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Department of the Interior, Ray Lyman Wilbur, Secretary

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OUTSTANDING articles in educational periodicals and important new books in the field of education are now listed *quarterly* in the RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

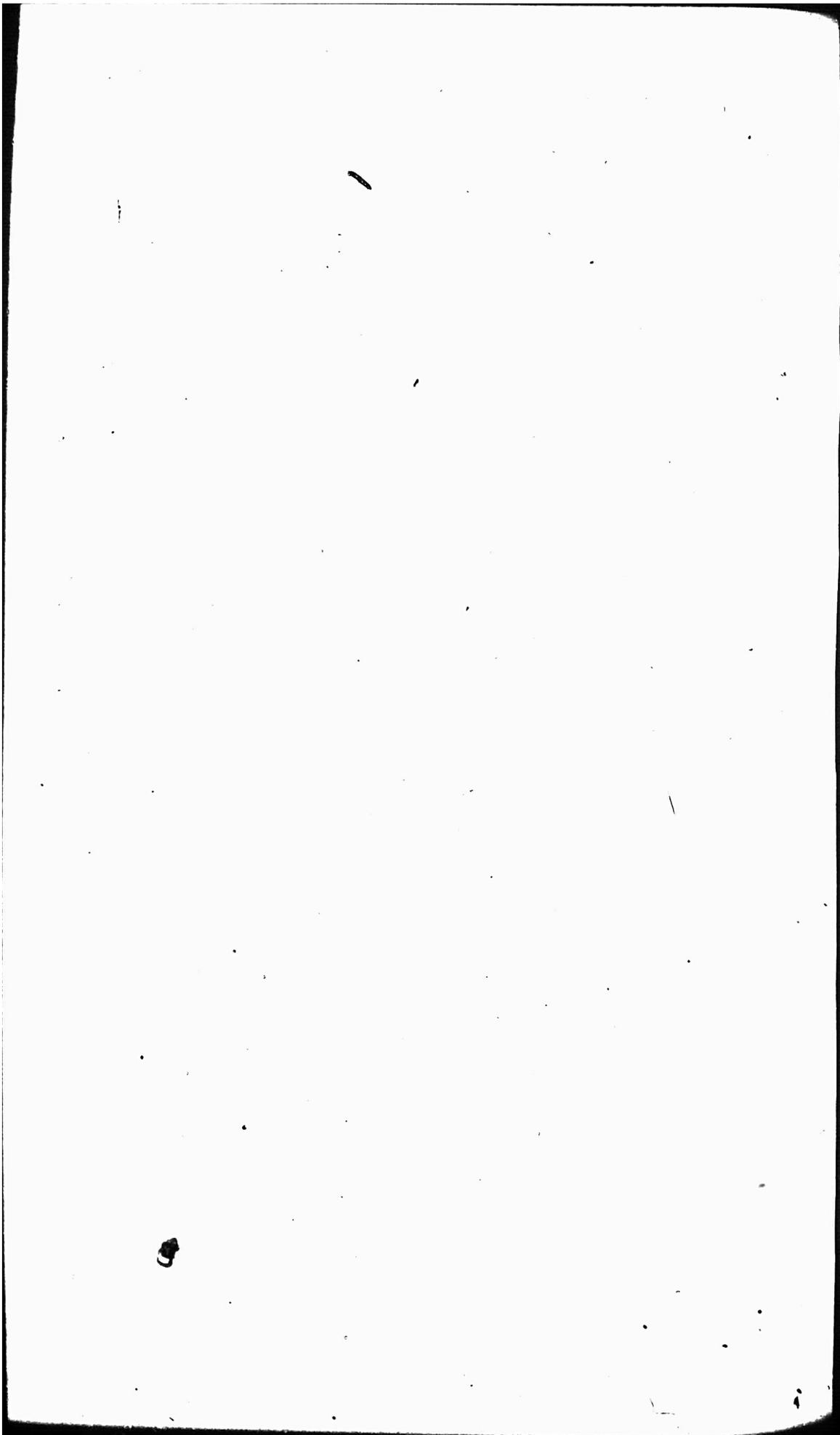
The articles and books listed are selected by 13 specialists in major fields of education. Their names appear in the following contents. About 1,000,000 adults in the United States are now engaged in educational work. Each one is concerned with at least one particular phase of education. Each teacher and administrator desires, as a point of professional pride, to keep abreast of the literature of his particular field. It is to meet this personal need that the Office of Education has published the RECORD OF CURRENT EDUCATIONAL PUBLICATIONS for the last 19 years.

