

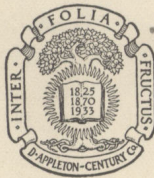
INTRODUCTION TO EDUCATION

BY

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TO MY MOTHER
AGNES SALLIE BURTON



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TO MY MOTHER
AGNES SELBIE BURTON

PREFACE

The detailed statement of aim, construction, and justification of this volume, together with much other typical prefatory material will be found in the "Introductory Remarks to Instructors and Students." The present paragraphs are confined to general statements of aim and justification, and to acknowledgments.

1. The volume is a sincere attempt to introduce students to the field of education in such manner that they will (*a*) develop scientific and philosophic attitudes toward education, (*b*) recognize the problems in the field and participate in solving them, and (*c*) recognize and understand the system of education as at present operated in the United States.

2. The author has had constantly in mind the status and needs of beginning students. He has been affected also by the sincere conviction that something of a gap, sometimes a little antagonism, exists between the advanced scientific scholars in education and the great body of teachers. There seems to be closer sympathy between the philosophic scholars and the teaching body, but not always any greater understanding of the implications of the philosophic statements than of the scientific findings. Therefore much concrete, detailed discussion and explanation of simple beginning matters is included. This results in a bulky book using many words. Some reviewers will criticize this, but the writer will be undisturbed because he is thoroughly convinced that abstract, abbreviated accounts, the dogmatic presentation of facts, is of little value with beginners. This volume is not designed to inform or stimulate advanced scholars, but to do a significantly different thing—namely, to inform, interest, and stimulate mixed groups of typical, uninformed, and inexperienced undergraduates.

Bulky as the volume is, it will need much supplementation and extension. A beginning survey text cannot possibly treat the field adequately. The necessary supplementation is provided through the exercises and projects accompanying each chapter.

3. The author has earnestly striven for balance, having been greatly impressed with the degree to which different authorities may stress one

phase of a given issue, to the neglect, sometimes almost to the exclusion, of other phases. Thus we have in current discussion emphasis placed upon either one or the other of two concepts of orientation for education: society or the individual; upon either of two concepts of aim: conformity or self-expression; upon either of two concepts of method of growth toward the aim: freedom or discipline. Education as a science is often contrasted with education as a philosophy. Now these contributions from extremists, whether radical or conservative, stressing one or another phase of education are extremely valuable for advanced students and for stimulating further "frontier" thinking. The beginning student is not only confused and discouraged, but often clearly antagonized by advanced critical discussions. Hence effort is made here to show the student that some truth and value surely inhere in each side of commonly contrasted views. Quite naturally in an evolutionary account the reasons for these differences of opinion are brought in. With background acquired first, then students may be led to such level of critical analysis as their ability and experience permit and the skill of their instructor may stimulate. Problems, investigations, and exercises are included for that purpose.

4. Once the simple background material is acquired, the writer believes in introducing students constantly to more advanced and stimulating materials. Hence the text and exercises grade up from the simple to the genuinely difficult. A small number of those who examined the manuscript thought that much of the material was too difficult. The writer admits he may be in error but believes that students finding any great amount of this material too difficult should reconsider their choice of career field. Doubtless occupations much simpler and less technical than education should be sought.

5. The general point of view is deliberately eclectic, not because this is a "safe" or "easy" policy, but because of the conviction that in the present state of educational theory and practice such a view is clearly justifiable. During the many years when materials were being tried on classes a few colleagues would occasionally urge the writer to "take a stand" for or against a given issue. But which stand? It was distinctly interesting to note how general background, training, special circumstances, and particularly individual temperament, influenced the "stand" suggested for adoption. Competent and wholly sincere scholars can be so genuinely impressed by a view that they practically exclude qualifying or contrasting beliefs. The sharp differences of opinion as to the "truth" were sometimes distinctly amusing. For instance, some suggested that

"all philosophical or theoretical" material be excluded and that "facts" alone be included. Still others urged that "facts" should be included with great caution since present facts are not final, and since too much reliance on "facts" blinds to certain desirable hypotheses. The writer's answer is that "facts" without orientation through a philosophy are often misleading and that "philosophy" without facts is a will-o'-the-wisp.

