references on home economics.
- No. 22. List of references on secondary education in the United States.
- No. 23. Bibliography of all-year schools and vacation schools in the United States.

READING COURSES

- No. 1. The world's great literary Bibles.
- No. 2. Great literature, ancient, medieval, and modern.
- No. 3. Reading course for parents. (2 editions.)
- No. 4. Reading course for boys. (2 editions.)
- No. 5. Reading course for girls. (2 editions.)
- No. 6. Thirty books of great fiction.
- No. 7. Thirty world heroes.
- No. 8. American literature.
- No. 9. Thirty American heroes.
- No. 10. American history course.
- No. 17. Foreign trade.
- No. 19. Master builders of to-day.
- No. 20. Teaching.
- No. 21. Twenty good books for parents.
- No. 22. Agriculture and country life.
- No. 24. Citizenship and government. (2 editions.)
- No. 25. Pathways to health. (2 editions.)
- No. 26. Sixty selected stories for boys and girls.
- No. 27. Poetical literature for boys and girls.

RURAL SCHOOL LEAFLETS

- No. 12. Consolidation of schools in Randolph County, Ind. O. H. Greist.
- No. 13. The consolidated schools of Weld County, Colo. C. G. Sargent.
- No. 15. Educational progress and the parents. O. C. Brim.
- No. 16. The Iowa plan of observation and practice teaching in the training of rural teachers. Anna D. Cordts.
- No. 17. The Iowa plan of training superintendents and teachers for consolidated schools. Macy Campbell.
- No. 18. Principles of kindergarten-primary education in the consolidated rural school. Katherine M. Cook.
- No. 19. Consolidation of schools and transportation of pupils in Lafayette Parish, La. J. W. Faulk.
- No. 20. Gifts of nations, a pageant for rural schools. Maud C. Newbury.
- No. 21. Taxpaying as a lesson in citizenship. Macy Campbell.
- No. 22. The consolidated schools of Bernalillo County, N. Mex. A. Montoya.
- No. 23. Training courses in consolidation of schools and transportation of pupils. J. F. Abel.
- No. 24. Salaries of country teachers in 1923. Alex Summers.

REPORT

Report of the Commissioner of Education for the year ended June 30, 1923.

MISCELLANEOUS

Suggestions for the observance of American education week, November 18-24, 1923.

- Broadside—American education week.
- Publications available, September, 1923.
- Publications available, February, 1924.
- Publications available, May, 1924.
- Community Score Card.

CLIP SHEET

December, 1923, to June, 1924, inclusive (monthly).

PERIODICAL

School Life, Vol. 9, Nos. 1-10, September, 1923, to June, 1924, inclusive.
School Life, index and title page, vol. 8, September, 1922, to June, 1923.

LIBRARY DIVISION

The growth of the library has continued by the addition of current educational publications. The volumes and pamphlets acquired by gift, by exchange, and by purchase during the year numbered 725; also 336 volumes of copyright transfers from the Library of Congress and 5,000 numbers of serial publications.

The printed, mimeographed, and typewritten bibliographies continued in demand, and a large number of them were distributed. The most extensively used lists of references were constantly revised and brought up to date to the number of 176 subjects, and 45 entirely new bibliographies were compiled. During the year three lists of references in the library leaflet series were issued—No. 21, Home economics; No. 22, Secondary education in the United States; and No. 23, Bibliography of all-year schools and vacation schools, by Florence S. Webb. Two others were completed and turned in for printing—No. 24, Money value of education; and No. 25, Vocational education. Two additional leaflets on Rural life and culture and Junior high schools have been completed in manuscript form in readiness for printing at an early date. The Record of current educational publications received to June 1, 1924, was also prepared and sent to the printer.

The library has had numerous calls for its reference service from outside visitors and borrowers. In a number of cases research workers were supplied with books and source material which apparently could not be obtained elsewhere. During the year there were lent to borrowers outside the office 1,567 volumes.

The chief of the division contributed to each of the 10 numbers of *School Life* a page of notices of new educational books, with descriptive annotations.

The data in the statistical reports received from public, society, and school libraries for 1923, in reply to the questionnaire forms sent out, have been tabulated by the statistical division, and the material now awaits editing and completing for printing.

The library prepared an exhibit of its bibliographical and reference work for inclusion in the educational exhibit on display in the Interior Department building during the 1924 meeting of the National Education Association in Washington.

