

UNITED STATES DEPARTMENT OF THE INTERIOR

RAY LYMAN WILBUR, Secretary

OFFICE OF EDUCATION

WILLIAM JOHN COOPER, Commissioner

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RECORD
OF CURRENT
EDUCATIONAL PUBLICATIONS

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FROM
JULY-DECEMBER, 1930



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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., February 2, 1931.

SIR: For nearly 20 years the Commissioner of Education has been issuing from time to time a "Record of Current Educational Publications." When this periodical was instituted by Commissioner Claxton in 1912, it was issued monthly. Later as an "economy measure" it was somewhat reduced in scope and issued quarterly. Due to the incompleteness and the tardy appearance of our publication, a commercial company undertook to include many of the educational magazines in a guide which it was publishing. Shortly after I assumed office we undertook a study of the services rendered by our publications. I hoped to find that this particular one was no longer necessary. When its discontinuance was suggested, however, such action was protested by certain deans of schools of education, who said that the bulletin was useful in their work. Some urged its continuance and improvement. After correspondence with a number of these men, our staff decided that it might be wise to issue a bibliography of references in limited fields, the entries to be made only upon recommendation of specialists in those fields. Accordingly, we have prepared for the last half of the year 1930 a selected bibliography for which 13 persons, four of them full-time workers on our own staff, are responsible. The others are authorities in their respective fields from some of the leading universities in this country. In effect, we have said to these 13 specialists, this: "The literature in education is very extensive. School and college administrators are very busy people. We wish to prepare for them a list of the books and articles which they can not afford to miss if they would keep abreast of current movements in education. Will you please tell them what you recommend?"

The manuscript transmitted herewith has been prepared in answer to such challenge. I recommend that it be published as a bulletin of this office with the invitation that its readers criticize it freely. For in this way we may ascertain whether it now meets a felt need, and how it may be made to meet such need more completely.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

FOREWORD

This number of the Record of Current Educational Publications is the first issued by the Office of Education under the new plan by which the lists of significant publications dealing with the activities of the American and foreign school systems at the different levels are contributed by specialists in such fields. The names of these specialists appear with the sections contributed, as well as those assisting in the work so far as furnished to this office. The publications listed cover the period from July to December, 1930, a 6-month period. Hereafter the Record will be issued on a quarterly basis, beginning with January, 1931. An index to the Records for the entire year 1930 is furnished with this number.

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RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

Compiled in the Library Division, Office of Education, by Martha B. McCabe

NOTE

The following pages contain a classified and annotated list of current educational publications for the period July to December, 1930, inclusive. The preceding records for the current year were issued as Bulletin, 1930, No. 15, January to March, 1930, and Bulletin, 1930, No. 32, April to June, 1930. An index to all the records of the year is furnished in the last pages of the record.

This office can not supply the publications listed in these records other than those expressly designated as its own publications. Books, periodicals, and pamphlets here mentioned may ordinarily be obtained from their respective publishers either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization.

Numbers from 1 to 1316, inclusive, are given to entries in the two previous issues of the year 1930.

NURSERY—KINDERGARTEN—PRIMARY—EDUCATION

Edna Dean Baker

CHARACTERISTICS OF CHILD DEVELOPMENT

PHYSICAL AND MENTAL DEVELOPMENT

1317. *Arlitt, Ada Hart.* The child from one to six. New York, McGraw-Hill book co., inc., 1930. 188 p. illus. 8°.

An aid to understanding and supervising the child's development.

1318. *Boynton, M. A. and Goodenough, F. L.* The posture of nursery school children during sleep. *American journal of psychology*, 42: 270-78, April 1930. Fifty-six nursery school children were observed during nap time.

1319. *The child's emotions.* Proceedings of the Mid-West conference on character development, February, 1930. Chicago, University of Chicago press, 1930. 406 p. 12°.

This book is divided into six main divisions: 1. Basis of emotions; 2. Various experiments in emotions; 3. Certain aspects of the child's emotional life with reference to social relationships; 4. Experience in the child's emotional life; 5. Parent problems, and 6. Adjustments in the emotional life of the child.

1320. Cox, Rachel Dunaway. How much sleep? Parents magazine, 5: 18, 44, 45, August 1930.

The desirable amount of day-time and night-time sleep for children at different age levels is discussed, and techniques for establishing right sleep habits.

1321. Fenton, Jessie C. Five rules for happy parenthood. Parents magazine, 5: 12, 13, 56, 78, December 1930.

A graphic description of personal reactions within the family and suggestions for their guidance to provide adequate development of both children and parents.

1322. Gesell, Arnold. A decade of progress in the mental hygiene of the pre-school child. Annals of the American academy of political and social science, 151: 143-53, September 1930.

An historical résumé of significant events and contributions in the child development movement during the past ten years.

1323. ——— The guidance of mental growth in infant and child. New York, The Macmillan company [1930] xl, 322 p. 12°.

An excellent introduction to research in child guidance and child growth. While much of the material in the book bears on the mental growth of very young children, the principles developed for the guidance of such growth apply to older children, with data given which bear directly on older children.

1324. ——— Some relations between early physical and mental growth. An address given at New York university, February 27-March 1, 1930. New York city, New York university book store, Washington Square, East, 1930.

This is an address delivered at New York university, being p. 88-91 of a Symposium on Physical education and health by the School of education of New York university.

1325. Goodenough, Florence L. Why study our children? Child study, 7: 289-92, July 1930.

The necessity of understanding behavior in early childhood as a means of enriching life both for children and for adults. A résumé of types of research conducted and of methodology employed.

1326. Hicks, J. A. The acquisition of motor skill in young children. Child development, 1: 90-105, June 1930.

This experiment studied the effects of systematic well-motivated practice upon the ability of sixty children from 2½ to 6½ years of age to hit a moving target with a ball.

1327. Hill, A. B. and Van Alstyne, D. Learning levels of the children in the nursery school with reference to the eating situation. New York, Teachers college, Columbia university, 1930. 41 p. illus. 8°.

This study of nursery-school children from 18 months to 4 years was undertaken to discover developmental stages in habits of eating. Sixteen possible learning levels are listed in detail with an accompanying analysis of the child's and teacher's responsibilities based upon 165 hours of diary records.

1328. Hulson, Eva Leah. An analysis of the free play of ten four-year-old children through consecutive observations. Journal of juvenile research, 14: 188-208, July 1930.

A study aimed to determine children's interest in play materials as indicated by (1) number of times each material was chosen and length of time with which it was played; (2) day to day persistence in use; (3) order of choice of materials; (4) accessories used.

1329. ——— Block constructions of four-year-old children. Journal of juvenile research, 14: 209-22, July 1930.

Twenty-four four-year-old children were given a block construction test and the block constructions of ten other four-year-olds were observed.

1330. Jenkins, Lulu Marie. A comparative study of motor achievements of children of five, six and seven years of age. New York city, Teachers college, Columbia university, 1930. 54 p. 8°. (Contributions to education no. 414)

"This study is a comparison of some of the motor achievements of three hundred white children of 5, 6 and 7 years of age." Five public schools in New Jersey were used; 80% of the children were in the kindergarten and first grade; 18.4 per cent in the second grade and 13% in the third grade.

1331. Richardson, Frank H. and Hearn, Winifred J. The preschool child and his posture. New York, G. P. Putnam's sons, 1930. 216 p. illus. 8°.

Attention is called to poor posture among children of preschool age, and remedies suggested through games.

1332. Shirley, Mary. How babies learn to walk. Parents magazine, 5: 22-23, December 1930

A two-year study of 25 babies in Minneapolis whose walking was examined at weekly intervals.

PROBLEMS OF BEHAVIOR

1333. Berne, Esther Van Cleave. An investigation of the wants of seven children. Iowa City, University of Iowa, 1930. 61 p. 8°. (University of Iowa studies. Studies in child welfare, vol. IV, no. 2)

An analysis of over 500 records of observation of the behavior of seven children from two to four and one-half years which revealed social and non-social wants.

1334. Blatz, William E. and Bott, Helen. The management of young children. New York, William Morrow company, 1930. 354 p. 12°.

The thesis is: "How can I as a parent manage my children so that they will be able to learn how best to live with others?"

1335. Cowan, Mrs. Edwina A. and Carlson, A. D. Bringing up your child. New York, Duffield and company, 1930. xix, 278 p. 8°.

A practical handbook for mothers exemplifying the method of conditioned response in child training.

1336. Fenton, Jessie C. Discipline for babies. Child study, 8: 5-6, September 1930.

A definition of discipline as habit formation, and suggestions for economy of time and emotional disturbance in building proper habits.

1337. Franklin, Z. C. and Goodkind, Berthe. Book reviews. The literature of discipline. Child study, 8: 17-20, September 1930.

A symposium of the points of view on discipline given in magazine articles and books which show changing conceptions.

1338. Goodenough, Florence L. Inter-relationships in the behavior of young children. Child development, 1: 29-48, March 1930.

Thirty-three nursery children were observed with a total of twenty-five one-minute observations of each child. Detailed data also secured for each child.

1339. Ojemann, R. H. Studies in handedness: I. A. technique for testing unimanual handedness. Journal of educational psychology, 21: 597-611, November 1930.

An unselected group of 518 pupils in grades 3-8 were given a series of five unimanual tests: ball throwing and needle threading; tapping; paper cutting and block packing. Parents were asked to tell of handedness of children.

1340. Rore, O. E. Child freedom. Educational administration and supervision, 16: 422-31, September 1930.

A discussion of dangers inherent in a misinterpretation of child freedom. Shows how "some of the principles of a truer freedom seem to be the *sine qua non* for sane educational practice in the future."

1341. Prentiss, Sara W. and Jones, Mary Cover. Food habits in young children. *Childhood education*, 7: 14-17, September 1930.

A study of a nursery-school group at the University of California.

1342. Smith, Afton. Developing initiative and responsibility. *Child welfare*, 25: 145-48, November 1930.

This is the third in a series of articles for study groups on the general topic: Training our children, sponsored by Dr. Ada Hart Arlitt, chairman of the committee on parent education of the National congress.

1343. Valentine, C. W. The innate bases of fear. *Journal of genetic Psychology*, 37: 394-420, September 1930.

The author supports the theory of innate fears as opposed to Watson's conditioning theory.

1344. Waring, Ethel Bushnell and Wilker, Marguerite. The behavior of young children. Books I and II. Eating, sleeping, dressing, toilet, washing. New York, Charles Scribners sons, 1930. 2 v. 12°. (Series on childhood education)

Discussions of habit development based on stenographic reports of conferences between parents and advisors.

1345. Weill, Blanche C. Are you training your child to be happy? Lesson material in child management. Washington, U. S. Department of labor, Children's bureau, 1930. 57 p. 8°. (Bureau publication no. 202)

A series of 12 lessons for parents in habit development of young children; the bulletin is prepared in popular style with formulated problems and reference reading for each lesson.

CURRICULUM MATERIAL

ACTIVITY CURRICULA

1346. Activity program for the primary grades. Honolulu, Territory of Hawaii, Department of public instruction, 1930. 278 p. 8°. (Elementary curriculum series)

A very complete course of study for the primary grades; a valuable contribution to the material available on activity work for little children.

1347. Giddings, Frances. Essentials of an activity program. *Childhood education*, 7: 26-41, September 1930.

This activity, "Making a pet park," was carried on by the children of the first and second grades in the Alexandria school, a demonstration school for students of the University of California at Los Angeles, and for teachers in the Los Angeles public-school system.

1348. Jenkins, Frances. Audience situations in an activity program. *Elementary English review*, 7: 202-3, October 1930.

This article presents the challenge that an activity program offers in English.

1349. Strickland, Ruth G. A unit of work with foods. *Childhood education*, 7: 119-23, November 1930.

A first-grade unit of work with foods. Any work that the first grade can do in the way of teaching children to select foods wisely is a contribution both to the children and to future grades.

1350. Waddell, Charles W. Some basic considerations in evaluating the activity school. *Educational administration and supervision*, 16: 481-94, October 1930.

An evaluation of the activity school on the basis of the philosophy underlying it and the aims and objectives which this philosophy imposes.

1351. Zirbes, Laura. Some worth-while activities that may be used for the primary teacher. North Carolina teacher, 14: 15, 28, 29, September 1930.

Suggestions for an activity program in the primary grades.

CHARACTER AND SAFETY EDUCATION

1352. Cooke, Flora J. Training for character at the Francis W. Parker school. Chicago schools journal, 13: 98-104, November 1930.

The article is the first of a series on character training to be contributed by the staff of the Francis W. Parker school. It states the principles which actuate the work in the school and indicates that character realizes itself in practical citizenship in community life.

1353. Gumlick, Helen B. Character education in the kindergarten. Journal of the National education association, 19: 243-44, November 1930.

A report based on the records of eight kindergarten teachers of character education in the kindergartens of the Denver public schools.

1354. Stack, Herbert J. Teaching safety to younger children. Childhood education, 7: 171-75, December 1930.

A practical article indicating how safety may be taught to kindergarten and primary children. This is a timely theme since the White House conference reported a lack of safety education for preschool-children particularly.

1355. Starbuck, Edwin Diller and others. A guide to books for character. Vol. II, Fiction. Done in cooperation with the institute of social and religious research. New York city, The Macmillan company, 1930. x, 579 p. 12°.

This volume is "a sort of Baedeker to the Land of children's fiction." Part I gives standards for evaluating children's fiction and information as to how to use the book as a guide; Part II includes book lists, situations list, attitudes index, and classification and subject-matter index; while Part III has the title index, author index, cooperating publishers and bibliography of reference material. The book is valuable to teachers in the primary grades as well as to those of higher grades.

EQUIPMENT FOR HOME AND NURSERY SCHOOL

1356. Buckler, Helen. What shall I do now? Parents magazine, 5: 16-18, August 1930.

Discusses play possibilities of the back yard.

1357. Crumbine, S. J. Make room for the children. Delineator, 117: 46-57, November 1930.

Discusses making provision for play in apartment living.

1358. Davis, Mary Dabney and Heinig, Christine. Housing and equipping the Washington child research center. Washington, Government printing office, 1930. 24 p. illus. 8°. (Pamphlet no. 13, August, 1930)

1359. Johnson, Harriet M. Play materials for the preschool child. American childhood, 16: 10, 11, 61, December, 1930.

Discusses materials considered as "tools" or "properties" in play.

INTEGRATION OF KINDERGARTEN AND PRIMARY GRADE WORK

1360. MacLatchy, Josephine. Kindergarten-primary articulation. Educational research bulletin (Ohio State university), 9: 360-66, September 24, 1930.

This study was made by means of questionnaire sent to 757 cities of 10,000 or more population, and ascertained facts concerning the number of public schools in which there was no kindergarten; where there was a kindergarten but no effort toward articulation; where there was pre-primary but no kindergarten; and where there was a kindergarten with effort at articulation.

1361. McLaughlin, Katherine L. Providing for immature school entrants. Report of Research committee of California kindergarten-primary association for 1928-29. *Childhood education*, 7: 85-91, October 1930. (

An investigation was undertaken by the Research committee of the California kindergarten-primary association and a brief report is given which includes among other recommendations: "that kindergarten training be extended to all children in the State to insure a more adequate language and experience background prior to first-grade entrance."

SUBJECT MATTER

1362. Gray, William S. Notable reforms in teaching reading. *Journal of the National education association*, 19: 287-88, December 1930.

Indicates changes in aims for teaching reading, in the content read, and in the teaching methods employed, and suggests that social needs and research are largely responsible for the changes made.

1363. Hill, H. S. Hill test of word meanings for primary grades. Bloomington, IL, Public school publishing company, 1930.

This test measures the approximate number of words and their meanings that pupils in the primary grades should know. It is of the sentence completion type.

1364. McCarthy, Dorothea A. The language development of the preschool child. Minneapolis, The University of Minnesota press, 1930. xiii, 174 p. 12". (Monograph series no. 4)

Twenty children at each of the half-year age levels from 18 months to 54 months were observed or a total of 140 children. Fifty consecutive verbal responses were secured from each child.

1365. MacLachy, Josephine H. Number ideas of young children. *Childhood education*, 7: 59-66, October 1930.

An important addition to the literature on the content of children's minds upon entrance to first grade. The article indicates that children have much more need for arithmetic, and more proficiency in it, than is usually assumed. Eleven hundred and twenty-three children were tested in the first grades of Cincinnati, 740 having been in kindergarten, and 383 having had no kindergarten experience.

1366. Mosher, R. M. and Newhall, S. M. Phonic *versus* look-and-say training in beginning reading. *Journal of educational psychology*, 21: 500-6, October 1930.

Of 123 children, 50 were taught to read in the first and second grades by look-and-say method and 72 by a phonic method. Groups were equated by intelligence.

1367. Overman, J. R. An experimental study of the effect of the method of instruction on transfer of training in arithmetic. *Elementary school journal*, 31: 183-90, November 1930.

An investigation with four equivalent groups of second grade children to determine whether it is possible to increase the percentage of transfer by the method of teaching: generalization, rationalization, or the two combined in contrast merely to show pupils how to perform the process.

1368. Payne, Cassie Spencer. The classification of errors in oral reading. *Elementary school journal*, 31: 142-46, September 1930.

A partial analysis of those errors in word recognition which may be classified as reversal, omission, insertion, or substitution of letters. The purpose of this analysis was to discover principles with regard to the occurrence of these particular errors.

1369. Smith, Lois E. and Bradbury, Dorothy. How do young children respond to animal stories? *Childhood education*, 7: 18-23, September 1930.

Report of an experiment by the Iowa Child welfare station.

1370. Strayer, Lois Curry. Language and growth—the relative efficacy of early and deferred vocabulary training, studied by the method of co-twin control. Genetic psychology monographs, volume VIII, no. 3, September 1930.

An experiment dealing with a comparison of language development, at two developmental levels, of a pair of identical twins with sub-average normality.

1371. Thompson, Robert S. The effectiveness of modern spelling instruction. New York city, Teachers college, Columbia university 1930. 81 p. 8°. (Contributions to education no. 436)

This investigation was carried on in the second to eighth grades of a progressive-conventional type of public school in Brooklyn, N. Y., where the test-study method of teaching twenty spelling words per week was used.

1372. Wheeler, H. E. and Howell, E. A. A first-grade vocabulary study. Elementary school journal, 31: 52-60, September 1930.

A vocabulary study of ten primers and ten first readers published since 1922 as a check against the "Reading vocabulary for the primary grades," by Arthur I. Gates, published in 1926.

RELIGIOUS EDUCATION

1373. Aubrey, Edwin. Religion and our children. Parents magazine, 5: 11, 74-77, December 1930.

Discusses the questions, What attitude toward religion, what faith, based on knowledge, can the modern parent honestly pass on to his children?

1374. Carrier, Blanche. How shall I learn to teach religion? New York, Harper and brothers, 1930. 216 p. 8°.

The purpose of the book is to help the Sunday-school teachers to understand the new approach to religious education. Much illustrative material is used from the kindergarten and primary departments although the application of the book is not confined to these departments.

1375. Fahs, Sophia Lyon. Beginnings of religion in baby behavior. Religious education, 25: 896-903, December 1930.

In this article religion is interpreted as an attitude toward life, a meaning given to life, an interpretation of life which may be largely emotionally acquired in the earliest years. The author presents this point of view as a theory subject to verification.

1376. ———. When children ask about God. Child study, 8: 70-72, November 1930.

One of a series of articles in this number devoted to the general theme of religion in the present-day home.

1377. Fox, H. W. The child's approach to religion. New York, Richard R. Smith, 1930.

The book is a collection of common-sense conclusions rather than the result of a scientific approach to the study of children. If taken as such, it may be helpful to Christian parents.

1378. Baby, Edith Baldwin. Vacation church schools on the larger parish plan. International journal of religious education, 6: 22-24, September 1930.

An account of an interesting experiment in developing a series of vacation-church schools, kindergarten and primary departments stressed.

1379. Worship trends in the children's department. International journal of religious education, vol. VI, no. 10, July 1930. 7 p.

An editorial discussing the tendencies toward informality in worship on the one hand and toward more churchly services on the other.

TESTING AND CLASSIFICATION

1380. Fulcher, G. S. Use of printed practice sheets and standardized test sheets in teaching school subjects. *School and society*, 32: 264-65, August 23, 1930.

The author thinks the recitation plan is inefficient and the task-method of value.

1381. Rockwell, Harriet D. A testing program. *Childhood education*, vol. VII, No. 1, September 1930.

Report of the tests which have been devised for use in the Cleveland schools; viz., The Cleveland kindergarten classification test and the Cleveland kindergarten achievement test.

1382. Sangren, Paul V. Sangren information tests for young children. *Yonkers-on-Hudson, N. Y., The World book company*, 1930. 28 p. illus. 4°.

An individual examination booklet covering five types of information in nature study, vocabulary, household, number, and social-civic situations for kindergarten and first-grade children. Percentile norms available with special reference to ability grouping. The individual record blanks include profile graph.

TIME PROGRAMS

1383. Caswell, Hollis L. Program making in small elementary school. *George Peabody college for teachers*, Nashville, Tenn., Division of surveys and field studies, 1930. 77 p. tables, diagrs. 8°. (Field studies No. 1)

Deals with the distribution of time among the several school subjects and grades, in schools not having a full-time teacher for each grade.

1384. Foster, Josephine C. Distribution of the teacher's time among children in the nursery school and kindergarten. *Journal of educational research*, 22: 172-83, October 1930.

Thirty-three children from two to four years of age and forty kindergarten children were observed and records taken of, (1) the activity of child, (2) place where child was, (3) reasons for teacher's contact to child or vice versa, (4) and the number of seconds teacher spent with child.

HISTORY OF KINDERGARTEN EDUCATION

1385. Jenkins, Elizabeth. How the kindergarten found its way to America. Reprinted from the *Wisconsin Magazine of history*, vol. XIX, no. 1, September 1930.

A pamphlet dealing with pioneer work done by Mrs. Margarethe Meyer Schurz (Mrs. Carl Schurz) in establishing the first kindergarten in the United States in 1856.

See also, nos. 1413, 1416, 1533.

ELEMENTARY EDUCATION

Ernest Horn

assisted by Fred C. Ayer, F. G. Bonser, Dorothy Bradbury, L. J. Brueckner, G. T. Buswell, Frances B. Dearborn, F. C. Ensign, A. I. Gates, W. S. Gray, Paul B. Hanna, M. B. Hillegas, John A. Hockett, Paul McKee, J. L. Meriam, Jesse H. Newlon, B. H. Palmer, Mabel I. Snedaker, E. T. Peterson, L. S. Tireman, Clifford Woody.

1386. Archer, C. P. Transfer of training in spelling. *Iowa City, University of Iowa*, 1930. 63 p. 8°. (University of Iowa studies in education, vol. v, no. 5, June 1930)

This article reports the data and conclusions of a careful and extensive experiment on transfer of training in spelling. It is an important addition to the literature on transfer, as well as to the literature on spelling in general.

1387. Baldwin, Bird T.; Fillmore, Eva Abigail; and Hadley, Lora. Farm children: An investigation of rural child life in selected areas of Iowa. New York, D. Appleton and company [1930] xxii, 337 p. 8°.

In this book the effect of the rural environment on the physical, mental and social development of the rural child is set forth.

1388. Berne, Esther Van Cleave. An experimental investigation of social behavior patterns in young children. Iowa City, University of Iowa, 1930. 93 p. (University of Iowa studies in child welfare, vol. iv, no. 3, June 1930)

This study describes the patterns of social behavior in young children. The investigation shows that a large number of patterns are found in the social behavior of children from two to five years of age. These conclusions are of importance in planning for the social education of young children.

1389. Betzner, Jean. Content and form of original compositions dictated by children from five to eight years of age. New York city, Bureau of publications, Teachers college, Columbia university [1930] v, 53 p. 8°. (Teachers college, Columbia university, Contributions to education, no. 442)

The author's attack on the problem is original and resourceful.

1390. Brim, Orville G. Research that prevents research. Journal of educational research, 22: 161-71, October 1930.

While this article does not deal specifically with elementary education, it is a criticism of current educational research and it is as applicable to elementary education as to secondary education.

1391. Brueckner, L. J. Diagnostic and remedial teaching in arithmetic. Philadelphia, John C. Winston company [1930] ix, 343 p. 8°.

A summary of investigations by the author dealing with the techniques for analyzing the skills involved in work with arithmetic processes and problem solving, the points of major difficulty for pupils in each of these fields, and the faults revealed by comprehensive diagnostic studies. Diagnostic procedures that may be used by the classroom teacher are described. Remedial exercises are given.

1392. California. State department of education. Curriculum commission. Teachers guide to child development. Sacramento, California State printing office [1930] xxxiv, 658 p. 8°.

The keynote of this book is promoting the "activity program." Some theories are presented by supervisors; a wide range of "activities" is reported from the classrooms of teachers; the last 100 pages are devoted to the teaching of reading. The book should be examined critically in the light of the fundamental purposes of education.

1393. Clark, W. W. Counselor activities in elementary schools. Educational research bulletin (Los Angeles), 10: 6-13, September 1930.

A tabulation of 311 reports made by principals and counselors reveals certain practical situations in a large city system where the activity program is affecting school procedure. The experiences reported and the reports made are stimulating.

1394. Dewey, John. How much freedom in new schools? New republic, 62: 204-6, July 9, 1930.

This is Dr. Dewey's contribution to a symposium on "The new education ten years after," a critique of what has been accomplished and a statement of a program which should be undertaken if new schools make the most of their opportunities.

1395. Gumlick, Helen B. Character education in the kindergarten. Journal of the National education association, 19: 243-44, November 1930.

Reports practical methods used in handling actual classroom situations, together with suggestions for securing cooperation between home and school.

1396. Harap, Henry. Next steps in curriculum-making. Elementary school journal, 31: 16-24, September 1930.

Curriculum making is more and more recognized as one of the very leading issues in elementary education. The gravity of the situation demands the professional work of four agencies: curriculum bureaus, curriculum specialists, experimental schools, and research students.

1397. Hildreth, Gertrude H. Psychological service for school problems. Yonkers-on-Hudson, The World Book company [1930] xiii, 317 p. 12°.

A treatment of the specific types of psychological service most closely related to pupil observation and adjustment. Special consideration is given to various administrative aspects of this service. The book is a suitable guide to administrators interested in developing psychological service.

1398. Hughes, W. Hardin. How homogeneous is a "homogeneous group"? Nation's schools, 6: 21-25, October 1930.

Exposes the possibilities and difficulties of various plans for combining groups of school children for homogeneous instruction.

1399. John, Lenore. Difficulties in solving problems in arithmetic. Elementary school journal, 31: 202-15, November 1930.

A practical method of arriving at individual difficulties in the four fundamental processes.

1400. Kilpatrick, William H. The place of creating in the educative process. Childhood education, 7: 115-18, November 1930.

A clear statement of the author's point of view as to what is meant or should be meant by "creating".

1401. Kyte, George C. How to supervise. Boston, New York [etc.] Houghton Mifflin Company [1930] xv, 468 p. 12°.

A contribution to the literature of the supervision of elementary schools.

1402. McCallister, James M. Reading difficulties in studying content subjects. Elementary school journal, 31: 191-201, November 1930.

This report of an extensive study of pupil difficulties contains a list of fifty reading difficulties encountered by pupils in studying American history, mathematics, and general science, classified according to underlying causes. Emphasizes the importance of making individual diagnoses and of providing remedial instruction designed to overcome the causes of deficiencies in individual cases.

1403. McKown, Harry C. Assembly and auditorium activities. New York, The Macmillan company [1930] xxi, 462 p. 8°.

The school assembly period is regarded by many progressive educators as one of the most significant activities of the school. This book is a valuable addition to the literature on school assemblies, containing concrete suggestions and valuable bibliographies.

1404. Manuel, H. T. The education of Mexican and Spanish-speaking children in Texas. Austin, University of Texas [1930] 173 p. 8°. (The Fund for research in the social sciences, The University of Texas)

Presents progressive methods in the treatment of the problems in the education of Spanish-speaking children.

1405. Mendenhall, James E. An analysis of spelling errors. New York city, Bureau of publication, Teachers college, Columbia university [1930] vi, 65 p. (The Lincoln school of Teachers college publication)

An important addition to the literature on rationalization and transfer in spelling, as well as to the literature on diagnostic and remedial teaching.

1406. Meriam, J. L. Play and the English language for foreign children. Journal of educational sociology, 4: 129-33, November 1930.

A stimulating treatment of the problem of teaching the English language to foreign children.

1407. **Monroe, Walter S.; Hamilton, Thomas T., jr.; and Smith, V. T.** Locating educational information in published sources. Urbana, University of Illinois [1930] 142 p. 8°. (Illinois university, College of education. Bureau of educational research. Bulletin, no. 50)

The bulletin lists general and special aids to educational literature, with chapter headings: (1) locating educational information, (2) the library and general aids, (3) educational periodicals, (4) other types of publications, and (5) a bibliography of bibliographies.

1408. **Mort, Paul B.** A rating scale for elementary school organization. Teachers college record, 32: 34-49, October 1930.

This article shows the various functions of the school and helps the teacher and supervisor to keep these functions in perspective.

1409. **Overman, J. B.** An experimental study of the effect of the method of instruction on transfer of training in arithmetic. Elementary school journal, 31: 183-90, November 1930.

Reports the results of a very extensive study of transfer in simple addition and subtraction in relation to methods. The data and conclusions suggest the need for modifying the specific-bond theory in its extreme form.

1410. **Patterson, Samuel White.** Teaching the child to read. Garden City, N. Y., Doubleday, Doran and company, Inc. [1930] xii, 524 p. 8°.

A systematic, constructive treatment of the problems of teaching reading in the grades and junior high school. Prepared for teachers and supervisors in-training and in-service.

1411. **Pierce, Bessie Louise.** Civic attitudes in American school textbooks. Chicago, University of Chicago press [1930] xvi, 297 p. 8°. (Studies in the making of citizens no. 9)

A description of an attempt to determine what reactions might be engendered toward peoples, customs, and policies of our own and foreign lands through the reading and study of current textbooks in history, geography, and other social studies used in the elementary and secondary schools of the United States.

1412. **Porter, Martha Peck.** The teacher in the new school. Yonkers-on-Hudson, The World book company [1930] xi, 312 p. 12°.

This book is a detailed treatment with abundant illustrations, of school work based upon the interests and activities of children under wise teacher guidance. It is a full, frank account of the opportunities, problems and difficulties of the activity school, with especial emphasis upon the part played by the teacher in initiating, planning and guiding the activities.

1413. **Russell, William F.** Report of the dean of Teachers college for the academic year ending June 30, 1930. Teachers college record, 32: 107-22, November 1930.

A challenge to schools to render more positive service.

1414. **The science laboratory for grades four, five and six in the cooperative group plan.** Committee report. Educational method, 10: 88-95, November 1930.

A committee report of suggested activities for the teaching of science, nature study, and health. A list of materials, equipment, and a bibliography for both teachers and children are included. Worth while for those desiring help on setting up a course of study in this group of subjects.

1415. **Simpson, Mabel E.** Unification of the kindergarten and primary grades. American childhood, 16: 7-9, September 1930.

This article describes how Rochester, N. Y., brings about the integration of the work of the kindergarten and first three grades through teacher assignment and classification. It also furnishes valuable illustrations of work done in the kindergarten and primary grades.

1416. The social studies laboratory for grades four, five and six in the cooperative group plan. Committee report. Educational method, 10: 34-44, October 1930.

An outline of equipment and of suggested activities for the social studies laboratory. The classification of "activities" involved is definitely of the old school, "visual activities," "hearing activities," "writing activities," etc. The report calls for a new school make-up in material equipment and method of procedure and points to a higher type of activity in schools.

1417. Waddell, Charles W. Some basic considerations in evaluating the activity school. Educational administration and supervision, 16: 481-94, October 1930.

A thoughtful presentation of the evidence on the effect of activity programs in the school. Suggestions are made as to new types of tests which must be developed to measure some of the most important traits.

1418. White House conference on child health and protection. Official proceedings. Washington, D. C., United States Daily, supplement, v, no. 228, section 11, November 28, 1930. 56 p.

This stenographic record of the proceedings of the White House Conference on child health and protection, held in Washington, D. C., in November, 1930, should be read by every elementary school teacher and supervisor.

See also nos. 1323, 1365, 1512, 1530, 1597, 1598.

SECONDARY EDUCATION

Leonard V. Koos, assisted by O. I. Frederick

GENERAL

JUNIOR HIGH SCHOOL

1419. Allen, Richard D. A guidance program that any junior-high-school principal may undertake. Junior-senior high school clearing house, 5: 35-8, September 1930.

Faculty discussions, a list of guidance functions, class advisers, classification of pupils, interviews with individual pupils, occupational information, follow-up of pupils who leave school, supervision of choice of electives, home visits, a chairman of advisers, a guidance library, and training of advisers, are advocated.

1420. Henderson, J. L. How San Antonio prepared for the junior high school. Texas outlook, 14: 23-24, October 1930.

For the most part, this is a discussion of how patrons and teachers were enlisted to work for the new plan, how a corps of teachers was trained in methods suited to the new organization, and how a new program of studies was organized.

1421. Holy, T. C. Distribution of county high schools. Educational research bulletin, 9: 412-18, October 22, 1930.

It was found that in county-school systems in Ohio there were at least 442 more teachers employed than enrollments on the basis of 25 pupils per-teacher would require. Consolidation of small districts was recommended.

1422. Jessen, Carl A. The National survey of secondary education. School life, 16: 21-22, October 1930.

The writer discusses the set-up for the advisory and professional staff, the four major fields for investigation, the seventeen special studies planned, the full-time professional staff provided, and the need for cooperation from school administrators, teachers, and pupils.