The preceding illustration is, of course, exaggerated. Many valuable and constructive suggestions were received from reviewers and colleagues, as shown by the acknowledgments below. Similarly, however, mutually exclusive suggestions were made upon practically every topic in the volume. It is significant that each one of the seven parts of the volume was recommended by one or more reviewers for extensive elaboration—and by others for complete elimination. Some later reviewer may be unkind enough—perhaps penetrating enough—to suggest that all seven should have been eliminated! These differences of opinion on desirable material are amply corroborated by the practice of other writers, as is shown by the statistical analysis of introductory texts referred to in the Introduction.

The writer has never hesitated to "take a stand" when convinced that the evidence justified it, but the view espoused has usually been one between those of extremists. In the absence of such conviction, he has faithfully presented the evidence to date and let the decision wait upon later and better data.

6. The general view may be summarized:

a. Education is presented as a social science, based upon a philosophy, thus balancing the views of the scientific and philosophic scholars.

b. Education is presented as mediating between society and the individual. The demands of society and of conformity are balanced against the demands of the individual and of self-expression by showing the value of understanding and acting in accord with the institutions and standards of civilized society (which is conformity of a kind), and by emphasizing the value of the unique contribution of the individual and of the necessity for respecting personality. It is shown that the institutions and standards are evolutionary, our political, economic, and social schemes changing with fundamental changes in men's thinking, but standing firm through temporary and superficial changes in thought. This robs conformity of an arbitrary flavor. The value and respect accorded the individual will be in the light of his contribution to the improvement of group living. This robs self-expression of the taint of anarchy.

c. Education, that is, the production of the highest type of self-reliant personality functioning within the stabilizing institutions of ordered society, necessitates both discipline and freedom as methods of stimulating growth.

The acknowledgments indicate the extent to which differing and contrasting schools of thought were consulted. It is impossible to acknowledge adequately the valuable, fundamental assistance received from Profs. William H. Kilpatrick, William C. Bagley, C. E. Rugh, and O. G. Brim. Each of these men, particularly Drs. Kilpatrick and Bagley, read certain sections and made extensive, detailed analyses resulting in improvement. For this the author is sincerely grateful. Profs. H. C. Morrison, Newton Edwards, and D. B. Leary read selected chapters and made many helpful suggestions. Prof. A. S. Barr and Mrs. Dalmyra M. Ibanez, Graduate Fellow at University of Southern California, read the entire manuscript supplying innumerable detailed suggestions. Prof. Thomas Alexander read the book in galley proof and made helpful comments. Other men who did not read the manuscript but who were of very great assistance in finding and clarifying materials on various topics, include Profs. Fletcher H. Swift, F. W. Hart, L. A. Williams, J. C. Almack, W. S. Ford, O. R. Hull, and D. W. Lefevre. Still other men who supplied individual items are acknowledged in footnotes. The many publishers who kindly gave permission to use quoted materials are each acknowledged in footnotes accompanying each quotation.

Materials were tried out under three deans, L. A. Pechstein, W. S. Gray, and L. B. Rogers, each of whom was generous with sympathetic assistance. Thanks are also due to Dean W. W. Kemp and to the librarians at the University of California for assistance during the writer's residence in Berkeley. The library staff at University of Southern California have been most helpful in making facilities and materials available.

No one mentioned, however, is to be taken as approving all detailed statements or the general viewpoint of the volume. The author assumes responsibility for content and organization.

The entire manuscript was typed and prepared for the publishers by Virginia N. Burton, who also read several sections and made a number of valuable suggestions.

W. H. B.

LOS ANGELES, CAL.

