

posals telling how they would use the equipment if they were to receive it. Many of the winning schools have since become teaching laboratories in which teachers from other schools in their areas learn about visual aids and develop their own adaptations.

The company has now launched phase two of AGE: a program offering to every accredited teacher training institution that certifies more than twelve graduates each year a grant of up to \$2,000 in visual aid equipment and reference materials. No competition is involved in this phase; every qualified institution that applies before May 31, 1965, will receive a grant. The size of the grant will vary according to the needs of the individual institution.

All grant packages will include one classroom, one portable overhead projector, and a copy machine that makes transparencies for the projector from printed or drawn original material. The packages also include instructional guides and reference materials.

The aim of these grants is to expose the recipient institutions and their students to modern teaching aids. Future teachers will learn how to use the equipment to advantage in their class presentations. And, of course, they will become familiar with 3M equipment. Teachers' college presidents seeking more information and the Grant Acceptance Form, should write to Bertrand Y. Auger, Manager, Visual Products Department, 3M Company—220-10, 2501 Hudson Road, St. Paul, Minn. 55119.

A new education magazine, designed for a popular as well as professional audience, has been launched by the U.S. Office of Education. Called, simply enough, *American Education*, it rises from the ashes of two older publications—*School Life* and *Higher Education*—and is an entirely new bird. The editor, Theodora E. Carlson, offers these reasons for the change:

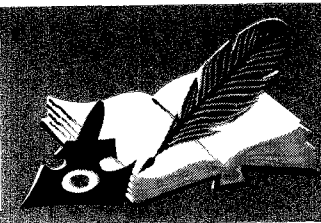
As the complexities of education have grown more evident, so have the inter-relationships. And "since education is all of a piece, undivided and unfragmented, our magazine for education had better be undivided too."

American Education is a popular magazine because education, the editor says, is "fundamentally the public's business, not the private or exclusive business of educators."

The new magazine, she concludes, "exists to explain the work and serve the official purposes of the agency that publishes it, but it will do this work in the most interesting way we can think of."

Subscriptions (\$3 a year) may be obtained through the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

New Books



John Dewey on Education: Selected Writings. Edited and with an introduction by Reginald D. Archambault. *The Modern Library*. 439 pp. \$2.45. Selections of Dewey's work in the several branches of philosophy that nourish educational theory, including ethics, epistemology, esthetics, political theory, and a major section on pedagogy.

What You Must Know about Getting into College. By Dr. William A. Rubinfeld. *Universal Publishing and Distributing Corp.* (800 Second Ave., New York 17, N.Y.). 160 pp. Paperback, \$1.45. Reviews the reasons for getting a college education, suggests plans for those whose high school grades have not been good, aids students in planning for colleges as early as the junior high school years, explores course selection in high school, and broadly outlines methods of reading and using college catalogs.

Readings in Child Development and Personality. Edited by Paul H. Mussen, John J. Conger, and Jerome Kagan. *Harper and Row*. 480 pp. Paperback, \$4.95. A collection of somewhat specialized readings on methods and results of current theory and research in a wide variety of areas related to child development.

Educational Anthropology. By George F. Kneller. *John Wiley and Sons*. 171 pp. Cloth, \$4.50. Paperback, \$2.45. An introduction to a new interdisciplinary in which the tools of the cultural anthropologist are applied to education.

Reading Without Dick and Jane. By Arther S. Trace, Jr. *The Henry Regnery Co.* (Chicago). 186 pp. \$4.50. A study of prevailing methods of teaching reading to American youngsters, which deplores the extent to which "programed retardation" is becoming an accepted technique in our primary schools.

Introduction to American Education. By Paul Woodring. *Harcourt Brace and World*. 120 pp. \$1.50. **Education and Democratic Ideals.** By Gordon C. Lee. *Harcourt Brace and World*. 181 pp. \$1.95. The first two volumes in a new "Professional Education for Teachers Series" under the editorship of Mr. Woodring. When the series is complete it will provide an introduction to all the major areas that educators consider es-

sential for prospective teachers, and the most basic content for a series of courses that will meet certification requirements in most states. The paperback format allows flexibility in course organization—it is expected that several of the volumes, selected by the instructor, will be used in each course. Other volumes in preparation include: *History of Education*, *Developmental Psychology*, *Learning in the Schools*, *Social Psychology in Education*, *Measurement and Evaluation*, *Innovations in Education*, *Elementary Education*, and *Secondary Education*.

Change and Challenge in American Education. By James E. Russell. *Houghton Mifflin Company*. 115 pp. Cloth, \$3.50. Paperback, \$1.95. Discusses clearly and simply for teachers and parents the changes in philosophical and social context of American education, and how the different levels of education are responding to this challenge. The author is secretary of the Educational Policies Commission in Washington.

Teaching: A National Directory of Preparatory Programs for Women College Graduates. *Catalyst in Education* (45 Labbe Avenue, Lewiston, Maine). 274 pp. \$1. Contains not only a list of undergraduate and graduate programs available to women college graduates desiring to prepare for teaching, but also the certification requirements of the fifty states, reading lists in several subject matter areas, and a description of three successful school volunteer programs.

The Story of the Initial Teaching Alphabet. By Maurice Harrison. *Pitman Publishing Corp.* (20 East 46th Street, New York, N.Y. 10017). 213 pp. \$4. A comprehensive discussion of the i.t.a. method of reading instruction compared to the use of the conventional alphabet. Also gives the history of previous experiments in the United States and Great Britain and describes in detail the recent work and its results.