1423. Matthews, C. O. Progress in junior-high school education, 1929-1930. Educational administration and supervision, 16: 561-74, November 1930.

"Some of the trends in junior-high school education as gathered from a survey of more than forty articles and books of the year are summarized." The topics discussed are:

types of organization, problems of articulation, the curriculum, teaching procedures, the training of teachers, and counseling and guidance.

See also nos. 1440, 1449, 1467, 1501.

SUPERVISION

1424. **Brink, William G.** Direction and coordination of supervision: current practices of city superintendents. Bloomington, Ill. Public school publishing company, 1930. xiv, 118 p. (Northwestern university. Contributions to education, School of education series, no. 3)

Personal interviews were held with the superintendent, the high-school principal, an elementary school principal, a general supervisor, and at least one special supervisor in each of 20 school systems in 5 states. The summarized data from these schools constituted the basis of the questionnaires which were sent to all of the remaining cities in the U. S. ranging in population from 25,000 to 100,000, and to 125 specialists in supervision and administration.

1425. ——— The superintendent's participation in supervision. Educational administration and supervision, 16: 432-39, September 1930.

The questionnaire and personal interview methods were used. It was found that the typical superintendent participates in supervisory activities primarily in order to assist teachers in their work, but that specialists in school administration and supervision consider that the superintendent should supervise primarily for the purpose of more effectively directing the work of his supervisors.

1426. **Hughes, J. M. and Melby, E. O.** Organizing the high school for supervision. American school board journal, 81: 59, 123, 124, November 1930.

"It is the purpose of this article to report an attempt to evaluate . . . six types of supervisory organization by a method of group judgment and to discuss briefly what the evaluation implies concerning the problem of organizing a high school for effective supervision.

1427. ——— Supervision of instruction in high school: a study of techniques and organization. Bloomington, Ill., Public school publishing company, 1930. xvi, 192 p. (Northwestern university. Contributions to education, School of education series, no. 4)

Data were collected through visitation of the principals, heads of social science departments, and the teachers in those departments in twenty high schools in the Chicago area; through questionnaires left with the persons interviewed; and through a questionnaire which brought replies from 357 high-school teachers of social science.

1428. **Linder, I. H.** Program of instruction improvement in the Sacramento high school. American school board journal, 81: 41-42, July 1930.

A plan for organizing the teachers of a high school for the improvement of instruction is presented and three types of supervision are discussed, namely: close supervision, supervision as service, and creative supervision.

1429. **Means, Edgar B.** The use of tests in supervision. High school, 8: 52-55, November 1930.

The writer discusses the use of tests for classification and promotion, survey testing, evaluating the efficiency of the teacher, measurements in teaching, educational diagnosis, educational and vocational guidance, and research and experimentation.

1430. **Stetson, F. L.** The organization of supervision in small high schools. High school, 8: 36-42, November 1930.

This article includes a discussion of the basis for a supervisory program, the general objectives of supervision, types of supervisory procedures, the planning of a program, and guiding principles.

1431. **Thorne, Norman C.** The technique of classroom visitation. High school, 8: 43-48, November 1930.

A preliminary meeting with the teachers, the observation of the teacher at work, and the conference with the individual teacher after observing her work in the classroom, are considered.

1432. Where should the responsibility be placed for the organization, administration, and supervision of guidance in the public schools? A conference report. Junior-senior high school-clearing house. 5:30-33, September 1930.

The conference recommends that the work should be the function of a department of advisers rather than of a single individual. A specialist in guidance and personnel problems should be charged with the responsibility for the administration and supervision of the guidance program. Class or grade advisers, home-room teachers, and subject teachers have a part in the scheme of organization proposed.

See also nos. 1457, 1504.

ADMINISTRATIVE AND TEACHING STAFF

1433. Boardman, Charles W. An analysis of pupil ratings of high-school teachers. Educational administration and supervision, 16: 440-46, September 1930.

Two high schools in the East and two in the Middle West, ranging in size from 300 to over 1000, cooperated in this study.

1434. Carr, Lucy Church. The work of a woman-assistant principal in a six-year high school. School review, 38: 700-6, November 1930.

In a recent attempt to analyze the work of a woman assistant principal in her duties as administrator and dean of girls in a Cleveland six-year high school, a careful record was kept of the use of her time for a period of forty days.

1434(a) Eikenberry, D. H. The professional training of secondary-school principals. School review, 38: 498-509, September 1930.

The need for professional training on the graduate level is stressed.

1435. Eliassen, R. H. and Anderson, Earl W. The supply of teachers and the demand. Educational research bulletin (Ohio State university), 9: 439-73, November 5, 1930.

A survey of the significant studies which have appeared since 1924 with an annotated bibliography.

1436. Jacobsen, E. W. The faculty helps the principal. American school board journal, 47: 135-36, October 1930.

A principal of a high-school faculty of 87 members had a committee of 3 teachers, with the cooperation of all the teachers, devise a rating scale for a principal. All the teachers rated the principal, the individual ratings were destroyed, and only the tabulations were given to the principal.

1437. Ullman, Roy R. The prediction of teaching success. Educational administration and supervision, 16: 598-608, November 1930.

This article is based largely on an unpublished study conducted at the University of Michigan during the school years 1927-1928 and 1928-1929. Two of the writer's five conclusions are that "success in practice teaching is the best single measure of teaching success", and that "factors other than practice teaching which have been shown to have predictive value are: socio-economic status, academic and professional marks, social intelligence, general intelligence, interest in teaching, and knowledge of principles of teaching."

See also nos. 1424, 1425, 1715.

TEACHING AND STUDY PROCEDURES

1438. Crawford, Claude C. Studying the major subjects. Los Angeles, Calif., C. C. Crawford (University of Southern California), 1930. xiv, 384 p. 8°.

This book deals with how to study literature, composition, foreign languages, mathematics, physics and chemistry, biology, history and other social studies, practical arts, physical education and health, and the fine arts.

1439. French, Will. Adapting study conditions in the high school to pupil needs. Nation's schools, 6: 59-62, July 1930.

The plan of having a self-directed study group and a supervised study group is advocated.

1440. Kilzer, L. B. Class control in supervised study. *American school board journal*, 39: 111, December 1930.

The need for a sociological point of view, knowledge of subject matter, use of good methods, provision of proper physical surroundings, enlistment of pupil participation, and certain character traits on the part of the teacher are discussed.

1441. Payne, W. L. Methods in teaching how to study. *School review*, 38: 598-604, October 1930.

This is a report of practices in the Lyons township high school at La Grange, Ill., with respect to teaching how to study.

1442. Thiel, Richard B. What major problems confront the classroom teacher? *Nation's schools*, 6: 27-32, September 1930.

This study is based upon replies to a questionnaire which listed 22 suggested difficulties which confront classroom teachers. Usable responses were received from 205 classroom teachers and from 82 principals and superintendents.

1443. The unit assignment in secondary education. Charlottesville, University of Virginia, 1930. 48 p. tables. 8°. (University of Virginia record. Extension series. Vol. xv, no. 4, October, 1930)

Contains: 1. W. R. Smithey: The nature of learning and of teaching, p. 4-5. 2. E. E. Windes: The principles of the unit method, p. 6-12. 3. Edward Alvey, jr.: The unit method in English, p. 13-26. 4. R. C. Wingfield: Evaluating the unit method in mathematics, p. 27-31. 5. R. E. Swindler: The unit method in social science, p. 32-38. 6. O. J. Fitzhugh: The unit method in natural science, p. 39-41. 7. E. N. Ferriss: Introducing the unit method, p. 42-48.

See also nos. 1466, 1468, 1472, 1482, 1483, 1485, 1488, 1492, 1493, 1494, 1495, 1497, 1500, 1501, 1502.

CURRICULUM

1443(a). Burr, Samuel Engle. A curriculum reconstruction program in practice. *School executives magazine*, 49: 547-49, 580, August 1930.

A report of curriculum reconstruction as practiced in Lynn, Mass.

1444. Douglass, Harl B. Types and fields of curriculum research in secondary education during 1929. *School review*, 38: 656-62, November 1930.

Seventy-five curriculum researches on the high school level are discussed, and classified by subjects, by types of research, and by major problems involved.

1445. Newlon, Jesse H. Integration in high school and junior college curricula. *School executives magazine*, 49: 499-501, 530, July 1930.

"These conditions, then, seem essential to the development of an integrated system of secondary education; the inclusion of the entire period of secondary education in the program of the public schools; the establishment of longer administrative units; the removal of those artificial barriers to integration inherent in our system of units and credits and of college admission; the reconstruction of the secondary school curriculum in the light of social needs and the nature of the child; the resynthesis of subject matter for purposes of teaching; [and] the development of an adequate system of guidance."

1446. Palmer, Archie M. Choosing high-school courses with the aim of preparing for college. *School and society*, 32: 514-18, October 18, 1930.

The writer recommends thorough preparation in English, mathematics, foreign languages, history and the sciences. He warns against too much scattering in the selection of subjects, advocates beginning to make plans for college not later than the second year in high school, and emphasizes the need of the pupil to study college catalogues and bulletins.

1447. Templeton, Payne. A study of pupil preferences. *School review*, 38: 532-37, September 1930.

This is a report of a study of the subjects preferred and the relative amount of time spent on each by 700 high-school pupils. One of the conclusions is that the value assigned a subject and the amount of time spent on it do not appear to be closely related.

See also no. 1475.

EXTRACURRICULUM

1448. Aldrich, McCall. Equalized athletic competition for junior high-school students. Junior-senior high school clearing house, 5: 164-67, November 1930.

This is a description of how athletic teams are equalized through consideration of each pupil's weight, height, age, and grade in school.

1449. Ederle, Helen. A partial study of extracurricular activities in Indiana high schools in 1929-1930. Teachers college journal, 2: 23-41, November 1930.

This study is based on replies from 140 schools. Types of activities, stimulation of participation, limitation of participation, time in daily schedule, credit, sponsorship, and direction of finances of extracurriculum activities are discussed.

1450. Klopp, W. J. Extracurricular activities and their effect on organized teaching procedure. High school teacher, 6: 308-9, December 1930.

Eight steps are outlined for cooperative management of the extracurriculum program.

1451. Morley, E. E. The work of the Committee on Interscholastic Athletics, North central association. Junior-senior high school clearing house, 5: 132-34, November 1930.

The Committee has set for itself the task of formulating a set of guiding principles and objectives to represent the policy of the North central association regarding interscholastic athletics. What has been done by the committee and what it plans to do are discussed.

1452. Oakes, Elizabeth B. The social room as a laboratory for the dean of girls. School review, 38: 760-64, December 1930.

"Without a social laboratory there can be no social program, for the social laboratory is to the dean of girls what the chemical laboratory is to the chemistry teacher."

1453. Rugg, Earle Underwood and others. Summary of investigations relating to extracurricular activities. Greeley, Colorado State teachers college, 1930. xviii, 304 p. (Colorado teachers college education series, no. 9)

The author has directed all of the 18 research studies (masters' theses) summarized in this monograph. The investigations have been classified under the headings: teacher guidance and preparation, student participation, social training, special types of extracurricular activities, special extracurricular agencies, out-of-school activities, and the trend in evaluation.

1454. Schulman, Herman. A study of the scholarship of students participating in extracurricular activities. Bulletin of high points in the work of the high schools of New York city, 12: 3-7, September 1930.

This investigation involved 110 pupils in the athletic group, 71 in the nonathletic extracurriculum group, and 4,276 in the general student body. The author finds that the character of the scholarship seems to be independent of the extracurricular activities of the students but dependent upon the I. Q.

1455. Spangler, Warren G. The relation of the intramural activities to the athletic schedule. Junior-senior high school clearing house, 5: 150-52, November 1930.

How to develop a program of exercise for each boy in such a way as to make this training function actively for major sports is discussed.

1456. Terry, Paul W. Summary of investigations of extracurricular activities in 1929. School review, 38: 605-16, 663-73, October-November 1930.

Two articles, the first being an annotated bibliography of 46 studies; in the second article, most of these investigations are classified and summarized.

1457. ——— Supervising extracurricular activities in the American secondary school. New York, McGraw-Hill book company, 1930. xii, 418 p. 12°.

This book has four main divisions, namely: historical and theoretical backgrounds, student participation in the government of the school, important types of student organizations, and problems of organization and supervision.

INDIVIDUAL DIFFERENCES

1458. Brooks, W. G. The attendant evils of homogeneous grouping. *School executives magazine*, 49: 505-06, July 1930.

The author discusses the arguments for and against homogeneous grouping. He says that "after all, most of these theoretical arguments supporting homogeneous grouping are paper arguments," and concludes that the problem calls for more careful experimentation. "We need to bring the attention and careful study of qualified and accredited experts in the field of mental hygiene to bear upon our findings."

1459. Gerberich, Joseph Raymond. A personnel study of 10,000 Iowa high school seniors. Iowa City, University of Iowa, 1930. 112 p. 8°. (University of Iowa studies in education, volume V, number 3).

This investigation includes a summary of similar studies and deals with school and community differences; individual differences of pupils as to age and sex; the amount of selection between high school graduation and entrance to college; selection between high school graduation and entrance to the University of Iowa; characteristics of the gifted group; and prediction of scholastic success.

1460. Hirsch, Everett C. The case method of dealing with individual difficulties in the secondary school. *School review*, 38: 525-31, September 1930.

The author discusses the classes of difficulties of pupils, the bases of diagnosis, and the remedial program.

1461. Marston, R. B. An interpretation of the Dalton plan. *High school teacher*, 6: 405-6, December 1930.

The author states that the Dalton plan provides for pupil freedom with commensurate responsibility, places upon the pupil the responsibility of schedule making, makes provision for individual differences, and offers adequate opportunity for socializing experiences.

1462. Mayo, S. S. Neglected phases of ability grouping in high school. *American school board journal*, 81: 48, July 1930.

Advantages and disadvantages claimed for ability grouping, neglected phases of ability grouping, and the Sequoia plan are presented. The author concludes that "until experiments have been conducted which include differentiation of subject matter and adaptation of teaching methods within the various ability groups, it seems unfair to attempt any scientific conclusions as to the real educational worth of ability grouping."

1463. Norton, Margaret Alltucker. The case method in education. *Junior-senior high school clearing house*, 5: 39-42, September 1930.

The need for cumulative case histories, use of standardized scales, personal conferences, and visits to the homes and place of employment, are stressed. Advocates the case method as the only sound basis for dealing with individual differences.

1464. Provisions for individual differences in secondary schools of the United States. *Educational news and editorial comment*. *School review*, 38: 641-43, November 1930.

The procedure and the results of the first step of one of the major projects of the National survey of secondary education are described.

1465. Symonds, Percival M. Group methods for conducting a mental hygiene survey of high-school pupils. *School and society*, 32: 501-06, October 11, 1930.

In Leonia high school the ninth grade with some 164 pupils was singled out for intensive study. The writer describes the procedure followed and the results obtained.

See also nos. 1472, 1474, 1484, 1500, 1512.

SUBJECT FIELDS

ENGLISH

1466. Blaisdell, Thomas C. Ways to teach English. Garden City, N. Y., Doubleday, Doran & company, inc., 1930. ix, 566 p. 12°.

The scope of the book is indicated by the three main divisions, namely: teaching self-expression, teaching accuracy, and teaching appreciation. Bibliography, p. 549-556.

1467. Buhlen, Helen D. Free writing in junior high school. English Journal, 19: 547-51, September 1930.

The need for the teacher to be alert for subjects growing out of events and interests in the school is emphasized. The publication of articles written by pupils is noted as a powerful means of motivating good writing.

1468. Symonds, Percival M. Real topics for writing and speaking. School review, 38: 765-75, December 1930.

Forty-five members of the [graduate] class made ratings on the two scales for frequency of occurrence and reality. These ratings were averaged and included in the tables in this article. The average ratings for frequency of occurrence and reality were multiplied together to give an index of the importance of the item in the work of the English class in composition.

1469. ——— and Daringer, Helen. Studies in learning of English expression. No. IV. Sentence structure. Teachers college record, 32: 50-64, October 1930.

One of the conclusions is that although there are exceptions, in general an error tends to maintain the same relative position as to frequency of occurrence during the different years in school.

See also no. 1438.

MATHEMATICS

1470. Chateaufneuf, Amy Olive. Changes in the content of elementary algebra since the beginning of the high school movement as revealed by the textbooks of the period. Philadelphia, University of Pennsylvania, 1930. x, 192 p. 8°.

This is a Ph. D. thesis involving an analysis of the content of 257 textbooks by 158 different authors. These books cover the period from 1818 to 1928. They were classified by decades according to the date of their copyright or registration, and comparisons were made as to the emphasis placed on exercises, and the various processes in the subject.

1471. Congdon, Allan Ray. Training in high-school mathematics essential for success in certain college subjects. Thesis. New York, Teachers college, Columbia university, 1930. x, 102 p. 8°. (Teachers college. Contributions to education, no. 403)

A doctor's thesis which involved a summary of other investigations pertaining to this subject; a study of a college physics textbook as to symbolism, vocabulary, and the facts, concepts, skills, general processes, and methods of procedure involved in solving 572 problems; and the formulation of a test which was given to 859 high-school pupils, the results of which furnished the basis for the summary and final conclusions.

1472. Georges, J. S. Problems in the teaching of mathematics. Mathematics teacher, 23: 358-72, October 1930.

The study presents a systematic classification of the mathematical literature which relates to the problems in the teaching of secondary school mathematics, written during the last three decades.

1473. Hendrick, Ethel M. How to study geometry. School science and mathematics, 30: 1068-72, December 1930.

A list of difficulties encountered by students was collected from discussions with students and teachers, from printed material on the subject, and from personal observation. The methods for overcoming the difficulties of students were collected through interviews with thirty teachers of geometry.

1474. Holy, T. C. and Sutton, D. H. Ability grouping in the ninth grade. Educational research bulletin (Ohio State university). 9: 419-22, October 22, 1930.

This is a study of homogeneous grouping *versus* heterogeneous grouping in elementary algebra. All of the gains are in favor of the homogeneous group, although only one of them is highly significant.

1475. Hutson, Percival W. and Wilson, Malcolm. Practices in curricular guidance. School review, 38: 750-59, December 1930.

The writers submitted a check list to the heads of the departments of mathematics in 500 of the larger senior and four-year high schools in eastern, middle western, and Pacific coast states. Usable replies were received from 51 high schools enrolling from 500 to 999 pupils and from 81 schools enrolling 1,000 pupils or more.

1476. Reeve, W. D. and others. Tenth year mathematics outline. Mathematics teacher, 23: 343-57, October 1930.

A great many students at Teachers college helped to develop this outline, and the work has extended over a period of three to four years.

1477. ———. Eleventh year mathematics outline. Mathematics teacher, 23: 413-37, November 1930.

An outline based on the assumption that the function concept is the most important idea to be stressed throughout the eleventh year.

1478. Zerbe, Hobson M. The elements of plane geometry in plane trigonometry. School science and mathematics, 30: 1020-24, December 1930.

Five trigonometry textbooks and three plane geometry textbooks were analyzed and reported upon.

See also no. 1438.

SOCIAL STUDIES AND CITIZENSHIP

1479. Baldwin, James Willis. The social studies laboratory. Texas outlook, 14: 72, 75, November 1930.

The purpose of the study is to determine what constitutes the minimum laboratory equipment for the teaching of the social studies in grades four to twelve. The writer sought to secure information from such sources as represent the best present practice, and the best collective judgment in this field.

1480. Dondineau, Arthur. Trends of social science teaching in Detroit. Junior-senior high school clearing house, 5: 45-52, September 1930.

This study is based on a questionnaire which was sent to 116 high-school teachers and 152 intermediate-school teachers early in January 1930. Ten conclusions are reached as a result of the investigation.

1481. Finch, Charles Edgar. Social studies in the Rochester junior-senior high schools. Junior-senior high school clearing house, 5: 181-83, November 1930.

This is an outline of the "unit-of-learning" plan which is followed in Rochester, N. Y.

1482. Hummer, Edna C. Vitalizing the teaching of ancient history. Historical outlook, 21: 273-6, October 1930.

Field trips, exhibits, publication of a book, making a reference book, production of historical plays and foreign travel by the teacher are discussed.

1483. Paige, Forrest. An approach to United States history in senior high school. Historical outlook, 21: 276-9, October 1930.

A report of practice in the high school at Newtonville, Mass. How to study, minimal essentials, enrichment work, and grading are discussed.

1484. Stern, Anna Louise. An attempt to individualize instruction in social studies at South Philadelphia high school for girls. *Historical outlook*, 21: 329-32, November 1930.

Four different types of work are discussed, namely: a one-year extension course, a course for pupils of the slow group, a course for pupils who do fair to excellent high-school work, and a course for the honor students.

See also nos. 1438, 1452.

SCIENCE

1485. Coulson, Francis C. How help the beginner to study chemistry? *School science and mathematics*, 30: 1014-18, December 1930.

Demonstration of experiments, classroom supervised study, and study sheets are suggested as means of helping the beginner study chemistry.

1486. Fox, Gerald W. An investigation of the attitude of physics teachers toward the content of the high-school physics course. *Science education*, 15: 9-13, November 1930.

The method of investigation consisted of tabulating the answers to a questionnaire sent to 1,800 teachers of physics throughout the country. Replies were received from all the states but five.

1487. Kitzmiller, A. B. Certain vocabulary problems in high school chemistry. *Science education*, 15: 33-43, November 1930.

Technical terms were investigated as to their relation to general vocabulary and technical vocabularies and were classified. Three texts were analyzed to secure the frequency of mention of elements and apparatus. Tests on the most frequently mentioned items were constructed and given to high-school and college groups.

1488. Miller, Donald W. An experimental study of methods in physics. *Peabody journal of education*, 8: 79-81, September 1930.

Six high school physics classes cooperated in this experiment. The critical ratio between achievement by the project and by the topic discussion methods was 0.745, so there was no significant difference.

1489. Monahan, A. C. The cost of the high-school science department. *School science and mathematics*, 30: 1025-32, December 1930.

The writer of this article brings together the results of several studies of the cost of science in comparison with the cost of other studies in the high school.

1490. Powers, Samuel Ralph. Educational values of science teaching. *Teachers college record*, 32: 17-33, October 1930.

"Definable educational values from science teaching will have been attained if students acquire (1) an ability to utilize the findings of science that have application in their own experiences; (2) an ability to interpret the natural phenomena of their environment; and (3) an understanding of, and ability to use, some of the methods of study that have been used by creative workers in the fields of science."

1491. Shelton, Arthur L. An experimental study of the daily recitation *versus* the unit plan. *School review*, 38: 694-99, November 1930.

Four classes in the Queene Anne high school in Seattle, Wash., were used in this study. It was found that neither the unit method nor the daily-recitation method was distinctly superior to the other in teaching general science.

1492. Tyler, Ralph W. What high-school pupils forget. *Educational research bulletin* (Ohio State university), 9: 490-92, November 19, 1930.

To measure the amount of information which pupils remember from their general science, the Ruch-Popenoe General science test was used. Form A of this test was given in September and repeated eight months later. To measure the ability to explain everyday scientific phenomena and to generalize from given scientific data, two new tests were developed.

See also no. 1438.

FOREIGN LANGUAGE

1493. Carr, W. L. Reading Latin as Latin—some difficulties and some devices. *Classical journal*, 26: 127-40, November 1930.

Certain immediate objectives of Latin teaching are stated, some of the learning difficulties which appear to prevent the attainment of these objectives are presented, and the classroom procedure to overcome these difficulties are proposed.

1494. Coleman, Algernon. A new approach to practice in reading a modern language. *Modern language journal*, 15: 101-18, November 1930.

Investigation in teaching children to read the mother tongue provides material of value to modern-language teachers and suggests a technique for the development of skill in reading a foreign language silently. The author discusses such research studies and their application to the teaching of foreign languages.

1495. D'Ooge, Benjamin L. Where in the world are we? *School executives magazine*, 49: 577-8, August 1930.

The author recommends: three semesters of preparation for Caesar and one semester of Caesar, studying Latin for its own sake, very limited use of the inductive method, the translation of Latin into English, and only a limited use of the direct method.

1496. Heyman, Benedict C. Reading as a valid foreign language objective. *Bulletin of high points in the work of the high schools of New York city*, 12: 21-27, September 1930.

The contention in this article is that there is only one thing that we can effectively and lastingly teach, and that is the skill to read extensively and for pleasure.

1497. Kaulfers, Walter V. Educational research and statistics. *School and society*, 32: 535-38, October 18, 1930.

Eighteen teachers of foreign languages participated in a guessing experiment in foreign language prognosis. The findings of the study tend to show that teachers' random judgments are as valid predictive measures as grades in English or general language, or scores upon the best available intelligence or foreign language aptitude tests.

1498. ———. The management of a foreign language class. *Modern language journal*, 15: 1-9, October 1930.

A discussion of principles and techniques relating to the planning and administration of the recitation period, the control of discipline and routine, etc., with description of a conventionalized lesson plan for a 55-minute period with supervised study.

1499. Stebbins, Charles M. Increasing the Latin vocabulary through English. *Bulletin of high points in the work of the high schools of New York city*, 12: 7-12, September 1930.

The author suggests types of work that can be done. He concludes that "fully half, probably more than half, of the vocabulary of the first two years can be acquired from the English."

1500. Tharp, James B. The effect of oral-aural ability on scholastic achievement in modern foreign languages. *Modern language journal*, 15: 10-26, October 1930.

"Recently developed objective audition tests of encouraging reliability show significant but unreliable correlations between aural ability and other skills."

1501. Wehr, Theresa. A course in general language. *Classical journal*, 26: 194-206, December 1930.

The writer discusses the objectives and the present status of general language as a course in the junior-high-school grades. The objectives of such a course in general language are (1) orientation-guidance objectives, (2) academic objectives, and (3) appreciation objectives.

See also no. 1438.

PRACTICAL AND VOCATIONAL ARTS

1502. **Ericson, Emanuel E.** Teaching problems in industrial arts. Peoria, Ill., Manual arts press, 1930. 434 p. 12°.

The purpose of the author has been to deal with specific situations which are met by teachers of manual and industrial-arts subjects. Some of the chapters deal with methods of teaching and lesson planning, class management, use of textbooks, prevention of shop accidents, occupational information, evaluating pupil progress, courses of study, bases of selecting tools and equipment, extracurricular responsibilities, and the teacher and his profession.

1503. **Gosling, Thomas W.** Home economics in the curriculum. School and society, 32: 279-83, August 30, 1930.

The objectives and content of home-making courses, when they should begin, their cost, and the training of teachers to offer such courses, are discussed.

1504. **Graham, Jessie.** Planning the business education program. Nation's schools, 6: 37-42, October 1930.

A study of textbooks and supplementary material used in courses in organization, administration and supervision of commercial education in commercial teacher-training institutions and available books, pamphlets and periodical literature on the subject of commercial education.

See also no. 1438.

PHYSICAL EDUCATION

1505. **Jones, Galen.** The efficient control and administration of physical education and athletics in secondary schools. Junior-senior high school clearing house, 5: 139-44, November 1930.

The materials and procedures presented in this discussion are drawn largely from the physical education and athletic program in operation in the Tulsa [Oklahoma] secondary schools.

1506. **Ready, Marie M.** Extensive school playgrounds stimulate healthful recreational activities. School life, 16: 35-37, October 1930.

Brief outlines are presented regarding the general program of physical education, including health education as carried on at the Hayward union high school, Hayward, Calif., and at Winston-Salem, North Carolina.

1507. **Sharman, Jackson Roger.** Physical education facilities for the public accredited-high schools of Alabama. Thesis. New York, Teachers college, Columbia university, 1930. vi, 78 p. 8°. (Teachers college, Contributions to education, no. 408)

A doctor's thesis which is based on a study of the literature in the field, and a survey of 38 per cent of the accredited public-high schools of Alabama made by the author or his assistant, who visited each school and made the survey by use of a "check list." Reports are from 40 physical education teachers as to weather and ground conditions each hour of the school-day for four weeks, data on the weather conditions as taken from records in U. S. Weather bureau stations, and ratings on the desirability of gymnasiums, play sheds, and the out-of-doors.

1508. **Sher, Nathan.** A program of health guidance and corrective training. Bulletin of high points in the work of the high schools of New York city, 12: 33-46, November 1930.

At the James Madison high school the group method of corrective training is used. Selection and classification of students, methods of teaching, and types of exercises are discussed.

See also no. 1438.

SCHOOL GOVERNMENT AND DISCIPLINE

1509. Coleman, C. T. The cultural advantages of disciplinary problem pupils in high school. *School and society*, 32: 160-62, August 2, 1930.

A desirable residential location; piano, radio, victrola, telephone, encyclopedias, automobile, newspapers and magazines of four types were had in larger numbers by families of problem pupils than ideal pupils.

1510. Russell, R. D. How shall our schools be governed? *Nation's schools*, 6: 41-46, August 1930.

An attempt to determine the status of the schools of the Northwest with respect to the form of government under which they operate. Three hundred and eighteen schools, ranging in attendance from 17 to 2,440 are included in this investigation.

MEASUREMENT

1511. Allen, Richard D. and McKay, Charles B. Measuring the effect of guidance by the holding power of a senior-high school. *Junior-senior high school clearing house*, 5: 18-21, September 1930.

The change in the holding power of the Providence commercial high school from 1918 to 1929 and the reasons for the improvement are discussed.

1512. Engle, T. L. A study of the scholastic achievements in high school of pupils who have had double promotions in elementary school. *Elementary school journal*, 31: 132-35, October 1930.

Forty-six pupils were selected whose records were compared with those of the 46 pupils in the accelerated group. The average number of grade points earned by the 46 pupils selected was 1.5 as compared with 2.0 earned by the pupils in the accelerated group.

1513. Odell, C. W. Educational measurement in high school. New York, The Century company, 1930. xiv, 642 p. 12°.

The measurement of results for the various high-school subjects, general intelligence, school marks, classification and promotion, prognosis and guidance, diagnosis, and other topics are discussed.

1514. Proctor, William Martin. Evaluating guidance activities in high schools. *Vocational guidance magazine*, 9: 58-66, November 1930.

Several graduate students under the author's guidance developed a score card for evaluating guidance activities. This score card and the directions for scoring are reproduced.

1515. Ross, C. C. and Hooks, N. T. How shall we predict high-school achievement? *Journal of educational research*, 22: 184-95, October 1930.

A combination of factors from the pupil's grade school record, including age, grade-progress, and attendance, as well as teacher's marks, the correlations averaging above .60, form a valid or truthful basis for predicting high school achievement in the first year of senior high school.

1516. Tyler, R. W. High-school pupils of to-day. *Educational research bulletin (Ohio State university)*, 9: 409-11, October 22, 1930.

Evidence thus far does not justify the claim that our present high-school pupils are markedly inferior to those of previous years. In fact, many of the differences in favor of the present high-school pupils are statistically significant.

See also, nos. 1390, 1414, 1419, 1430, 1454, 1489, 1491-1492, 1572-1578, 1592-1602, 1625, 2142.

EXCEPTIONAL CHILDREN

Elise H. Martens

GENERAL REFERENCES

1517. Berry, C. S. Education of handicapped children in rural schools. *School life*, 16: 9, September 1930.

Suggestions for the discovery and treatment of physically and mentally handicapped school children in rural communities.

1518. Carroll, Herbert A. Generalization of bright and dull children. New York city, Teachers college, Columbia university, 1930. 54 p. 8°. (Contributions to education, no. 439)

A study of the subject with special reference to spelling. Investigates (1) kinds of spelling errors made; (2) syllable placement of errors and incidence of errors with respect to length of words in terms of syllables; (3) phonetic analysis of misspelled words. Concludes that bright and dull children show marked differences in kinds of spelling errors made; and that intelligence is important in generalization in spelling.

1519. Elliott, Bernice. How Michigan trains teachers for its handicapped children. Nation's schools, 6: 33-36, August 1930.

Describes the program at Michigan State normal college, Ypsilanti, designed to prepare the teacher of atypical children. Considers particularly the mentally subnormal, the crippled, and the deaf and hard-of-hearing.

1520. Foster, Terry C. Vocational guidance in rehabilitation service. Washington, U. S. Federal board for vocational education, 1930. 55 p. 8°. (Bulletin no. 148, 1930)

A manual of procedure for counseling and advising physically handicapped persons, and for assisting them to adjust themselves to vocational life.

1521. Inglis, Katharine; Heggum, Emilie; Daly, Carrie. The problems of handicapped children. Western journal of education, 36: 4-6, September 1930.

Considers problems of the stammerer, the child with defective vision, the crippled, and the mentally handicapped, with special reference to handling such children in rural schools.

1522. Lazarus, Isabel. Similarities of bright and dull children. Baltimore bulletin of education, 9: 7-11, September 1930.

On the basis of a study made of first-grade children in Baltimore, the author analyzes the test results for the likenesses and differences they reveal in bright and dull children; finds much overlapping in certain traits.

1523. Martens, Elise H. Berkeley's coordinated program of child adjustment. School life, 16: 23-4, 56-58, October-November 1930.

A description of the program in operation in Berkeley, Calif., designed to give adequate guidance and to provide means for adjustment of problem cases among the school children of the city. Civic, social, and educational agencies are cooperating in an organized program to this end.

1524. Marx, B. S. Fighting a handicap. Parents' magazine, 5: 18, September 1930.

The story of a crippled boy who fought his handicap in order to be as much like other boys as possible.

1525. Smith, Harvey. Classes for the handicapped. Catholic school journal, 30: 283-87, August 1930.

Describes the various types of handicapped children, their incidence, and the provisions made to meet their needs. Advocates the development of special education facilities in parochial schools.

1526. ——— The handicapped in parochial schools. Catholic school journal, 30: 238-45, July 1930.

Gives the results of a survey of provisions made for handicapped children in Catholic parochial schools. Findings indicate that some beginnings have been made, but that there is need for much greater development of the work.

1527. Wilson, L. A. The special schools bureau of New York State. New York state education, 18: 137-39, October 1930.

Describes the organization of that division of the State department of education which has supervision of all special schools of the State.

ANÆMIC, TUBERCULAR, ETC.

1528. Kleinschmidt, H. E. What is a preventorium? American journal of public health, 20: 715-21, July 1930.

Describes the essential characteristics of a preventorium, with illustrations taken from specific schools organized for the anaemic and tuberculous children.

1529. Rogers, James F. Schools and classes for delicate children. Washington, Government printing office, 1930. 66 p. 8°. (U. S. Department of the interior, Office of education, Bulletin, 1930, no. 22)

A comprehensive survey of special educational needs of and facilities provided for delicate children throughout the country. Considers open-air school buildings, open-window rooms, nutrition classes, preventoria, and health camps, together with the educational program of each one.

1530. Wallace, H. R. The rest room in the Blackfoot schools. Idaho journal of education, 12: 110-12, November 1930.

Describes the means used in one elementary school to meet the needs of its under-nourished and malnourished children.

BEHAVIOR AND PROBLEM CASES

1531. Bassett, Clara. The teachers' approach to the problem child. Journal of the National education association, 19: 241-42, November 1930.

"If the teacher will approach the problem child with a scientific attitude characterized by freedom from emotional bias and preconceived ideas, [and] "then think of behavior problems as purposive in that they are usually more or less unconscious and blundering attempts to satisfy legitimate emotional needs * * * he will have little trouble in maintaining toward the misbehaving child the persistent interest and affection which he so badly needs."

1532. ———. Understanding the problem child. Journal of the National education association, 19: 289-90, December 1930.

Emphasizes the importance of knowing the child's physical condition, his intellectual status, his social environment, and his emotional nature in order to treat adequately the early symptoms of maladjustment.

1533. Behavior clinic for the New York schools. School and society, 32: 581, November 1, 1930.

An appropriation of \$100,000 has been approved for the establishment of a behavior clinic in New York city, to deal with problems of retardation and its attendant evils of maladjustment, truancy, and delinquency, under the supervision of an expert psychiatrist, aided by a pediatrician, case workers, and a staff of psychologists. Work is to be established by the Board of education, who are now studying outstanding programs throughout the country.

1534. Brennan, E. A. Cooperation in pupil adjustment problems. Bulletin of the Department of elementary school principals, 9: 472-74, April 1930.

Stresses the need for intelligent diagnosis and earnest cooperation in treating behavior problems of school children.

1535. Brown, Sanger and Potter, Howard. The psychiatric study of problem children. Utica, New York, State hospitals press, 1930.

Written by physicians who have had extensive experience with psychiatric problems of children. Furnishes a comprehensive guide for the study of cases, dealing with the examination of problem children, history taking, and a classification of clinical types, with a general description of each group. Considers their care, management, and treatment, including a consideration of home-training, and the management of special educational problems by teachers.

1536. Coleman, C. T. Cultural advantages of disciplinary problem pupils in high school. *School and society*, 32: 160-62, August 2, 1930.

In a comparative study of problem and "ideal" pupils, it was found that the problem pupils came in larger numbers from homes where large cultural advantages were found. Concludes that "life may be so easy for children, with families of comfortable means, that it is difficult for them to develop the qualities of character that are essential for successful school life."

1537. Dobbs, H. A. Institutional care for delinquent children. *Annals of the American academy of political and social science*, 151: 173-79, September 1930.

Discusses the responsibility and the facilities of the institution as a means for meeting the needs of delinquent children. Emphasizes the importance of individualization of all treatment.

1538. Dolton, I. Laying the foundation for the enrichment of adult life among the problem youth of Chicago. *In National education association. Addresses and proceedings, 1930.* p. 111-115.

Describes two experiments in progress in Chicago designed to care for the maladjusted child, and to give him enriched experience which shall lay the foundation for an acceptable citizenship in adult life.

1539. Fleming, Paul. Truancy—where and why it occurs. *Nation's schools*, 6: 31-38, November 1930.

Presents some of the motives that prompt children to stay away from school. Through statistical study of an actual situation in Oakland, California, the author concludes that "it seems possible to classify under three heads the situations that cause pupils to be illegally absent from school: (1) love of adventure; (2) dissatisfaction at home; (3) maladjustment at school."

1540. Healy, William, and Bronner, A. F. Juvenile detention homes. *Annals of the American academy of political and social science*, 151: 180-83, September 1930.

Sums up the administrative advantages of detention as well as the direct disadvantages to individuals through detention, and emphasizes the need of close, intelligent supervision, with a 24-hour day program. Suggests that in many cases appointments would be kept by the children as directed by the court without the need of detention.

1541. Hildreth, Gertrude H. Psychological service for school problems. New York, The World book company 1930. xiii, 317 p. 8°.

Much of the reference material needed for the coordination of psychological service and the functions of administration of teaching is brought together in this volume. Considers elementary and junior-high school grades in both public and private schools. Gives a bibliography of books, articles, and selected tests and scales used in psychological service.

1542. Knox, M. The visiting teacher and the problem child. *Bulletin of the Department of elementary school principals*, 9: 467-71, April 1930.

Describes the part which the visiting teacher can play in adjustment of problem children. Sympathetic contact with the home and cooperative effort on the part of the school are essential factors in the program.

1543. Lowrey, Lawson G. Clinical facilities for the study of personality and behavior problems in children. *Annals of the American academy of political and social science*, 151: 138-42, September 1930.

No one group holds all the clues to human behavior. The most successful work has been done where several techniques have been joined to approach such problems. Places the emphasis upon treatment for prevention, and upon the study of the child as a total individual in a total situation.

1544. Merrill, Maud A. The care of the psychopathic or defective delinquent. *Journal of juvenile research*, 14: 165-70, July 1930.

Advocates separate institutional care for defective and psychopathic delinquents, involving adequate equipment for careful study and diagnosis, differential treatment, and supervisory follow up on parole.

1545. Montague, Helen. The causes of delinquency in mentally defective boys. *In American association for the study of the feeble-minded. Proceedings*, 1930. p. 104-13.

"There is no one single cause for their difficulties, but rather a collection of circumstances varying practically with each case." Two contributory factors stand out prominently: (1) Broken homes, brutal treatment and neglect on the part of parents; (2) inability on the part of the school to meet the situation and adjust its curriculum to their special needs.

1546. Moore, Thomas V. Studying the problem child. *Catholic school journal*, 30: 274-76, August 1930.

Outlines the minimum essentials of clinical provision for problem children, including those presenting mental defect, physical defect, or behavior difficulties. Recommends, for a small psychiatric unit, a psychiatrist, a psychologist, a social worker, and a stenographer.

1547. Myers, Garry C. The modern parent. New York city, Greenberg, publisher, Inc., 1930. xii, 350 p. 8°.

Attacks the problems of maladjustments in children from the standpoint of parental guidance. Points out mistakes made and offers suggestions for improving techniques used in rearing children.

1548. Nellson, N. P. Relation of school health, physical education, and recreation to juvenile delinquency. *Journal of juvenile research*, 14: 176-80, July 1930.

"Mental and physical health have a direct relationship to juvenile delinquency. Boys and girls become delinquent and commit offenses against society mainly during their leisure time." Therefore the need for an adequate number of playgrounds, properly supervised, is imperative.

1549. Owens, Albert A. The effect upon attendance of transfer to a disciplinary school. *Journal of juvenile research*, 14: 181-87, July 1930.

Compares the attendance records of boys at the Daniel Boone school, Philadelphia, with their records before transfer to that school had taken place. Findings show a general improvement in attendance after admission to the new school.

1550. Redding, William F. The clinical treatment and follow-up of problem children. *Junior-senior high school clearing house*, 5: 30-33, September 1930.

Emphasizes the importance of case study of handicapped children, with clinical treatment, as a means of preventing serious maladjustment. "The home visitors and child-guidance clinic for the clinical treatment and follow up of problem children should be recognized as a part of the program of educational, vocational, and social guidance provided for all of the children of all of the people."

1551. Shaw, Clifford E. The Jack-roller; a delinquent boy's own story. Chicago, The University of Chicago press, 1930. 205 p. illus. 8°.

The story shows clearly the errors made in treating maladjustment in children, and the nearsightedness of ordinary efforts made in placing or paroling children who have been in institutions. Emphasizes the need for psychiatric-social work and other modern procedures in the guidance of problem children.

1552. Shulman, Harry M. Crime prevention and the public schools. *Journal of educational sociology*, 4: 69-81, October 1930.

Emphasizes the responsibility of the school for preventive work through clinic facilities, adequate adjustment of school work to meet individual abilities, and social work, such as that done by visiting teachers.

1553. Steinmetz, N. Books and the discipline problem boy. Library journal, 55: 814-15, October 15, 1930.

Discusses the opportunities of the school librarian in helping the problem boy.

1554. Stillson, Stella. The teacher and the problem child. Volta review, 32: 501-05, October 1930.

Adopts the point of view that *all* children should be regarded as problem children and places upon educators the responsibility of *prevention* of personal maladjustment.

1555. Stullken, Edward H. The Montefiore special school. American teacher, 15: 18-20, December 1930.

An account of the objective and activities of a Chicago special school for unadjusted boys.

1556. Sullenger, T. Earl. Determinants of delinquency in the play group. Playground, 24: 431-34, November 1930.

On the basis of a study made in Omaha, Neb., it was found that much juvenile delinquency is misdirected play; that 90 per cent of the homes of delinquents were located one-half mile or more from the nearest playground; and that most of the delinquent acts were suggested or brought to the child's attention during his leisure time. In a neighborhood used for experimental purposes, juvenile delinquency decreased 10 per cent after a playground had been opened. The author concludes that "the greatest determinant in juvenile delinquency outside of the home is the lack of properly directed recreation."

1557. ——— Social determinants in juvenile delinquency. Columbia, University of Missouri, 1930. 87 p. illus. 8°.

Investigates the determinants of delinquency in the home, play group, neighborhood, and schools. Discusses the influence which each of these factors has upon the behavior of the child. Also considers population factors, such as growth and density; trade elements; newspapers, etc.

1558. Tyson, Dorothy K. A study of certain behavior traits of young delinquent boys. Journal of juvenile research, 14: 280-89, October 1930.

A study of the frequency of 33 undesirable characteristics in a group of 246 boys in a correctional school.

1559. Van Krog, O. S. Iowa training school for boys. Midland schools, 45: 49-51, October 1930.

An account of the organization, development, and program of the Iowa State training school to which delinquent boys are committed.

1560. Watson, P. M. Cleveland's school for problem boys. Journal of education, 112: 499-500, December 15, 1930.

An account of the activities of the Thomas A. Edison school in Cleveland, Ohio, with some analysis of the student body enrolled in it. "It is the belief of those responsible for the institution that it is natural and normal for a child to like to go to school, and that most of his misbehavior and truancy will cease when he is provided with work he can do with satisfaction and success."

See also no. 1509.

BLIND AND PARTIALLY SEEING

1561. American association of workers for the blind. Proceedings, Thirteenth biennial convention, 1929. Lake Wawasee, Ind., The association, 1929. 233 p. 8°.

Presents many phases of the work for and with the blind, including educational aspects of the problem.

1562. Fladeland, Lina V. Some psychological effects of blindness as indicated by speech disorders. Journal of expression, 4: 129-34, September 1930.

Data accumulated from a large number of case studies "seem to indicate that blindness is to be reckoned with as a personality factor because (1) it interferes with normal

physical activity and limits the sources of stimuli; (2) it thwarts wish fulfillment; (3) it increases nervous and physical strain; (4) it makes the individual the exceptional member of his group."

1563. Hamilton, C. A. Education of the blind. New York State education, 18: 146-50, October 1930.

A discussion of the methods used in instructing the blind in the State schools of New York.

1564. Jeffery, Bessie. Saving the eyes of school children. New York State education, 18: 151-52, October 1930.

Emphasizes the importance of checking the vision of school children, of avoiding eye-strain of various kinds, and of follow-up work in cases where defective vision is found.

1565. Myers, Edward T. A survey of sight-saving classes in the public schools of the United States. Thesis. Philadelphia, University of Pennsylvania, 1930. 105 p. 8°.

A comprehensive survey of the facilities offered by public school systems for special attention to children with impaired vision.

1566. National society for the prevention of blindness. Proceedings of the 1929 annual conference, St. Louis, November 11-13, 1929. New York city. The Society, 1929. 201 p. 8°. (Publication No. 45)

Considers numerous problems relating to the conservation of sight, including their application in industry, in social hygiene, and in education.

1567. Palmer, F. E. Iowa school for the blind. Midland schools, 45: 11-12, 24, September 1930.

An account of the organization, development, and program of the Iowa State school for the blind.

1568. Rocheleau, Corinne and Mack, Rebecca. Those in the dark silence. Washington, D. C., The Volta bureau, 1930. 169 p. illus. 8°.

A study of the deaf-blind, representing the concentrated efforts of two investigators over a period of five years and dealing with more than 600 cases. A challenge to provide educational opportunities that will meet their needs.

1569. Street, Adelyn. The South Bend sight-saving class. Indiana teacher, 75: 10-11, November 1930.

An account of the organization of class work and methods used with children having defective sight, who are treated in accordance with their needs at a minimum of detriment to their school progress.

1570. Van Cleve, E. M. Schools for blind children. New York State education, 18: 142-45, October 1930.

A brief account of the work done in the schools for the blind in New York State. Describes methods used and activities included in the curriculum.

1571. Villey, Pierre. The world of the blind; a psychological study. New York, The Macmillan Company, 1930. 403 p. 12°.

The author has been blind since he was four-and-a-half years old. In this book he describes the world of the blind person and how he deals with it. Gives numerous examples from his own experience of the development of perceptions for those who cannot see.

CRIPPLED CHILDREN

1572. A combination school for normal and crippled children. The Percy Hughes school, Syracuse, N. Y. American school board journal, 81: 59, September 1930.

"In some communities, small buildings planned and equipped solely to handle crippled children have been found desirable, but other cities like Syracuse, N. Y., have found it educationally and economically advantageous to erect combination buildings for normal and crippled children." Gives plans of building.

1573. Curtis, Henry S. The crippled child. Mind and body, 37: 202-04, November 1930.

Emphasizes the importance of considering mental health for the crippled child as well as hygienic living.

1574. Francis, M. Summer school for crippled children, Appleton, Wis. American city, 43: 150, September 1930.

A school sponsored by the Board of education and the Appleton civic council. Twenty-two crippled children received treatment and training in a special school conducted for them during the summer. Regular session also held during the year.

1575. Hannaford, H. Eldridge. Where crippled children are taught to lead normal lives. Nation's schools, 6: 65-68, September 1930.

Describes the plan and equipment of the school for crippled children in Cincinnati, Ohio. "Instead of the more common one-story type of school, it was ... determined to erect a multistory building with stairs instead of ramps, so that the crippled child would be encouraged to learn to use stairs and to develop himself in spite of his infirmity." Elevator and wheel chairs were installed to take care of the helpless cases.

1576. Heck, Arch O. Education of crippled children. Washington, Government printing office, 1930. 57 p. 8°. (U. S. Office of education. Bulletin, 1930, no. 11)

A comprehensive survey of the special educational facilities provided by State and cities of the United States for crippled children. Considers incidence of crippled children, legislation for their interests, administrative problems involved, and organization of schools.

1577. Shedd, J. M. Classes for orthopedic children. Bulletin of the Department of elementary school principals, 9: 294-97, April 1930.

An account of the work done in the John Williams school of Rochester, N. Y., in caring for crippled children of the city.

1578. Yardley, R. W. Building schools for crippled children. Nation's schools, 6: 55-64, November 1930.

Outlines the necessary elements in a well-constructed school for crippled children, including both general instruction rooms and special treatment rooms. Gives illustrations and charts of the Spalding school for crippled children, Chicago, Ill.

DEAF AND HARD-OF-HEARING

1579. Bradley, Gladys. The Gloversville day school for the deaf. New York State education, 18: 155-56, October 1930.

A description of methods used in a day school for deaf children. Discusses curriculum and methods of teaching.

1580. Brown, Andrew W. The correlations of non-language tests with each other, with school achievement, and with teachers' judgments of the intelligence of children in a school for the deaf. Journal of applied psychology, 14: 371-75, August 1930.

An investigation of research type based upon a survey of the Jacksonville school for the deaf, Jacksonville, Ill. Results showed a close correspondence between the various non-verbal tests used in the survey. These tests, however, did not predict educational achievement to any appreciable extent. There seemed to be practically no relation between general intelligence and the type of response measured by the test scores.

1581. Camp, Pauline. Mental hygiene. Volta review, 32: 470-77, October 1930.

Discusses the principles of mental hygiene as they apply to the education of the deaf.

1582. National education association. Department of lip reading. Proceedings, 1930. Washington, D. C., The association, 1930. p. 391-400.

Contains abstracts of addresses given on the problems of discovering and teaching the deafened child.

1583. **Peterson, Edwin G. and Williams, James M.** Intelligence of deaf children as measured by drawings. *American annals of the deaf*, 75: 273-90, September 1930.

Gives an account of the Goodenough Intelligence test as used with 466 pupils in 5 schools for the deaf. Concludes that the test seems well adapted to the testing of deaf children.

1584. **Peterson, P. N.** Principles of vocational guidance. *Volta review*, 32: 572-76, November 1930.

Considers the problem of vocational guidance for the deaf and the application in a concrete situation.

1585. **Phillips, Wendell.** Reminiscences of an etologist. *Hygeia*, 8: 1183-35, December 1930.

Traces the development in the conservation of hearing. Emphasizes the importance of early conservation, annual hearing tests and the need of lip-reading instruction in the public schools, and proper otologic examination and treatment.

1586. **Read, Elmer D.** Objective tests in history. *American annals of the deaf*, 75: 252-73, September 1930.

Presents an objective, new-type examination in American history and in English history proposed for use in schools for the deaf.

1587. **Rowell, Hugh Grant.** Deafness in children. *Parents' magazine*, 5: 20, July 1930.

Says that the number of children who have hearing defects is much larger than is now estimated. Emphasizes the need of adequate testing facilities, early discovery, and remedial treatment, as well as special educational facilities.

1588. ——— A modern hearing-conservation program. *American school board journal*, 81: 44, July 1930.

Outlines a complete program for hearing conservation and for public school education of auditory defectives who are not institutional cases. Program involves testing with audiometer, clinical study of individual cases, lip-reading classes, and education of teachers. Emphasizes the danger of considering a child dull or mentally defective when he has only a hearing handicap.

1589. **Taylor H.** Education of the deaf in New York. *New York State education*, 18: 153-54, October 1930.

A brief account of the organization of work carried on with the deaf in State schools.

1590. **Viedy, E.** Eyes for ears. *Hygeia*, 8: 622-4, July 1930.

Shows the close relationship between school failure and defective hearing, and the consequent expense of repetition of grades by children who have such a handicap.

1591. **Welch, F. A. and McIntire, O. L.** The Iowa school for the deaf. *Midland schools*, 45: 138-39, December 1930.

A description of the activities of the State school for the deaf at Council Bluffs, Iowa, which maintains a regular nine months' program and offers both academic and vocational work. The school is under the jurisdiction of the State board of education.

GIFTED CHILDREN

1592. **Adams, Fay and Brown, Walker.** Teaching the bright pupil. New York, Henry Holt & Company, 1930. xiv, 249 p. 12".

A manual of practical suggestions for adjusting the work of the secondary school to the interests and needs of bright pupils. Includes in its classification of "bright pupils" the upper 20 per cent of the school population, with intelligence quotients of 110 or above. Considers administrative problems and teaching methods, with concrete suggestions for enrichment in each of the fields of subject matter taught in junior and senior-high school.

1593. Addicott, I. O. An experimental class for bright children. Bulletin of the Department of elementary school principals, 9: 287-93, April 1930.

Describes a project in attempting to bring to bright children opportunities for the development of creative power and initiative.

1594. Burks, Barbara S.; Jensen, Dortha W.; Terman, Lewis M., and others. Genetic studies of genius, vol. III. The promise of youth. Stanford university, Calif., Stanford university press, 1930. 508 p. 8°.

A continuation report of the investigation carried on for a number of years by Dr. Terman and his associates. Contains follow-up studies of 1,000 gifted children after 6 years of study of their development.

1595. Fritz, Henry E. A search for and conservation of the gifted. Bulletin of high points in the work of the high schools of New York city, 12: 19-25, October 1930.

An account of a Saturday art class organized to develop the abilities of those talented in drawing, with emphasis upon creative work. A plea for similar provision to be made for other types of education with gifted children.

1596. Goddard, H. H. The gifted child and his education. Journal of the National education association, 19: 275-76, November 1930.

"A child who is not allowed to develop as fully as his natural ability demands is not being given an equal opportunity." Recommends all children with an IQ of 120 or above (approximately 6 per cent) to be placed in special classes or at least be given special provision in keeping with his nature.

1597. Hall, John J. How does your school rate in providing for gifted children? Journal of educational research, 22: 81-88, September 1930.

Presents a score card by which a school can rate the efficiency of its own provisions for gifted children. Considers as essential factors: (1) methods used in selecting bright children; (2) grade in which they are selected for special treatment; (3) organization of classes; (4) modification of curriculum; (5) method of instruction.

1598. Hollingworth, Leta S. Do intellectually gifted children grow toward mediocrity in stature? Journal of genetic psychology, 37: 345-58, September 1930.

On the basis of an experimental study covering a period of years, the writer concludes that "measurements of stature, repeated annually on a group of growing children, show that intellectually gifted children run constantly about five per cent taller, as a group," and "maintain their tallness as they grow toward maturity."

1599. Lamson, Edna Emma. A study of young gifted children in senior high school. New York city, Teachers college, Columbia university, 1930. 119 p. 8°. (Teachers college, Contributions to education, no. 424)

A study of 56 gifted high-school students. Presents quantitative data as to constancy of intellectual status, school accomplishment, failures, extracurricular activities, future plans, health, and general attitude.

1600. Sexson, John A. Teaching the gifted child. American childhood, 16: 3-6, December 1930.

An account of the work being done in the Pasadena city schools (California) for the gifted child. It includes children with Intelligence quotients above 125, representing grades 1 to 6, and junior high-school grades. "Creative self expression is the essential factor which makes the treatment accorded these children a real mental hygiene program for children of superior mental endowment. The creative outlets most utilized are music, verse, dramatics, and art."

1601. Woodring, Maxie N. and Harold, Gilbert. Enriched teaching of commercial subjects in the high school. New York city, Bureau of publications, Teachers college, Columbia university, 1930. 339 p. 8°. (Enriched teaching series, no. 4)

Suggestions for the adjustment of the curriculum in commercial subjects to meet the ability and the needs of bright pupils.

1602. Woodring, Maxie N. and Sabin, Frances E. Enriched teaching of Latin in the high school. New York city, Bureau of publications, Teachers college, Columbia university, 1930. 144 p. 8°. (Enriched teaching series, no. 6.)

Suggestions for the adjustment of the Latin curriculum to meet the ability and needs of the bright pupil.

MENTAL HYGIENE

1603. Adler, Alfred. The education of children. New York, Greenberg, publisher, inc., 1930. 309 p. 12°.

A popular treatment of the problem of the education of children from the standpoint of individual psychology. Deals with various difficulties of behavior, such as inferiority complex, striving for superiority, sex problems, etc. Includes a "Questionnaire for the understanding and treatment of problem children", drawn up by the International society of individual psychologists.

1604. ——— and others. Guiding the child. New York, Greenberg, publisher, inc., 1930. viii, 268 p. 12°.

Gives an account of the problems, accomplishment, and failures of 2 child-guidance clinics organized under the leadership of the author.

1605. Bassett, C. The school's relation to mental health. Journal of the National education association, 19: 225-26, October 1930.

Emphasizes the need of developing a mental hygiene program in connection with the public school.

1606. Clark, Mary Augusta. Recording and reporting for child guidance clinics. New York, Commonwealth fund, Division of publications, 1930. xi, 151 p. 4°.

Describes the plans for keeping records and preparing reports which have been used in a number of clinics over a period of several years. Gives detailed directions for using those forms included in the investigation.

1607. Eugenia, Sister M. Mental hygiene in relation to the character training of children. Catholic educational review, 28: 391-401, September 1930.

Outlines the possibilities of using mental hygiene in the school curriculum, with religion as a basic factor. Applies it to the education of the retarded, the normal, and the gifted.

1608. Furfey, Paul H. The mental hygiene movement. Catholic educational review, 28: 467-73, October 1930.

Outlines the methodology of mental hygiene, analyzing each element involved in a child guidance clinic. Emphasizes the need of using the contribution of religion as an important factor in child guidance.

1609. Groves, Ernest and Blanchard, Phyllis. Introduction to mental hygiene. New York, Henry Holt and company, 1930. vi, 467 p. 12°.

Is intended as a text for beginners in mental hygiene and gives a general survey of the whole field. Is conservative in its attitude and cautious against expecting too much from a new science that so easily lends itself to exploitation.

1610. Ingle, Dwight. Why mental hygiene in our schools? Idaho journal of education, 12: 57-58, October 1930.

Gives some startling facts of the incidence of insanity in the country and stresses the need for more adequate diagnosis and help for children's ills through a mental-hygiene program.

1611. Kenworthy, Marion E. Social maladjustments (emotional) in the intellectually normal. Mental hygiene, 14: 837-52, October 1930.

Emphasizes the importance of the early years of a child's life in bringing about a unification of his personality, which is frequently "interfered with by poor handling, inadequate understanding, or oversteering of the dependency or authority aspects of

control" . . . "Exaggerations of personality maladjustment, if permitted to persist unresolved, will lead to a development of symptomatic patterns identified as neuroses or psychoses."

1612. McCartney, James L. Mental hygiene in a public-health program. *Public health*, 20: 943-54, September 1930.

A strong presentation of the need of a well organized mental-hygiene program in education. Gives consideration to the major types of psychosis and the possibility of prevention of at least one-half of them through early training. Considers also the value of mental hygiene in relation to social evils, such as divorce, crime, etc.

1613. Newcomb, Theodore. Does extroversion-introversion offer a clue for prognosis and treatment of problem boys? *Mental hygiene*, 14: 919-25, October 1930.

The writer observed and recorded over a period of time, behaviors of the sort supposed to be indicative of extroversion-introversion. Fifty-one problem boys were used as subjects for the study. His findings did not indicate a clear type distinction.

1614. Pratt, George K. The influence of mental hygiene on personal counseling. *Religious education*, 25: 703-08, October 1930.

Emphasizes the need for a complete objective study of the individual before satisfactory counsel can be given.

1615. Symonds, P. M. Group methods for conducting a mental-hygiene survey of high-school pupils. *School and society*, 32: 501-06, October 11, 1930.

An account of an experimental program in a specific situation. Outlines a method for instituting a diagnostic and remedial program with high-school pupils.

1616. Williams, F. E., ed. Some social aspects of mental hygiene. *Annals of the American academy of political and social science*, vol. 149, May 1930. 211 p.

Considers numerous problems in the educational field, such as the mental health value of special education, the mentally defective adolescent, the child of superior intelligence, child guidance problems in rural communities, etc. All these are intimately related to the social welfare of individuals and of the community.

See also nos. 1581, 1629.

SPEECH (DEFECTIVE)

1617. Bluemel, C. S. Mental aspects of stammering. Baltimore, Williams and Wilkins company, 1930. x, 152 p. 12°.

Presents the author's concept of stammering as an impediment of thought, and outlines methods of training for its correction.

1618. Fogerty, Elsie. Stammering: with an introduction by Elizabeth D. McDowell. New York, E. P. Dutton and company, 1930. 64 p. 12°.

Presents some general explanations which are offered for the development of stammering in young children, and describes case histories illustrating the difficulty. Discusses the methods of curative work for children and of self-cure at a later age.

1619. Johnson, Wendell. Because I stutter. With an introduction by Lee Edward Travis. New York, D. Appleton & Company, 1930. xv, 127 p. 12°.

Dr. Travis' theory of stuttering is based upon the concept that stuttering is a definite neuromuscular derangement of the functional type in which there is a general reduction in cortical activity. Mr. Johnson, as a patient of Dr. Travis, writes the major portion of the book in description of his own experiences, giving a new technique for the treatment of stuttering.

1620. ——— The child who stutters. *Child welfare*, 25: 95-97, October 1930. Discusses the needs of the child who stutters, the danger of letting him "grow out of it", and the value of scientific treatment.

SUBNORMAL AND BACKWARD

1621. Abercrombie, Towne B. The special child in our scheme of general education. *Industrial arts and vocational education*, 19: 251-54, July 1930.

Outlines the possibilities of shop training for the special class pupils. Describes a particular project which was used in a particular situation. Emphasizes the need for the program to be specific and concrete, and based on a strictly utilitarian viewpoint.

1622. Anderson, Meta L. The special child. *Training school bulletin*, 27: 82-90, October 1930.

Discusses the objectives of special class training with suggestions as to the methods of attaining them. Emphasizes the importance of practical project work and preparation for as much vocational efficiency as the child is capable of.

1623. Berry, C. S. The aims and methods of education as applied to mental defectives. In *American association for the study of the feeble-minded. Proceedings*, 1930. p. 68-72.

"The aim of special education is to develop the major possibilities of the mental defective to such an extent that he will become a law-abiding, self-supporting individual able to compete successfully with his normal fellows. The fact that the mental defective learns more slowly and forgets more quickly than the average person means that he should be taught only what he needs to know and only when he needs to know it."

1624. Bing, Ada M. Slow sections in English. *English journal*, 19: 719-23, November 1930.

Describes the operation of high school classes in English organized for the slow learning. Gives the texts used, and indicates the differentiation made both in material and methods.

1625. Bolton, Frederick B. Conducting special manual training classes. *Industrial arts and vocational education*, 19: 290-95, August 1930.

Describes a program of manual training for special-class boys in Detroit.

1626. Braem, Helen B. An experiment at Letchworth Village. *New York state education*, 18: 162-64, October 1930.

Describes an experiment in teaching reading to mental defectives, in which the results of the sight reading method were compared with those of the phonetic method. The outcome was favorable to the phonetic method.

1627. Cornish, W. B. and Stark, J. F. Organizing opportunity classes. *Bulletin of the Department of elementary school principals*, 9: 307-11, April 1930.

Temporarily unadjusted children need help in making the needed adjustment. A class organized for this purpose is a valuable part of a school.

1628. Cults, Norma E. and McCarthy, John C. An experiment with mentally defective children of school age at work. *Mental hygiene*, 14: 697-711, July 1930.

Describes a project which has been under way in New Haven, Conn., for several years. Boys enrolled in special classes for mental defectives and leaving school to go to work were placed under supervision for the sake of guidance and help both in getting a job and in the process of making good at it.

1629. Doll, Edgar A. Mental hygiene aspects of special education. In *American association for the study of the feeble-minded. Proceedings*, 1930. p. 73-79.

Discusses the place of the special class as a means toward emotional and social stabilization of the mental defective.

1630. Greene, R. A. Progress in understanding and control of the feeble-minded. *Annals of the American academy of political and social science*, 151: 120-37, September 1930.

From a careful appraisal of the developments of the past ten years, it is concluded that "we no longer see the necessity for institutional care for more than 10 per cent

of the feeble-minded"; that the other 90 per cent should be recognized and provided for by the community in its school program.

1631. Hilleboe, Guy L. Finding and teaching atypical children. New York city, Teachers college, Columbia university, 1930. 177 p. 8°. (Teachers college contributions to education, no. 423)

An attempt to classify atypical children, to determine approximate numbers of each type, to evaluate methods for their selection, diagnosis, and placement, and to indicate the procedure necessary for effective follow up. The author finds that 11 per cent of the school population deviates so markedly as to make necessary provisions for their education in special classes.

1632. Knocks of the opportunity room. Modern education, 3: 17-18, October 1930.

Gives an interesting point of view of the weaknesses of the opportunity room or special class. Should be a stimulus for careful analysis of our whole program for the subnormal child.

1633. Matthews, N. A. Education of pupils in special classes. Bulletin of the Department of elementary school principals, 9: 298-306, April 1930.

An account of the work done in Sheldon school, Grand Rapids, Mich., in caring for sub-normal children through the medium of special classes.

1634. Millias, Ward W. A consideration of the aspects of emotion in the efficiency and the training of mental defectives. In American association for the study of the feeble-minded. Proceedings, 1930. p. 82-93.

From data gathered in New York, the author concludes that emotional life influences the behavior of mentally-defective boys and girls, and that mental defectives cannot become effective in life's battles until they have either lost the sense of restraint which results from prohibitions, or until they have come to accept such prohibitions as natural.

1635. Mindel, Sophie. Literature with 1 C children. Baltimore bulletin of education, 9: 33-34, October 1930.

Indicates the type of literature that appeals to a group of slow children in the first grade. Account given from actual experience in a specific situation.

1636. Nock, Anna W. Low I Q's in the high schools. School review, 38: 673-79, November 1930.

Describes the program at the South Philadelphia high school for girls devoted to proper guidance of those girls who were failing seriously in high school subjects. Gives case-studies indicating the significant facts in each one.

1637. Rich, Frank M. Paterson educates the handicapped. Journal of education, 112: 232-33, October 6, 1930.

Provision is made in Paterson for eight different types of defects: blind, low vision, deaf, hard-of-hearing, cripples, anaemic, backward, and pupils with speech defects. Classes are maintained for each of these in a school center, where special equipment and methods are provided.