Beginning with the last issue the RECORD has been improved, first, by securing the cooperation of leaders in American education in the selection of articles and books, second, by speeding delivery of the RECORD to the hands of users.



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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION.

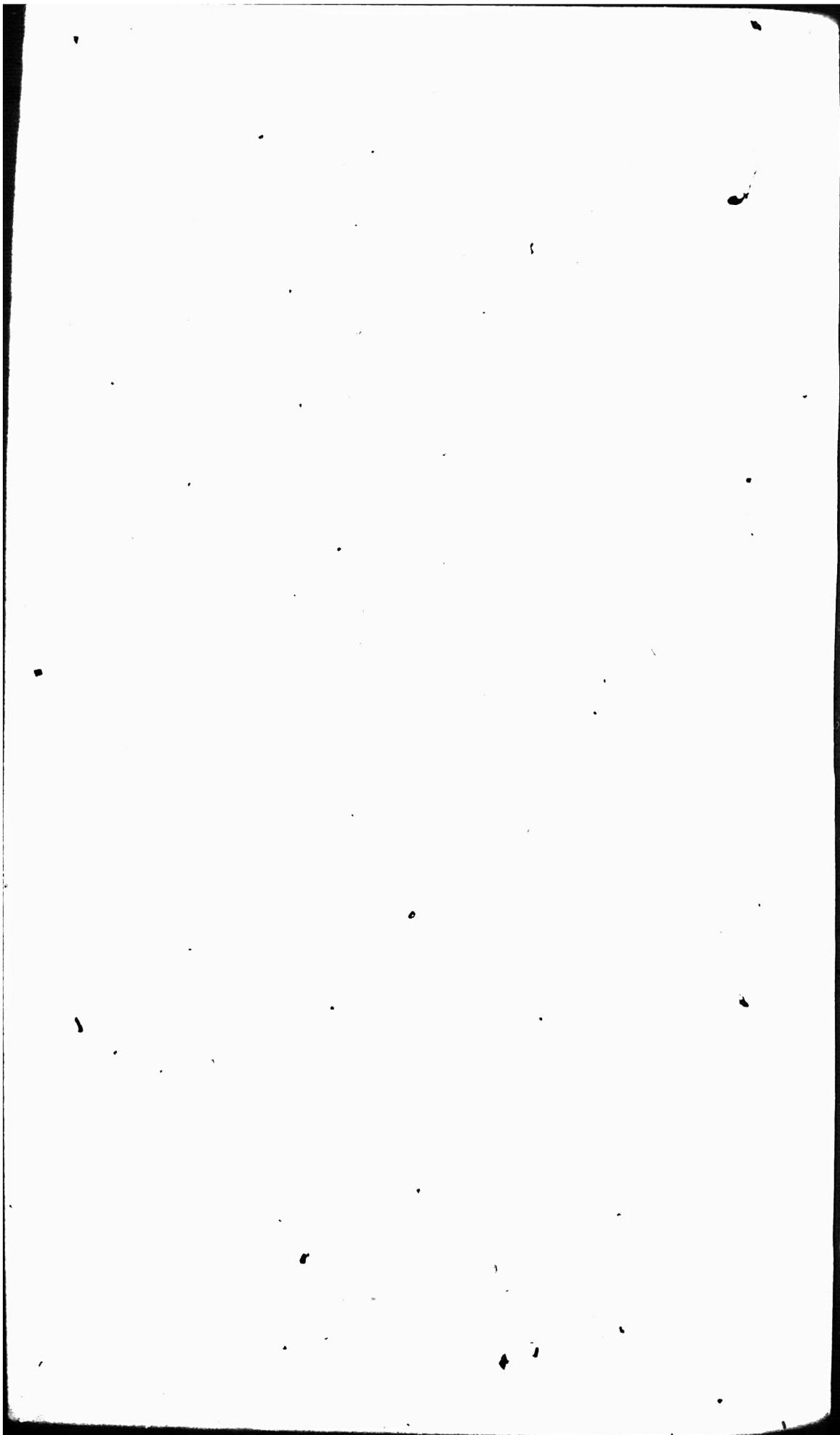
Washington, D. C., April 1, 1931.

SIR: I submit herewith the second manuscript for our Record of Current Educational Publications under the new plan, which was somewhat fully outlined in my letter dated February 2, which appears in Bulletin 1931, no. 3, page 5. This manuscript covers the first quarter of the calendar year 1931. Minor changes in the set-up have been made, but the publication is still to be regarded as in the experimental stage. Criticisms and further suggestions are invited.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.



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 educational publications for the period January to March, 1931, inclusive. It is the second issued under the new plan in which the significant publications in educational literature in the different fields have been contributed by specialists in those fields. The name of the educator in charge of each section, together with those assisting, appears at the head of the section. An index of authors and subjects is furnished with this number.

This office can not supply the publications listed herein other than those expressly designated as its own publications. Books, periodicals, and pamphlets 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 organization.

NURSERY-KINDERGARTEN-PRIMARY EDUCATION

Edna Dean Baker

Assisted by Louise Farwell, Martha D. Fink, Frances Kern, M. Frances McElroy, and Vera G. Sheldon

HISTORY OF KINDERGARTEN EDUCATION

CHILD DEVELOPMENT

PHYSICAL AND MENTAL GROWTH

1. **Barker, Margaret.** A technique for studying the social-material activities of young children. New York, Teachers college, Columbia university, 1930. 70 p. Records were taken of the children while on the roof for an hour and a half in the morning. A floor plan of the roof was made to scale and two observers charted the movements of some child independently by a code during intervals of five minutes to study the reliability of the method. Twenty-five minute periods of 16 children were used. The resulting coefficients are given.
2. **Blatz, W. E. and Poppleton, Marjorie.** Why study our children? Journal of the National education association, 29: 47-48, February, 1931. Considers briefly the historical development of child-study, the points of present day emphasis in the field, and the need for further knowledge of children through scientific research and objective records.

3. **Bühler, Karl.** The mental development of the child: a summary of modern psychological theory (tr. from 5th German ed. by Oscar Oeser) New York and London, Harcourt, Brace & co., 1930. 170 p.

The book is a valuable contribution toward a better understanding of the beginnings of mental processes in children. It shows conclusively the importance of the early years and the desirability of a controlled environment.

4. **Chaloner, Len.** How it feels to be born. Parents' magazine, 6: 18-19, March 1931.

Gentle care during the baby's first weeks helps in making the adjustment to this "big, buzzing, blooming confusion" an easier matter.

5. Cross-sections of childhood. Child study, 8: 139-40, 151, January 1931.

Physical, intellectual, social-emotional development at 3, 11, and 13 years of age.

6. **Davis, R. A.** Mentality of orphans. Boston. Richard G. Badger, 1930. 182 p.

"Orphanage children are at a low intellectual level. Most of the orphanage children were further advanced in the grades than their intellectual status warranted."

7. **Goll, Reinold Weimar.** The value of chronological age, mental age, number of permanent teeth and kindergarten training for predicting promotion in the first grade. Doctor's thesis. Philadelphia, University of Pennsylvania, 1930. 69 p.

The mental age by itself is the best basis for the prediction of first-grade promotion.

8. **Groves, Gladys.** The gateway to growing up. Child study, 8: 129-31, January 1931.

In making his initial contacts with the world the baby needs love and freedom.

9. **Hicks, J. Allan.** What science is finding out about children. Parents' magazine, 6: 18-19, February 1931.

This is an interesting article by the executive secretary of the Committee on child development of the National research council. Much of the research work which the author reports has to do with the relative importance of heredity and environment in determining a child's mental ability and personality.

10. **Hrdlicka, Ales.** Children who run on all fours. New York, McGraw-Hill book co., 1931. 418 p. 42 illus.

Results of a study of animal-like habits and behavior in small children. In two sections: (1) Descriptions of cases and summaries of causes; (2) Original data—letters, reports, and photographs upon which the study is based.

11. **Isaacs, Susan.** Intellectual growth in young children. New York, Harcourt Brace and company, 1930. 370 p.

The psychological records of the behavior of a group of young children at the Maiting House school at Cambridge, England, from 1924 to 1927, with an appendix on children's "why" questions, by Nathan Isaacs.

12. **Ojemann, R. H.** The relation of handedness to speech. Journal of educational psychology, 22: 120-26, February 1931.

"It appears to be the exception rather than the rule for a speech disturbance to be produced by training left-handed individuals to write with the right hand."

13. **Paterson, D. G.** Physique and intellect. New York, The Century co., 1930. xxvii, 304 p.

"As a result of this survey, prevalent notions of an intimate connection between mental development of children of school age and adults, and structure and condition of the body as exemplified by height, weight, head, size and shape, skeletal development, dentition, malnutrition, adenoids and diseased tonsils, glandular dysfunction, hookworm, intestinal toxemia, pubescence, and complex morphological indices are held to be unfounded. An intimate relation between body build and temperament has not been found."

14. **Rand, Winifred; Sweeney, Mary; and Vincent, E. Lee.** Growth and development of the young child. Philadelphia, W. B. Saunders company, 1930. 394 p. illus.

The authors are members of the faculty of the Merrill-Palmer school of home-making, and out of their experience with nursery-school children have given us a book which is

useful to parents and those working with young children. Each stage of the child's growth and development is discussed in detail and the whole is unified in a practical, scientific presentation.

15. **Scheidemann, Norma V., and Colyer, Hazel.** A study in reversing the handedness of some left-handed writers. *Journal of educational psychology*, 22: 191-96, March 1931.

Eight suggestive tests for handedness and one for eyedness to be used with primary children. Native eyedness is perhaps the best single indication of a child's natively dominant side.

16. **Steckel, Minnie Louise.** Parental age and intelligence of offspring. *Journal of educational psychology*, 22: 212-20, March 1931.

Data obtained from children in Grades I to XII in Sioux City, Iowa. Children born of very young parents are less intelligent than children born of more mature parents. Below the age of 26-28 for mothers and 30-32 for fathers, the younger the parents the less favorable is the prognosis for the intelligence of the offspring. The prognosis is also less favorable as the disparity between parental ages grows extreme.

17. **Stutsman, Rachel.** Mental measurement of pre-school children. New York, The World book co., 1931. - 357 p.

This book is divided into four main sections: (1) Problems and history of the mental testing of pre-school children; (2) The Merrill-Palmer research; (3) Guide for administering the Merrill-Palmer scale; (4) Illustrative case studies. For those interested in test construction and standardization.

18. **Terman, Lewis and others.** The promise of youth: follow-up studies of a thousand gifted children. Palo Alto, Calif., Stanford university press, 1930. 508 p. (Genetic studies of genius, vol. 3.)

Gifted children, especially boys, tend to maintain their superiority. They prefer reading to all other occupations. The individual's total behavior should be analyzed before accelerating him in school placement.

19. **Whitcomb, Morris H.** The left-handed child. *Child welfare*, 25: 421, March 1931.

The left-handed child is equal physically and mentally to his right-handed brother. Speech difficulties are not due to left-handedness but to the attempt of grown-ups to change hand preference.

See also nos. 124, 310, 346.

PROBLEMS OF BEHAVIOR

20. **Barnes, Walter.** Language as behavior. *Elementary English review*, 7: 241-45; 8: 14-17; December 1930-January 1931.

A descriptive account of the way a child's language activities, both oral and written, develop.

21. **Blatz, William E.** Training our children—directing the emotions. *Child welfare*, 25: 345-50, February 1931.

Themes: How can we direct the emotional life of children? Considers two basic emotions: (1) Fear, (2) Anger. Questions and suggested readings for study groups.

22. **Champlin, Helen.** This question of punishment. *Parents' magazine*, 6: 22-23, March 1931.

Suggests 10 principles to develop a technique for averting punishment.

23. **Haggerty, M. E.; Olson, W. C.; and Wickman, E. K.** Behavior rating schedules; scales for the study of behavior problems, etc. Yonkers-on-Hudson, N. Y., The World book co., 1930. 6, 4, 11 p.

A four-point scale for 15 behavior problems and a five-point scale on traits, social attributes, and personality characteristics.

24. **Langdon, Grace.** Toilet training. *Parents' magazine*, 6: 19, 50-51, January 1931.

How to teach the baby good habits of cleanliness and regularity.

25. **Johnson, Mabel.** Feeding the finicky child. *Child welfare*, 25: 379-98, March 1931.

Recipes and devices for making wholesome foods attractive.

26. Pearson, Gerald H. J. What the pre-school child needs. *Parents' magazine*, 6: 12-13, January 1931.

"The personality and behavior of an individual are molded during his preschool years by the interplay of the emotional attitudes and relationships between his parents and himself."

See also nos. 265-276.

CHILD EDUCATION

GENERAL

27. Arlitt, Ada Hart. The child from one to six. New York, McGraw-Hill book co., 1930. xix; 188 p. illus.

Of the many books for parents and teachers on the guidance and training of the pre-school child, this by Doctor Arlitt is among the best. It is practical and readable and will be of value to nursery-school teachers and to those concerned with the preparation of teachers for the nursery-kindergarten field.

28. Bliss, Ethel H. This is the way they work. *Child study*, 8: 198-200, March 1931.

Typical pictures of school activities suggest to parents the many doors that are open for their own participation.

29. Burkhard, