

tional Research at Ohio State University will shortly issue a bulletin, "Radio in the Classroom."

Next, the teacher will need actually to experiment with the radio in his classroom. If his classes have been of a formal recitation type, he will tend to prefer the more direct-teaching type of broadcast. If he is accustomed to a variety of activities in the classroom, the radio becomes another valuable extension of the outreach of the school into the world. The success and enthusiasm of one instructor usually result in the attempt of others to achieve the same results. Even doubtful administrators are frequently "sold" on radio because of the experience of a capable teacher. Good ideas spread when carried out intelligently.

Principals and superintendents have other techniques at their disposal for initiating the use of radio. Teachers with enthusiasm and a sense of adventure may be encouraged to attempt its use; committees may be appointed to study the experience of other communities; professional meetings may be devoted to discussions and reports about radio; and in cities with course-of-study programs, each committee may be asked to examine the possibilities of the use of radio in its field.

Both teachers and administrators interested in spreading the usefulness of radio in schoolrooms can suggest that the topic be included in the program of institutes, conferences, and conventions, and large cities can well afford a special conference devoted to the subject with appropriate reports and demonstrations.

Many worth-while programs are now on the air, and it is tragic that so few teachers or administrators have appropriated the radio for extending the educational experience of boys and girls. The next few years should see a rapid growth in the use of this valuable teaching aid.—I. KEITH TYLER, in *The News-Letter*, November, 1936.

## NEW LIBRARY SERVICE IN U. S. OFFICE OF EDUCATION

**F**OSTERING the development of public and school library service throughout the United States will be one of the major activities of the Federal Government's new library agency in the U. S. Office of Education. Services of the new agency will include:

- (1) Making surveys, studies, investigations, and reports regarding public, school, college, university, and other libraries.
- (2) Co-ordinating library service on the national level with other forms of adult education.
- (3) Developing library participation in federal projects.
- (4) Fostering nation-wide co-ordination of research materials among the more scholarly libraries, inter-state library co-operation, and development of public, school, and other library service throughout the country.

Congress recently approved establishment of a Federal Library Service Division in the Office of Education, U. S. Department of the Interior, authorizing an appropriation of \$25,000 for the fiscal year 1936-37. Commissioner John W. Studebaker believes that the amount of money allowed by Congress for the new library service work during 1936-37 will mean employment of Office of Education staff specialists in school and public libraries, and necessary clerical personnel, all appointed under Federal Civil Service regulations.

The American Library Association, with a 12,000 membership representing practically all libraries in the United States, highly recommended establishment of this new Government library service in the Office of Education. Carleton B. Joeckel, chairman of the American Library Association's

Committee on Federal Relations, says, "The significance of this action in the history of federal relations of libraries in the United States can scarcely be over-emphasized. For the first time a federal office has been made specifically responsible for fostering a national program of library development. Although the appropriation is not large, the event itself is highly important."

"There is a growing demand upon the Office of Education for information and advisory service to libraries, corresponding to the type of service the Office now gives schools," United States Commission of Education Studebaker says. "Libraries are an essential part of the country's educational equipment. Schools without good library service administered by trained librarians cannot measure up to the modern conceptions or to the demands of modern methods in education. Independent study under guidance of teachers and tutors has advanced to such a stage that the *library in the college is in fact the heart of the institution*. Public libraries are expanding and intensifying their educational services. Many families now depend upon them wholly or in large part for their reading—on public questions, on vocations, and in the fields of culture—as well as for recreation. The amount and character of the use of public libraries have been directly affected by the constantly increasing demand for adult education as well as by the expanding interest in recreation and cultural reading which results from the improved school program and the broadening interest in public questions. This new library division in the United States Office of Education should be of great service to students, educators, librarians, and citizens in general."

Mother: "Bobby, it's time for you to get ready for school. Have you washed your ears?"

Bobby: "I washed the one that's on the side next to where the teacher sits."

## DISCRIMINATION

People can be roughly divided into two classes—the sponge-minded and the critically minded. The sponge-minded absorb with equal gullibility what they see at the movies, what they read in the newspapers, what they hear over the radio. They are the passive viewers, readers, listeners. Fair game for advertisers, they it is who put down \$350,000,000 for patent medicines each year. Even in their student days, they accepted without a flicker of mistrust what the textbook said or what they heard from the lecture platform. Porous as a sponge, for a brief time their minds absorb but do not assimilate.

The critically minded are active, not passive, in their reception of the printed and spoken word or the motion picture. They constantly ask: "Is it true? Where's your evidence?" and "What do you mean by 'true'?" They search out hidden assumptions, unwarranted inferences, false analogies. They are the good-natured sceptics and sometimes, unfortunately, the soured cynics. They give the ill-informed and inaccurate teacher many an evil moment. They are our only hope for progress.—*Edgar Dale*.

## REVOLT

Eons ago an anthropoid  
Gave shock to his own elect  
Because some unknown cosmic urge  
Made him rise to his feet, erect.

"'Tis wicked sin," they whispered low  
In their lingo of grunts and snores,  
"If we had gods their true intent  
Was that we should go on all fours."

Those who followed the daring brute  
Grew upward and became "Man,"  
But those who feared the wrath of gods  
Are still of the monkey clan.

—MARK G. McELHINNEY.