

Western Australian Institute for Educational Research

Invited address by Dr F. P. Keppel, Carnegie Corporation, to the WAIER Annual General Meeting, 17 April 1935, as reported by *The West Australian*, 18 April, 1935

The National Library of Australia's *Trove* database provided online access to this newspaper article from page 20 of *The West Australian*, Thursday 20 April 1935, in response to the search string:

<https://trove.nla.gov.au/search/advanced/category/newspapers?keyword.phrase=Carnegie%20Corporation&keyword=Keppel%20Institute%20Educational%20Research&date.from=1935-04-01&date.to=1935-04-30&l-advstate=Western%20Australia>

To encourage historical research, we provide below some key illustrations of this example of *Trove's* output, derived from a high resolution image of a low to moderate quality newsprint page (Figure 1), and a highly capable optical character recognition (OCR) computer program (Figure 2).

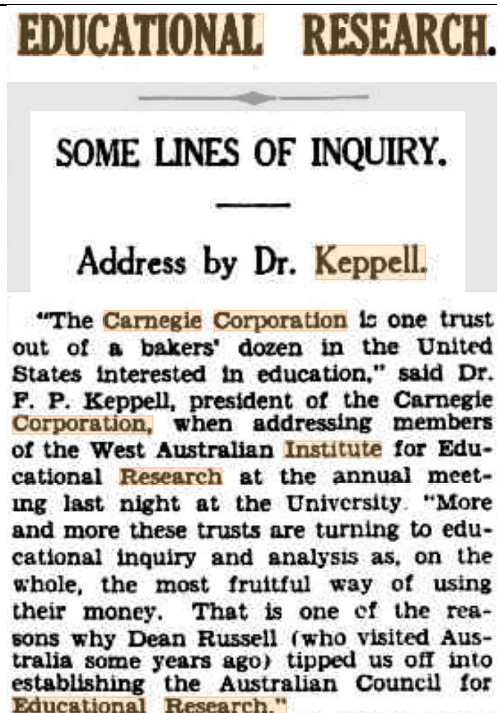


Figure 1: *Trove* image of first paragraph of the article (our search keywords highlighted).

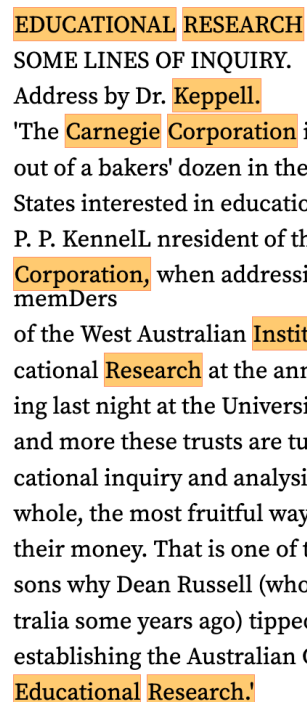


Figure 2: *Trove's* OCR output for Figure 1's paragraph. Only minor manual edits required.

The transcript below preserves the newspaper's indents, subheadings and paragraphing, but adopts a conventional line length and avoids hyphenation. For information on the 21st century Carnegie, see <https://www.carnegie.org/>

Address by Dr. Keppell

"The Carnegie Corporation is one trust out of a bakers' dozen in the United States interested in education," said Dr. F. P. Keppell President of the Carnegie Corporation, when addressing members of the West Australian Institute for Educational Research at the annual meeting last night at the University. "More and more these trusts are turning to educational inquiry and analysis as, on the whole, the most fruitful way of using their money. That is one of the reasons why Dean Russell (who visited Australia some years ago) tipped us off into establishing the Australian Council for Educational Research."

Introducing Dr. Keppell, the president of the Institute (Professor R. G. Cameron) said that most educationists were agreed that in the future leisure would play a greater part in the lives of men and women. With its usual foresight, the Carnegie Corporation had started early in educating for leisure. It was difficult to estimate just what the supply of college music and art sets to institutions in various parts

of the world would mean to those participating in the use of them. The corporation had wisely made it a condition that students should have free use of the gifts. Compulsion in the matter of art appreciation would defeat its own end. In America great strides had been made with adult education. It was realised that this was a form of utilising leisure. One realised after a talk with the experts in this field in America that investigators were only working on the fringe of the problem of adult education, which must be made available to every adult. One of the most interesting institutions connected with adult education in the United States was the adjustment service. This service took men who had lost their jobs in the depression and made a careful study of them from the point of view of re-directing and re-training them for other jobs. Inquiry was concerned not only with the work of the men, but with their leisure occupations. In addition to these investigations, the Carnegie Corporation was conducting a world-wide investigation into the arch enemy of spontaneity in education—the examination—and this inquiry had already given fruitful results.

Dr. Keppell said that not so long ago educational inquiry was almost unknown. About 11 years ago an effort was made by the Carnegie Corporation to find something to carry out, not only the letter, but the spirit of Mr. Carnegie's trust in educational inquiry. When he became president of the corporation 11½ years ago one job on the stocks was a study of educational finance. In that study three trusts were concerned with the expenses, which were heavy. The lesson of the inquiry was that it was far better for one trust to pay all the expenses, to accept all the responsibility and to get all the credit, if there was any.

Training Engineers

Other inquiries carried out by the corporation, Dr. Keppell proceeded, were about engineering education, modern language teaching, education for dentists, and architectural education. One of the results of the first inquiry was that it was discovered that too much of the time of students was devoted to what the local professor regarded as practice, but what the man in charge of the job outside the teaching institution knew as the practice of the day before yesterday. Following the inquiry, the educational programme was simplified. Far more regard was paid in engineering education to the fundamentals of physics, chemistry and mathematics than to what the professors regarded as up-to-date tricks of practice. Students were given broader education in English and more attention was paid to economics and the whole field of social science. The inquiry into modern language teaching "missed the bus" so far as the original object of the research, which was to improve the teaching of the spoken language, but it conferred great benefits in the direction of the reading of modern languages and to a lesser extent the writing of them.

After the preliminary studies were completed, Dr. Keppell said, it was considered that money was spent before it was known what the real objects of the research were to be. It was decided that investigators should submit what might be termed "working drawings" of their proposed work. The examination of architectural education was carried out under this programme and provided some fundamental and valuable information. Incidentally, the architects asked that no inquiry should be held into their profession for at least another 10 years. (Laughter.) Following another useful inquiry an entirely different atmosphere was created for the teaching of art in American colleges and universities.

Adult Education

Dealing with adult education, Dr. Keppell said that with this problem, as with educational finance, trusts and investigators had to feel their way. A great change had taken place in the attitude of the American people towards adult education. One of the corporation's staff, after inquiry, said that the American people understood what adult education system meant. They believed that adult education was the best thing in the world for the other fellow. (Laughter.) The problem was to get people to turn inward and until that was done the movement did not get very far.

Dr. Keppell referred to an inquiry into the relation between the secondary and tertiary schools which was being carried out, with two exceptions, by the schools and universities of Pennsylvania. The worker who had promoted the experiment for the Carnegie Corporation, Dr. Learned, had persuaded the schools and colleges to make complete records of the progress of a whole generation of youngsters, not for a single examination, but for seven years. Three years of the period were spent by the students in secondary schools, and four years in studying for bachelors' degrees. "The result will be," said Dr. Keppell, "that the method of transfer from school to college will no longer be a wall that has to be scrambled over. Students will come through college with complete records of their work in the classroom, and other activities and their status as school citizens. On that record the college will say '-Yes' or 'No' on the question of entrance."