HOME EDUCATION

There are now 27 reading courses available, four of which were issued during the year, namely, No. 24, *Citizenship and Government*, by George F. Zook; No. 25, *Pathways to Health*, by Harriet Wedgwood; No. 26, *Sixty Selected Stories for Boys and Girls*, by Florence C. Fox; and No. 27, *Poetical Literature for Boys and Girls*, by Florence C. Fox. A reading course on *Kindergarten Ideals in Home and School* has been prepared by Nina C. Vandewalker.

During the year more than a thousand readers enrolled for one or more of the courses and over 50 certificates were issued. Since the inception of this work, more than 17,000 readers have enrolled in the courses and more than 700 readers have received certificates.

Besides the reading courses, three publications have been issued for this work: "New Order of Educational Cooperation," by Mar-

garetta Willis Reeve; "Parent-Teacher Associations and Foreign-Born Women," by Caroline Hedger, M. D.; and a revised circular letter on "A Representative Reading Circle and its Method."

Exhibits of material relating to home education have been prepared and exhibited at the National Congress of Parents and Teachers at St. Paul, at the American Library Association at Saratoga Springs, at the meeting of the National Education Association, and at State meetings of parent-teacher associations.

The director of home education addressed six regional meetings of the Michigan State Teachers' Association, a junior high school parent-teacher association in the District of Columbia, and the annual meeting of the National Congress of Parents and Teachers.

The second national conference on home education was called by the Commissioner of Education at the University of Minnesota. To this conference were invited State, city, and county librarians, extension directors in State universities, and leaders in parent-teacher associations.

DIVISION OF MAILS AND FILES

The bureau has abandoned its former practice of enumerating the vast number of letters and other pieces of mail handled in the division of mails and files. Mimeograph material is now handled by the department. This includes circulars of information, blanks for office records, questionnaires, bibliographies, announcement of conferences and other important matters by the commissioner, and form letters.

This division occupies the full time of two persons and part time of one person.

ALASKA DIVISION

Plan of reorganization.—The Commissioner of Education, as a member of President Harding's party, visited Alaska last summer and studied the activities of the Bureau of Education in the Territory. This visit impressed upon the commissioner the following thoughts: First, the need of closer and more adequate supervision of the bureau's work in Alaska; second, the necessity of reorganizing the reindeer industry so as to take care of the problems of grazing, surplus deer, and other matters vital to the future development of this important industry; third, the desirability of a course of study in the schools for the natives of Alaska which would minister more nearly to their needs. The natives of Alaska have a peculiar deftness of the hand which has made them weavers, carvers, and skillful craftsmen. The program of the Bureau of Education should provide for vocational education so as to preserve and promote these native crafts and talents.

In order to provide more adequate supervision, it was suggested that the Alaska work might be directed from some point in Alaska rather than through the office in Seattle. Careful study was given to the possibility of moving the Seattle office to Juneau, Anchorage, or some other Alaskan point, but this proved utterly impracticable. The Seattle office is primarily an office for the purchase of supplies and the employing of teachers and other personnel. The supplies can not be secured in the Territory of Alaska, and there is no teacher-

training institution there. It is, therefore, necessary to purchase supplies and employ teachers in the States. The work of the teacher in Alaska is quite different from that of a teacher in a school in the States. The teacher must be a community leader and do many things not ordinarily considered within the scope of the teacher's function. This makes it necessary to interview and personally confer with those going into our Alaskan service.

As a result of these conclusions, it was decided to move the superintendent of education for the natives of Alaska to Anchorage, where he might get a first-hand contact with our problems. Furthermore, W. T. Lopp, the present superintendent, has an intimate knowledge of the reindeer industry and seemed better qualified than any one else to make recommendations for the improvement and reorganization of the reindeer industry. Accordingly, Mr. Lopp was moved to Anchorage, with duties of a supervisory nature. At the request of the commissioner, the Secretary of the Interior created the position of chief of the Alaska division, Bureau of Education, whose duties are confined to the direction of the Seattle office and a general administration of the work in the Territory. Mr. Jonathan H. Wagner, former State superintendent of public instruction in New Mexico, was appointed to this position.

With these changes, we have begun to attack the problems outlined above. A beginning has been made in several places for industrial education which will meet the vocational needs of the natives of Alaska. A course of study is in preparation and will be put into use at an early date. Industrial schools are in process of erection at Eklutna, Kakanak, and White Mountain. In addition, the U. S. S. *Boxer* was used as a floating industrial school in southeastern Alaska during the winter.

The Alaska division of the Bureau of Education is required to make provision for the education of the natives of Alaska and extend to them all possible medical relief, train them in the industries, and so far as possible relieve worthy cases of destitution. The work in Alaska is under the direct supervision of the chief of the Alaska division, with headquarters in Seattle. The Seattle office functions as a purchasing and disbursing agent for all the bureau's activities in Alaska. It selects teachers and other personnel to recommend to the Commissioner of Education for appointment; it expends or invests, under the direction of the interested parties, funds sent to it by employees in Alaska, by the cooperative stores of the natives, or by individual natives of Alaska; it also sells commodities, such as furs, ivory, and fish, for the natives and remits, deposits, or expends the proceeds as directed.

The administration of this work involves great difficulties, arising principally from the remoteness of most of the villages, the enormous distances between them, the meager means of communication, and the severity of the climate in many sections. Most of the natives are a seafaring people, scattered along thousands of miles of coast and on the great rivers, in the villages ranging from 30 to 40 or 300 to 500 in population. The work would extend to the utmost limits of the United States, in terms of distance, with schools in Maine, California, Georgia, and Minnesota. One of the school districts is twice the size of the State of Illinois. Many of the settlements are far beyond the limits of transportation and regular mail service, and

one-third of the native population is north of the Arctic Circle. During the last school year for which statistics have been assembled educational opportunity was provided for about 44 per cent of the natives, while medical relief was extended to an even less per cent of the population.

Education.—During the fiscal year for which the following statistics will apply, 83 schools were operated in Alaska, with 151 teachers employed, including schoolroom teachers, superintendents, and principals. These teachers not only carried on educational activities but in many cases were responsible for the relief of destitution, medical supervision in the area about the station, and supervision of the industries, including the reindeer. Including school buildings, teacher-ages, hospitals, and orphanages, there are in Alaska 116 Government buildings in this service, valued at \$273,550, not counting the equipment, school supplies, and other miscellaneous property, such as lighting plants and radio stations in a few villages, U. S. S. *Boxer*, gas boats, etc., used in carrying out the Government programs. The educational statistics for the school year ending June 30, 1924, are as follows:

Total number of days in actual attendance.....	367,395.84
Total number of pupils enrolled during year.....	3,910
Average daily attendance throughout the year.....	2,652
Percentage of attendance.....	67.7
Average number in each schoolroom each day.....	26.9
Number of schools open 180 days per year or more.....	5
Number of schools open 160 days or more, but less than 180 days..	16
Number of schools open 140 days or more, but less than 160 days..	34
Number of schools open 120 days or more, but less than 140 days..	15
Number of schools open 100 days or more, but less than 120 days..	18
Number of schools open 80 days or more, but less than 100 days....	4
Number of schools open less than 80 days.....	9
Total schoolrooms open.....	101
Average number of days in the school year.....	135.12
Cost of school per day per child, based on actual attendance.....	\$0.70
Cost of school per year per child, based on actual attendance.....	\$97.65
Cost of school per year per child, based on total enrollment.....	\$66.23
During the year there was spent for repairs on the school buildings and not counted as a part of the operation of the schools.....	\$7,193.23
Spent for new buildings.....	\$3,153.33

Medical relief.—For the medical service the Government, through the Alaska division of the Bureau of Education, paid out the past fiscal year, a total of \$89,987.15, which covered the following service:

Patients or cases handled through the five hospitals.....	9,559
At a per patient or case cost of.....	\$9.41
Total treatments, outside and clinic.....	24,433
Days of hospital care.....	14,156

As indicated above, each teacher not only teaches the school but is a dispensing agent of the medical chest, a teacher of sanitation and health, and a village sanitary engineer. From the summaries made from the reports submitted by the 101 schoolroom teachers in the Alaska service the past year, the following welfare services were rendered:—

Number of teachers' visits to homes.....	14,137
Number of times medical assistance was rendered to the natives by teachers.....	17,709
Number of births reported in villages under the Alaska service outside of hospitals.....	391
Number of deaths reported during the same period outside of hospitals..	324

In this connection it must be remembered that the appropriation made by Congress is not large enough for the Bureau of Education to attempt to cover the entire field in Alaska with its educational program, medical and reindeer service. The total native population, according to the 1920 census, was 25,508, and the total population served in the 75 villages last year was 11,158. It is evident that the field in which the Government might extend its beneficial influence is large.