1638. Thoma, E. The retarded child in a small school system. New York State education, 18: 189-93, October 1930.

Describes what has been done in Westbury, N. Y., to educate the mentally defective child in the public school. The work is cited as "one attempt to approximate the ideal of a school organized as a miniature society in which all members shall participate on an equal basis."

1639. Wallace, George L. Some observations on the requirements in a State program for the care of the mentally deficient. Mental hygiene, 14: 907-18, October 1930.

Advocates a uniform program for dealing with the problem of mental deficiency, involving identification and registration, education, supervision, segregation, and the establishment of scientific research into the causes and prevention of mental deficiency.

See also nos. 1463, 1509, 1762, 1862.

JUNIOR COLLEGES

W. C. Eells

ORGANIZATION AND ADMINISTRATION

GENERAL

1640. Campbell, Doak S. The Association and the journal. Junior college journal, 1: 61, November 1930.

A statement of the policy of the American association of junior colleges with reference to the Junior college journal.

1641. Cooper, William John. Abolish legal barriers which retard progress. Junior college journal, 1: 117-18, December 1930.

"Let educational statesmen give attention to clearing away any legal barriers which retard progress by preventing experimentation." Suggests repeal of hindering financial legislation, elasticity of financial provisions, and furnishing of State aid to smaller administrative units.

1642. The Junior college. Journal of higher education, 1: 468-70, November 1930.

Summary of four articles in the June issue of California quarterly of secondary education and of four articles in recent issues of other educational journals dealing with various aspects of the junior college situation.

1643. The Junior college journal. Stanford University, Calif., Stanford university press. Vol. 1, no. 1, October 1930.

A new national monthly educational periodical designed to cover the entire junior-college field. Contains regularly contributed articles, "ancient history," "junior college world" (news notes); secretary's department, reports and discussions, "judging the new books" (edited by John C. Almack) etc.

1644. Kilby, C. S. Intelligence tests for adult admission. Junior college journal, 1: 135-39, December 1930. tables.

Reports success of four junior colleges and five senior colleges in Arkansas in admitting adult students purely on the basis of a sufficiently high score on the Otis or Terman group tests. A study of 490 cases over a four-year period is very favorable to the new plan.

1645. Proctor, William Martin. Student interest in junior colleges. Junior college journal, 1: 84-88, November 1930. tables.

Based upon questionnaires from over 5,000 high school seniors in the San Francisco Bay region. Finds that half of them state they would attend junior college if one were organized in their city.

1646. Northwest association of secondary and higher schools. Standards for junior colleges. In Proceedings of twelfth annual meeting of the Northwest association of secondary and higher schools, 1930. p. 38-39.

Standards for accrediting adopted by the Association, as modifications of those adopted in 1922.

1647. Whitney, Frederick L. Legal background of the junior college movement. High school teacher, 6: 322-24, October 1930.

An exact reprint of chapter iv of the author's *Junior college in America*. Takes no account of changes in legislation since 1927.

1648. Zook, George F. Proceedings of the Commission on institutions of higher education. North central association quarterly, 5: 66-91, June 1930.

Reports of various actions at meetings of North central association, including changes in accreditation of junior colleges (p. 67), changes in standards (p. 68), reports on educational experiments at Kansas City, Joliet, Stephens college, and Tulsa (p. 70-71), statement of standards (p. 75-76), and list of forty-eight accredited junior colleges (p. 84-85).

HISTORY AND STATUS

1649. Coll, B. J. The Johnstown, Pennsylvania, high school. *Journal of the National education association*, 19: 249-50, November 1930.

Describes relationship of the two-year junior college to the remainder of the public school system of Johnstown.

1650. Diether, Ray O. The Los Angeles junior college. *California quarterly of secondary education*, 5: 365-68, June 1930.

Description of organization and development of the new Los Angeles junior college which had 1,867 applicants for admission on the opening day in 1929.

1651. Eells, Walter Crosby. Why another educational journal? *Junior college journal*, 1: 4-5, October 1930.

Reviews earlier proposals for establishment of periodicals covering the junior college field and outlines the policy of the new Junior college journal.

1652. Haggard, W. W. An early upward extension of secondary education. *School review*, 38: 430-33, June 1930.

Describes early junior college work in the Joliet township high school and junior college. Gives detailed five- and six-year courses offered in 1902-3.

1653. Hughes, B. H. Public junior colleges in Kansas. *School review*, 38: 450-55, June 1930.

History of public junior colleges in Kansas since 1917. Detailed statistical data on enrollment, curriculum, faculty, and finance for ten junior colleges in 1929-30.

1654. Koos, Leonard V. The junior college. In Kent, Raymond A. *Higher education in America*. Boston, Ginn & Company, 1930. p. 3-33.

Bibliography.

A general discussion covering the following topics: Recent growth and present status of the junior college, purposes of the junior college, curriculum of the junior college, additional problems of the junior college.

1655. Lillard, Jeremiah B. Junior-college growth and organization. *Junior college journal*, 1: 81-83, November 1930. table.

Deals with the development of Sacramento (California) Junior college since 1922.

1656. Mills, Minnie B. The junior college in Greece. *Junior college journal*, 1: 17-19, October 1930.

History and prospects of the American junior college for girls at Old Phaleron, near Athens, established as such in 1923.

1657. Morgan, Walter E. Junior-college developments in California. *Junior college journal*, 1: 64-73, November 1930.

A detailed study of the growth, purposes, organization, administration, and financing of the public junior colleges in California. A modification of the author's address at the Department of superintendence of the National education association at Atlantic City in February, 1930.

1658. Ricciardi, Nicholas. Vital junior-college problems in California. *Junior college journal*, 1: 24-27, October 1930. table.

Statement of several critical problems, financial and organizational, resulting from phenomenal growth of public junior college in the State, together with suggestions for their solution.

1659. Roach, William L. University courses in the junior college. *Junior college journal*, 1: 20-23, October 1930. tables.

The tabulation and description of 45 courses on junior college given to over eight hundred students in 19 American universities since 1923.

1660. Stringer, S. L. Junior college birth control in Mississippi. *Junior college journal*, 1: 12-14, October 1930.

Development and control of public junior colleges in Mississippi, stressing particularly the work of the Academic commission and the Legalized commission.

RELATION TO OTHER EDUCATIONAL UNITS

TO COLLEGES AND UNIVERSITIES

1661. Hale, Wyatt W. Comparative holding power of junior colleges and regular four-year colleges. *Phi delta kappan*, 13: 69-74, October 1930.

Based upon a detailed check of student names in the catalogues of thirty-eight junior colleges and twenty-one four-year colleges. Finds that junior colleges have holding power varying from 31 per cent to 84 per cent, while four-year colleges vary from 51 per cent to 81 per cent.

1662. Hughes, J. M. Junior college instruction. *Journal of higher education*, 1: 321-24, June 1930.

"There is not a single university, so far as the writer is aware, which makes the claim of having instruction in its first two years performed with distinction . . . Junior college instruction outside the universities is influencing junior college instruction within the universities." Reports results achieved at Northwestern university.

TO SECONDARY EDUCATION

1663. Judd, Charles H., *chairman*. Report on the reorganization of the senior high school and junior college of Kansas City, Missouri. *North central association quarterly*, 5: 197-98, September 1930.

Report of committee of the North central association, summarizing progress in the effort "to effect, if possible, such an economy in the time required for graduation from the junior college that the total number of years required for the completion of elementary and secondary education shall be twelve years instead of the conventional fourteen years."

1664. Lillard, J. B. The 6-3-3-2 *versus* the 6-4-4 plan of organization for the public junior college. *School and society*, 32: 262-64, August 23, 1930.

Shows the advantages of the former plan and considers the arguments for the 6-4-4 plan from the standpoint of economy, student morale, and overlapping.

1665. Rainey, Homer P. The future of the arts college. *Journal of higher education*, 1: 381-86, October 1930.

"It takes only a limited understanding to appreciate the fact that the junior college will never become a universal system in the United States. . . . It has possibly reached 40 per cent of its possible development."

1666. ——— What is the future of professional and liberal education? *School and society*, 32: 79-85, July 19, 1930.

Consideration of the major objectives of the 6-4-4 plan. Unfavorable criticism of it from the standpoint of the four-year liberal arts college.

1667. Reeves, Floyd W. The liberal-arts college. *Journal of higher education*, 1: 373-80, October 1930.

"The junior college stands at the beginning of its career. The scope of the work which will finally be included in this unit of the educational system is not yet clear." Suggests probability of three- or four-year institutions in some cases.

1668. Reorganization of the George Washington university. *School and society*, 32: 149-50, August 2, 1930.

Details of the plan for organization of a junior college to cover the work of the freshman and sophomore years.

1669. Wilbur, Ray Lyman. Introduction. *Junior college journal*, 1: 3, October 1930.

Introduction to first issue of the Junior college journal. "The astounding growth and spread of the public and private junior college in the United States is evidence of a long overdue *renaissance* in the stereotyped and debilitated college educational structure which has evolved from our traditional educational attitudes."

FUNCTIONS OF JUNIOR COLLEGE

GENERAL

1670. Campbell, Doak S. A critical study of the stated purposes of the junior college. Nashville, Tenn., George Peabody college for teachers, 1930. 126 pages. 8°. (Contribution to education, no. 70)

Published form of the author's Doctor's dissertation at Peabody college.

Based upon a study of the catalogs of 404 junior colleges, and an examination of all the published pertinent literature. Treats also the influence of the standardizing agencies upon junior colleges.

1671. Hall, Walter A. and Touton, Frank C. A follow-up study of Chaffey junior-college students. California quarterly of secondary education, 5: 331-39, June 1930.

Summary of Master's thesis at University of Southern California. A detailed study of 793 Chaffey junior college students between 1916 and 1924.

1672. Halle, Rita. Which college? Revised edition. New York, The Macmillan company, 1930. 305 pages. 12°.

Includes a chapter on the value of the junior college.

1673. Hayden, F. S. The emphasis in the small junior college. Junior college journal, 1: 89-93, November 1930.

The idea is not to be a trade school, nor to ape the university, but to strengthen social values in the local institution.

1674. Miller, James Conelese. The induction and adaptation of college freshmen. Columbia, Mo., The university, 1930. 100 p. tables. 8°. (University of Missouri bulletin, vol. xxi, no. 32)

Published form of author's doctoral dissertation at University of Missouri, based upon data secured from fifty Middle Western colleges and universities, including ten junior colleges.

GUIDANCE

1675. Smith, Lewis W. Counselling and guidance problems in the junior college. California quarterly of secondary education, 5: 343-48, June 1930.

With the growing recognition of the fact that the junior college is an integral part of secondary education, executives have given increasing attention to this function in recent years. Almost every junior college of any consequence has a systematic plan of guidance and counselling of some sort."

PREPARATORY

1676. Allen, W. S. University success of junior college graduates. Junior college journal, 1: 147-48, December 1930. tables.

A study of the records of 330 junior-college graduates who entered Baylor university from 1910-29, from 26 institutions. Average of grades was 83-40, while that of a comparable group spending all four years at Baylor was 83.50.

1677. Cook, Paul M. Phi delta kappa fellowship award. Junior college journal, 1: 15-16, October 1930.

Announcement of first award of newly established fellowship to W. W. Hale for a study of junior college graduates continuing their education in universities.

Also in Phi delta kappan, vol. XIII, no. 15, June 1930.

TERMINAL

1678. Castle, Drew W. Terminal engineering courses in the junior college. Industrial education magazine, 32: 77-79, September 1930.

States that 58 per cent of engineering aspirants would be better served were they to pursue a training designed to terminate at the end of two years. Reports work offered for this purpose in electrical engineering at Joliet junior college, Illinois.

1679. McAlmon, Victoria. A new type of college training. California quarterly of secondary education, 6: 95-101, October 1930.

A discussion by the Vocation and placement secretary of the Los Angeles junior college of the new semi-professional courses being offered by that institution. "A few years of the thorough-going follow-up of places which is planned by the Los Angeles junior college will furnish data that will be invaluable to the community and to other junior colleges."

1680. Snyder, William H. The real function of the junior college. Junior college journal, 1: 74-80, November 1930.

Outlines the special curricular needs for non-academically minded students and the way they are being met at the new Los Angeles junior college by means of courses in art, banking, civic health, drama, electrical technology, engineering, music, newspaper, nursing, recreational leadership, registrars' assistants, secretarial, general business, and social arts.

1681. Spencer, B. W. We're watching the junior college. Journal of business education, 3: 18-19; 20-21; February-March 1930.

The two articles discuss the purpose and functions that junior colleges contribute to education, what work they perform as institutions of business education, and what commercial subjects can be offered in this type of institution. The field of the survey is California.

CURRICULUM

GENERAL

1682. Bush, Ralph H. Overlapping of high school and college courses. California quarterly of secondary education, 5: 329-30, June 1930.

Reports results of experiments with junior college groups in history and chemistry.

1683. Hiatt, L. R. Curricular changes in junior colleges. Junior college journal, 1: 6-11, October 1930. tables. figure.

A comparison of the curricular offerings in 19 public junior colleges about 1920 with the offerings in same institutions ten years later. Increases shown in all fields except ancient languages, largest proportional increases occurring in the non-academic subjects.

1684. Judd, Charles H., *chairman*. Report on Stephens college experiment. North central association quarterly, 5: 196-97, September 1930.

Report of committee of the North central association summarizing progress of the Stephens college experiment in curriculum reconstruction.

1685. Lindsay, E. E. and Holland, E. O. College and university administration. New York, The Macmillan company, 1930. 666 pages. 12°.

Contains a summary treatment of the junior college (p. 348-57), as part of a discussion of the curriculum. Also a bibliography of 102 titles, p. 394-99.

1686. Morrison, H. C., *chairman*. The Joliet junior college experiment. North central association quarterly, 5: 195-96, September 1930.

Report of committee of the North central association dealing especially with the elimination of duplication of work in high-school and junior college courses in chemistry, with suggestions for similar elimination in other subjects.

1687. "A new type of college training," Los Angeles, Calif. [1930] 23 p. 12°.

A symposium by members of the faculty of Los Angeles junior college on sixteen new semi-professional courses offered for two-year students.

1688. Newlon, J. H. Integration in high school and junior college curricula. School executives' magazine, 49: 499-501, June 1930.

Favors "the inclusion of the entire period of secondary education in the program of the public schools."

CHEMISTRY

1689. Haggard, W. W. Some experimentation in the Joliet, Ill., township high school and junior college. North central association quarterly, 5: 193-94, September 1930.

Reports favorable results of an experiment to reduce duplication in high school and junior college courses in chemistry.

COMMERCIAL SUBJECTS

1690. La Dow, R. Survey of commercial education in the junior college. In E. G. Blackstone. Research studies in commercial education, p. 129-40. Iowa City, University of Iowa bulletin, series 1, no. 7, 1930.

Based upon the author's Master's thesis at University of Iowa.

FOREIGN LANGUAGES

1691. Kaulfers, Walter V. A guessing experiment in foreign language prognosis. School and society, 32: 535-38, October 18, 1930.

Experiment conducted by instructor in Spanish in Long Beach junior college, based upon junior college and high-school classes.

PSYCHOLOGY

1692. Steinmetz, Harry Charles. Teaching psychology in the junior college. Junior college journal, 1: 140-46, December 1930. tables.

A description of actual methods, largely of the project type, based upon the author's experience at San Mateo (California) junior college.

LIBRARY

1693. Homer, Eleanor M. A junior college measuring stick. Bulletin of the American library association, 24: 296-97, August 1930.

Report of the meeting of the first National conference of junior college librarians held at Los Angeles, June 1930.

1694. Memmler, Gertrude. Junior college library service. California quarterly of secondary education, 5: 360-63, June 1930.

Reports results of a survey of fifty-three junior college libraries in nineteen states in 1927-28.

1695. Stone, Ermine. Book collections in junior college libraries. Junior college journal, 1: 28-33, October 1930. table.

Bibliography: p. 33.

Based upon a detailed analysis of the book stacks in eleven eastern and southern junior colleges for women. A summary of the author's master's thesis at Columbia university in 1929.

1696. Van Patten, Nathan. Book collections in junior college libraries. Junior college journal, 1: 104-05, November 1930.

Claims that it is unsound to suggest that a library of a stated number of volumes is adequate for a junior college of a given enrollment. "Such a statement given wide circulation misleads trustees, staff, and students."

STAFF

1697. Campbell, Laurence R. Teacher misplacement. School and society, 32: 589-90, November 1, 1930.

Quotes statement of five qualities desirable in a junior college instructor, as sent to prospective faculty members by Menlo junior college, with percentage rating on each.

1698. Limmer, A. M. The status of the public junior college dean in Texas. *Texas outlook*, 14: 22-23, August 1930.

A study of personnel data from deans of twelve Texas public junior colleges, and comparisons with similar national study by R. E. Green in *School executives' magazine*.

1699. Wahlquist, John T. The status of the junior college instructor. *Junior college journal*, 1: 125-34, December 1930. tables.

Summary of the author's doctoral dissertation at the University of Cincinnati. An investigation of the social, economic, and professional status of over 1,200 instructors in both public and private junior colleges in 32 states.

BUILDINGS AND GROUNDS

1700. Carpenter, W. W. New building for Moberly junior college. *Junior college journal*, 1: 119-24, December 1930.

A detailed description, accompanied by floor plans and an elevation, of the building constructed for this Missouri public junior college.

STUDENTS

1701. Hanna, J. V. Student retention in junior colleges. *Journal of educational research*, 22: 1-8, June 1930.

A summary of the author's doctoral dissertation at New York university. It is based on a study of 7,737 junior-college students over a three-year period in 36 junior colleges. Finds that 86 per cent graduated, and retention varied from 9 per cent to 86 per cent in different institutions.

1702. Piatt, Richard H. and Loly, Kathleen D. A comparison of college freshman grades, with special reference to junior colleges. *California quarterly of secondary education*, 5: 354-59, June 1930.

A study of the grades of 782 "seabearers" of the California scholarship federation who transferred to 43 colleges for freshman work, 22 of them public junior colleges.

EXTRACURRICULAR ACTIVITIES

1703. Lillard, J. B. Procedure in organizing the administration and supervision of extracurricular activities. *California quarterly of secondary education*, 5: 340-42, June 1930.

Reports development of organization at Sacramento junior college from 1925 to 1930 and outlines the duties and qualifications of a dean of extracurricular activities.

ATHLETICS

1704. Chadwick, R. D. The financing of inter-junior college athletics. *School executives' magazine*, 50: 15-17, 42, September 1930.

Based upon detailed reports from 28 junior colleges located in 11 different states.

1705. Davis, Charles W. and McDonald, Hovey C. Intercollegiate and intramural athletics in the junior colleges of California. *California quarterly of secondary education*, 6: 85-90, October 1930.

Based upon detailed information received from 30 institutions.

DRAMATICS

1706. Perry, Kathryn I. Junior college dramatics from the sidelines. *Theatre and school*, 8: 6-8, May 1930.

Answers the questions: What can junior college dramatics do that will be an individual asset to the amateur field? How can we keep ourselves from being glorified editions of the high schools or miniature copies of the universities?

See also, nos. 1445, 1773, 1774, 1781, 1786.

TEACHER TRAINING

E. S. Evenden

assisted by Guy C. Gamble, Benjamin F. Frazier, Marjorie Simonson.

GENERAL REFERENCES

1707. Clement, Stephen C. Social backgrounds of teachers' college students. *Journal of educational sociology*, 4: 34-37, September 1930.

A study which attempts to picture the complex of behavior which constitutes student life in the State teachers college, at Buffalo, N. Y. It involves investigation into historical, geological, statistical and personality trend techniques.

1708. Crabb, A. L. The rise of the normal school. *Journal of the National education association*, 19: 239-40, November 1930.

An account of the rise of the normal school from the time it was first talked of by Olmstead, Kingsley, Russell, and Gallaudet to the work of Sheldon at Oswego.

1709. Donovan, H. L. The twofold purpose of the teachers college. *Journal of the National education association*, 19: 305-06, December 1930.

Discusses the attainment of scholarship, and the art of teaching in teachers colleges.

1710. Judd, Charles H. A National survey of teacher training. *Journal of the National education association*, 19: 291-92, December 1930.

Discusses problems which the National survey of teacher training should study.

1711. Kiely, Margaret. A study of certain comparisons of students of teachers colleges and students of liberal arts colleges. New York city, Bureau of publications, Teachers college, Columbia university. [1930]. (Contributions to education, no. 440)

A study presenting material bearing on the comparative influence on the student of two opposing policies in teacher training, in which appears a test of the validity of certain assumptions of interest in the subject.

1712. McKenny, Charles. The development of the teachers college. *Journal of the National education association*, 19: 253-54, November 1930.

A brief account of the influences which have brought about the transition of normal schools into teachers colleges.

1713. Palmer, Archie M. Educating the educators. *Journal of higher education*, 1: 334-38, June 1930.

A review of the professional courses on higher education given in summer schools.

SUPPLY AND DEMAND

1714. Eliassen, B. H. and Anderson, Earl W. The supply of teachers and the demand. *Educational research bulletin (Ohio State university)* 9: 437-73, November 5, 1930.

Contents and Summary of the studies which have appeared since 1924 with 19 pages of carefully annotated bibliography.

1715. Hill, Clyde M. and Blair, Anna L. A factor in teacher turnover in New England schools. *Educational administration and supervision*, 16: 591-97, November 1930.

A discussion of the social and economic factors affecting the teacher turnover in New England.

1716. **Planzke, O. H. and Doudna, Edgar G.** The training and work of high-school teachers in Wisconsin in new positions. Madison, Wis., State Department of education, 1930. 16 p. 8°.

A statistical study of new teachers in Wisconsin for the first semester of the year 1929-30. A study in the field of supply and demand.

1717. **Whitney, Frederick L.** Teacher supply and demand in the public schools. Greeley, Colorado state teachers college, 1930. 139 p. 8°.

ADMINISTRATION AND SUPERVISION

1718. **Brogan, Whit.** The work of placement offices in teacher-training institutions. New York city, Bureau of publications, Teachers college, Columbia university, 1930. vi, 97 p. 8°. (Contribution to education, no. 434)

Discusses the growing problem of placing graduates of teacher-training institutions, and gives a survey of present practices in the teachers' colleges, with suggestions for cooperation between institutions and employers.

1719. **Davis, William R.** Supervision by teacher-colleges of teachers in rural schools. *School life*, 16: 15, September 1930.

A brief description of the supervision plans in 27 of 40 teachers colleges reporting.

1720. **Hiatt, L. R.** Provisions made in teachers colleges for graduate work. *Educational administration and supervision*, 16: 507-18, October 1930.

A study by means of catalogues of the opportunities for graduate work in public teachers colleges of the United States.

1721. **McNeil, Mellicent.** A comparative study of entrance to teacher-training institutions. New York city, Bureau of publication, Teachers college, Columbia university, 1930. 104 p. 8°. (Contributions to education, no. 443)

This study reviews the qualifications required in candidates for admission to such institutions, with a chart of the present practices in the State institutions. Also the methods in ten foreign countries are summarized and compared.

1722. **Morgan, W. P.** Teacher-training institutions and the North central association of colleges and secondary schools. *North central association quarterly*, 5: 225-38, September 1930.

A discussion regarding the accrediting of teachers colleges by the North central association. Also discusses results of an inspection of the teachers colleges within the territory of the association.

1723. **Rutledge, Samuel A.** The development of guiding principles for the administration of teachers colleges and normal schools. New York city, Teachers college, Columbia university, 1930. 118 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 449)

Formulates 96 guiding principles for administration of these schools, which have been evaluated by a group of outstanding educational administrators.

1724. **Sherrod, Charles C.** How can we establish and maintain qualitative standards for graduation and for provisional certification. *Peabody journal of education*, 8: 104, September 1930.

Study suggests elimination of low requirements for graduation from teacher-training institutions and elimination of the provisional certificate.

1725. **Shreve, Francis.** Scholarship as a factor in teaching. *Peabody journal of education*, 8: 144-45, November 1930.

"Results do not justify the extraordinary requirements in teaching fields which some teacher's colleges have set up, nor do they justify the minimizing of professional training." Qualifications needed are personality traits, professional training, intelligence, and scholarship.

1728. Thompson, Richard N. Camouflaging our normal schools. Education, 51: 95-100, October 1930.

Compares the teachers college with the liberal arts college by comparing the degrees granted by the two types of institutions and the requirements for same.

FINANCE

1727. Frasier, George Willard and Whitney, Frederick Lamson. Teachers' college finance. Greeley, Colorado State teachers college, 1930. 393 p. 8°.

A detailed discussion of teachers' college finance problems and of teachers' college finance operation.

SCHOOL BUILDINGS

1728. Allstetter, Michael Louis. The elementary training-school building. Nashville, Tenn., George Peabody college for teachers, 1930. 103 p. 8°.
(George Peabody college for teachers. Contributions to education, no. 67)

An intensive study of the elementary training-school building for normal schools and teachers colleges from the standpoint of the pupil, teacher, and the practice student.

METHODS OF INSTRUCTION

1729. Bain, Winifred E. Service studies as a technique in guiding students to analyze teaching. Teachers college record, 32: 147-63, November 1930.

A detailed discussion with numerous illustrations of ways of securing a self-analysis by teachers.

1730. Chandler, P. G. Some methods of teaching in six representative state teachers colleges in the United States. New York city, Teachers college, Columbia university, 1930. 149 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 245)

The author observed the teaching of 43 teachers and recorded these observations on a question outline. In many cases a stenographic report of each of the class exercises was secured as a means of rechecking judgments made for each class exercise.

1731. Canine, Edward N. The administration of student-teaching in Indiana State teachers college. Teachers college journal (Terre Haute, Ind.), 2: 5, September 1930.

The administrative or machinery side of student-teaching in Indiana State teachers college.

1732. Farr, T. J. The factors affecting the future success of student teachers. Education, 51: 164-69, November 1930.

The writer recommends that the student teacher should have prospects of self-development in the following: Strength of personality, mastery of subject matter, understanding of the methods, principles, and techniques of teaching, ability as disciplinarian, interest in the profession, and human sympathy.

1733. Good, Carter V. Methods in teacher training. Journal of higher education, 1: 391-95, 453-61, October-November, 1930.

A discussion of recent books and magazine articles devoted to methods of instruction.

STUDENT TEACHING

1734. Cahoon, G. P. What training do beginning teachers need? University high school journal, 10: 131-59, August 1930.

A follow-up study of former student-teachers. An investigation of factors determining success or failure of former student teachers and of certain problems in the supervised teacher program.

1735. Ullman, R. B. The prediction of teaching success. Educational administration and supervision, 16: 598-608, November 1930.

Findings based on an investigation of more than 100 actual cases are given at some length.

1736. Whitney, F. L. and Frasier, C. W. The relation of intelligence to student-teaching success. Peabody journal of education, 8: 3-7, July 1930.

Findings: Little relationship between intelligence as measured by tests used and student-teaching success; achievement in college academic subjects is more significant than intelligence; intelligence tests used are not good measures of teaching intelligence; enough intelligence to graduate successfully has little effect upon teaching success; careful selection of cases had no apparent effect upon correlation between intelligence and student-teaching success.

1737. Wright, William W. Experience while in training. New York State education, 18: 66-70, September 1930.

Relates the work of the Syracuse city normal school and its program of teacher training.

CURRICULA

1738. Billig, Florence Grace. A technique for developing content for a professional course in science for teachers in elementary schools. New York City, Bureau of publications, Teachers college, Columbia university, 1930. 101 p. 8". (Contributions to education, no. 397)

Professionalisation of subject matter in the field of science and suggested methods for presenting this content material in a professional course on the college level.

1739. Buck, Walter. The orientation course in teachers colleges. School and society, 32: 640-41, November 8, 1930.

This study reveals that out of 187 four-year teachers colleges, 43 offer and require an orientating course. This course is designed to orientate students with the school, civilization, or teaching. A list of topics most frequently covered in this course is included.

1740. Cunningham, Floyd F. The status of geography in the state teachers colleges of the United States. Teachers college journal (Terre Haute, Ind.), 1: 171-73, 182, July 1930.

A survey covering more than 85% of all the state teachers colleges in the United States. Study reveals definite tendency toward fewer method courses and more professionalized content courses.

1741. Davis, Calvin O. Preparing student teachers in subject matter. Nation's schools, 11: 21-24, August 1930.

It is the thesis of the author that, "teacher training institutions are steadily advancing their requirements in the interest of high scholarship that their graduates may be students of all arts and masters of one."

1742. Dearborn, Frances R. A tentative plan for integrating theory and practice. Teachers college journal (Terre Haute, Ind.), 2: 17, September 1930.

Describes several plans in the primary education department of the Indiana State teachers college for the better integration of the college academic courses and supervised teaching.

1743. Eikenberry, D. H. The professional training of secondary school principals. School review, 38: 498-507, September 1930.

The author recommends a complete training before principalship is entered, and suggests the courses to be pursued for such training.

1744. Hunsicker, Lillian. The application of pedagogical theories in the professional education of teachers. Teachers college record, 32: 164-78, November 1930.

An account of an attempt to put theory into practice by conducting a course in educational measurements through a modification of the socialized recitation.

1745. **Krieger, Laura B.** Prediction of success in professional courses for teachers. New York city, Teachers college, Columbia university, 1930. 77 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 420)

A presentation of the subject of predicting success in a graduate teacher-training institution by means of general entrance examinations. The relationship between psychological tests and grades are reported in 50 colleges. Findings will be interesting to higher institutions.

1746. **Kruse, S. A.** A critical analysis of the principles of teaching as a basic course in teacher-training curriculum. Nashville, Tenn., George Peabody college for teachers, 1930. 168 p. 8°. (George Peabody college for teachers. Contributions to education, no. 63)

An analysis of the movements in educational history which have made principles of teaching basal in the curriculum for the training of teachers.

1747. **Mills, J. E.** Educational requirements for teachers of chemistry in secondary schools. *Journal of chemical education*, 7: 2259-66, October 1930.

Through data gathered from different colleges, the author suggests a distribution of courses for a chemistry teacher.

1748. **Robinson, Clara L.** Psychology and the preparation of the teacher for the elementary school. New York city, Bureau of publications, Teachers college, Columbia university, 1930. 121 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 418)

A picture of existing conditions in teacher-training institutions, presenting suggestive material for teacher training.

1749. **Rogers, James E.** Teacher training for our health and physical education programs. *School life*, 16: 52-53, November 1930.

Shows need for the preparation of teachers in the field of health and physical education to meet increasing standards of certification and to understand the physical changes and new diseases brought about by modern methods of life.

1750. **Williams, Oscar H.** Liberalized vs. professionalized subject matter: How can the arts college supply both? *Educational administration and supervision*, 16: 581-90, November 1930.

An estimate of the values of both types is given, and suggestions advocated for providing both in the arts college. The writer feels that the liberal and the professional education of teachers are not at "opposite poles," but that each has much to contribute and learn from the other.

TRAINING FOR SPECIAL TYPES OF TEACHERS

1751. **Alexander, Thomas.** Training of elementary school teachers in Germany. In *Studies of the international institute of Teachers college, Columbia university*. no. 5. p. 340. New York, Teachers college, Columbia university, 1930.

An interesting picture of the training of elementary school teachers in the Germany of to-day. Many comparisons are made of the methods of training teachers in Germany and in the United States.

1752. **Elliott, Bernice.** How Michigan trains teachers for its handicapped children. *Nation's schools*, 11: 33-36, August 1930. illus.

Describes the training given the Michigan State normal college, Ypsilanti, to teachers necessary for the various types of exceptional children. Requirements for such teachers are good health, training equivalent to standard normal school course of two years beyond high school, and one year's successful teaching experience.

1753. **Foster, Frank K.** The reorganization of teacher training at the University of Washington. Educational administration and supervision, 16: 458-65, September 1930.

The reorganization was made in order to coordinate theory and practice in the training of secondary teachers. Activity units were organized to care for the three phases of training, i. e., subject-matter, theory and practice.

1754. **Herdon, Thomas C.** Professional progress of professional college teachers. Peabody journal of education, 8: 154-57, November 1930.

This article presents data tabulated from a group of responses from presidents of colleges situated in 21 states to any inquiry concerning training-in-service of instructors in teachers' colleges.

1755. **Kulp, Daniel H., II.** Preparing sociology teachers. Sociology and social research, 15: 135-44, November-December 1930.

In two parts. Part I investigates practices in the teaching of sociology, and maintains that professional preparation should be undertaken by high-school teachers of sociology and also normal schools and colleges. Part II, gives an activity analysis covering all forms of sociology teaching.

1756. **North, Samuel Maith.** A step forward in the training of high school teachers. High school quarterly, 18: 182-85, July 1930.

An analysis of the brief but comprehensive investigation made by J. S. Kinder and published in the School review for February, 1930, showing State requirements in teachers' certification, etc.

1757. **Richardson, Leon B.** Training for college teachers. Journal of higher education, 1: 425-35, November 1930.

A new plan and organization are proposed for training college teachers. Author thinks institutions for training teachers for this level should be designed for this special purpose, should require equal time to that devoted to securing the doctorate, and selection made of those, only, who give evidence of "capacity to teach."

1758. **Studebaker, M. E.** New trends in commercial teacher training. Balance sheet, 12: 47-51, October 1930.

A survey of the opinions of State directors of commercial education in 26 states and 24 educators directly engaged in some phase of commercial education.

1759. **Vance, Earl L.** Training for journalism teachers. English journal, 19: 738-44, November 1930.

A discussion of methods of training teachers of journalism with a plea for making it a profession by emphasizing somewhat less the purely technical and practical and somewhat more the comprehensive aspects.

EXTRACURRICULAR ACTIVITIES

1760. **Strum, Arthur L.** Administration of athletics in teachers colleges. Teachers college journal (Terre Haute, Ind.) 1: 161-64, July 1930. tables.

A study based on an inquiry sent to 100 teachers colleges, 50 being sent to the presidents, and 50 to the athletic directors. Seventy-five per cent of the presidents replied, and only 48 per cent of the athletic directors. Tabulated material sets forth the results.

TRAINING IN SERVICE

1761. **Lindau, I. H.** Program of instruction improvement in the Sacramento high school. American school board journal, 81: 41-42, July 1930.

Discusses the necessity for supervision in the secondary schools, organization for improvement of instruction, different viewpoints in supervision, creative supervision, etc.

1762. Mossman, Lois Coffey. Introduction to teaching. Educational administration and supervision, 16: 503-06, October 1930.

A discussion of how the student-teacher should be initiated into responsible class-room teaching.

1763. Southall, Maycie. Demonstration teaching as a means of helping young teachers. Childhood education, 7: 98-101, October 1930.

Discusses the kind of demonstration teaching helpful, how much is needed, and gives a number of suggestions to the supervisor for ascertaining fundamental needs of the young teacher.

1764. Trabue, M. B. Training teachers on the job. School life, 16: 51, November 1930.

Stresses the importance of in-service teacher training as contrasted with pre-service training.

COLLEGES, UNIVERSITIES, AND GRADUATE SCHOOLS

(Exclusive of Teacher Training)

Arthur J. Klein

assisted by Ruth E. Seeger and Audrey Knowlton.

GENERAL REFERENCES

1765. Flexner, Abraham. Universities: American, English, and German. New York, Oxford university, 1930. 318 p. 8°.

A severe criticism of the entire organization of higher education. Mr. Flexner charges that the universities prostitute themselves to vocationalism and to the service of industry, government, and other nonintellectual enterprises. His thesis is that higher education should be entirely concerned with the advancement of knowledge and the training of individuals to carry on the higher intellectual functions of society. The sections on English and German universities are written from the same point of view, although both countries are treated more favorably than the United States.

1766. Freeman, E. M. Necessary somewhere in the army. Journal of higher education, 1: 440-46, November 1930.

The interpretation of the military training program, according to the author of this article, may be extended to include training of the so-called "civilian army," which in time of war, is essential to the success of the army at the front. The peace-time activities of this group of workers should be regarded as a part of training in citizenship.

1767. Hart, Albert Bushnell. The meaning of an American college degree. Current history, 32: 962-4, August 1930.

The authorities who control the policies of American colleges and grant degrees on commencement day do their job reasonably well. The student who receives the A. B. degree usually is proficient in a chosen group of studies and knows something about several other subjects as well.

1768. Johnston, John B. The liberal college in changing society. New York, The Century Co., 1930. 326 p. 12°.

An attempt to construct a working philosophy of higher education, and to point out how this philosophy may be applied to present-day problems and conditions. It analyzes the mistakes of the past, describes the most successful methods of to-day, and points the way to further advances and improvements.

1769. Klein, Arthur J., director. Survey of Land-grant colleges and universities. Washington, Government printing office, 1930. 2 v. 8°. (U. S. Office of education. Bulletin, 1930, no. 9)

Report of the survey of the 69 colleges and universities maintained in accordance with the provisions of the Morrill act of 1862. Congress provided the funds for this

survey which was carried on by 80 specialists over a period of three years. Vol. I contains the following: Part I, Historical introduction; Part II, Control and administrative organization; Part III, Business management and finance; Part IV, Work of the registrar; Part V, Alumni and former students; Part VI, Student relations and welfare; Part VII, Staff; Part VIII, The library; Part IX, Agriculture; Part X, Engineering; Part XI, Home economics. Vol. II contains the following: Part I, Arts and sciences; Part II, Commerce and business; Part III, Teacher-training; Part IV, Military education; Part V, Professional veterinary medicine; Part VI, Summer session; Part VII, Extension services; Part VIII, Research; Part IX, Graduate work; Part X, Negro Land-grant colleges. Each volume is indexed and the preface describes the techniques used in making the survey.

1770. Lien, A. J. With the colleges, this year, next year, sometime. School and society, 32: 249-52, August 23, 1930.

Under the heading, "Organization," methods of enabling those who wish a college education to obtain it, the need for giving a cultural, as well as an educational background, and requirements of the graduate schools are disclosed. The section on the "Staff" is a stimulating discussion of the requirements of a president. The third section discusses the curriculum.

1771. Percy, Eustace, Lord. A policy of higher education. School and society, 32: 305-13, September 6, 1930.

From the English viewpoint, higher education must in the future more nearly meet the needs of the individuals to benefit from it. Industries' demand upon higher education is that it produce "mental keenness." Advances the opinion that for many people part-time continuation schooling may be best. Only by a diversified policy can the real needs be met.

1772. Prentice, D. B. and Kunkel, B. W. The colleges' contribution to intellectual leadership. School and society, 32: 595-600, November 1, 1930.

Based on a study of college alumni included in Who's who in American education. Tables rank colleges as to the number of their alumni represented, Harvard leading in this ranking. Tables also show percentage of alumni attaining inclusion. Interesting graphs compare various colleges on these bases.

1773. Rainey, Homer P. The future of the arts college. Journal of higher education, 1: 381-86, October 1930.

Does not fear the encroachment of the junior college upon the realm of the arts college. Insists that the junior college has yet to prove itself a better pre-professional institution than the four-year college.

1774. Reeves, Floyd W. The liberal-arts college. Journal of higher education, 1: 373-80, October 1930.

Discusses the future of the liberal-arts college. Reflections on the dilemma of the liberal-arts college in its traditional form in contrast to the junior college and the professional school, are embodied in this article.

1775. Schilpp, Paul Arthur, ed. Higher education faces the future. New York, Horace Liveright, 1930. 408 p. 8°.

A symposium by twenty prominent educators, each writing independently. Though there is no definite connecting theme the essays are roughly classified into five groups: (1) historical emphasis, (2) against the background of European traditions, (3) general and specific problems of higher education, (4) against the background of new ventures, (5) the forward looking emphasis. Discusses the fundamental problems of higher education and attempts to answer many questions and criticisms that have arisen on all sides.

1776. Snedden, David. Colleges: for what purpose. Journal of higher education, 1: 365-72, October 1930.

An analysis of some of the problems growing out of the interrelation of liberal and vocational collegiate education is followed by 15 tentative assumptions which, in the author's opinion, deserve examination.

1777. Snedden, David. What is the future of professional and liberal educations? School and society, 32: 407-11, September 27, 1930.

The saturation point in old-established professions is offset by newly developing professions. Stresses the possibility that a four-year preprofessional preparation may be only a very inefficient and uneconomical process of selection for professional training.

1778. Stover, W. S. Alumni stimulation by the American college president. New York, Bureau of publications, Teachers college, Columbia university, 1930. 127 p. 8°. (Contributions to education, no. 432)

The purpose of this study is to trace the trend of alumni stimulation by college presidents from 1636 to 1928. The history is divided into 3 sections; (1) 1636 to 1821 when the first alumni association was formed, (2) 1821 to 1893, which year marks the turn in the tide of college making and (3) 1893 to 1928. The greater portion of the report is devoted to the latter period. The author includes a complete and comprehensive bibliography.

1779. Stowe, A. Monroe. A bibliography of recent literature on collegiate education. Lynchburg, Va., Lynchburg college, 1930. 44 p. (Studies in collegiate education, vol. 4, no. 3)

An unclassified bibliography of over one thousand entries. Most of these entries are recent, though a few date as far back as 1922. Includes a topical index which aids in its use.

ADMINISTRATION

1780. James, H. W. The semester *versus* the quarter. Journal of higher education, 1: 398-400, October 1930.

The status of the semester hour, as well as the quarter hour, as a unit of college administration, is here reported for 109 colleges. The author lists the institutions using each plan.

1781. Kent, Raymond A., ed. Higher education in America. Boston, New York, Ginn and company, 1930. 689 p. diagrs., tables. 8°.

Each chapter is an authoritative survey, criticism and discussion of a phase of the organization or administration of the American university or college, written by a recognized leader in the field. The whole forms a comprehensive account of modern higher education. The first part, "Divisions of instruction in higher education in America" includes, the Junior college, by Leonard V. Koos; The College of liberal arts, by W. W. Charters; The School of agriculture, by L. C. Marshall; The School of dentistry, by William J. Gies; The School of education, by Charles H. Judd; The School of engineering, by William E. Wickenden; The Fine arts; music, art, and architecture, by Harold L. Butler; The School of law, by Roscoe Pound; The School of medicine, by Irving S. Cutter; The Graduate school, by James H. Tufts; University extension, by Richard R. Price. The second part, "Organization and administration of higher education in America" presents the following: Selection of students, by J. B. Johnston; The College curriculum, by Ernest H. Wilkins; Student records and accounting, by George F. Zook; The Personnel department, by Delton H. Howard; The Improvement of university instruction through education and athletics, by Forrest C. Allen; The Board of control, by Edward C. Elliott; education and athletics, by Forrest C. Allen; The Board of control, by Edward C. Elliott; The College or university budget, by Frederick J. Kelly; The alumni, by Wilfred B. Shaw. Each chapter includes a bibliography.

1782. Lindsay, E. E. and Holland, E. O. College and university administration. New York, The Macmillan company, 1930. 666 p. 8°.

After a brief description of the history and present methods of college administration, the authors take up in detail (1) fiscal administration, (2) academic administration, (3) personnel administration, and (4) administrative tendencies. Each chapter includes a bibliography, in most cases comprehensive. The authors have attempted to bring together in convenient form the information which has heretofore existed only in scattered places.

1783. Little, C. C. The awakening college. New York, W. W. Norton and company, inc., 1930. 282 p. 8°.

Discusses the fitness of the written examination as a sole means of determining admission of candidates to a college, curricular development in recent years, personnel pro-

grams, fraternities, automobiles and liquor, coeducation, athletics, the alumni, and religion in the colleges. Though the future painted is dark, the spirit in which the book is written is stimulating.

1784. **Morey, Floyd.** A university statistical service. Journal of higher education, 1: 462-65, November 1930.

An argument for a central statistical office in which data gathered by various departments of a university may be assembled and interpreted. Advantages of such a scheme are mentioned and ways of organization are suggested.

1785. **Sanborn, Herbert C.** The democratic control of education. School and society, 32: 108-18, July 26, 1930.

Deplores the control of education by people not primarily interested in or qualified for such administrative control. Points out "academic and social corruption" in such administration. Advocates the adoption for all subjects of the curriculum, of a plan similar to that of the Southern society in the case of psychology.

1786. **Wood, James M.** The four-year junior college. Journal of higher education, 1: 515-19, December 1930.

An interesting schedule of courses for a four-year junior college is described. Observations of the records of students during the past three years indicate little difference in the achievement records of students who have had two years of high school in contrast to the achievement of those who have had four years.

FINANCE

1787. **Cowling, D. J.** How much money does a college need? School and society, 32: 6-10, July 5, 1930.

The basis of the calculations is a college of 1,000 students. Income is derived from tuition from students and from endowment funds. A capital investment of \$11,087,766.80 will yield an income of \$540,013.33 or \$540 per student. The student who needs no help is charged a tuition of \$300. No provision is made for college activities, publicity, or the alumni bureau. Dormitories and dining halls, college hospital and health service are self-supporting. Research work is charged to "departmental expense."

1788. **Kelly, Robert L.** College development programs. Association of American colleges bulletin, 16: 367-418, November 1930.

Outlines briefly the developmental programs of 63 institutions from 26 states. Of interest to anyone connected with financial and building programs of colleges and universities.

See also nos. 1782, 1810.

STANDARDS

1789. **Snively, Guy E.** Standardization and flexibility in higher education. School and society, 32: 350-52, September 13, 1930.

The regional associations have possibly taken too seriously their job of establishing standards. Cites conditions in England in contrast to our own policies. The "acid-test, after all, is the graduate." To make him what he should be the college has need to "obtain and retain the great teacher."

TEACHING

1790. **Hudelson, Earl.** Are classes too large? Journal of higher education, 1: 436-39, November 1930.

The findings of his article are based on the University of Minnesota's attempt to discover how large classes may be without impairing the efficiency of instruction. The old idea that smaller classes were superior seems to be slowly retreating in favor of larger sectioning.

1791. **Otto, M. C.** Imagination and teaching. Journal of higher education, 1: 387-90, October 1930.

Maintains that the college should broaden the student's understanding of the significance of living through courage and imagination.

1792. Schwidetzky, Eva. The other side. Survey graphic, 64:458-60, September 1930.

Miss Schwidetzky, attempting in America to escape the sex prejudice so universal in Germany, finds other evils. Chief of these is the need of speed and the rushing from one assignment to another, which makes serious study impossible. She finds, however, certain other advantages, as extracurricular activities and social relationships.

See also No. 1781, 1789.

STUDENTS

1793. Boucher, C. S. Developments in undergraduate education. Journal of higher education, 1: 491-96, December 1930.

Describes the academic requirements and purposes which will guide the undergraduate program under the new divisional organization within the University of Chicago. This scheme seems to retain the advantages offered by a separate junior college, but avoids the handicap.

1794. Chambers, M. M. The suspension and expulsion of students. Journal of higher education, 1: 447-52, November 1930.

The problem of the suspension and expulsion of students from State colleges and universities is discussed. An instance which caused some difference of opinion in Montana serves as an illustration to which are added statements of legal decisions reached in similar cases in other States.

1795. Gauss, Christian. Life in college. New York, Charles Scribner's Sons, 1930. 272 p. 8°.

Mr. Gauss, Dean of the College of Princeton, believes that a helpful atmosphere will be created that will yield to those who attend college the power to make the world better. It is a book of benefit to parents of college boys of to-morrow.

1796. Gray, Howard A. Some factors in the undergraduate careers of young college students. New York, Teachers college, Columbia university, 1930. 66 p. (Contributions to education, no. 437.)

The records of 154 students under sixteen years of age who entered Columbia or Barnard colleges over a five-year period showed them to be superior in intelligence to their own age group and to undergraduates as a whole. The statistical treatment of data revealed no significant correlations between age and intelligence, scholarship, physical measurements, or number of extra-curricular activities of the individual. The conclusion is that the younger college student can successfully make his own adjustments.

1797. Howard, D. T. On the college frontier; who ought to go to college? Nation, 131: 344-45, October 1, 1930.

This is the first of a series of eight articles under the general caption, "On the college frontier." Which students are likely to perform successfully in our colleges as they exist, and which individuals selected from our population as a whole are most likely to achieve distinction in their college studies and benefit society through their later achievement?

1798. Howes, R. F. The student works his way. Outlook and Independent, 156: 20-22, September 13, 1930.

Evidence is marshalled from Cornell, Yale, the University of Iowa, and the University of Minnesota to show the harmful effects of "working one's way." These are: Danger to health; poor scholarship; greatly restricted social life; and the possibility of the development of inferiority complexes. The greatest damage grows out of the ordeal of serving other students.

1799. Knode, Jay Carroll. Orienting the student in college, with special reference to Freshmen week. New York, Bureau of publications, Columbia university, Teachers college, 1930. 140 p. (Contributions to education, no. 415)

From a thorough, scientific investigation of the use of the Freshman week, it was found that as a method of relieving college failures, it is most successful as a means of placing the new student in a happy relation to his new environment. Such subjects as adequate educational guidance, vocational guidance, or instruction in the use of the library cannot be dealt with in so brief a space of time.

See also nos. 1781, 1783, 1810.

ATHLETICS

1800. Davis, Parke H. College sports decline. North American review, 230: 549-54, November 1930.

Intercollegiate athletics are declining because the mass of college students prefer to take part in a great variety of intramural games. It is asserted that the skill of players is less than it used to be, that the enthusiasm of the student bodies for their teams is diminishing and that attendance of undergraduates, graduates, and the general public is decreasing. The only exceptions are a few foot-ball games that have become traditional. The writer does not worry about "varsity" athletics running away with education. The problem is, "will intramural sports destroy intercollegiate games?"

1801. Schoonmaker, Frank. Pity the poor athlete. Harpers monthly, 161: 685-91, November 1930.

Takes a somewhat opposite view to that advanced in the Carnegie report. Much of the dissension results from the poor definitions of "amateur". The shame of the situation lies not in occasional aid to a student but in the fact that the university pockets all the profits at the expense of the "poor athlete".

HONORS WORK

1802. Brewster, Ethel H. Reading for honors. Journal of higher education, 1: 507-14, December 1930.

At the end of the sophomore year, students at Swarthmore college may request the privilege of reading for honors. Ten subject-matter combinations have been arranged, students are released from the necessity of class attendance, and the examinations at the end of the second year are set by professors from other institutions.

ENGINEERING EDUCATION

1803. Mann, Clair V. Objective type tests in engineering education. New York, McGraw-Hill book company, 1930. 122 p. 8°.

An account of a study in construction, administration, and evaluation of a series of objective type tests designed for use in college engineering, drawing, and descriptive geometry. The tests are designed to test knowledge of subject matter, power to think, in terms of it, and power to make the desired useful applications of the course materials. Two types of tests, the placement examination and the achievement, were constructed. The trend is toward the type which can be scored mechanically by machinery.

See also no. 1781.

LEGAL EDUCATION

1804. Oliphant, Herman. The new legal education. Nation, 131: 493-95, November 5, 1930.

Legal education must both transmit from one generation to the next, and enlarge and improve the body of professional knowledge and skills relating to law. New methods at Harvard and Columbia are noted. Research activity has been greatly stimulated by the recognition of the possibility of applying scientific methods to legal study.

See also no. 1781.

SPECIAL TYPES

1805. Breyfogle, William. A Rhodes scholar speaks. Review of reviews, 82: 117-18, October 1930.

Oxford, as an institution for foreign study, does not seem particularly desirable to this former Rhodes scholar. The tutorial system limits the student's close contact to but one man as opposed to some twenty men with whom undergraduates in America come in contact. The disciplinary system is galling to the student who is used to the greater liberty of the American universities. Oxford is adapted to meet the needs of Englishmen who are preparing themselves for life in English society. It cannot be expected to change its course to meet the needs of a small percentage of foreign students.

1806. Holt, Hamilton. The Rollins idea. Nation, 131: 372-3, October 8, 1930.

Presents clearly the main features of the experiment going forward at Rollins college. In place of lectures and recitations, the two-hour conference plan has been adopted. Two periods in the forenoon are devoted to mental work, the first in the afternoon to laboratory or field work and the last to recreation. Classes are limited to twenty and the instructors carefully chosen. The results are encouraging.

1807. ——— We venture on new paths. Journal of higher education, 1: 503-66, December 1930.

"The things which make a college great are the quality of those who teach, the quality of those who are taught, and the quality of the place where the teaching is done." Starting with this credo President Holt describes the two-hour conference plan used at Rollins college as a means toward the realization of the function of the small college.

1808. Kirkpatrick, J. F. On the college frontier: Antioch faculty trust. Nation, 131: 441-43, October 22, 1930.

The secret of the rejuvenation of Antioch college is found in the fact that the board of trustees has given the president a free hand. The actual management of the college is in the hands of an administrative council made up wholly of faculty members and college officials. Another unprecedented step toward faculty control has been the incorporation of the faculty under the title of Antioch faculty trust fund. This trust is empowered "to receive gifts and accrue, convey, lease, mortgage, dispose and administer all property received or acquired" for educational purposes.

1809. Leigh, Robert D. The Bennington college program. Journal of higher education, 1: 520-24, December 1930.

President Leigh describes the plan of admissions and study outlined for a new college for women. He scores the rigidity of existing educational agencies and writes in optimistic note of the possibilities of self-directed study. His theory of tuition adapted to maintenance costs, presents a new point of view on faculty salaries.

1810. Meiklejohn, Alexander. Wisconsin's experimental college. Journal of higher education, 1: 485-90, December 1930.

Discusses the course of study, the methods and costs of instruction, life within the college, and its community.

1811. Morgan, Arthur E. The Antioch program. Journal of higher education, 1: 497-502, December 1930.

A description of methods used at Antioch college to provide an opportunity for normal development, not in arbitrary chronological sequence but whenever natural growth calls for expression.

1812. ——— Transforming the American college system. Current history, 32: 717-20, July 1930.

Emphasizes the confusion resulting from various attempts to meet the needs of an enlarged and varied student body. The attempt to achieve a finely-proportioned whole at Antioch college is based upon an "appraisal of the fundamental needs of men and of the possible resources for fulfilling them."

1813. Otto, M. C. On the college frontier; Wisconsin's experiment. Nation, 131: 467-69, October 29, 1930.

The experiment at Wisconsin should be viewed in the wider perspective of the universities' commitment to the task of "defining and actualizing a democratic higher education." The author foresees a promise for greater academic freedom and an increased demand that the university serve the state by making contributions to the life of the masses.

1814. Tilden, Freeman. A two-legged university. World's work, 59: 68-72, July 1930.

A discussion of the task of guiding and directing the future of the University of California. The two widely-separated campuses of the university at Berkeley and Los Angeles give rise to the title.

1815. **Wharton, Don.** The Lord's college. Outlook and independent, 156: 131-33, September 24, 1930.

Bryan Memorial university, a monument to fundamentalism, opened September 18. The charter of this institution provides that its religious position shall never be changed. This article is frankly hostile.

RESEARCH

1816. **Hawkes, Herbert E.** Experimenting at Columbia. Nation, 131: 398-9, October 15, 1930.

This is one of a series of articles by various authors on research and experiments in collegiate problems. At Columbia college new proposals are first discussed informally in small groups, thus preparing for a more favorable action by the faculty. The enthusiasm and interests with which boys come to college are capitalized through the use of placement examinations which make it possible to start at the point of competence. Work is assigned in accordance with the student's ability, preparation, health, and financial resources. As a background, a broad and inclusive course in contemporary civilization is given.

1817. **McHale, Kathryn.** The American association of university women study in higher education. School and society, 32: 157-59, August 2, 1930.

A plan to put each institution of higher education in touch with the experiments being carried on in all other institutions is being launched by the American association of university women under the leadership of the executive and educational secretary, Kathryn McHale. This comprises a two-year study of current changes and experiments in higher education, to be climaxed by an Institute on higher education in connection with the biennial convention of the Association in Boston, April 8 to 11, 1931.

See also nos. 1865, 1866, 1867, 1726, 1742, 1745, 1769, 1781.

PUBLIC-SCHOOL ADMINISTRATION

Carter Alexander, chairman

Assisted by N. L. Engelhardt, W. B. Featherstone, Paul R. Mort, John K. Norton, George D. Strayer, and C. J. Tidwell.

GENERAL

1818. **Engelhardt, Fred.** The future school district. American school board journal, 81: 51-52, July 1930.

Discusses the limitations of the present small school districts and urges the necessity of larger units. Points out that the county is frequently undesirable as a unit of school administration from political and geographic points of view.

1819. ———. Public school organization and administration syllabus. Boston, New York, Ginn and company, 1930. 176 p. 8°.

A syllabus for use in college classes in educational administration. The entire range of work in this field is covered.

1820. **Updegraff, Harlan.** A deficiency in school administration. School and society, 32: 241-47, August 23, 1930.

The deficiency as brought out by Dr. Updegraff in this article is the failure of school men to view the organization and operation of the schools as agencies and methods of government, and not merely as instruments and processes for the provision of education.

1821. What-the-school-administrator-should-know handbooks. New York city, Bureau of publications, Teachers college, Columbia university, 1930. 3 v.

A new series of brief handbooks under the above title is being published by the Bureau of publications, Teachers college, Columbia university. The three numbers so far issued are:

1. Williams, Jesse F. and Brownell, Clifford Lee. Health and physical education for public school administrators—Elementary schools.
2. Bonser, Frederick G. Industrial arts for public school administrators.
3. Gates, Arthur I. Reading for public school administrators.

SCHOOL BUILDINGS

CONSTRUCTION

1822. Hathaway, Mrs. Winifred. The well-lighted school house, a cooperative effort. Nations schools, 6: 55-58, July 1930.

Points out that the best design and decoration, and provision of best equipment will not insure hygienic use of lighting facilities. There must be definite consciousness of need for lighting hygiene on the part of teachers and janitors if eyesight is to be conserved.

1823. Hopkinson, G. M. Natural and artificial lighting of schoolrooms. American school board journal, 81: 41-42, October 1930.

Reports tests of illumination with various combinations of natural and artificial light and suggests the possibility of reducing heating loss and effecting greater economies in building design by reducing the amount of window area.

1824. Lewis, Samuel B. "Floors" as heating ducts. American architect, 87: 42-43, 96, 98, July 1930.

Outline of an experiment in making the entire space between and around the joists of each classroom in a school building a part of the air supply duct to that classroom. The article describes the construction and operation of the system, and claims it is both satisfactory and economical.

1825. Saxson, John A. Recent tendencies in school equipment design. Nations schools, 6: 50-54, 26-32, September-October, 1930.

Discusses the new objectives of the school in relation to the need for modification in types and designs of equipment, and stresses the fact that genuine scientific study of equipment design has not yet had as pronounced an effect in the school room as desired. Describes some recent developments in newer schools.

1826. Smith, V. T. Published opinion on school room ventilation. American school board journal, 81: 53-54, 51-52, July-September, 1930.

Review of published literature on school room ventilation. Points out that to date the question is still largely controversial. Little indisputable evidence has been brought to bear on the question of what constitutes good ventilation and how optimum conditions may be achieved.

BUILDING FINANCE

1827. Childs, Leslie. The right to reimbursement by persons advancing money for school buildings. American school board journal, 81: 36, October 1930.

Discusses the legal principles involved when directors borrow money on their personal credit for constructing school buildings, and points out that in the absence of specific statute, they have no redress should the district refuse to reimburse them. Cautions school boards to make thorough investigation of the laws before initiating such proceedings.

1828. Robinson, Erdis. Standardizing the work and pay of school custodians. School executives magazine, 50: 18-20, September 1930.

This article outlines the reorganization of the custodial service on a scientific basis. It gives in detail the plan followed and the standards set up. The whole article is a description of a large school system's attempt to effect efficiency of service and economy, and still pay a fair wage to custodians.

1829. Womrath, G. F. School-building-construction economies. American school board journal, 81: 126; 60; 102; 78; 80; July-November, 1930.

A series of articles discussing in detail the arguments for and against certain possible savings in building construction. Points out that provision of less than the best may be false economy.

1830. Wynkoop, John B. Financing new school construction. School executives magazine, 50: 8-10, September 1930.

An experienced school business-manager succinctly sums up the relative merits of the long-period bonding versus the pay-as-you-go plans. His sound and convincing arguments strongly favor long-term bonding.

BUILDING MANAGEMENT

1831. Dalthorp, C. J. How to improve janitorial service in the smaller city schools. Nations schools, 6: 25-28, July 1930.

General discussion of need for greater care in selection and training of janitors in smaller cities and towns. Offers a suggestive scale of wages.

1832. Ganders, H. S. and Reeves, C. E. The administration of janitorial-engineering service. American school board journal, 81: 47-48; 67; 58-59; August-October 1930.

A series of articles dealing with the duties janitors perform: best methods of work; records they should keep; reports they should make, and how their work should be organized and supervised.

BUILDING PROGRAMS

1833. Bate, W. G., and others. School-building survey and building-program for the school city of Richmond, Ind. Richmond, Ind., Nicholson press, 1930. 80 p. 8°.

A superior type of report on school-building conditions and school-building needs as issued from the offices of superintendents of schools.

1834. Engelhardt, Fred. Determining the plan of organization for a local school system. School executives magazine, 50: 75-77, October 1930.

The author discusses the hampering effects of obsolete buildings on progressive school movements. Different forms of organization, such as the 6-3-3 and the 6-3-3-2 plans are considered in relationship to the administrative and instructional program.

1835. Engelhardt, N. L. The importance of the modern school plant. School executives magazine, 50: 11-13, September 1930.

This article sketches briefly the progress that has been made in recent years in the construction of school buildings. A comprehensive summary is made of the many reforms that have taken place. A hopeful outline of further progress in the future is given.

1836. — and Engelhardt, Fred. Planning school-building programs. New York, Bureau of publications, Teachers college, Columbia university, 1930. 574 p. 8°.

A complete treatment of the procedures and techniques involved in developing the school-plant program of city-school systems. This authoritative text covers such fields as forecasting population, selection of school sites, utilization of school buildings, school-site sizes, architectural and educational consulting service, school-building costs, school-sites costs, and the financing of school-building programs.

1837. Moehlman, A. B. Forecasting population growths. Nations schools, 6: 65-69, October 1930.

Discusses several available techniques for forecasting and points out the need for keeping accurate and cumulative school records as a source of data. Indicates the possible limits imposed on the development of the building program by the inability to foresee the effect of certain variables.

1838. Moehlman, A. B. Educational policy and the school plant. Nations schools, 6: 51-53, July 1930.

Points out the necessity for clearly defined policies concerning educational offering and school organization as preliminary to the development of an adequate school-plant program. The plant cannot be developed efficiently apart from a clearly defined concept of its purpose.

1839. ——— Organizing to carry on the school-plant program. Nations schools, 6: 58-63, August 1930.

Describes and compares the value of five methods of conducting the necessary preliminary investigation for the initiation of a school-building program.

1840. ——— The community survey as a basis for school plant development. Nations schools, 6: 37-41, September 1930.

Reviews the factors that are involved in the study of the community as preliminary to a building program and describes methods for making such studies and representing results graphically.

1841. Oberholtzer, E. E. and others. The building program of the Houston independent school district, 1924-1930. Houston, Texas, Board of education, 1930.

An especially well-illustrated and well-prepared building program for a city-school system. A pictorial contrast between old and new buildings gives a clear picture of modern progress in public-school buildings.

BUILDING SURVEYS

1842. Engelhardt, N. L., director. Report of the survey of the schools of the Panama Canal Zone. Mount Hope, Canal Zone, The Panama canal press, 1930. 356 p. ms.

A description of the school plant in the Canal zone, together with illustrations of actual conditions. A program is proposed for the rehabilitation of the plant.

1843. Strayer, G. D.; Engelhardt, N. L. and others. Report of the survey of the schools of Holyoke, Mass. New York, Division of field studies, Institute of educational research, Teachers college, Columbia university, 1930. 479 p. 8°.

A description is given of the conditions found in a New England city. A program is proposed for the improvement of these conditions. This survey also carries a very complete section on business administration covering budget, financial accounting, internal accounting, and other items.

1844. ——— A school building program for the city of Utica, N. Y. Utica, N. Y., Board of education, 1930.

The buildings of a city in New York state are described. Recommendations are made for the future building needs throughout the city. The book illustrates techniques and procedures used in such studies.

BUILDING UTILIZATION

BUSINESS ADMINISTRATION

1845. Brooks, E. C. The taxpayer's idea of school business administration. School executives magazine, 49: 553-55, August 1930.

This article is a plea for the application of business efficiency to the management of schools. If school men are able to maintain a fair rate of progress without increasing materially the unit cost, confidence in their management will be increased. The author also discusses the hampering effects of a poorly organized county administration under which the schools must operate.

1846. Greene, Gaylard Wilson. Budgetary control in the smaller school system. American school board journal, 81: 47-48, December 1930.

An excellent simple system is described, "non-technical, but practical, so that almost any one employed as a school clerk, even one without bookkeeping training, can readily assist in carrying out the plan."

1847. **Hamon, B. L.** Utilization of college instruction rooms. Nashville, Tenn., George Peabody college for teachers, 1930.

A comprehensive study for a field in which information has been lacking. Conclusions are reached as a result of the study of 22 colleges with respect to the utilization programs of recitation rooms, lecture rooms, and laboratories. Indexes for comparisons are given.

1848. **Kemmerer, W. W.** School accounting by machine methods. Houston, Texas, Houston independent school district, 1930.

Financial accounting in local school systems is reduced to machine terms, and the application of machines found practical in commerce to the work of school administration is advocated.

1849. **Oberholtzer, E. E.** The superintendent and the business manager. American school board journal, 81: 35-36, 121, August 1930.

This article is an abstract of an address which constituted the high point in the meeting of the National association of public school officials, May 21, 1930. It expresses clearly the status and relations of the superintendent and the business manager.

1850. **Parker, J. S.** Managing school-lunch rooms with a centralized financial plan. Nations schools, 6: 75-76, 78, 80, 82, 84, 86, 88, October 1930.

Describes the system of central financial management and audit used in Chicago's school-lunch rooms. Illustrations of the kinds of records kept, reports made and controls exercised, are given.

1851. **Van Dyke, G. E.** The business administration of city-school systems as shown by rules and regulations. American school board journal, 81: 47-48, November 1930.

Results of an analysis of school-board rules and regulations to determine the specific business-administration duties performed by school officers and tabulations are given for frequencies, classified under major heads.

See also Finance.

CLASSIFICATION AND PROGRESS

1852. **Buffman, A. W.** Schools to fit children. Woman's journal, 15: 10-11, September 1930.

A discussion of the application of progressive educational theory.

1853. **Chase, Joseph.** The visiting teacher at work. Journal of the National education association, 19: 246-46, November 1930.

Illustrating with three case-studies, it is shown how the visiting teacher made school adjustments through consultation.

1854. **Dewey, John.** How much freedom in new schools? New republic, 63: 204-6, July 9, 1930.

An excellent discussion of the problems of organizing schools to meet the demands of modern educational theory.

1855. **Hildreth, Gertrude H.** Psychological service for school problems. Yonkers-on-Hudson, World book company, 1930. 317 p. 12°. (Measurement and adjustment series)

Chapters V-X take up various problems of individual pupils and classification in general.

1856. **Hirsch, E. C.** Case method of dealing with individual differences in secondary schools. School review, 38: 525-31, September 1930.

A suggested technique to deal with individual problems of pupils in order to discover needed individual adjustments.

1857. **Nunn, T. Percy.** Education: its data and first principles. New York, Longmans, Green and company, 1930. 260 p. 8°. (Modern educator's library)

Chapter II, Life and individuality, raises some significant considerations for dealing with individual children.

1858. **Beeder, Ward G.** The fundamentals of public school administration. New York, The Macmillan company, 1930. xii, 579 p. illus. 12°.

Chapter XVI deals with the classification and progress of pupils.

1859. Retardation of school children. *School and society*, 32: 354-55, September 13, 1930.

Report of some findings by the United States Office of education in regard to the question of retardation of first-grade children.

1860. **Vreeland, Wendell.** Detroit's experiment on individualization. *School and society*, 32: 398-402, September 20, 1930.

Shows research on a large scale dealing with the problems of individualization of learning.

1861. **Waples, Douglas and Tyler, R. M.** Research methods and teachers' problems; a manual for systematic studies of classroom procedure. New York, The Macmillan company, 1930. 653 p. 8°. (Modern teachers' series)

Chapter V deals with the problems of organization and classification and gives a selected bibliography.

1862. **Washburne, Carleton W.** Educational significance of individual differences. *Volta review*, 32: 459-69, October 1930.

Presents essential techniques underlying work of schools at Winnetka, which is experimental. His plan is necessarily for normal children, with the implication that children of impaired hearing have a right to the same kind of education, which recognizes the individual differences of children and their individual needs.

1863. **Wooden, H. Z.** Curriculum adjustment in small high schools. *School executives magazine*, 50: 163-65, December 1930.

Gives bibliography and analysis and suggestions for the improvement of educational opportunities in small high schools.

FINANCE, COSTS AND ECONOMIES

1864. **Chambers, Frederick D.** Some problems in computing comparable unit school cost. *American school board journal*, 81: 43-45, 117-118, 121, August 1930.

"Represents the mature views and conclusions of the auditor of the largest school system in the United States."—Editor.

1865. Expenditures for school buildings. *School and society*, 32: 222-23, August 1930.

Percentages of public works expenditures for school buildings in large cities from the public construction survey of the President's Conference on unemployment.

1866. **Frostic, Fred and Lovejoy, Philip.** Variables in comparative public-school cost accounting. Report presented before the superintendents' and school-board section, Michigan education association. *Nations schools*, 6: 68-75, July 1930.

A stimulating article for making cost comparisons and for avoiding fallacies in interpreting such comparisons.

1867. **Lovejoy, Philip.** Practical school administration: miscellaneous economies that lead to substantial savings. *Nations schools*, 6: 90, 92, 94, October 1930.

Pointed helps on economical handling of sweeping compounds, taxes, equal quality substitutes, special devices for benefit of personnel, answering questionnaires and checking coal.

1868. Smith, H. A. Economy in public-school fire insurance. New York city, Bureau of publications, Teachers college, Columbia university, 1930. vi, 113 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 428)

An evaluation of local and State school fire-insurance programs. If the program suggested in this volume were put into effect, practically every local school system would save a considerable percentage of its fire-insurance premiums and would probably be carrying a better program of insurance.

See also Building Finance, and Business Administration

FINANCE, GENERAL

1869. Alexander, Carter. Financial chapter. In Report of the survey of the schools of the Panama Canal Zone, directed by N. L. Engelhardt. Mt. Hope, Panama Canal press, 1930. p. 205-21.

An unusual example of making a case for better school support when the element of the community's ability must be left out of consideration.

1870. ———. Report of the financial survey of the public schools of Greenwich, Connecticut. Study made for the board of estimates and taxation of the town of Greenwich, Connecticut, and published for them. 1930. x, 37 p. tables. 8°.

Good example of presentation of financial needs of a school system where the people who pay most of the taxes do not send their children to the public schools.

1871. Clark, Harold F. [School bond interest rates dropping.] American school board journal, 81: 64; 64; 64; October-December, 1930.

A series of articles begun in January, 1928, and appearing in the monthly issues of this journal. Recent articles show that prices are dropping.

See also Building Finance, and Business Administration

FINANCE, STATE SCHOOL SUPPORT

1872. Equalizing educational opportunities in Maryland through a minimum program and an equalization fund. Issued by State Department of education, Baltimore, Md., September, 1930.

A minimum equalized program in Maryland.

1873. Grimm, L. R. Equalizing to higher levels. Illinois teacher, 19: 85-87, 100, November 1930. tables, graphs.

Sets up a program of equalization for the cost of public education in Illinois.

1874. Lehman, Clarence O. What the states are doing for public education. Nations schools, 6: 49-54, November 1930.

The legal status of State support of certain special school projects is here analyzed. The writer sets up certain criteria to determine whether or not a school project should be classified in the category of special aid from State funds.

1875. National advisory committee on education. Federal relations to education: a memorandum of progress. The Committee, 26 Jackson Place, Washington, D. C., 1930. 53 p. 8°.

A brief preliminary report of the National advisory committee on education, mentioning some of the accomplishments and findings of this committee so far, in their investigations of the various educational agencies of the Federal government.

1876. State aid to New York city schools. School and society, 32: 285-6, August 30, 1930.

Some data on how the State equalization fund affects New York city.

1877. **Swift, Fletcher Harper.** The personal income tax and our public schools. *School and society*, 32: 402-4, September 20, 1930.

Useful suggestions for drawing up a State income tax to go along with the Federal income tax.

1878. ——— Status of the income tax as a source of State school revenue. *American school board journal*, 81: 60-61, 125, October 1930.

Details on the fourteen States having an income tax and the eight which are depending upon it for school support. It is difficult to keep facts on this subject up to date.

LEGISLATION

1879. **Carr, William G.** School legislation as a factor in producing good schools. *American school board journal*, 81: 37, December 1930.

The author inquires as to the characteristics of an effective program of State school legislation. He points out that in the past, State legislatures have failed to profit by the successes or failures of other States. Suggestions are made for the development of an effective program of State school legislation.

1880. **Eliot, Thomas D.** Saving school children from the hand of the law. *Nations schools*, 6: 29-32, August 1930.

Discusses the need of preventive measures in dealing with delinquency and truancy and suggests a greater degree of socialization of courts dealing with these problems. Describes some instances of conspicuous successes in dealing with such problems through the medium of visiting teachers.

ORGANIZATION OF SCHOOLS

1881. **Engelhardt, Fred.** Determining the plan of organization for a local school system. *School executives magazine*, 50: 75-77, October 1930.

Suggests the adoption of three administrative units, primary, intermediate, and secondary. Bibliography.

1882. **Harmsford, H. Eldridge.** Where crippled children are taught to lead normal lives. *Nations schools*, 6: 65-68, September 1930.

Descriptions and illustrations are of the Cincinnati school for crippled children. Gives some idea of the type of educational work carried on, as to the corrective and therapeutic activities.

1883. **Knapp, Thad Johnson.** Educational insurance: Stopping the failures, or making education certain by the fixing of desirable habits. Boston, Stratford company, 1930. 131 p. 8°.

Gives a number of valuable suggestions for organizing and administering procedures to improve the learning of the fundamental habits in the skill subjects.

1884. **Newlon, Jesse H.** Integration in high school and junior college curricula. *School executives magazine*, 49: 499-501, July 1930.

Discussion of the problems of integrating the work of the secondary school.

1885. **Bisley, James H.** Advantages of the platoon type of elementary school organization. *School executives magazine*, 49: 446-7, August 1930.

Discussion of advantages of the work-study-play plan, giving testimonials from a number of parents.

1886. **Vreeland, Wendell.** Detroit's experiment on individualization. *School and society*, 32: 398-402, September 20, 1930.

Describes the general procedure in use in the Detroit plan, identified with the platoon school organization, but with differing modifications in certain directions. Within grades the Detroit plan groups the pupils horizontally into X Y Z sections. Comparisons are made with the Dalton, the Winnetka, and the vertical grouping plans.

1887. **Weber, Oscar F.** [Organization of schools] *In his Problems in public-school administration.* New York, The Century Co., 1930.

Chapters III, VI, XI, XII, XIII, and XXVII deal with and emphasize progressive approach.

See also no. 1542.

PUBLIC RELATIONS

1888. **Fowlkes, John Guy.** Planning the school publicity program for the year. *Nations schools*, 6: 84, 86, 88, November 1930.

A convenient check-list for items appropriate for publicity treatment in each month.

1889. **Friswold, I. O.** A selected and annotated bibliography on Public-school publicity. *League scrip*, 11: 13-16, 36-38, December 1930.

Official publication of the Minneapolis teachers' league.

Unusually helpful annotations of 10 "fundamental background" books and 74 publicity references including the year 1930.

1890. **Lovejoy, Philip.** Pictures that will enhance the value of your publications. *Nations schools*, 6: 67-70, November 1930.

A bull's-eye article on how to get good action photographs of school work, and keeping cuts and pictures accessible.

1891. ——— Practical school administration: the school paper as a public relations agency. *Nations schools*, 6: 88, 90, July 1930.

"The wise administrator has encouraged the demand on the part of his pupils for a paper." Practical suggestions on "how best to utilize this medium."

1892. **Monroe, Ernest F.** The legality of school publicity by boards of education. *American school board journal*, 81: 34, 112, August 1930.

Cites judicial decisions to support conclusion that "School boards will generally be sustained by the courts in the reasonable use of publicity."

1893. **National education association of the United States.** Investing in public education. Washington, D. C., The National education association, 1201 Sixteenth Street, NW., 1930. p. [106-219]. 8°. (Research bulletin of the National education association, vol. 8, no. 4, September 1930)

Continues the treatment of this theme given in previous Research bulletins, using 1928 data.

1894. **Norton, John K.** Cost of public education from viewpoint of schools. *Texas outlook*, 14: 57-58, July 1930.

A justification of increases in school costs using national figures, that will have several profitable suggestions for similar justification in a local system.

1895. **Odegard, Peter.** The American public mind. New York, Columbia university press, 1930. 308 p. 8°.

An excellent treatment of the general situation in which the public relations of a school must operate. It will enlighten many superintendents on the real nature of the "causes" they are asked to sponsor.

1896. **Oertel, Ernest E.** School executives and the press. *School executives magazine*, 50: 67-69, 108, October 1930.

A good general article by a schoolman in one of the smaller systems, who has had journalistic training as well.

RURAL ADMINISTRATION

1897. **Brunner, Edmund de S.** Critical situations that confront rural education. *Nations schools*, 6: 45-49, September 1930.

Stresses the need for studying the school in relation to its social and economic environment as an indispensable prerequisite to solution of the critical problem facing rural

populations. Points out complications arising from the rural exodus and the danger of over-urbanization.

Abstract of the article is in the National education association proceedings for 1930, p. 405-408.

1898. Ferriss, Emery N. Why the rural school does not meet modern needs. Nations schools, 6: 57-60, October 1930.

Brings out the present weaknesses of rural schools and shows that certain ones are inherent in the type of school, while others can be overcome by a reinterpretation of the demands of the community and a reconstruction of policy.

1899. Leech, Carl G. The county-unit in school administration: its present status in the United States. American school board journal, 81: 37-39, August 1930.

The author outlines certain fundamental considerations concerning county-unit organization and administration as they are viewed by school men. A description is given of the strong features and defects as they exist to-day.

1900. Rhoads, C. L. Evaluating education in terms of rural need. Nation's schools, 6: 48-50, July 1930.

Emphasizes the need of practical subjects in rural areas and discusses some of the social and economic problems which rural educators are required to consider.

SUPERINTENDENCY

1901. Ayer, Fred C. and Hendricks, Jake J. Analyzing duties of superintendents of small schools. Nations schools, 6: 55-59, September 1930.

Presents data showing the duties most commonly performed by superintendents, the tasks requiring the most time, and how the superintendent's efficiency is conditioned by the kind of equipment he has to work with, and the clerical duties he is obliged to perform.

1902. Cody, Frank. When is a superintendent a success? Nations schools, 6: 33-36, October 1930.

Four factors must be taken into account: policy, organization, appraisal, and publicity. Describes how these factors may be united into a workable formula of success and how this formula may be applied to real situations.

1903. Gosling, Thomas W. What qualifications best fit the superintendent for his job? Nations schools, 6: 37-39, August 1930.

Lists fifteen of the most important functions of a superintendent and suggests the kind of professional and personal characteristics necessary to deal with them. Describes the desirable course of training for prospective superintendents.

TEACHER RETIREMENT

1904. Teacher retirement. National education association. Research bulletin, volume 8, no. 5, November, 1930.

This bulletin gives a detailed description of the general nature and operation of a retirement system. It discusses fundamental principles and issues in theory and practice, and gives the present status of teacher retirement legislation in several States. A selected bibliography gives a wide source of information.

TEACHERS' SALARIES

1905. Anderson, C. B. Should teachers' salaries be reduced to meet the present economic depression? American school board journal, 81: 41-42, December, 1930.

This article is a timely discussion of a situation that will be demanding attention as the time for teacher election draws near. Fundamental issues are raised, such as comparisons of teachers' salaries with incomes in other occupations. The writer concludes that there is no justification for lowering teachers' salaries at this time.

1906. Maddock, William E. Tenure and salaries of Montana school administrators. Nations schools, 6: 53-57, August 1930.

Results of an investigation of tenure and salary in certain areas of Montana. Gives statistical material only, without interpretations.

1907. School boards control own funds. The Schenectady salary decision. American school board journal 81: 40, July 1930.

An important decision upholding the right of school authorities to increase salaries out of funds already granted, against the opposition of city authorities who can reduce the total amount to be expended but cannot control the way in which the expenditure is to be made.

1908. Stoddard, A. J. Old and new principles of salary-schedule making. American school board journal, 81: 43-44, October 1930.

Develops the criteria which must be applied in any new schedule-making enterprise and discusses the application of these criteria to the Providence, R. I., schedule.

1909. Weber, Samuel E. Pittsburgh's new salary schedule. American school board journal, 81: 57-58, November 1930.

Describes the principles on which the Pittsburgh salary schedule was constructed and how it works out in financial terms.

TEACHER SUPPLY AND SELECTION

1910. Abelow, Samuel P. How New York city selects its teachers. School life, 16: 32-24, October 1930.

This treatment describes the numerous practicable and equitable types of examinations for teachers in public schools which have superseded appointment under the former "spoils" system. It is instructive to note the detailed attention that is given to each factor in teacher selection. The reader is impressed with the vastness of the machinery that is required in the process of selection.

1911. Barr, A. S. and Emans, Lester M. What qualities are prerequisite to success in teaching? Nations schools, 6: 60-64, September 1930.

Presents the results of comparison of a list of items derived from an analysis of 209 rating scales with the Charter's Commonwealth list of characteristics. Finds considerable similarity in traits emphasized. A composite scale was found to compare favorably in content with the Charter's activity list.

1912. Whitney, Frederick L. Teacher demand and supply in the public schools; the need of the State for new teachers. American school board journal, 81: 53; 45-46, September-October, 1930.

Analyzes certain Colorado data in an attempt to study the effects of turnover on the demand for new teachers. Suggests some of the causes of excessive turnover. Analysis tends to confirm findings that tenure is relatively short, and that teaching is still regarded as a stepping-stone to other activities.

TEACHERS, GENERAL

1913. Butsch, Russell L. C. The law of libel and slander as it affects the teacher. Elementary school journal, 31: 44-51, September 1930.

Definitions of libel and slander and descriptions of types of situations in which action may be brought by or against teachers are given, citing cases and judicial opinion.

1914. Edmonson, James B. Professional standards as they relate to teaching. Nations schools, 6: 21-25, November 1930.

Defines a profession and shows how teachers may help to raise their standing in a community by constant attention to the demands of a true profession.

1915. Stevenson, F. G. Legal aspects of teachers' contracts. American school board journal, 81: 60, November 1930.

Review of some typical provisions of statutes and a statement of fundamental principles governing contractual relations. Points out that a contract is a matter of spirit or intention and that the instrument by which it is evidenced is not of major importance.

See also nos. 1416-1417, 1419, 1426, 1572-1578, 1592-1601.

ADULT EDUCATION

Alonzo C. Grace

1916. Charters, W. W. Next steps—a program of research in adult education. Journal of adult education, 2: 370-75, October 1930.

A suggested research program for adult education.

1917. Chase, Stuart. Twenty years after. Journal of adult education, 2: 1-5, October 1930.

An attempt to discover what became of the class of 1910 from Harvard college. Education begins when the "Academic portals clang behind us."

1918. Fisher, Mrs. Dorothea Frances (Canfield) Learn or perish. (Kappa delta pi lecture series) New York, Horace Liveright, Inc., 1930. 43 p. 2⁵.

A brief plan for adult education as a necessity in a social order ever growing more complex.

1919. Grace, Alonzo, G. The mental abilities of adults. Cleveland, Board of education, Division of adult education, 1930. 212 p. 8°.

A study of the mental abilities, needs, interests, and activities of adults registered for classes, lectures, and various groups. Shows the need for quality in education rather than mass production.

1920. Hill, Helen D. The effect of the Bryn Mawr summer school as measured in the activities of its students. New York, Adult education association, 1930. 133 p. 8°.

An analysis of the effect of the Bryn Mawr school with investigation of the various activities of the students.

1921. Morris, Mrs. Elizabeth K. Some of the objective values resulting from a program of adult elementary education to the adult student, etc. Adult education, 6: 19-31, September 1930.

A technique of investigation in Adult education; a study of objectives as they apply to a rural community in the South.

1922. National education association. Addresses and proceedings, 1930. Vol. 68. p. 108, 298, 695.

Papers presented at the annual meeting of the Department of adult education of the National education association, Columbus, Ohio, July 1930.

1923. Shaw, Wilfred B. The alumni and adult education: an introductory survey. New York, American association of adult education, 1929. 117 p. 8°.

An attempt to bring together facts about educational service of universities and colleges to the alumni, and suggestions for the extension of this work.

1924. Smith, Hilda W. Women workers at Bryn Mawr summer school. Affiliated summer schools for women workers in industry and American association for adult education. Bryn Mawr summer school, 218 Madison Avenue, New York, 1929. 346 p. 8°.

A study of the general aim and purpose, curriculum and teaching methods in adult education as revealed by the Bryn Mawr experiment.

1925. **Thurston, Henry W.** The dependent child. New York city, Columbia university press, 1930.

A comprehensive study of child-welfare development.

1926. **Typothetae educational program.** American printer, October 1930.

A presentation of the educational program of the Typothetae in America. An extensive adult education program in a particular phase of American industrial life.

See current numbers of Printing education, for further material.

1927. **Waples, Douglas.** What do adults want to learn? Journal of adult education, 2: 376-87, October 1930.

A study of the reading interests of adults.

1928. **Whipple, Caroline.** Adult education. Albany, N. Y., State department of education, 1930. 57 p. tables. 4°. mimeog.

A preliminary but comprehensive statement of the meaning, extent, field and scope of adult education. It is probable that the study will be issued in printed form later.

1929. **Wiggam, Albert E.** The marks of an educated man. Indianapolis, Bobbs-Merrill, 1930. 339 p. 8°.

An attempt to analyze the characteristics of the educated man.

VOCATIONAL EDUCATION AND GUIDANCE

Edwin A. Lee

GENERAL REFERENCES

1930. **American vocational association.** Milwaukee bids the American vocational association visitor welcome. Industrial arts and vocational education, 19: 453-59, December 1930.

A brief, well-illustrated description of the vocational education program of Milwaukee.

1931. **Bawden, W. T.** Ethics of shop-made instruction sheets. Industrial education magazine, 32: 105-08, October 1930.

A timely and pertinent editorial concerning the pirating of copyright material.

1932. **Bromley, Dorothy Dunbar.** The crisis in nursing. Harpers magazine, 161: 159-71, July 1930.

An authoritative article regarding the present status of the profession of nursing.

1933. **Chase, Stuart.** The nemesis of American business. Harpers magazine, 161: 129-38, July 1930.

An illuminating discussion of unemployment, concerning which every vocational educator must be intelligently informed.

1934. **Greenawalt, Lambert.** School-press management and style. New York city, McGraw-Hill Book Company, 1930. xxii, 420 p. illus., diagrs., plates, tables, charts. 8°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

A book which presents a complete but flexible plan for the management of school publications. Bibliography included.

1935. **Haldane, J. B. S.** Is history a fraud? Harpers magazine, 161: 470-78, September 1930.

A significant article by an eminent scientist, which presents an indisputable argument for a program of vocational education.

1936. **John Dewey and industrial education.** Industrial education magazine, 32: 146-47, November 1930.

An editorial calling attention to Dewey's influence upon vocational and industrial-arts education. Selected references.

1937. **Mann, George C.** Syllabus for a first course in vocational education. New York city, McGraw-Hill Book Company, 1930. vii, 120 p. 8°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

A syllabus of thirty lessons based on Lee's "Objectives and problems of vocational education." Each lesson provides for I, assigned reading; II, notes on lesson; III, questions and problems; IV, student's notes on assignments.

1938. **McDougal, Wynn L.** Preparing and illustrating shop-made instruction sheets. Industrial education magazine, 32: 87-90, September 1930.

Some practical suggestions for teachers who use job-instruction sheets.

1939. **Morgan, DeWitt S. and Flick, Oka S.** Civics and industry. New York city, McGraw-Hill Book Company, 1930. vii, 288 p. illus., 8°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

This book aims to give the vocational student a clear recognition of the basic elements of the economic order, and an understanding of the forces which operate according to economic law. It brings out clearly the relation of government to industry and the true meaning of industrial and good citizenship.

1940. **National advisory committee on education.** A memorandum of progress. School and society, 32: 130-33, July 29, 1930.

Part of the "Memorandum of progress" of the National advisory committee on education, in which significant recommendations are made concerning federal aid for vocational education.

1941. ——— The Federal government and the land-grant colleges. School and society, 32: 498-501, October 11, 1930.

A preliminary statement by the Executive committee of the Association of land-grant colleges and universities, concerning the report on federal aid for education by the National advisory committee on education.

1942. **Smith, Homer J.** Major problems in related instruction. Industrial arts and vocational education, 19: 407-9, November 1930.

A discussion of a problem common to all phases of vocational education—how to develop and teach effective related material.

1943. **Wahlstrom, Leonard W.** A school of to-day and to-morrow. Industrial education magazine, 32: 151-55, November 1930. illus.

A description of the program of the Milwaukee vocational school.

1944. ——— Milwaukee and the American vocational association. Industrial education magazine, 32: 80-85, September 1930. illus.

A careful article setting forth the vocational program of Milwaukee.

1945. **Williams, Jesse Feiring and Oberteuffer, Delbert.** Industrial hygiene for schools. New York city, McGraw-Hill Book Company, 1930. xiv, 280 p. illus., diagrs., plates, tables, charts. 12°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

A presentation of the important problems of hygiene in modern industrial life. The book seeks not only to indicate the health problems in modern industry but also to point out guides for living that may be helpful to young men and young women on the threshold of the business or industrial world.

AGRICULTURAL EDUCATION

1946. **Broyles, W. A.** A work-book for students in fruit growing. New York city, The Century company, 1930. x, 209 p. illus., diagrs., charts. 12°. (The Century Vocational series. Charles A. Prosser, editor)

A volume organized on the basis of units; 16 major "contracts" with many "sub-contracts" in which the student records his findings in fruit growing.

1947. Lloyd, J. W. Productive vegetable growing. Philadelphia, Pa., J. B. Lippincott company, 1930. 404 p. illus. 8°. (Lippincott farm manuals)

A revised edition containing much new material. Each enterprise is set up as a series of jobs in which conditions, aims, and problems are discussed.

1948. McDowell, J. C. and Field, A. M. Dairy enterprises. Philadelphia, Pa., J. B. Lippincott company, 1930. 462 p. illus. (Farm enterprise series)

Twenty-seven jobs dealing with the management of dairy herds, and the manufacture and marketing of milk products. A book for teachers of vocational agriculture.

1949. Roehl, Louis M. Fitting farm tools. Milwaukee, Wis., The Bruce publishing company, 1930. 102 p. illus. 8°.

A manual of operations covering grinding equipment for farm tools; fitting farm tool handles; miscellaneous tools.

1950. United States. Federal board for vocational education. The conference procedure in teaching vocational agriculture. Washington, Government printing office, 1930. vii, 28 p. (Bulletin no. 147, Agricultural series no. 38)

A bulletin, the purpose of which is to give helpful suggestions relative to the use of the conference procedure in agricultural teaching.

1951. Van Doren, Mark. The real tragedy of the farmer. Harpers magazine, 161 : 365-70, August 1930.

A discussion of the present vocational situation of the farmer.

COMMERCIAL EDUCATION

1952. Jones, Lloyd L. and Bertschi, Lloyd. General business science. New York city, The Gregg publishing company, 1930. xvi, 604 p. illus., diagrs., plates, tables. 8°.

A comprehensive study in commercial education on the junior high school level aiming to give pupils an understanding of the principles of business.

1953. ——— Projects in business science. Parts I and II. New York city, The Gregg publishing company, 1930. 2v. 8°.

144 business projects to be used with the authors' "General business science."

1954. Nichols, Frederick G. New junior business training. New York, N. Y., American book company, 1930. xii, 388 p. illus. 8°.

A study in business for junior high school pupils. Part I deals with business training for personal use; Part II, with business training for a vocation. The text is supplemented by business forms, bills of lading, filing envelopes, etc.

1955. Steele, Charles E. and Muench, George W. Applied business arithmetic. Yonkers-on-Hudson, N. Y., World book company, 1930. iv, 124 p. 12°.

The practical application of arithmetic methods as used in business, presented through the unit-lesson plan. Many of the forms given are exact copies of those developed in business.

1956. United States. Federal board for vocational education. Vocational education for those engaged in the retail meat business. Washington, Government printing office, 1930. ix, 162 p. (Bulletin 149, Commercial series no. 9, June 1930)

Instructional material for use in an educational program for men engaged in the retail meat business, planned for a program organized on the conference basis. Bibliography.

1957. Wallace, C. E. Commercial art. New York city, McGraw-Hill book company, 1930. vii, 228 p. illus., plates, color plates. 8°. (McGraw-Hill vocational texts, Edwin A. Lee, consulting editor)

A selection and arrangement of subject matter which provides a practical sequence of problems aiming to develop the student's technical ability, as well as his appreciation of design when applied to commercial art.

CONTINUATION EDUCATION

1958. Davey, C. P. and Cameron, James. Social science lessons for junior workers. New York city, The Century company, 1930. xviii, 94 p. (The Century Vocational series. Charles A. Prosser, editor)

A book which is based on the lack of social adjustments of the average continuation school pupil, and the need for individual instruction. Section I deals with industrial relationships; section II, with civic relationships and problems; section III, with economic relationships and problems. References at the end of each chapter.

HOME ECONOMICS

1959. Allport, Floyd H. Must we scrap the family? Harpers magazine, 161: 185-94, July 1930.

A significant article on the vocation of parenthood from the viewpoint of the social worker.

1960. Brown, Carlotta M. Brown millinery processes. Boston, New York, Ginn and company, 1930. vii, 187 p. illus., charts. 12°.

Covers the fundamental processes of hat-making common to all style periods.

1961. United States. Federal board for vocational education. Vocational education in home economics. Washington, Government printing office, 1930. vii, 166 p. diagrs., plates, tables, charts. (Bulletin no. 151. Home economics series, no. 12)

A résumé of the expansion and development of the national program of vocational education in home economics during the period 1918-1929. The needs for further expansion and development are pointed out. References are furnished.

INDUSTRIAL ARTS

1962. Abercrombie, Towne R. The special child in our scheme of general education. Industrial arts and vocational education, 19: 251-54, July 1930.
The function of industrial arts in the education of the special child.

1963. Bast, Herbert. Planning and equipping the school upholstering shop. Industrial arts and vocational education, 19: 371-73, October 1930.

A helpful article concerning upholstering as a part of the industrial-arts program.

1964. Bonser, Frederick G. Industrial arts for public school administrators. New York city, Columbia university, Teachers college, Bureau of publications, 1930. vi, 95 p. (Series of handbooks, Teachers college)

A book which aims to help the superintendent to solve some of his problems of providing suitable space and equipment, securing qualified teachers, organizing courses in harmony with educational and community needs, and supervising the instruction with efficiency and satisfaction. Selected references given.

1965. Brown, Arthur G. and Tustison, F. E. Instructional units in hand woodworking. Milwaukee, Wis., Bruce publishing company, 1930. xi, 222 p. illus., diagrs., charts. 8°.

Material covering the basic unit operations in the field of woodworking arranged as instructional units. References furnished.

1966. **Ericson, Emanuel E.** Teaching problems in industrial arts. Peoria, Ill., The Manual arts press, 1930. 433 p. illus., diagrs., charts. 12°.

A teacher's handbook, dealing with the many specific situations which are met by instructors of manual and industrial-arts subjects. References given.

1967. **Good, Carter V.** Objectives of the industrial arts in the junior and senior high schools. Industrial arts and vocational education, 19: 247-49, July 1930.

The report of an investigation by the author.

1968. **Hjorth, Herman.** Principles of woodworking. Milwaukee, Wis., The Bruce publishing company, 1930. x, 306 p. illus., plates, tables, charts. 8°.

A complete treatment of woodworking with particular reference to cabinet-making, written in the form of instruction sheets with related information.

1969. **Klenke, William W.** Selected furniture drawings. Peoria, Ill., The Manual arts press, 1930. 66 p. illus., plates. 12°.

A collection of forty-six of the author's most popular projects in furniture construction, including a working drawing and photograph of each project.

1970. **McGee, R. A. and Sturtevant, W. W.** General mechanical drawing. Milwaukee, Wis., Bruce publishing company, 1930. xiv, 192 p. illus., diagrs., plates. 8°.

A beginning book in mechanical drawing for junior high school pupils.

1971. **Newell, Adah Clifton.** Coloring, finishing, and painting wood. Peoria, Ill., The Manual arts press, 1930. 419 p. illus., diagrs., plates, tables. 12°.

An industrial-arts text comprehensive enough to be used in any school or course in which woodworking is taught. References at the end of each chapter.

1972. ——— Industrial arts in the senior high school. Industrial arts and vocational education, 19: 449-53, December 1930.

The title clearly describes the article. Selected references are given.

1973. **Nichols, Talmage.** Woodworking manual for students. Peoria, Ill., The Manual arts press, 1930. 79 p. illus., diagrs., plates, tables. 4°.

A notebook which may be used as a guide in connection with any standard woodworking text. References furnished.

1974. **Roberts, William E.** Woodwork in the junior high school. Peoria, Ill., The Manual arts press, 1930. 248 p. illus., plates. 8°.

A project book written primarily for supervisors and teachers of manual arts. The relation of art to woodwork is emphasized.

1975. **Roden, Philip F.** Correlation for dull normals. Industrial arts and vocational education, 19: 417-19, November 1930.

A brief, historical treatment of industrial arts in America, with some questions as to the future.

1976. **Warner, William E.** Establishing the general shop. Industrial arts and vocational education, 19: 287-90, 344-46, 374-76, 420-23, August-November 1930.

A significant series of articles on the general shop.

TRADE AND INDUSTRIAL EDUCATION

1977. **Cleeton, Glen U.** Industrial education for the majority. School and society, 32: 321-23, September 6, 1930.

A brief but significant discussion of the distinction between industrial education and industrial arts.

1978. Ewing, Claude H. and Clark, Arthur L. Instruction manuals for paper hangers. Sub-title: Unit I: Paste-table work and hanging simple patterns. New York city, McGraw-Hill book company, 1930. viii, 60 p. illus. 8°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

The first of a series of five manuals dealing with the trade of the paper hanger. The material is presented in job sheet form, arranged in the order of difficulty.

1979. Hall, Herman S. Trade training in school and plant. New York city, The Century company, 1930. xxiii, 500 p. illus., forms, tables, charts. 12°. (The Century Vocational series. Charles A. Prosser, editor)

"A handbook for the trade instructor. . . . The statement of one mechanic to another about the problems of teaching trade subjects, and about efficient ways of solving these problems." References given.

1980. Haynes, Merritt Way. The student's history of printing. New York city, McGraw-Hill book company, 1930. xiii, 118 p. illus. 8°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

A concise history of printing, arranged chronologically. Bibliography.

1981. Henig, Max S. General intelligence, term of stay and trade selected—trade-school students. Industrial arts and vocational education, 19: 367-69, October 1930.

The report of an investigation of over 700 trade-school boys in an attempt to establish a relationship between general intelligence and term of stay in the school.

1982. Hills, John H. Pictorial drafting. New York city, McGraw-Hill book company, 1930. vii, 158 p. illus., plates. 8°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

For advanced high-school students of mechanical drawing. It includes I, isometric drawing; II, oblique and cabinet drawing; III, perspective drawing.

1983. Kuehn, Martin H. Mathematics for electricians. New York city, McGraw-Hill book company, 1930. ix, 220 p. illus., tables. 8°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

For students of electricity and for electricians, the principles of mathematics being applied to the solution of practical problems of the electrician's trade.

1984. Magnuson, Carl A. Orientation for industrial students. Industrial arts and vocational education, 19: 381-82, October 1930.

A brief but helpful discussion of the program of orientation of cooperative industrial students in the Bristol, Conn., high school.

1985. Mansfield, John E. Everyday arithmetic for printers. New York city, McGraw-Hill book company, 1930. 138 p. illus., plates, charts. 12°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

A book for the student of printing, dealing with the arithmetical problems faced by printers.

1986. Ricciardi, Nicholas. Linking the modern high school with industry. Industrial education magazine, 32: 149-50, November 1930.

Dr. Ricciardi sets forth the larger responsibility of the modern high school.

1987. Roenigk, J. A. Mechanical replacements. New York city, McGraw-Hill book company, 1930. viii, 104 p. illus., diagrs. 12°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

The fourth in the maintenance series of instruction manuals for automobile mechanics by the same author. Containing job and operation sheets, and related information, covering trade theory, mathematics, English, drafting, and science.

1988. Selvidge, E. W. and Fryklund, Verne C. Principles of trade and industrial teaching. Peoria, Ill., The Manual arts press, 1930. 419 p. illus., diagrs., charts. 8°.

A discussion of the whole gamut of problems involved in teaching trade and industrial arts classes. References given.

1989. Smith, Fred C. Curriculum problems in industrial education. Cambridge, Mass., Harvard university press, 1930. ix, 145 p. diagrs., tables. 8°. (Harvard bulletins in education no. 16)

The report of an intensive study of the problem of curriculum construction in industrial education, using the machinist's trade for investigation. Bibliography given.

1990. Smith, Lester C. Study of industrial education. Industrial arts and vocational education, 19: 262-64, July 1930.

A résumé of the findings of 38 surveys relative to industrial education.

1991. Struck, F. Theodore. Foundations of industrial education. New York city, John Wiley & sons, inc., 1930. xiii, 492 p. diagrs., tables. 8°. (edited by J. C. Wright)

A textbook for industrial teacher-training classes in which the author presents the underlying philosophy, the basic principles, the prevailing practices, the accepted terminology, and recognized standards in trade and industrial education.

1992. United States. Federal board for vocational education. The training of teachers for trade and industrial education. Washington, Government printing office, 1930. vii, 178 p. 8°. (Bulletin 150, Trade and industrial series no. 42, June 1930).

Suggestions for the organization and operation of efficient teacher-training programs.

1993. Walters, Ralph H. Experimental electricity. New York city, McGraw-Hill book company, 1930. viii, 145 p. illus., diagrs. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

A manual of experiments in direct and alternating-current electricity for the use of junior-college students who desire to enter occupations in the electrical field on the semi-professional level. It comprises a brief course for men of limited time, means, or analytical interest who do not intend to complete a professional course in engineering.

1994. Wilson, J. Douglas and Rogers, Clell M. Carpentry mathematics. New York city, McGraw-Hill book company, 1930. ix, 232 p. illus., diagrs., tables, charts. 8°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

A book covering the mathematical problems faced by carpenters. The book is designed for use in vocational schools, evening schools, and for home study.

VOCATIONAL GUIDANCE

1995. Cooley, Robert L.; Rodgers, Robert H. and Belman, Harry S. My life work: building and metal trades. New York city, McGraw-Hill book company, 1930. vii, 218 p. illus., charts. 8°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

One of four volumes which have grown out of the vocational-guidance work at the Milwaukee vocational school.

1996. ———— My life work: Office and store occupations. New York city, McGraw-Hill book company, 1930. vii, 153 p. illus., charts. 8°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

This book, which is one of a series of four volumes designed to give occupational information, presents to the student the various store and office occupations from the point of view both of their attractions and their requirements.

1997. Cooley, Robert L.; Rodgers, Robert H. and Belman, Harry S. *My life work: Printing and servicing trades*. New York city, McGraw-Hill book company, 1930. vii, 167 p. illus. charts. 12°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

One of a series of four volumes which give occupational information, and is designed particularly for those students interested in the printing and servicing trades. The servicing trades include the automobile trades and the stationary engineer.

1998. ———— *My life work: Representative industries*. New York City, McGraw-Hill book company, 1930. vii, 241 p. illus. charts. 8°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

The fourth volume in a series of books developed in the guidance program of the Milwaukee vocational school. It deals with such occupational groups as baking, candy-making, electrical industry, shoe industry, hosiery manufacturing, etc.

1999. Davis, James John and Wright, John Calvin. *You and your job*. New York city, John Wiley & sons, inc., 1930. xx, 242 p. illus. 8°.

Supplies information and a philosophy concerning work, presented through a series of discussions and conversations which the authors carry on throughout the book.

2000. Eikenberry, D. H. *An introduction to guidance*. Foreword by J. L. Clifton. Contributors: Charles S. Berry, M. Edith Campbell, D. H. Eikenberry, Ray Fife, C. W. Hall, E. E. Lewis, Mary R. Lingenfelter, L. H. Munzenmayer, Maurice J. Neuberger, D. Oberteuffer, Wm. H. Stone, Herbert A. Toops, Frank P. Whitney, Byron B. Williams, O. H. Williams. Columbus, Ohio State university, 1930. 349 p. forms, charts. 12°. (Guidance manual number 1)

The first of a series of manuals to be prepared for teachers and administrators of Ohio schools. A general manual setting forth the philosophy of guidance, and the various approaches to the problem.

2001. Elliott, Margaret and Manson, Grace E. *Earnings of women in business and the professions*. Ann Arbor, University of Michigan, School of business administration, Bureau of business research, 1930. xii, 215 p. diagrs., tables, charts. 8°. (Michigan business studies, vol. III, no. 1)

A thorough research, concerning the occupational achievement of business and professional women, based on a study of 14,073 individuals. It contains valuable information for counselors of girls and women.

2002. Gallagher, Ralph P. *Courses and careers*. New York city, Harper and brothers, 1930. xxi, 404 p. illus. tables. 12°.

Designed to meet the requirements of a junior or senior high school guidance course. One hundred lessons apply the principle that material should be studied in the form in which it is to be used. References given.

2003. Hatcher, O. Latham. *Guiding rural boys and girls*. Edited by Emery N. Ferriss. New York city, McGraw-Hill book company, 1930. xiv, 326 p. forms, tables, charts. 12°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

A thorough discussion of the problems involved in establishing and conducting vocational guidance programs in rural schools and communities. References given.

2004. Hill, Howard C. *Readings in vocational life*. Boston, Ginn and company, 1930. xvi, 640 p. illus., plates. 12°.

A voluminous book of informational, interpretive, and imaginative selections chosen as a means of vitalizing and illuminating the material found in textbooks dealing with occupations.

2005. Hill, Ruth. *Social work as a career*. School and society, 32: 159, August 2, 1930.

An editorial from *The New York Times* which portrays briefly the need for trained social workers.

2006. Holbrook, Harold Lyman and McGregor, A. Laura. *Our world of education*. Boston, Allyn and Bacon, 1930. xiii, 284 p. illus., plates, tables,

charts. 12°. (Guldeposts for junior high school years. James M. Glass, editor)

This is a study of the educational opportunities in the senior high school, continuation school, trade school, evening school, college, university, and in vocational experience. It emphasizes repeatedly that a wise choice of vocation with its attendant contribution to good citizenship is the goal of all educational endeavor.

2007. Lapp, John A. *Careers*. Chicago, The institute for research, 1930. illus. 12°.

A series of monographs to be kept in a "Career" binder. Includes the following: 1. The consular and foreign trade services of the United States as a career. 2. Civil engineering as a career. 4. Accountancy as a career. 5. Interior decoration as a career. 6. Physical education as a career. 7. The law as a career. 8. Librarianship as a career. 10. Dentistry as a career. 11. Music as a career. 17. Advertising as a career. 18. The diplomatic service.

2008. Myers, George E.; Little, Gladys M.; and Robinson, Sarah A. *Planning your future*. New York city, McGraw-Hill book company, 1930. xii, 417 p. illus., diagrs., tables, charts. 8°.

An occupational civics text for junior-high school grades. Part I deals with the world of occupations; Part II, occupations in your community; Part III, facts every worker should know; Part IV, finding your place. Each of the 45 units begins with a statement of the aims of the unit and ends with questions to answer and things to do. Bibliography.

2009. Sturtevant, Sarah M. and Hayes, Harriet, editors. *Deans' at work*. New York city, Harper and brothers, 1930. xii, 295 p. illus., charts. 8°.

A symposium of information concerning the duties and responsibilities of deans of girls and women.

Contains: 1. Thyrsa W. Amos: Office economy, p. 1-64. 2. Leah Boddie: Organization of a department of student life in a coordinate college for women, p. 65-95. 3. Marion A. Brown: Organization of the dean's work in the secondary school, p. 96-147. 4. Lydia I. Jones: The women's league in a teachers' college, p. 148-88. 5. Iva L. Peters: The dean as a vocational adviser, p. 189-210. 6. Dorothy Stimson: The college dean and student scholarship, p. 211-35. 7. Irma E. Voigt: An effective Young women's Christian association on a college campus, p. 236-63. 8. Agnes E. Wells: Planning, equipment, and administration of residence halls, p. 264-90.

2010. Teeter, Verl A. and Douglass, A. C. *A student's workbook in guidance*. New York city, McGraw-Hill book company, 1930. ix, 140 p. 8°. (McGraw-Hill Vocational texts. Edwin A. Lee, consulting editor)

A workbook designed for high school students which may be used with any standard text. It aims to give a clear and comprehensive understanding of the problems of vocational guidance. Bibliography.

VOCATIONAL REHABILITATION

2011. United States federal board for vocational education. *Report of study of possibilities of employment of handicapped persons in Minneapolis, Minn.* Washington, Government printing office, 1930. ix, 80 p. tables, charts, forms. 8°. (Bulletin no. 146, June, 1930)

A report of a study made in Minneapolis, Minn., for the purpose of ascertaining the possibilities in that city for the employment of persons having specific physical disabilities, including a description of the methods followed in making the investigation, and the essential general findings of the study.

2012——. *Vocational guidance in rehabilitation service*. Washington, Government printing office, 1930. xii, 56 p. forms. 8°. (Bulletin, 148, Vocational rehabilitation series no. 20, June, 1930)

A handbook of procedure for counseling physically disabled persons and for assisting them in adjusting or readjusting themselves to vocational life. Bibliography.

See also nos. 1419, 1424, 1429, 1430, 1502, 1504, 1584, 1604, 1608, 1615, 1624, 1628, 1635, 1765, 1776, 1862, 2013, 2020, 2023.

NEGRO EDUCATION

Ambrose Caliver,

assisted by A. H. Washington, Jane Ellen McAllister, William N. Cooper, and Theresa A. Birch

2013. Bullock, Ralph W. A study of occupational choice of Negro high school boys. *Crisis*, 37: 301-03, September 1930.

The data were gathered from 1833 Negro high school boys in North Carolina, Tennessee, Georgia, Virginia, Missouri and District of Columbia. The author finds a tendency for Negro high school boys to shift away from the occupations of their fathers (excepting the professions). Fifty-five per cent express a desire to follow some one of the professions as a life career, and only a small per cent show any interest in the technical and commercial fields. These choices have been made without a basis of information or exploratory experience, for practically none of the 200 schools studied had any form of vocational guidance. The author makes a plea for greater emphasis on vocational guidance on the part of high schools for Negroes.

2014. Colding, Ursula S. A unique public school. *Southern workman*, 59: 401-08, September 1930.

The purpose of the author is to give a description of the activities in the Paul L. Dunbar school of Norfolk, Va., where provision is made for over-age pupils in grades one to six in the Negro schools of the city.

2015. Cooke, Dennis Hargrove. The white superintendent and the Negro schools in North Carolina. Nashville, Tenn., George Peabody college for teachers, 1930. 176 p. 8°. (Contributions to education, no. 73)

The general purpose of the author is: 1, To give a brief history of the development of public schools for Negroes in North Carolina; 2, To draw a picture of the status of public education for Negroes in North Carolina in 1928-1929; 3, To present the activities of the superintendents with regard to organizing, administering and supervising Negro schools; 4, To correlate activities of superintendents and the factors representing status of Negro schools in 1928-1929; 5, To ascertain the superintendent's philosophy of Negro education; and 6, To determine whether his theory and practice of Negro education coincide.

2016. Garth, Thomas R.; Lovelady, Bert E.; and Smith, Hale W. The intelligence and achievement of southern Negro children. *School and society*, 32: 431-35, September 1930.

The study investigates the extent to which educational achievement influences group intelligence scores of southern Negro children. Summarizes as follows: 1, Mental-growth line of Negro children starts at same point as whites but lags behind with increasing years. Retarding factor is not public stress; 2, Educational retardation is 61.1 per cent. Retardation less in upper than in lower grades; 3, MA of Negroes lower than that of whites; 4, CA of Negroes above that of whites; 5, "The educational age is above that of the mental age of the Negroes, and the achievement-ratio is consistently above that of whites, on the average of 103"; 6, Correlation between intelligence and factors of education combined is quite high, .81. Little left for other factors; 7, School grade and educational achievement have equal weight in influencing intelligence scores.

2017. Hewitt, A. Comparative study of white and colored pupils in a southern school system. *Elementary school journal*, 31: 111-19, October 1930.

Ninety colored and 85 white seventh-grade pupils were studied. Effort was made to equilibrate groups in terms of grouping, supervision, etc. The author draws the following conclusions: 1, Greater emphasis should be placed on language work, both in elementary schools and teacher-training schools for Negroes; 2, Curricula in schools for Negro children should provide greater opportunity for them to examine actual material and to enlarge their perceptual experiences; 3, Wider use should be made of the 6-3-3 plan for Negro children; 4, It appears "that teachers and supervisors of colored schools, and probably instructors of colored normal schools are inclined to accept a type of work which is not tolerated by instructors in white schools". "The evidence seems to point to an unequal advantage for the slow group of colored children. Equal opportunity demands that the more intelligent Negro child be given opportunity for advancement. More

careful grading, more objective comparisons, and higher standards than are found would probably serve as inducements for the intelligent colored children to put forth effort commensurate with their ability."

2018. Johnson, Charles S. [Negro education] *In his Negro in American civilization.* New York, Henry Holt and Co., 1930. p. 224-287.

The author attempts: 1. To give a picture, based upon facts, of Negro education in the common schools of the South and North; 2. To review critically the literature concerning the educability of the Negro, and to state conclusions warranted by these data. Summarizes as follows: 1. The final elimination of Negro illiteracy depends upon improved rural schools and "equalization of educational opportunity among the various sections of the country". 2. Common schools for Negroes in the South are usually inefficient because of unsuitable buildings, and poor teaching (due to meager salaries paid). The efficiency of Negro schools coincides with the ability of States to support education. 3. The rapid influx of Southern Negroes into the North has created a problem whose solution is taxing the intelligence of the best educational leadership. 4. The presented data lead to the conclusion that "the efficiency of Negro children as measured by achievement tests in the fundamental school subjects is less than that of white children", but "there is a high correlation between school efficiency and educational efficiency of pupils. As the efficiency of the school system for Negroes approaches that of the system for whites, the divergence in achievement ratios becomes less noticeable. The assumption holds, at least tentatively, that the inefficiency of Negro pupils is at least as much a fault of a poor educational system and an inferior background, as of an inferior, inherited mental constitution".

2019. Lewis, F. A. The correlation of an extracurricula activity with other school subjects—The school garden. *Bulletin (National association of teachers in colored schools)*, 10: 7-8, June-July 1930.

The general purpose of the author is to show how the keen interest and enthusiasm of pupils in an extracurricula activity (the garden contest) is made to serve as a pivot about which work in all of the subjects of the school revolve. It is shown how work and material for the garden contest are correlated with arithmetic, English, geography, history, civics, reading, spelling, penmanship, music, nature study, health work, drawing, domestic art, and manual training.

2020. Mays, B. E. After college, what? for the Negro. *Crisis*, 37: 408-10, December 1930.

The author endeavored to find what is being done in Negro high schools and colleges to aid Negro students in an intelligent choice of occupation. The results of this study show that practically nothing is being done.

2021. Robinson, W. A. The present status of high-school education among Negroes—a factual and critical survey. *Bulletin (National association of teachers in colored schools)*, 11: 3-9, November 1930.

The author makes a critical survey of high-school education among Negroes. The lack of facilities ordinarily taken for granted, is considered; also the training and incentives offered teachers; and the status of the principal. The author ranks the various States from which information was received as to teachers' salaries, libraries, industrial and vocational training facilities, health facilities and supervision, and provision for cultural experiences.

2022. Savoy, A. Kiger. Garrison demonstration school. *Bulletin (National association of teachers in colored schools)*, 10: 16-17, June-July 1930.

A description of the work of the Garrison demonstration school of Washington, D. C., showing how the school carries out its purpose, viz., "to exemplify through classroom work, principles, methods, and procedures which have passed the experimental stage and which have received the approval of the school administration."

2023. Wilkerson, D. A. The vocational choices of Virginia high school seniors. *Virginia teachers bulletin*, 7: 1-6, November 1930. graphs, tables.

A study to ascertain the diversity and nature of the vocational choices of high-school seniors and to note whether differences were evident between the occupational interests of rural and urban students. The results show that the larger percentage of seniors make choices of professions; that there is greater diversity among rural than urban boys; that choices of rural and urban girls show no marked differences.

2024. Williams, Fannie C. Introduction to a civic project. Bulletin (National association of teachers in colored schools), 10: 5-8, June-July 1930.

The author describes the introduction of a civic project in the Valena C. Jones elementary school, through outlining the details of: 1. Objectives for the year; 2. Activity program; 3. Moral training.

2025. Work, Monroe N. The status of elementary Negro education. Bulletin (National association of teachers in colored schools), 11: 14-18, November 1930.

An investigation of: 1. The relation of elementary education to Negro education in general; 2. How secondary and higher education of the Negro has been conditioned by elementary education. Summarizes as follows: "In the present status of elementary education for Negroes there is the necessity for the elementary schools to be raised to the place where their progress will be commensurate with the progress that is being made in the secondary schools and colleges. Otherwise, the schools for secondary and higher training will have to continue to devote a great part of their effort to doing elementary work." A plea is made for a just and equitable division of school funds for the support of Negro schools.

See also no. 1769.

FOREIGN EDUCATION

James F. Abel

[In this section, it has been thought advisable, on account of the difficulty in securing certain foreign publications promptly, to include some valuable documents that were printed previous to the dates covered by this bulletin]

GENERAL REFERENCES

2026. Cabot, Stephen P. Secondary education in Germany, France, England and Denmark. Cambridge, Harvard university press, 1930. xii, 110 p. tables, diagr. 8°. (Harvard bulletins in education, Graduate school of education, Harvard university, no. 15)

The volume consists of lectures on European schools delivered before the Graduate school of education, Harvard university, in 1929. The subjects presented include the new educational movements in the different countries, different types of schools, educational trends, etc.

2027. Columbia university, Teachers college, International institute. Educational yearbook, 1929. New York city, Bureau of publications, Teachers college, Columbia university, 1930. xiv, 559 p. 8°.

Under the general title, "The philosophy underlying national systems of education", the yearbook for 1929 includes articles on England, France, Germany, Italy, Japan, and the United States. This is the sixth of the series of yearbooks begun in 1924; the former volumes were largely descriptive accounts of separate educational systems.

2028. Descœudres, Alice. The education of mentally defective children. Boston, New York [etc.] D. C. Heath and company, 1930. 312 p. 12°.

This book is translated by Ernest F. Row, from the 2nd, French edition. It is devoted to the curriculum taught to the feeble-minded and methods of teaching it.

2029. Hans, Nicholas A. The principles of educational policy. London, P. S. King & son, ltd., 1929. 190 p. 8°.

An attempt to summarize the results of educational legislation in the leading countries, and to evolve a system in conformity with a democratic State. Includes a chapter on schools for feeble-minded children and reformatories, teacher-training, textbooks, universities, aristocratic as opposed to democratic systems of education, and national minorities.

2030. International handbook of adult education. London, World association for adult education, 1929. xvi, 476 p. 8°.

Contains a chapter each concerning adult education in the first 26 largest countries of the world, written by qualified persons in each country.

2031. **Kandel, Isaac L.** History of secondary education. A study in the development of liberal education. New York, Houghton Mifflin company, 1930. xvii, 577 p. 8°.

This book is the outgrowth of a course given at Teachers college for the past 15 years. It traces the early history of secondary education to the extent that it influenced subsequent developments, and gives special attention to the growth of the main influences that are causing the present unrest in secondary education in European countries and the United States.

2032. **Knight, Edgar W., ed.** Reports on European education. New York. McGraw-Hill book company, inc., 1930. vii, 319 p. front. 8°.

The introduction reviews historically the influence which early reports on European education had on education in the United States. The book contains an unofficial report made by John Griscom of his observations of education in several European countries in 1818 and 1819; selections from Victor Cousin's report on public instruction in Prussia made officially to the minister of public instruction of France in 1831; and Calvin E. Stowe's report on elementary public instruction in Europe, made to the Ohio Assembly in 1837.

2033. **Prescott, Daniel A.** Education and international relations. A study of the social forces that determine the influence of education. Cambridge, Harvard university press, 1930. ix, 168 p. 12°.

Written after two years of observation and research in Europe, the study is intended to reveal the social forces that determine the spirit of the schools and condition the thinking of the teachers and pupils so that they form certain attitudes.

2034. **Rodríguez, P. Teodoro.** El estatismo y la educación nacional en los países civilizados. (Estudio crítico comparado.) Volumen I. Escorial, Imprenta del Real Monasterio. 1928. 530 p.

A discussion of the relation of nationalism and national education in the civilized countries, especially in Spain.

2035. **Starr, Mark.** Lies and hate in education. London, At the Hogarth press, 1929. vii, 197 p. incl. front. 12°.

Written to show the dangers of mental dictatorship, often wielded by its agents and received by its victims unconsciously. Discusses dangerous biases in education in England, France, Russia and other countries and points out some antidotes.

2036. **World association for adult education.** World conference on adult education, Cambridge, 1929. London, World association for adult education, 1930. xxiv, 556 p. tables, graphs. 8°.

The detailed report of the proceedings of the first World conference on adult education held at Cambridge, England, in 1929.

2037. **World's student Christian federation.** Building bridges. Geneva, World's student Christian federation, 1930. 59 p. 8°.

The report of the Federation for 1929.

2038. **Evans, Ifor L.** The British in tropical Africa. An historical outline. Cambridge, At the University press, 1929. viii, 396 p. maps.

A summary in convenient compass of the manner in which the British tropical African empire came into being. Primarily intended for university students.

See also no. 1721.

REFERENCES BY COUNTRIES

AFRICA

2039. **Work, Monroe N.** A bibliography of the Negro in Africa and America. New York, The H. W. Wilson company, 1928. xxi, 698 p. 8°.

A select reference bibliography on the Negro with more than 17,000 entries covering the most worth-while publications in different languages issued before 1928.

BELGIUM

2040. Bauwens, Léon. Code de l'enseignement moyen et de l'enseignement normal moyen. Bruxelles, Librairie Albert Dewit, 1929. 400 p. 12°.

A compilation of the laws of secondary education in Belgium, with comments and explanations.

2041. Bulens, Charles, ed. L'Institut agricole de l'état à Gembloux, 1860-1910. Bruxelles, Imprimerie scientifique, 1910. 254 p., illus.

An account of the National school of agriculture of Belgium for the first fifty years of its work.

2042. Destrée, Jules. Annuaire général, des beaux-arts de Belgique, Juillet, 1929, Juin, 1930. Bruxelles, Edition Aryenne, 1930. 360 p., illus.

The first annual report and directory of all activities of fine arts in Belgium.

2043. Dubois, E., ed. Institut supérieur de commerce d'Anvers, 1852-1927. Anvers, L'Imprimerie labor, 1928. 189 p. illus.

An account of the Higher commercial institute at Anvers, Belgium. Written for its 50th anniversary.

2044. Fondation universitaire. Les institutions d'enseignement supérieur et de recherches en Belgique. 1930. Ixelles-Bruxelles, Des presses de J. Vromans, 1930. 150 p. maps. illus.

A brief survey of the activities of the establishments of higher education and research in Belgium.

2045. ———. Neuvième rapport annuel. 1928-1929. Bruxelles, Office de Publicité, 1930. 109 p. 8°.

The ninth annual report of the University foundation of Belgium.

2046. Royaume de Belgique. Almanach royal officiel ... Année, 1930. Bruxelles, Imprimerie E. Guyot, 1930. xv, 1366 p.

Contains a directory of nearly all educational activities in Belgium.

FRANCE

2047. Demmanget, Maurice. L'instruction publique sous la commune. Paris, Edition de l'Internationale des travailleurs de l'enseignement. [1929] 22 p.

A historical account written for the 57th anniversary of the Internationale of Workers in education.

2048. Mouvet, E. Orientation professionnelle des jeunes gens et enfants. Paris, Dunod, 1930. 330 p.

The second edition of a careful work on professional orientation.

GERMANY

2049. Dottrens, Robert. The new education in Austria. New York, The John Day company, 1930. xix, 226 p. tables, charts. 8°.

A picture of the Austrian school reforms undertaken after the war and of the condition of the schools at the close of the year 1929. The reforms were great, rapid, and unusually successful; the account is well written and accurate.

2050. Germany. Hochschulverwaltungen. Deutsche hochschulstatistik. Mit textlichen erläuterungen und graphischen darstellungen. Band 5, Sommerhalbjahr, 1930. Berlin, Struppe & Winckler, 1930. vi, 108 p.

A comprehensive statistical study of the attendance at German institutions of university rank during the summer semester of 1930.

2051. Köhler, Wolfgang. Gestalt psychology. New York, Horace Liveright, 1929. x, 403 p. illus. 8°.

The author writes of his book as "the incomplete portrait of an incomplete thing". An account of a psychological theory that has made much progress in Europe, particularly in the Germanic countries.

2052. Nydahl, Jens. Das Berliner schulwesen. Berlin, Wiegandt & Grieben, 1928. 607 p. illus., tables, charts.

A comprehensive descriptive and statistical survey of the schools of Berlin for the years 1920 to 1928.

2053. Oktavec, Frank L. The professional education of special men teachers of physical education in Prussia. New York city, Bureau of publications, Teachers college, Columbia university, 1929. 112 p. 8°.

This is a history and an analysis of physical education in Prussia. The author has given us a good comparison of German education before the War and after. Quite a detailed account of the preparation undergone by athletic instructors in Germany is given.

GREAT BRITAIN

2054. Dawson, W. T. Medical education in England. Journal of the association of American medical colleges, 5: 222, July 1930.

A brief account of medical education in England, written by an American.

2055. Great Britain. Board of education. Education in 1929, being the report of the Board of education and the statistics of public education for England and Wales. London, H. M. S. office, xii, 214 p. 4°.

The regular official annual survey of education in England and Wales.

2056. — Secretary of State for the colonies. Colonial office conference, 1930. Appendices to the summary of proceedings. London, H. M. S. office, 1930. 188 p. tables. 4°.

Contains much valuable information about the educational policies for the colonies.

2057. Norwood, Cyril. The English tradition of education. London, John Murray, 1929. viii, 340 p. 8°.

Written by a headmaster of an English school. Gives a short survey of the traditions and discipline to which the English youth is subjected, and the goal to which he aspires.

2058. Rusk, Robert Robertson. The training of teachers in Scotland. Edinburgh, The Educational institute of Scotland, 1928. iii, 159 p.

This book is a digest of reports of the various educational societies of Scotland, namely, The Society in Scotland for propagating Christian knowledge, The Glasgow infant school society and the Training of teachers, Glasgow educational society, The Church of Scotland, and The free Church of Scotland. Quotes education acts with reference to universities.

See also no. 1805.

HUNGARY

2059. Baranyai, Elizabeth H. Some educational features of the Hungarian high schools. School of education journal, University of Pittsburgh, 6: 17, September 1930.

A brief descriptive account of secondary schools in Hungary.

2060. De Felsödriethoma, A. Pettko-Szandtner. Child protection by the Royal Hungarian state. Budapest, Royal Hungarian board of public welfare and labour [1930] 28 p. illus. 8°.

Description of the provisions for child care, a list of the institutions devoted to it, and many illustrations.

INDIA

2061. Bombay Presidency. Report on public instruction in the Bombay Presidency, for the year 1927-28. Bombay, Government central press, 1930. 221 p. tables.

2062. ——— Supplement to the Report on public instruction in Bombay for 1927-28. 1930.

These two volumes constitute the official, annual report on education in Bombay.

2063. Education in India in 1927-28. Calcutta, Government of India central publication branch, 1930. 72 p. 8°.

An official, descriptive and statistical survey of education in India for the year 1927-28.

2064. Fawcus, G. E. Note on education at Jamshedpur in Bihar and Orissa. Calcutta, Government of India central publication branch, 1930. 8 p. map, charts.

An account of education in a small but unimportant town that owes its existence almost entirely to a steel works.

2065. Progress of education in India, 1922-27. Vols. I. & II. Ninth quinquennial review. London, H. M. S. office, 1929. 2 v. tables, charts. 4°.

These two volumes constitute the regular official quinquennial review of education in India.

2066. Indian statutory commission. Interim report ... (Review of the growth of education in British India by the auxiliary committee appointed by the commission) September, 1929. London, H. M. Stationery office, 1929. xxxiii, 401 p.

The report of a careful survey of education in India with respect to political and constitutional conditions and potentialities of progress.

2067. Madras. Educational department. Report on public instruction in the Madras presidency for the year 1928-29. Volume I. Madras, Government press, 1930. 62 p. front., addendum. 8°.

The official, annual review of education in Madras.

2068. Rice, C. Herbert. A Hindustani Binet-performance point scale, with a comparison of the intelligence of certain caste-groups in the Panjab. London, Oxford university press, 1929. x, 196 p. illus., tables, graphs.

Reports the results of an attempt to develop and standardize in the Urdu and Panjabi languages an intelligence test that will be reliable for use in certain sections of India.

JAPAN

2069. Japan. Department of education. Fifty-third annual report of the minister of state for education for 1925-1926. Translated and published by the Department of education, Tokyo, 1930. iii, 484 p. graphs. 8°.

The official annual report on education in Japan.

2070. ——— A general survey of education in Japan. Tokyo, Department of education, 1930. 65 p. illus., tables. 8°.

A brief popular description of education in Japan.

2071. The American school in Japan. School catalogue, 1929-30. Tokyo. 32 p. illus.

A description of the only American school in Japan whose primary purpose is to train the children of Americans resident there in much the same way that they would be trained if they were in the United States.

NETHERLANDS

2072. Netherlands. Central bureau of statistics. Statistics of education, 1928. Weltevreden Department of agriculture, industry and commerce. 1929. 153 p. (Bulletin of the Central bureau of statistics, no. 72)

2073. — Algemeen verslag van het onderwijs in Nederlandsch-Indië over 1928. Grafieken. Weltevreden, Repr. Bedrijf Top., Dienst. [1929] 53 p.

2074. — Algemeen verslag van het onderwijs in Nederlandsch-Indië over 1928. Eerste deel; tekst. Weltevreden, Landsdrukkerij, 1930. 177 p., illus., tables.

The three volumes listed above give the statistics, graphs, and general description of education in the Netherlands Indies for the year 1928.

SOUTH AMERICA

2075. Ecuador. Ministro de instrucción pública, bellas artes, etc. Informe * * * presenta a la nación en 1930. Quito, Talleres Tipográficos Nacionales, 1930. 281 p. illus., tables, graphs, maps.

The official report of the Ministry of public instruction to the people of Ecuador.

2076. República del Paraguay. Dirección general de escuelas. Memoria * * * sobre el estado de la instrucción primaria y normal correspondiente al año de 1929. Asunción, Imprenta nacional, 1930. 193 p.

The official report on primary and normal instruction for the year 1929.

2077. Rodrigues, Joao L. Um retrospecto. Alguns subsídios para a história pragmática do ensino público em S. Paulo. São Paulo, Instituto D. Anna Rosa, 1930. 446 p. illus.

A report on the normal school of São Paulo, written for its 50th anniversary.

SOVIET RUSSIA

2078. Hoodnitzkaya, Sinaida. Soviet children and their schools. Progressive education, 7: 287-93, October 1930.

Miss Hoodnitzkaya shows in an interesting way the modern educational trends in Russia.

2079. Pinkevitch, Albert P. The new education in the Soviet republic. Translated under the auspices of the International Institute, Teachers college, Columbia university, by Nudia Perlmutter * * * Edited by George S. Counts * * * New York, The John Day company [1929] xiii, 403 p. tables, diagrams. 8°.

The author of this book, who is president of the Second state university of Moscow, presents the principles, pedagogical, psychological, biological and social, upon which the Soviet system of education is based, and the organization and methods by which its objectives are accomplished.

2080. School teachers and scholars in Soviet Russia. With a foreword by W. T. Goode. London, Williams and Norgate, Ltd., 1929. xiv, 82 p. front., illus. 8°.

The report of delegation and a special investigator sent to the Soviet Union by the Teachers' labor league of England. Its accuracy is attested by an Englishman who had connections with Russian education over a considerable number of years.

2081. Zenzinov, V. Les enfants abandonnés en Russie Soviétique. Paris, Librairie Plon, 1929. ix, 251 p. illus.

An account of the abandoned children that were so difficult a problem in the Soviet Union for several years after the revolution.

MISCELLANEOUS

2082. Brooks, Robert C. Civic training in Switzerland. Chicago, The University of Chicago press [1930] xxi, 438 p. 8°.

This is volume VI of the series, *Studies in the making of citizens*; the other volumes in the series are: Civic training in Soviet Russia; Great Britain. The dissolution of the Hapsburg monarchy; the Duk-Duks; Making fascists; The United States; Germany; Civic attitudes in American school textbooks; and Comparative civic education. All volumes are obtainable from the University of Chicago press.

2083. Canada. Dominion bureau of statistics. Annual survey of education in Canada, 1928. Ottawa, F. A. Acland, 1930. xliii, 225 p. tables.

The annual, official descriptive and statistical survey of education in Canada. The series was begun with a historical statistical survey of education in Canada in 1921, and has been continued annually since that date.

2084. Cate, B. Ten Bruggen en De Buck, H. De Rijks universiteit te Groningen. Groningen, J. B. Wolters, 1930. 117 p. illus.

A popular finely illustrated description of the University at Groningen, Holland.

2085. New Zealand. Minister of education. Report ... for the year ending December 31, 1929. Wellington, W. A. G. Skinner, 1930. 8 v.

