Education is the one thing which is unanimously regarded as valuable. The growing complexity of modern life, with its intricate organization, the manifold kinds of mechanical equipment that are used, and the constantly growing necessity for the speedy and accurate interchange of information and ideas, make education an asset that constantly increases in value. The number of things that may profitably be known has grown so large that the field of education has been divided, and attention is often directed to only those things that are most immediately valuable. Modern educational facilities are often directed to what may be called corrective work; the providing of people with information that they need in the conduct of their daily lives, but which for various reasons they have not previously had facilities for acquiring. The value of special education in the industrial world has been so thoroughly demonstrated that far-seeing managers of mining enterprises are always interested in the educational facilities existing in the community where their work is carried on.

The educational facilities of a modern community may be classified in several ways. They may be divided into:

1. Facilities for general education, for the purpose of increasing the whole field of knowledge of the student,

2. Facilities for special education, which are intended to remedy a specific defect, or to give proficiency in some special field. This may be divided as follows:

   a. Training for work, intended to fit an employee to adequately perform the task assigned to him. This ranges from brief instruction by a foreman or fellow-worker up to definite training courses in which the employee does nothing but study for a period of several weeks or months, being paid during this period a wage that may range from a nominal amount up to practically full time salary. The student's educational preparation may already be fairly advanced. Some of the manufacturers of electrical machinery maintain a school similar to that just described for graduates of engineering colleges. In other cases the only pre-requisite may be a common school education, as in the schools for operators, maintained by the telephone companies.

   b. Training to enlarge the student's understanding of his work and fit him for promotion. This is not always distinct from class a., since the two may be carried on in the same organization, or may even be given at the same time. It is a distinct class, however, since the training in class a. is given to enable the student to perform his work in a satisfactory manner. The training in class b is given for the purpose of increasing his general capabilities and sometimes for the purpose of opening avenues of promotion.
Special-education intended to remedy defects in the education of the individual. Almost an infinite variety of courses, usually brief, are given for this purpose. Specific examples are courses in English for non-English speaking foreigners, so that they may understand instructions given them; and courses in American history, government, etc. for foreigners desiring to be naturalized.

3. Educational facilities for permitting individuals, who have interrupted their general education to engage in self-supporting work, to continue their general education.

The Second Method of Classification is by Age-Groups.

1. Schools for the young. These are always based on the student giving practically the whole of his time to the school work. Such schools may be for the purpose of giving a general education or special training, as in the case of manual-training high schools, technical schools, etc. In most States all persons below the age of 14 years are required to attend school no matter whether they wish to or not.

2. Continuation schools. In many States young people are not allowed to work unless they are over the age of 14, and are only then permitted to do so by securing "work papers" which permit them to work at a specific place under supervised conditions. This supervision may continue to the age of 16 or 18 years and in the interval they are commonly required to attend continuation schools, so that their general education will not be wholly interrupted.

3. Schools for adults: These are of many varieties, ranging from schools to teach elementary English and mathematics up to university education. The public school system of the United States is generally laid out on an age basis, the students of any grade being within a relatively narrow age group. As a matter of administration it is not practicable to handle exceptional cases along with this fairly standardized group, and attempts to permit foreigners of relatively advanced age to attend classes along with children, has usually lead to serious difficulty wherever it has been attempted. It is undesirable to permit mental defectives and other abnormal persons to attend classes with ordinary children. The problem of education for the adult is further complicated by the fact that he usually has to support himself, which means that courses have to be given in leisure hours when regular work is not in progress.

Educational facilities may again be classified by the different organizations which provide them.

1. The public school system. It is a part of the functions of Government, is supported by taxes, and in practically every State covers the whole field of ordinary education from the kindergarten to the State University. As already pointed out, this is a standardized organization handling groups of relatively narrow age-limits for any given grade, and offering a standard course in the lower grades, but providing special education in the upper grades. This system of education fits the needs of the average individual to a very fair degree. The State usually also supports a variety of special schools, such as for the blind, deaf mutes, and for the mentally deficient.
2. Denominational schools. These are supported by various religious organizations for the purpose of providing some religious instruction in addition to ordinary educational training. They are of many varieties and do not call for any special comment.