Reindeer industry.—Originating in 1892 in importation of reindeer from Siberia to furnish subsistence for the Eskimos in the neighborhood of Bering Strait, the reindeer industry has expanded until it has assumed chief importance in the bureau's industrial activities in behalf of the natives. Herds are now found near all of the principal native settlements of western Alaska from the Arctic to the Pacific Ocean, in the interior near Mount McKinley National Park, along the Alaskan Railroad, and on Kodiak Island off the Gulf of Alaska, along the Alaska Peninsula and as far west as the Aleutian Islands. So rapidly have the herds increased that the total number of reindeer in Alaska is now estimated at 350,000, of which about 235,000 are owned by the natives themselves. One of the principal problems confronting the Bureau of Education at this time is the reorganization of the reindeer industry on a cooperative basis so as to make it possible to handle more efficiently the increasing herds and market the surplus meat. This reorganization will attempt to care not only for the distribution of the herds as in the past but for handling the industry on a business basis. The present commercial value of Alaskan reindeer herds is approximately \$8,750,000, \$1,550,000 more than the sum paid for the territory by the United States in 1867. This does not take any account of more than 200,000 reindeer slaughtered in the past and used as meat by the natives nor the great benefit derived by the natives through participation in this great industrial success.

U. S. S. "Boxer".—In April, 1920, the U. S. S. *Boxer*, a wooden vessel, used by the Government as a training ship for naval cadets, was transferred to the Interior Department for the use of the Alaska division in connection with its work in Alaska. Funds have been appropriated and used to make repairs and remodel this schooner and equip it with modern machinery at a cost of approximately \$100,000, and she is to-day a sturdy craft, braving the waters of the Pacific and Arctic Oceans as far north as Point Barrow. Annually she carries a heavy tonnage of supplies and equipment, teachers, doctors, and nurses to the coast stations and to the distributing points on the mouths of large rivers. When transportation is closed in the North she serves as a floating school. The first expedition of the kind ever undertaken was made the past winter in a four-month cruise to points in southeastern Alaska. She carried on board natives of Alaska with ship's officers and special instructors, with equipment to teach units of work that would afford opportunities to the native boys for the acquisition of new knowledge and the development of manipulative and managerial skill. Such courses were offered as navigation, with special training covering the operation and care of Diesel engines, dynamos, and marine machinery; radio telegraphy, or wireless, including practice work in installation of

wireless receiving and sending sets; cooking, with instructions and practice in the preparation of a proper marine menu; general elementary subjects, with special emphasis in speaking and writing English; history, including civil governments; personal hygiene, and physical training; lectures on such virtues as cleanliness, morality, courage, dependability, and politeness.

Industrial education.—In the ordinary day schools for the natives in Alaska industrial education supplements the fundamental work of the schools. The study of animal husbandry, home economics, and manual training helps to connect the home life and the life of the community with the school, adds interest to the academic subjects, and makes skilled and efficient citizens. Any industrial subject properly taught is highly cultural. Special industrial schools are in the process of organization at Eklutna, Kanakanak, and White Mountain, where the Government has made appropriations and buildings have been erected and teachers, specially qualified, sent in to develop industrial courses along the lines of animal husbandry, fishing, ivory industry, boat building, tanning, tailoring, commercial work, carpentry, household management and home-making, nursing and sanitation, art, music, and physical education.

ACTIVITIES OF THE COMMISSIONER

During the year the commissioner traveled 58,140 miles; spent 173 days in the field, including Sundays; conducted four national educational conferences, and in collaboration with the General Federation of Women's Clubs, the National Education Association, and the American Legion, conducted a national illiteracy conference; addressed 16 national associations, 4 regional associations, and 19 State associations; visited officially 3 State departments of education; addressed several city and county educational associations; visited and addressed 17 institutions of higher learning and 13 summer schools; made 9 commencement addresses, 3 dedicatory addresses, and represented the Government on one inaugural occasion; addressed 4 high schools, and 10 business organizations (chambers of commerce, Rotary, Kiwanis, and other clubs), making a total of 150 addresses before audiences aggregating 91,459. (See Fig. 3.)

In addition, the commissioner attended meetings and discharged duties as a member of the Federal Boards for Vocational Education and Maternity and Infant Hygiene, and as chairman of the Federal Council for Citizenship Training, which board was created by order of the President. He also served as chairman of the committee on closer correlation of the work of Federal agencies for the President's conference on outdoor recreation.