Research on School Desegregation: Review and Prospect. By Meyer Weinberg. *Paperback*, 39 pp. 75 cents. A thorough summary of the effects of segregation, North or South, on Negro students, parents and teachers, and the problems and possibilities of desegregation.

The First Hundred Years

***The United States Office of Education: A Century of Service*, by Harry Kursh (Chilton, 192 pp., \$4.95), examines the OE past and present and casts an eye at where current rapid changes may take it. The reviewer was formerly Director of the Office of Information, U.S. Office of Education, and is now Director of the Publications and Information Department, Seattle Public Schools.**

By CARROLL HANSON

THE APPEARANCE of Mr. Kursh's book may be taken as a good omen, coming at a time when the United States Office of Education stands on the threshold of a vastly increased role in research, civil rights, and federal-state relations.

If current legislative proposals are enacted, there will soon be a line-up of awesome proportions at the new Mecca on Maryland Avenue in Washington, D.C., and Mr. Kursh's book will be of real comfort to many a weary and bewildered pilgrim. However, it is already in need of revision, so dazzling has been the rate of change in the Office of Education.

Mr. Kursh's book is important for two reasons: 1) it chronicles the disgraceful neglect and harassment endured by the first two Commissioners of Education; 2) it proves that the myth of "federal control" is a root cause of the poverty and travail which has plagued the Office for a century, inhibiting its true potential, keeping it understaffed and overworked. This volume should be required reading for Congressmen.

The book is divided into three parts, plus appendices. It is written in clear, textbook prose. Unfortunately, it contains few charts and no illustrations.

Part I outlines the history of the Office of Education, the total federal involvement in education, and the basic services of the Office under its Congressional mandate.

Part II describes the duties, but not the sacrificial hours, of the Commissioner and his staff and line personnel.

Part III deals with a variety of matters, including accreditation, how to get information, career opportunities, and, the future of the Office of Education.

Part I is by far the most satisfying

portion of the book. It succeeds in capturing some of the human interest and drama in the early history of the Office and it is filled with detail and a sense of urgency. It comes to grips with some of the larger problems that have challenged the Office and the nation during the past century. It is an excellent beginning. It sets the Office in perspective.

The balance of the book fails to fulfil its early promise in either content or style. Parts II and III are mainly an extension of the *OE Handbook*, which the Office has published and frequently revised since 1955. In this respect it is useful and fulfils the goal set by the author, who at the outset disclaims any pretense to critical analysis.

But one cannot avoid some disappointment because there are major omissions in the book, both as it attempts to present the past and the future of the Office.

Mr. Kursh includes very little information about any of the sixteen commissioners, except Henry Barnard and John Eaton. Yet the roster of commissioners includes men of enormous energy and great intellectual stature.

RECENT "milestones" are overlooked—for example, Commissioner Brownell's crusade to get \$1 million to start the cooperative research program in 1955. At that time he astonished budget officials by predicting that the program would ultimately require at least \$25 million a year. It now exceeds that sum. Nor is there mention of the first U.S. education mission to Russia in 1958, led by Commissioner Derthick, and his subsequent efforts to alert the American people to the tremendous Russian commitment to education.

And if there have been major successes, there have been great failures, too, which might have been noted by Mr. Kursh. There was the so-called numbers game in 1955 over the classroom shortage and an incredible mish-mash of legislation that never got anywhere on the "Hill." There was, and still is, the long silence about the role the Office should take in international education. And there is the inexplicable intrusion into strictly educational matters on the part of a host of old and new agencies along the Potomac.

Mr. Kursh has not dealt adequately with the impact of outside relationships on the Office, in the opinion of this reviewer. The Office operates in a network

of delicately balanced relationships. Although it has been a matter of concern to some officials in the Department of Health, Education, and Welfare, there has always been a close and cordial working relationship between the Office and the National Education Association. This should surprise no one, in view of the fact that the NEA and its affiliates enroll more than 1,500,000 members who can muster powerful "grass roots" support for Administration bills.

Likewise, the Office works closely with the National Science Foundation, the American Textbook Publishers Institute, the Council of Chief State School Officers, the Departments of Labor and Defense, the American Council on Education, the National School Public Relations Association, and a number of organizations that represent business and labor in America. The list goes on and on, and these are only a small sample. Virtually every specialist in the Office is associated with, and frequently an officer of, his subject-matter association. No group in America joins more and meets more than the education profession.

But the most important relationship that the Office has is with the White House. When this line is firm, the Office moves ahead. When it is weak, the Office stands still.

Incidentally, the conviviality Mr. Kursh observed in inter-Office contacts generally prevails. But it can be a will-o'-the-wisp. The pressures in the upper echelons of the federal bureaucracy are so enormous and the monetary rewards are so small that the real medium of exchange in Washington is power. And not even a company of scholars can resist its insidious allure. Relations are normally Dickensian, but when the chips are down they can be straight out of Kafka.

It is the future of the Office of Education that has recently intrigued the nation and has been a subject of frequent debate, as well as Congressional newsletters to the folks back home. This situation came about as the result of an innocent study by a committee of Office personnel. This study, entitled *An Education Agency for the Future*, was released in the spring of 1961 and spanned two administrations much as a crackling spark connects two wires. It was instantly caught up in political cross-currents and never received an objective review. While it has been all but forgotten, its implications are tremendous. It served, under the able leadership of Commissioner McMurrin, to move the Office off dead center and reorient it toward a new destiny. It continues to serve as a solid base for future reorganization.

In dealing with the future in his final chapter, Mr. Kursh brings up the matter of Cabinet status for the Office. While he does not deal with it exhaustively, he