3. Federal cooperation. Help from the Federal Government to promote special education was first given to agricultural schools and for many years these have been in receipt of Federal funds to promote agricultural education and research. In 1917 a bill was passed to provide federal cooperation to promote vocational education, through Federal funds for the payment of teacher's salaries. For the current fiscal year, one million dollars is provided, increasing annually until, in 1926 and each year thereafter, three million dollars is provided. The Federal Board for Vocational Education was created to supervise the expenditure, by the States, of this money. I am indebted to Mr. J. C. Wright, Assistant Director for Trade and Industrial Education, for the following outline of the work to be carried on by the States in cooperation with the Federal Board.

The training must be vocational, and must be in line with the work being done by the student if he is employed, or what he expects to undertake if he has not yet entered employment. The instruction may be full time, part time, or evening classes. All-day schools are for persons over 14 years of age and half the student's time must be given to practical work on a useful or productive basis. Part-time schools and classes are for persons over 14 years of age who have entered upon the work of a trade or industrial pursuit, and the courses given must be for the purpose of meeting the needs of such persons, although in general continuation part-time schools or classes, subjects may be given to enlarge the civic or vocational intelligence of such workers. Part-time schools or classes may also be conducted to meet the needs of persons over 14 years of age, who are preparing for a trade or industrial pursuit. Such instruction must be less than college grade. Evening industrial schools shall confine instruction to that which is supplemental to the daily employment, with the age of 16 years as a minimum entrance requirement. In other words, an electrician can not take a course in mine timbering, or a book-keeper a course in blacksmithing. Federal funds can be spent only for teacher's salaries and all necessary equipment must be provided by the States, which must also meet the cost of supervision and other overhead expenses. One of the greatest problems in the conduct of this work is the obtaining of competent teachers, who already know the subject to be taught, and a large part of the activities of the Federal Board today has been directed toward teacher-training and the outlining of the general content of the courses to be given. A large number of bulletins have been published, indicating the character of the instruction to be pursued, but it is not the purpose of the Board to attempt to provide texts to be used in vocational classes, the material so far having been intended being intended to be suggestive. Since vocational classes in mining communities are likely to become of great importance, it is desirable that mining operators should familiarize themselves with the plans for vocational education being developed in their own state. This information can be obtained from the Federal Board at Washington, or from the Superintendent of Public Instruction of the State in question. Bulletin No. 38, "General Mining", published by the Federal Board is an interesting study of the work that has already been done in mining communities and the different types of schools that have been started under various auspices, usually by mining companies or groups of interested citizens, are described in some detail. This bulletin can be had free upon application.
A number of agencies are active in special part of the educational field. The work of the Bureau of Mines in teaching first aid and mine rescue methods, and in promoting the cause of safety in mine operations, is too well known to need description. In many states, agencies have been set up for the carrying on of Americanization work. New York, New Jersey, New Hampshire, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Illinois, Michigan, Massachusetts, California, Connecticut, and Georgia have appointed Directors of Americanization, and organizations have been created to promote education in the speaking and reading of English, in knowledge of the duties and rights of a citizen and, in many instances, general educational work for the benefit of the foreign-born, including health, safety, sanitation, home economics, etc. The Bureau of Naturalization of the Department of Labor also cooperates in the giving to foreigners of such instruction as will enable them to comply with the requirements of the naturalization law. The American Red Cross cooperates extensively with other educational agencies throughout the country. The United States Public Health Service cooperates in instruction and extension work on health and hygiene. Information and cooperation in regard to the promoting of educational work in mining communities will be furnished by the Bureau of Mines on request.—U. S. Bureau of Mines, Reports of Investigations.