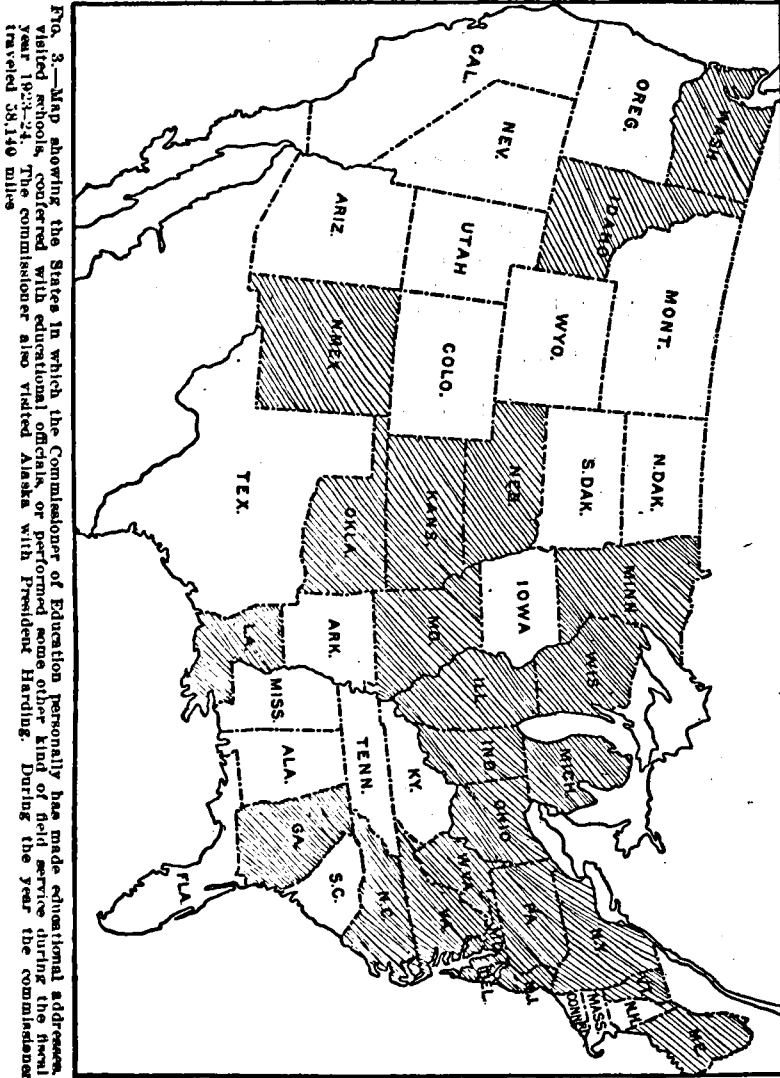
He wrote 35 articles and held about 300 conferences in his office in Washington with those seeking advice and assistance in educational matters.

RECOMMENDATIONS

A former recommendation requested the removal of the Bureau of Education from the Pension Building to more suitable quarters, and this has been carried out with greatly increased efficiency and

improvement in the morale of the bureau, as already mentioned in this report.

The commissioner has pointed out in previous reports the need for an enlargement of the Bureau of Education so that it can be



made an adequate agency for research and investigation in such important fields as curriculum organization, school finance, buildings and construction, adult education (including Americanization and illiteracy), teacher training, secondary education, and other

lines. These recommendations are dependent, of course, upon more adequate appropriations. It appears unnecessary to recapitulate in detail these suggestions made in previous reports. There are pending before the Congress a number of bills intended to take care of this situation, among which is the plan for reorganization of the executive departments of the Government, including within it a proposed department of education and relief. This new department would bring about an amalgamation of more than 10 different bureaus and agencies now carrying on education wholly or in part, and thus provide for a more efficient and economical administration of educational affairs in the Federal Government. This plan has the hearty indorsement of the President. If this measure or some other measure providing for a more adequate Federal agency in education for research and investigation is not enacted in the near future, there is great demand from the States and those locally responsible for education that a larger service be afforded them by the Bureau of Education. This service should be rendered, but can not be expected without an enlargement of our present appropriations.

Respectfully submitted.

JNO. J. TIGERT, *Commissioner.*

The SECRETARY OF THE INTERIOR.

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