EDITOR'S INTRODUCTION

As one surveys the quarter-century of intense educational activity just past, there appears to arise out of the bewildering mass of claims and counter claims, educational theories, and devices a strong and widespread desire to view the educative process in a more fundamental way. There is a feeling that the workers at all levels should have a better knowledge of the process as a whole; the various theories and practices that constitute the process; how these came to be what they are; and why they have a right to exist in a broad view of the school as a social institution. It is not necessary to say that the presentation of such a view of education is no easy task, demanding scholarship, wide experience, and a high sense of evidence. The author of this *Introduction of Education* has attempted this most difficult task.

Discussing the function of education, the methods of educational thinking, the school system of the United States, the curriculum, the pupil population, the educative process, and education as a profession, the author claims for his presentation three distinctive features: (1) the presentation of education as a basic social institution; (2) the integration of the introduction to education with other courses in education and with life in general; and (3) a comprehensive, carefully balanced, logically organized, coherent view of education such as workers at all levels should possess to perform their several functions most intelligently.

The author is particularly well qualified to prepare a survey text of education. The content of this text is based upon a thorough survey of the whole field of education, the author's rich background of experience in teaching introductory courses, and the analysis of twenty-one previously published textbooks intended to meet the requirements of these courses. The materials were thoroughly tested during a decade of teaching some fifteen classes in three universities. The content itself has been subjected to the critical reading of such outstanding authorities in education as Judd, Bagley, Morrison, Kilpatrick, and Counts. The book constitutes a scholarly treatment of a difficult subject.

A. S. BARR

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INTRODUCTORY REMARKS TO INSTRUCTORS

The Aim, Principles, and Method of Construction of This Volume

It is urgently requested that instructors using this volume read this introductory statement before attacking the problems in the book.

An unnamed professor of economics is quoted by Norman Angell¹ as saying that no student can read in the field of economics, let alone study it seriously, without first spending at least one year studying such things as elementary law, ethics, the history of slavery, the story of religious persecution, the social effects of new inventions and discoveries, the history of sanitation and epidemic diseases. Why? So that he may get a clear idea of the mechanism of human coöperation, of human interdependence, of the kinds of difficulty men run into in trying to organize their lives together.

The present writer would apply this idea to education, saying that students cannot really understand the field and work of education until they have studied sociology, psychology, biology, anthropology, read a history of civilization, and studied the evolution of one or more human institutions such as marriage, government, language, or money. Why? Because education is not, as is thought by the uninformed, the simple business of training individuals in the simple skills of reading, writing, and arithmetic. Education is in fact the fundamental institution by which society and civilization perpetuate themselves, and by which the individual realizes himself. It is quite impossible ever to understand, or to participate intelligently in education without first understanding the nature of organized society, its institutions, the nature of human personality and its development, the relation between institutions and individuals, and above all the relation of education itself to both society and the individual.

Education is by no means confined to the school but we are here concerned chiefly with the school as the instrument of organized education.

¹ *The Unseen Assassins* (Harper & Bros., 1932).

Colleges which train secondary teachers have made effort in varying degree to give prospective teachers adequate background by requiring sequences of courses in the humanities and the sciences. The normal schools were, of course, quite unable to do more than give a brief course or two in background material. As the two-year schools emerge into four-year teachers' colleges, it is to be hoped that ample emphasis is placed upon educating teachers before fitting them to teach.

With the growing realization of the futility of making teachers out of individuals ignorant of the society in which they were to participate and of the nature of the individuals whom they were to teach, there has been increasing emphasis upon the necessity of general background as mentioned above. Furthermore, the field of education itself has become steadily more complex and specialized. Special sequences grew up within the field for training several types of educational workers. However, more than most processes, education is a unity. Administration, supervision, curriculum revision, testing, etc., have little meaning except as related to the central and fundamental nature of education.

Introductory courses in education. For years the typical approach to education has been through courses in the history or philosophy of education. The facts so sketchily outlined above, and many others, indicate the inadequacy of such an introduction. There arose about 1910 introductory or orientation courses in education, designed to give a unified view of the entire field and to prepare for specialized courses to come. This course was also open to and often taken as an elective by students not intending to teach. It was in this sense a broad, liberal course for citizens in general. Such a course cannot possibly take the place of proper background, but for those who do not get the background it gives an all-too-brief summary pointing the way to further study. For those with adequate background from other fields the introductory course will unify and interpret these materials in terms of special application to education.

These courses are now given in most teacher-training institutions. Before proceeding further, however, it must be noted that opinion is not unanimous. As an illustration of arguments advanced against such a course we may cite the well written argument of C. R. Maxwell, who makes four points:²

1. Introductory courses do not give an overview, but merely fragments of future work.

² C. R. Maxwell, "Orientation Courses in Education," *Elementary School Journal*, Vol. 32 (March, 1932), pp. 521-524.

2. Prospective teachers do not need a general survey or orientation as do all students in the humanities and sciences. As professional students they have chosen the field of education and do not need introduction to it.

3. Introductory courses overlap seriously with later courses, thus killing interest.

4. Introductory courses must of necessity be sketchy and theoretical, whereas training should be as practical as possible.

There is unquestionably some truth in these points but at the moment the majority of teacher-training institutions reject them. In reply it may be said that introductory courses need not be fragmentary and that they can be organized to give a coherent overview. Some objective studies have been made of overlap (see bibliography) with flatly contradictory results. This means either that the method of investigation is not yet fully refined, or that overlap exists in some institutions and not in others. The latter is probably true. In some cases the writer has personal knowledge that in certain institutions the introductory course killed interest in later specialized courses; in others it decidedly stimulated interest in many advanced and technical courses. This seems to turn upon the content of the courses, and upon the skill of the instructors in both types of course. *

Textbooks for introductory courses. In 1918 there appeared the first textbook for such a course. A score are now in use. These books vary greatly in scope, core of organization, and method of approach. The following list is arranged chronologically. If any title is omitted it is pure inadvertence, as effort was made to include all books in use.

1918. C. H. JUDD, *An Introduction to the Scientific Study of Education* (Ginn & Co.).
1920. G. D. STRAYER and N. L. ENGELHARDT, *The Classroom Teacher at Work in American Schools* (The American Book Co.).
1924. G. W. FRASIER and W. D. ARMENTROUT, *An Introduction to Education* (Scott, Foresman & Co.).
1925. E. P. CUBBERLEY, *An Introduction to the Study of Education* (Houghton Mifflin Co.).
- N. H. DEARBORN, *An Introduction to Education* (D. Appleton & Co.).
- L. E. HEINMILLER, *A First Book in Education* (The Century Co.).
- WILLIAM C. BAGLEY and J. A. H. KIETH, *An Introduction to Teaching* (Macmillan Co.). No other books making *teaching* the key-note are included, though several are on the market.
1926. J. L. HORN, *The American Public School* (The Century Co.).
1927. A. R. BRUBACHER, *Teaching: Profession and Practice* (The Century Co.). First revision of Frasier and Armentrout above.
1928. E. M. GRIZZELL, *Education: Principles and Practice* (Macmillan Co.).
- J. C. ALMACK and A. R. LANG, *The Beginning Teacher* (Houghton Mifflin Co.).
1929. F. L. CLAPP, W. J. CHASE, and CURTIS MERRIMAN, *Introduction to Education* (Ginn & Co.).

- E. L. THORNDIKE and A. I. GATES, *Elementary Principles of Education* (Macmillan Co.).
1930. R. H. JORDAN, *Education as a Life Work* (The Century Co.).
1932. J. E. ADAMS and W. E. TAYLOR, *An Introduction to Education and the Teaching Process* (Macmillan Co.).
- T. H. SCHUTTE (Editor), with twenty-three contributors, *Orientation in Education* (Macmillan Co.).
- J. H. BLACKHURST, *Introducing Education* (Longmans, Green & Co.).
1933. J. S. BUTTERWECK and J. C. SEEGER, *An Orientation Course in Education* (Houghton Mifflin Co.).
- Revision of Cubberley above.
- Second revision of Frasier and Armentrout.

In addition to these texts numerous local syllabi are available with about the same titles and variation of content. Some may wish to open the list above with Thorndike's early volume, *Education*, which was used as a first book many years ago. It is omitted not because it lacks merit in any way but because it was prepared before the day of the modern introductory course and more properly belongs with the previous philosophic approach books.

Differences in method of attack. At least five general methods of approach are found. The first book to appear (1918), Judd's *An Introduction to the Scientific Study of Education*, is exactly what the title indicates, an introduction to the *scientific study* of education. Its chief aim is to stimulate critical, analytic, and above all, objective inquiry into the problems of education. It makes no pretense of supplying the student with great quantities of facts or with descriptive accounts of educational institutions and processes. The book is notable for fidelity to its announced purpose, for close-knit logical organization, and for omission of detail. It was in its heyday, and still is, an excellent syllabus for the introductory course but requires enormous supplementation by instructor and students, which was one of the author's aims. This book definitely broke with the tradition of historical or philosophical introduction. History of education as an introductory course has been steadily on the decrease, though the historical approach appears in certain introductory texts.

The second text to appear, by G. D. Strayer and N. L. Engelhardt, is not always included as an introductory text as this purpose is minimized somewhat in the preface. It is, however, an introductory text in part and was so used. The book usually regarded as the second introductory text is that by G. W. Frasier and W. D. Armentrout which appeared in 1925, six years after Judd's. A revised edition appeared in 1927. It too is just what the title indicates, an introduction to the field. Fundamentally different from Judd's, this volume is frankly descriptive and

informational. It is representative of most of the other introductory texts to appear. The student is informed concerning the structure of the system, the nature of the curriculum, the characteristics of the pupil population, the duties of the teacher, etc. The volume is notable for simplicity of style and language, the clarity of brief presentation, and for lack of strictly coherent organization. Discussions are brief, contrasting with the similar book by Cubberley in which treatments are quite detailed.

Variations in title appear in this group of descriptive books and we find: *The Classroom Teacher at Work in the American Schools*, *The Beginning Teacher*, *An Orientation Course in Education*, *Introducing Education*, and the like. Departure from single or joint authorship is seen in *Orientation in Education* with twenty-three contributing authors.

A third approach is best illustrated by *An Introduction to Teaching* by W. C. Bagley and J. A. H. Kieth. The teacher and teaching is made preëminent. Other volumes on the structure and process of the system are to follow this introduction. Several other books use this approach. The volume by J. E. Adams and W. E. Taylor combines education and the teaching process, as do several others.

The fourth approach is adapted from the original introduction through a course in the history of education. The recent volume, *Introduction to Education*, by F. L. Clapp, W. J. Chase, and Curtis Merriman opens with an extensive résumé of historical background covering several chapters.

A fifth approach, best illustrated by R. H. Jordan's *Education as a Life Work*, presents education as a career field. This phase appears in many other books as one major topic.

The foregoing paragraphs indicate considerable difference of opinion as to the aim of the course. This is corroborated in a recent study by Miss Emma Reinhardt³ in which she secured statements of aim from forty-three of sixty-three teachers' colleges giving the course. Many of the above texts were used but several schools had their own syllabi. In addition to confusion the list indicates failure to distinguish between fundamentals and trivialities.

Differences due to the authors' dominant interests. Striking differences in the textbooks caused by the dominant interests of the authors are easily discernible. Judd, as one of the great leaders of the scientific method in education, naturally stresses the experimental and statistical attack upon problems. Since this attitude makes prominent the evolu-

³ Emma Reinhardt, "General Introductory Texts in Education in Teachers' Colleges," *Elementary School Journal*, Vol. 32 (September, 1931), pp. 57-66.

tionary nature of educational institutions and processes, less attention is given to description. Cubberley, for years an authority upon school administration and history of education, gives much more space to these aspects than does any other author. Frasier and Armentrout, being engaged in teacher training, open with discussions relating very closely to the teacher and give a more even but less detailed discussion than, for instance, either Cubberley or Judd. Bagley's interest in artistic classroom teaching leads him to use the teacher and teaching as the domi-

TABLE I

AIM OF GENERAL INTRODUCTORY COURSE IN EDUCATION IN FORTY-THREE
TEACHERS' COLLEGES

Aim	Frequency
To orient students.....	22
To acquaint students with personal characteristics necessary for teaching and to aid in choice of teaching field	14
To give general survey of the field of education.....	12
To acquaint students with method of teaching.....	6
To develop an educational vocabulary.....	5
To acquaint students with the aims of education.....	4
To teach about the development of our schools.....	4
To develop a professional attitude.....	2
To give a knowledge of classroom management.....	2
To prepare for other courses to come.....	2
To give a knowledge of children's nature and needs.....	2
To prepare for practice teaching.....	1
To teach how to study.....	1
To give professional background of reading.....	1

nant notes. All of this, of course, is quite natural and is to be seen in other general texts, notably general science. The guidance to be derived is that several treatments should be studied, or effort made deliberately to balance various interests within one volume.

Differences in relating the introductory course to later courses. In most teacher-training institutions this course will be followed by courses on general method, educational tests, educational sociology, administration, school hygiene, etc. In but one case, however—that of Cubberley's volume—is the introductory course explicitly related to courses to follow. Most of the others do, however, contain general references and suggestions for further study.

Summary of general characteristics of introductory texts as derived by inspection.

1. At least five methods of approach are found:
 - a. Through the scientific study of education
 - b. Through description of the school and other factors
 - c. Through an analysis of teaching
 - d. Through the historical background
 - e. Through discussion of career opportunities

2. No book stresses an approach whereby education is oriented among the social institutions and related to the social order. Many texts include such material, some of them in considerable amount.

3. Great differences in distribution of emphasis due to the dominant interests of the authors are to be noted.

4. The introductory texts, with one exception, do not relate their content explicitly to later courses.

Summary of general characteristics of introductory texts as derived from statistical analysis of content. The foregoing discussion is based upon inspection of broad general characteristics. In addition, a detailed page-by-page analysis of content and organization was made of seventeen of the twenty-one texts listed. The tabular analysis is too bulky to include here but will probably appear as a magazine article shortly after publication of this volume.⁴

The most astonishing differences in content, scope, and organization were found. The following summary will suffice here, details can be secured upon publication of the analysis referred to above.

1. Certain individual books possess a definite scheme of organization, either announced in the preface, or legitimately inferred from the arrangement of the volume.

2. Certain of the books possessing such schemes of organization are rigidly faithful to the outline, major and minor headings being logically related.

⁴ W. H. Burton and Dalmyra M. Ibanez, "Introductory Courses in Education," unpublished materials, University of Southern California, 1934. An extensive and detailed statistical analysis of seventeen introductory texts.

Other less extensive analyses have been made as follows:

R. E. Wager, "An Analysis of the Contents of Six Selected Introductory Texts in Education," unpublished materials, Emory University, 1927.

W. H. Burton, "An Extension of Dr. Wager's Analysis to Include Texts to Date," unpublished materials, University of Chicago, 1929.

Emma Reinhardt, "General Introductory Texts in Education in Teachers' Colleges," *Elementary School Journal*, Vol. 32 (September, 1931), pp. 57-66.

Lee O. Garber, "An Analysis of Some Books Used as Texts in Introductory Courses in Education," *Educational Administration and Supervision*, Vol. 19 (December, 1933), pp. 652-656. Excellent comments.