Published in separate volumes and includes the report of the minister; primary education; education of native children; child welfare, state care of children, etc.; manual and technical education; secondary education; higher education; and teachers' superannuation fund. The report is largely narrative and statistical.

2086. Poland. Ministry of religious cults and public instruction. General information concerning the state of elementary schools in Poland in the school year 1925-26. Warsaw, 1928. 134 p. maps, tables.

An official report, largely statistical, giving authentic information about elementary education.

2087. Rebhann, Andreas und Hevler, Viktor. Lehrplane für die deutschen mittelschulen der Czechoslovakischen republik. Prague, Staatliche Verlagsanstalt, 1929. 62 p.

The plan of studies for the German middle schools in Czechoslovakia.

2088. République Tchecoslovaque, Office de statistique. Enseignement dans la République Tchecoslovaque au cours de l'année scolaire 1926/27. Prague, Office de statistique, 1928. (IX Année, numeros 8-9, p. 46-60)

2089. ——— Écoles primaires dans la République Tchecoslovaque d'après l'état au 31 octobre, 1927. IX^e Année, numero 58, p. 412-418)

2090. ——— Enseignement dans la République Tchecoslovaque au cours de l'année scolaire, 1927/1928. (X^e Année, numeros 34-35, p. 239-254)

2091. ——— Écoles professionnelles et complémentaires au cours de l'année scolaire, 1928/1929. (XI^e Année, numeros 18-20, p. 143-172)

Official statistical reports on education in Czechoslovakia. These are excerpts of larger reports issued by the Office of statistics.

2092. Royaume de Bulgarie. Direction générale de la statistique. Statistique de l'enseignement dans le royaume de Bulgarie. Année scolaire 1925/1926. Sofia, Imprimerie de l'État, 1930. 7, 149 p. tables.

The latest official statistical report on education in Bulgaria.

The following listed series of reports on education in the British colonies, none of which have responsible governments, are all of much the same type; narrative, descriptive, and statistical accounts of education for the year are given:

2093. **Colony of the Bahamas.** Board of Education. Annual report, 1919. Nassau, Nassau Guardian, Ltd., 1930. 14 p.

2094. **Barbados.** Reports, etc., of the Education department, 1928. Barbados, T. E. King & company, 1929. 106 p.

2095. **Basutoland.** The annual report of the Director of education for the year 1929. [1930] 28 p.

2096. **British Guiana, Education department.** Report of the Director of education for the year 1929. Georgetown, "The Argosy" company, Ltd., 1930. 33 p.

2097. **Falkland Islands.** Report on education in the colony for the year 1928. Stanley, 1929. 4 p.

2098. **Federated Malay states.** Annual report on education for the year 1928. Kuala Lumpur, Federated Malay states, Government press, 1929. 36 p.

2099. **Fiji education department.** Report on education for the year 1928. Suva, J. J. McHugh, 1929. 17 p.

2100. **Colony of the Gambia.** Annual report of the Superintendent of education for the year 1929. Bathurst, Government printer, 1930. 26 p.

2101. **Gold Coast colony.** Annual report of the Education department for the year 1928-1929. Accra, Government printing office, 1929. 27 p. chart.

2102. **Grenada.** Annual report on the Education department for the year 1928. Granada, Government printing office, 1929. 17 p.

2103. **Kenya, Colony and protectorate of.** Educational department. Annual report, 1929. Nairobi, The Government press, 1930. 23 p.

2104. **Leeward Islands.** Report on the Education department for the year ended March 31, 1929. Antigua, S. Coleridge Carmichael, 1929. 14 p. Appendices. A-E.

2105. **Malta.** Report on the elementary schools department for 1928-1929. Valletta, Malta Government gazette, 1929. vii. p.

2106. **Mauritius colony.** Annual report on primary education. 1928.

2107. **Nigeria.** Annual report on the Education departments, Northern and Southern provinces, for the year 1929. Lagos, Government printer, 1930. 70 p.

2108. **Northern Rhodesia Government.** Annual report of the Director of European education for the year 1929. 21 p.

2109. **Southern Rhodesia.** Report of the Director of Education for the year 1929. Salisbury, The Government printer, 1930. 29 p.

2110. **Saint Lucia.** Annual report of the inspector of schools on the education department, 1928. Castries, The Government printer, 1929. 26 p.

2111. **Saint Vincent.** Report on the elementary schools for the year 1928-1929. Kingstown, Government printer, 1929. 22 p.

2112. **Seychelles colony.** Annual report on education for the year 1929. Government printing office, 1930. 21 p.

2113. **Sierra Leone.** Annual report of the Education department for the year 1928. Freetown, Government printing office. 1929. 31 p.

2114. **Straits Settlements.** Annual report on education for the year 1928. Supplement to the Government gazette, Friday, July 5, 1929. 46 p.

2115. **Sudan Government.** Annual report of the Education department. 1929. McCorquodale & Co., Ltd., 1930. 99 pp. maps.

2116. **Tanganyika Territory.** Annual report of the Education department. 1929. Dar es Salaam, The Government printer (1930). 56 p.

2117. **Trinidad and Tobago.** Education. Administration Report of the Director of education for the year 1928. Trinidad, The Government printer, 1929. 31 p.

2118. **Uganda Protectorate.** Annual report of the Education department for the year ended 31 December, 1928. Entebbe, The Government printer, 1929. 26 p.

2119. **Zanzibar Protectorate.** Annual report of the Education department. Zanzibar, The Government printer, 1930. 56 p.

Material in Foreign Educational Periodicals

2120. **Baxter, T. V. T.** A post-certificate commercial course. *Journal of education* (London), 62: 884-86, December 1, 1930.

Discussion of commercial courses on secondary school levels in England and the United States.

2121. **Blake, Thomas.** What does the public want? *Scottish educational journal*, 13: 1306, 1337, December 12-19, 1930.

A discussion of the proposal to raise the school-leaving age, and the nursery schools.

2122. An education problem. *Scottish educational journal*, 13: 1344, December 19, 1930.

Deals with the increase of students at the universities and teacher-training centers in Scotland.

2123. Education at the British association. *School government chronicle and education authorities gazette*, 123: 60-63, September 1930.

A report on the education discussions at the meeting of the British association for the advancement of science.

2124. **Millet.** L'Ecole populaire allemande (Die folkschule). *L'Enseignement public*, 104: 233-47, Octobre 1930.

A French view of the folk schools of Germany.

2125. **Neill, A. S.** Scottish schools. *Scottish educational journal*, 13: 1160, November 7, 1930.

A discussion of new movements in education as related to Scotland.

2126. The new bill. *School government chronicle and education authorities gazette*, 123: 122-24, November 1930.

Gives the text of the bill for raising the school-leaving age in England to 15; the explanatory memorandum; and comments by different persons.

2127. **Parker, G. B.** Secondary school teachers and examination policies. *Journal of education* (London), 62: 815-17, November 1, 1930.

Discusses the examination system used in the secondary schools of England.

2128. **Percy, Eustace, Lord.** A policy of higher education. *Journal of education* (London) 62: 743, 744, October 1, 1930.

An address before the educational science section of the British association for the advancement of science, at Bristol, 1930.

2129. *The secondary curriculum.* Scottish educational journal, 13: 1312 December 12, 1930.

Deals with the report of the commission investigating over-pressure in French secondary schools.

2130. *Shelley, A. G. Rabindranath Tagore and education in Russia.* Scottish educational journal, 13: 1309, December 12, 1930.

Gives Dr. Tagore's views of education in the Soviet Union as he saw it on his visit there.

2131. *Voiron, V. et Jacob. Loi allemande et loi française en matière de fréquentation scolaire.* L'Enseignement public, 104: 323-44, Novembre 1930.

Compares the German and French laws for compulsory school attendance both historically and as to present status.

PROCEEDINGS OF ASSOCIATIONS, REPORTS, AND OFFICE OF EDUCATION PUBLICATIONS

Martha R. McCabe

2132. *American alumni council.* Report of the seventeenth annual conference. The 1930 convention held at Amherst, Massachusetts, with the colleges of the Connecticut valley as hosts, May 1 to 3, 1930. Ithaca, N. Y., American alumni council, 1930. 344 p. illus. 8°.

Contains: 1. J. G. Olmstead: The achievements of alumni associations, p. 24-41. 2. W. B. Shaw: Recent progress in alumni education, p. 42-53. 3. Ernest M. Hopkins: The college and the alumni, p. 54-70. 4. Mary E. Woolley: The relation of the alumni and the college, p. 97-101. 5. William A. Neilson: American college thinking, p. 102-9. 6. W. B. Okeson: Insurance and college financing, p. 110-15. 7. David McCord: The Harvard alumni fund, p. 116-25. 8. Mrs. Frank H. Teagle: The Smith alumnae fund, p. 126-31; Discussion: 132-47. 9. L. C. Boocbever: An intercollegiate fund effort, p. 148-54. 10. R. W. Thatcher: The agricultural college, p. 156-62. 11. Eric P. Kelly: The magazine awards, p. 163-70. 12. Frank W. Scott: Some aspects of the alumni magazines, p. 171-79. 13. Charles E. Rush: The library alumni link, p. 180-89.

Annual business meeting and discussions, bibliographies, etc., also are included in this report.

2133. *American association of workers for the blind.* Proceedings of the thirteenth biennial convention. Lake Wawasee, Ind., The Association, 1929. 233 p. 8°. (Stetson K. Ryan, secretary, Hartford, Conn.)

Contains: 1. Walter G. Holmes: Things yet to be done by and for the blind, p. 25-34. 2. C. L. Minor: Prevention, the responsibility of an agency for the blind, p. 34-41. 3. Roll call of agencies rendering national service for the blind, p. 42-44. 4. O. H. Burritt: Qualifications of an executive in work for the adult blind, p. 84-93. 5. J. T. Hooper: Placing the young graduate in society and industry, p. 120-29. 6. Harriet E. Totman: The social handicaps of blindness, p. 129-39. 7. E. A. North: Practical problems with the mentally abnormal, p. 139-45. 8. W. W. Nichol: Fitting blind teachers to conduct group-piano classes, p. 146-49. 9. Curtis S. Williams: Supervised recreation, p. 149-52.

2134. *American federation of teachers.* Report of the proceedings of the fourteenth annual convention . . . held at Memphis, Tennessee, June 29-July 3, 1930. Chicago, Ill., American federation of teachers, 1930. 133 p. 8°.

Contains: Discussions concerning the social education of teachers; social program and outlook of the American federation of teachers; financial stability for schools—to insure; social significance of Southern organization movement; organization; and positive health in public schools.

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2135. **American home economics association.** Proceedings of the twenty-third annual meeting, Denver, Colorado, June 24 to 28, 1930. Bulletin of the American home economics association, 13: 1-100, September 1930.

Contains: Council meetings, p. 1-56. Association business meetings, p. 57-67. Executive committee meetings, p. 68-77. Affiliated associations, p. 78-92. Officers and committees, p. 93-98.

2136. **American library association.** Proceedings of the fifty-second annual conference. Grand Canyon, Arizona, Saturday, June 21, 1930; Los Angeles, California, June 23-28, 1930. Chicago, Ill., American library association, 1930. 586 p. 8°. (Carl H. Milam, secretary, 520 North Michigan Avenue, Chicago, Ill.)

Contains the addresses delivered at the general sessions, and the proceedings of the round tables, sectional meetings, etc. Addresses and papers given are as follows:

1. Andrew Keogh: Scholarship in library work, p. 307-9. 2. Orra E. Monnette: Address of welcome, p. 308-14. 3. Milton J. Ferguson: County libraries as California sees them, p. 314-18. 4. Althea Warren: Public libraries in California, p. 318-22. 5. Nathan van Patten: College and university libraries in California, p. 322-26. 6. Ella S. Morgan: California school libraries, p. 326-28. 7. Max Farrand: The Huntington library, p. 328-32. 8. Robert G. Sproul: The place of the library in higher education, p. 332-38. 9. Levering Tyson: Two new aspects of adult education--alumni and radio education, p. 338-48. 10. Ralph Munn: The social significance of library work with children, p. 348-52. 11. Everett Dean Martin: The library as an agency for civilization, p. 352-57.

2137. **California. Public school business association of the State of California.** Proceedings of the third annual convention, Palace Hotel, San Francisco, March 13-15, 1930. 143 p. 8°. (Wm. H. Cox, Jr., secretary, Alameda, Calif.)

Contains: 1. W. E. Whalin: Business management a necessity in a modern school system, p. 18-22. 2. W. A. Morgan: Simplification of business administration through combination of district, p. 26-31; discussion, p. 31-36. 3. Leonard S. Leavy: The purchasing of school supplies, p. 44-49; discussion, p. 49-51. 4. H. H. Baskerville: The public-school accounting system, p. 51-64; discussion, p. 64-66. 5. M. B. Phillips: Report of special committee for study of budget forms and annual reports, p. 67-68. 6. Emma L. Noonan: The continuing census as it has operated in San Francisco, p. 85-90; discussion, p. 90-92. 7. S. H. Beckett: Protection of the school district by insurance, p. 92-101; discussion, p. 101-106. 8. John W. Rogers: The San Francisco city employees' retirement system, p. 106-13. 9. Roy T. Granger: Developments in material for visual aids to instruction, p. 114-20. 10. N. Bradford Trenham: Economics which might be effected through public school business administration, p. 123-31; discussion, p. 131-34.

2138. **Carnegie foundation for the advancement of teaching.** Twenty-fourth annual report of the president and of the treasurer. New York city, The Foundation, 1929. 204 p. tables, diagrs. 4°.

Contains: Proceedings of the trustees and of the executive committee, the work of the year, the social philosophy of pensions with a review of existing pension systems for professional groups, educational inquiry, and pension systems and pension legislation.

2139. **Classical association of New England.** Report of the twenty-fifth annual meeting, Yale university, New Haven, Conn., April 4 and 5, 1930. [New Haven, Conn., Yale university, 1930] 25 p. 8°. (Mury R. Stark, Girls' Latin school, Boston, Mass., secretary)

Contains list of new officers, reports of committees, brief report of program, and a list of the members, the honorary members, the ex-officio members, as well as a list of those in attendance at the meeting.

2140. **Franciscan educational conference.** Report of the twelfth annual meeting, Herman, Pa., June 30th, July 1st, 2nd, 1930. . . . Published by the Conference. Brookland, Washington, D. C., Capuchin college, 1930. 202 p.

front. 8°. (The Franciscan educational conference, vol. xli, no. 12, November 1930)

Contains: 1. James O'Mahony: The Franciscan school of philosophy, p. 1-17. 2. Gerard Schmalz: Coordination of the various parts of philosophy, p. 18-40. 3. Claude Mindorff: Teaching the history of philosophy, p. 42-49. 4. Edwin Dorzweller: How can we vitalize our course of philosophy and make it meet contemporary modes of thought? p. 50-63. 5. Bernard Vogt: Methods in teaching philosophy, p. 64-71. 6. Hubert Vecchierello: The correlation of science and philosophy, p. 72-91. 7. James Van der Veldt: The value of empirical psychology, p. 92-104. 8. Cyprian Mensing: The philosophy curriculum, p. 105-16. 9. Cyprian Emanuel: The social sciences in our course of philosophy, p. 117-53. 10. David Baler: Theodicy and ethics, p. 154-64. 11. John Baptist Schunk: The teaching of epistemology, p. 165-84. 12. Cuthbert Dittmeier: The teaching of ontology, p. 185-961.

2141. General education board. Annual report ... 1928-1929. New York city, General education board [1930] 113 p. 12°.

Contains: College education, p. 7-13. Public education, p. 13-18. Negro education, p. 23-37. Activities for the year 1928-1929, p. 51-83.

2142. High school principals' conference. Proceedings of the high school principals' conference held at Indiana university, November 22 and 23, 1929. Bloomington, Indiana university, school of education, Bureau of cooperative research, 1930. 51 p. 8°. (Bulletin of the School of education, Indiana university, vol. vi, no. 3, January, 1930.)

Contains: 1. L. A. Pechstein: Critical aspects of adolescent psychology, abstract, p. 5-6. 2. Marie Thurston: Social guidance of girls in the junior high schools, p. 7-13. 3. D. H. Vass: Creative activity: a way to citizenship, p. 16-23. 4. H. L. Smith: European practices in the reorganization of adolescent education, p. 24-34. 5. W. S. Forney: Articulation of junior and senior high schools, p. 35-37. 6. Hugh E. Vandivier: Administrative organization and articulation of junior and senior high schools, p. 38-40. 7. Paul Addison: The junior high school curriculum, p. 41-44. 8. Alza A. Brewer: Extracurricular activities in the junior high school, p. 45-49.

2143. Indiana. University. School of education. Bureau of cooperative research. Seventeenth annual conference on educational measurements, held at Indiana university, April 18 and 19, 1930. Bloomington, Indiana university, 1930. 103 p. tables, diagrs. 8°. (Bulletin of the School of education, Indiana university, vol. vi, no. 5, May 1930)

Contains: 1. W. W. Patty: Developing standards for and measuring results of administrative activities in high school, p. 10-22. 2. G. T. Buswell: Types of diagnostic studies in arithmetic—abstract, p. 23-25. 3. ——— The growth of concepts of technical terms in arithmetic—abstract, p. 26-29. 4. Clifford Woody: Some investigations resulting from the testing program in arithmetic, p. 30-49. 5. ——— Impressions of the German school system, p. 50-63. 6. Carl G. F. Franzén: Enrollment by subjects in North central association high schools in Indiana, the first semester, 1929-30, p. 64-72. 7. H. H. Remmers: Are our secondary schools improving? p. 73-84. 8. Clifford Woody: Diagnostic and remedial instruction in reading factors conditioning the reading process, p. 85-101.

2144. International council of religious education. Yearbook, 1930. Reports, minutes, and directory. Chicago, The International council of religious education, 1930. 281 p. 8°.

Contains: Officers, committees and reports, p. 5-129; Minutes of annual meeting, p. 133-200; Directory, p. 202-57.

2145. National association of deans and advisers of men. Secretarial notes for the twelfth annual conference held at Fayetteville, Arkansas, May 1, 2, and 3, 1930. Lawrence, Kans., The association, 1930. 118 p. 8°.

Contains: 1. W. L. Sanders: Reaching the fraternity through interfraternity, p. 10-15. 2. V. M. Williams: Constructive probation as a substitute for hell week, p. 15-24. 3. J. A. Bursley: A critical estimate of results under various rushing systems, p. 24-35. 4. J. L. Rollins: Effective housing and the deans of men, p. 35-43. 5. A. L. Trout: Some basic problems in dormitory planning, p. 43-49. 6. A. T. Remick: Fraternity house architecture, p. 49-53. 7. Stanley Coulter: The university atmosphere or unconscious education, p. 53-61. 8. E. E. Nicholson: The dean of men as a constructive factor on the campus,

p. 62-64. 9. D. H. Gardner: What makes a dean of men acceptable to students? p. 64-74. 10. E. J. Miller: Improving the conduct and management of social affairs, p. 74-79. 11. Fred Turner: Office staff, records, and organization in the dean of men's office, p. 80-83. 12. C. R. Melcher: Does religion play a part nowadays as a guidance factor in student behavior? p. 85-88; discussion, p. 89-92. 13. James W. Armstrong: The future of our work, p. 92-98. 14. U. G. Dubach: What part should a dean of men play in educational affairs? p. 99-101; discussion, p. 101-6. 15. Official roster of attendance, p. 111.

2146. National association of public school business officials. Proceedings of the Nineteenth annual meeting . . . New Orleans, La., May 20th, 21st, 22d, 23d, 1930. Trenton, N. J., Harrison press, inc., printers, 1930. 209 p. front., illus., tables. 8°.

Contains papers and addresses dealing with school finance, school building, systems of accounting, care and sanitation of schoolhouses, janitorial work, cooperation of superintendent and business manager, etc.

2147. National education association of the United States. Proceedings of the sixty-eighth annual meeting held at Columbus, Ohio, June 28-July 4, 1930. Volume 68. Washington, D. C., The National education association, 1930. 1152 p. tables, diagrs. 8°.

Contains: *General sessions*. 1. William O. Thompson: Ideals in American education, p. 17-24. 2. W. A. Sutton: What the schools can do in character and religious education, p. 24-31. 3. R. J. Condon: What the home can do in character and religious education, p. 32-37. 4. William F. McDowell: What the Church can do in character and religious education, p. 37-41. 5. Myers Y. Cooper: Address of welcome, p. 41-42. 6. E. Ruth Pyrtle: Vital values in education, p. 44-48. 7. Paul Dengler: Education for world community, p. 48-54. 8. Mrs. A. H. Reeve: Through the looking glass, p. 58-64. 9. Ida O. Rudy: International good will, p. 64-67. 10. John Callahan: The teacher's job, p. 68-71. 11. Clare Soper: How to promote international education, p. 75-78. 11(a). George D. Strayer: A redefinition of the concept of equality of opportunity in education, p. 78-82. 12. Florence E. Allen: The international point of view as a vital value in education—progress with teachers, p. 82-87. 13. Walter E. Siders: Education for world improvement, p. 91-92. 14. M. C. Clark: Thumb prints, p. 97-103. 15. Agnes Samuelson: Educating everybody for living, p. 103-8. 16. E. H. Lindley: The revival of personality, p. 115-21. 17. R. G. Jones: The great adventure, p. 121-25. 18. U. S. Grant, III.: George Washington bicentennial celebration, p. 126-29. 19. Ira E. Robinson: Educational obligations of the broadcaster, p. 145-50. 20. R. S. Lambert: The use of radio in the development of international understanding, p. 150-51. 21. W. E. Givens: Progressive teachers, p. 152-55. 22. William John Cooper: Pioneering again, p. 156-63. 23. John H. Finley: Interdependence, p. 163-68.

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2148. National league of nursing education. Proceedings of the thirty-sixth annual convention, held at Milwaukee auditorium, Milwaukee, Wisconsin, June 9-14, 1930. New York, N. Y., National headquarters, 1930. 287 p. 8°.

Contains: 1. Adda Eldredge: Effect of legislation on schools of nursing, p. 52-56. 2. May Ayres Burgess: Distribution of nursing service, p. 79-84. 3. Roy W. Bixler: Selection of students for college, p. 105-12. 4. Florence K. Root: Student adjustment, p. 112-20. 5. Claribel Wheeler: The selection of students for schools of nursing and problems of adjustment, p. 120-29. 6. T. L. Torgerson: Objective methods in classroom tests, p. 130-38. 7. Margene O. Faddis: The use of pre-testing in the nursing school curriculum, p. 138-45. 8. Edith M. Potts: Testing the outcomes of our clinical teaching, p. 145-52. 9. Marian Rottman: The responsibilities and problems of the school receiving affiliating students, p. 152-58. 10. Carrie M. Hall: The responsibilities and problems of the school sending affiliating students, p. 158-62. 11. Adda Eldredge: The responsibilities of State boards of nurse examiners in requiring affiliations, p. 163-65. 12. Clarence S. Yoakum: Recent conceptions in education, p. 166-76. 13. Stella Goostrey: The community and nursing education, p. 176-83. 14. W. H. Burton: The general functions and organization of supervision, p. 183-93. 15. Mary M. Marvin: Supervision in clinical instruction, p. 193-200. 16. Maude B. Muse: The problem of selecting applicants for schools of nursing, p. 206-10. 17. List of members, p. 223-33.

2149. National society for the prevention of blindness. Proceedings of the 1929 annual conference, St. Louis, Missouri, November 11-13, 1929 . . . New York, N. Y., National society for the prevention of blindness, Inc. [1930] 201 p. 8°. (Publication 65)

Contains: Co-operative relationship in the field of prevention of blindness, p. 3-48. Conserving vision in industry, p. 53-82. 3. Social hygiene in relation to prevention of blindness, p. 87-101. 4. Vision justice for the young child, vision testing in pre-school child, teaching eye-hygiene in the classroom, etc., p. 173-96.

2150. Society for the promotion of engineering education. Board of investigation and coordination. Report of the investigation of engineering education, 1923-1929. Accompanied by a supplemental report on technical institutes, 1928-1929. Lancaster, Pa., Lancaster press, inc., 1930. vol. 1. Ill, 1039 p. tables, diagrs. 8°. (F. L. Bishop, University of Pittsburgh, Pa., secretary)

Volume 1 of a 2-volume report. Contains preliminary report and report proper; with various bulletins on the curriculum; engineering students, admissions and eliminations; graduates; teaching personnel; costs of activities; engineering degrees; evolutionary trends; cooperative method; placement examinations; comparative engineering education in Europe and the United States; etc.

2151. World conference on adult education, Cambridge, 1929. [Proceedings of the First world conference on adult education, August 22nd-29th, 1929] London [England] World association for adult education, 1930. 566 p. 12°. (Miss Dorothy W. Jones, secretary)

OFFICE OF EDUCATION: RECENT PUBLICATIONS.

2152. An age-grade study of 7,632 elementary pupils in 45 consolidated schools. By D. T. Blose, principal statistical assistant, and Timon Covert, specialist in school finance, Office of education. Washington, United States Government printing office, 1930. 20 p. 8°. (Pamphlet no. 8, June, 1930)

2153. Annual report of the Commissioner of education to the Secretary of the interior for the fiscal year ended June 30, 1930. Washington, United States Government printing office, 1930. 47 p. 8°.

2153A. Bibliography of research studies in education: 1928-1929. Prepared in the Library division by Edith A. Wright. Washington, United States Government printing office, 1930. 308 p. 8°. (Bulletin, 1930, no. 23)

2154. Bibliography on junior colleges. By Walter Crosby Eells. Washington, United States Government printing office, 1930. 167 p. 8°. (Bulletin, 1930, no. 2)

2155. Biennial survey of education, 1926-1928. Washington, United States Government printing office, 1930. 1229 p. 8°.

2156. College and university extension helps in adult education, 1928-1929. By L. R. Alderman. Washington, United States Government printing office, 1930. 64 p. 8°. (Bulletin, 1930, no. 10)

2157. County library service to rural schools. By Edith A. Lathrop, assistant specialist in school libraries. Washington, United States Government printing office, 1930. 53 p. illus. 8°. (Bulletin, 1930, no. 20)

2158. Digest of legislation providing federal subsidies for education. By Ward W. Keesecker. Washington, United States Government printing office, 1930. 52 p. 8°. (Bulletin, 1930, no. 8)

2159. Education of crippled children. By Arch O. Heck. Washington, United States Government printing office, 1930. 57 p. 8°. (Bulletin, 1930, no. 11)

2160. A graphic presentation of statistics of illiteracy by age groups. By James F. Abel. Washington, United States Government printing office, 1930. 14 p. 8°. (Pamphlet no. 12, April 1930)

2161. Health education publications. Washington, United States Government printing office, May 1930. 8 p.

2162. Home economics instruction in higher institutions, including universities, colleges, teachers' colleges, normal schools and junior colleges, 1928-29.

By Emeline S. Whitcomb and Andrew H. Gibbs. Washington, United States Government printing office, 1930. 23 p. 8°. (Pamphlet no. 3, March 1930).

2163. Housing and equipping the Washington child research center. By Mary Dabney Davis, specialist in Nursery-kindergarten-primary education, Office of education, and Christine Helmig, director of nursery school, Washington child research center. Washington, United States Government printing office, 1930. 24 p. illus. 8°. (Pamphlet no. 13, August, 1930)

2164. Kindergarten—primary education. A statistical and graphical study. By Mary Dabney Davis, specialist in Nursery-Kindergarten-Primary education. Washington, United States Government printing office, 1930. 41 p. 8°. (Bulletin, 1930, no. 30)

2165. Land-grant colleges and universities. Year ended June 30, 1929. By Walter J. Greenleaf, associate specialist in higher education. Washington, United States Government printing office, 1930. 87 p. 8°. (Bulletin, 1930, no. 28)

2166. Legal status of Bible reading and religious instruction in public schools. By Ward W. Keesecker. Washington, United States Government printing office, 1930. 29 p. 8°. (Bulletin, 1930, no. 14)

2167. List of educational research studies in city school systems, no. 1. Prepared in the Library division, Edith A. Wright, comp. Washington, United States Department of the Interior, 1930. 85 p. mimeographed. (Circular no. 18, August, 1930)

2168. National advisory council on school building problems. Its organization, purposes, and methods. By Alice Barrows, specialist in school building problems. Office of education. Washington, United States Government printing office, 1930. 28 p. 8°. (Pamphlet no. 7, July, 1930)

2169. National ministries of education. By James F. Abel, chief, Division of foreign school systems, Office of education. Washington, United States Government printing office, 1930. 158 p. tables. 8°. (Bulletin, 1930, no. 12)

2170. Nature study. Washington, United States Government printing office, 1930. 9 p. 12°. (Reading course, no. 35)

2171. Notes on the Oregon trail; arranged as new materials of instruction in geography, civics, and history for elementary schools. By Florence C. Fox, associate specialist in elementary education, Office of education. Washington, United States Government printing office, 1930. 48 p. illus. 8°. (Bulletin, 1930, no. 27)

2172. Procedure in supervision. Abstracts of selected papers presented at the Fourth conference on rural school supervision in the Southern states, called by Wm. John Cooper, Commissioner of education, at Nashville, Tenn., December 16 and 17, 1929. Prepared in the Division of special problems, Office of education, Katherine M. Cook, chief. Washington, United States Government printing office, 1930. 22 p. 8°. (Pamphlet no. 9, June, 1930)

2173. Publications available September, 1930. U. S. Department of the Interior, Office of education. Washington, United States Government printing office, 1930. 29 p. 8°.

2174. Record of current educational publications, October-December, 1929, with index for the year 1929. Compiled by Martha R. McCabe. Washington, United States Government printing office, 1930. 70 p. 8°. (Bulletin, 1930, no. 4)

2175. Record of current educational publications. Comprising publications received by the Office of education January-March, 1930. Compiled by Martha R. McCabe, acting chief, Library division. Washington, United States government printing office, 1930. 46 p. 8°. (Bulletin, 1930, no. 15)
2176. Record of current educational publications, comprising publications received by the Office of education April-June, 1930. Compiled by Martha R. McCabe, acting chief, Library division. United States Government printing office, 1930. 49 p. 8°. (Bulletin, 1930, no. 32)
2177. Rural school consolidation. A decade of school consolidation with detailed information from 195 consolidated schools. By Timon Covert, Specialist in school finance, Office of education. Washington, United States Government printing office, 1930. 34 p. tables, diagrs. 8°. (Pamphlet no. 6, June, 1930)
2178. Rural schoolhouses, school grounds, and their equipment. By Fletcher B. Dresslar and Haskell Pruett. Washington, United States Government printing office, 1930. 74 p. 8°. (Bulletin, 1930, no. 21)
2179. School and county library cooperation. Edited by Edith A. Lathrop. Washington, United States Government printing office, 1930. 43 p. (Pamphlet, no. 11, June 1930)
2180. School playgrounds. By Marie M. Ready, assistant specialist in recreational activities. Washington, United States Government printing office, 1930. 40 p. 8°. (Pamphlet no. 10, June 1930)
2181. Schools and classes for delicate children. By James Frederick Rogers, consultant in hygiene and specialist in health education. Washington, United States Government printing office, 1930. 66 p. illus., plans, tables, 8°. (Bulletin, 1930, no. 22)
2182. Secondary education in Norway. By Gabriel E. Loftfield, Mount Vernon junior college, Washington. Washington, United States Government printing office, 1930. 112 p. 8°. (Bulletin, 1930, no. 17)
2183. The smallness of America's rural high schools. By Walter H. Gaumnitz, specialist in rural education problems. . . . Washington, United States Government printing office, 1930. 78 p. 8°. (Bulletin, 1930, no. 13)
2184. Special schools and classes in cities of 10,000 population and more in the United States. By Arch O. Heck. Washington, United States Government printing office, 1930. 33 p. 8°. (Bulletin, 1930, no. 7)
2185. State direction of rural school library service. By Edith A. Lathrop. Washington, United States Government printing office, 1930. 50 p. 8°. (Bulletin, 1930, no. 6)
2186. State-wide trends in school hygiene and physical education as indicated by laws, regulations, and courses of study. By James Frederick Rogers. Washington, United States Government printing office, 1930. 13 p. 8°. (Pamphlet no. 5, May 1930)
2187. Statistical summary of education, 1927-1928. By Frank M. Phillips. Washington, United States Government printing office, 1930. 16 p. 8°. (Bulletin, 1930, no. 3)
2188. Statistics of private commercial and business schools, 1928-29. Prepared in the Division of statistics by and under the supervision of Maris M. Proffitt, acting chief. Washington, United States Government printing office, 1930. 31 p. 8°. (Bulletin, 1930, no. 25)

2189. Statistics of state school systems, 1927-1928. By Frank M. Phillips. Washington, United States Government printing office, 1930. 58 p. 8°. (Bulletin, 1930, no. 5)

2190. Status of the Junior high-school principal. By Frank Kale Foster. Washington, United States Government printing office, 1930. 75 p. 8°. (Bulletin, 1930, no. 18)

2191. Supervision and rural school improvement. Prepared for the use of study clubs formed in connection with organizations interested in education. By Annie Reynolds, associate specialist in school supervision. Washington, United States Government printing office, 1930. 42 p. 8°. (Bulletin, 1930, no. 31)

2192. Survey of land-grant colleges and universities. Directed by Arthur J. Klein, division of collegiate and professional education, Office of education. In two volumes. Washington, United States Government printing office, 1930. 2 v. tables, diagrs. 8°. (Bulletin, 1930, no. 9)

2193. Teachers' guide to child development. Manual for kindergarten and primary teachers. Developed under the direction of the California curriculum commission; California state department of education. Washington, United States Government printing office, 1930. 195 p. 8°. (Bulletin, 1930, no. 26)

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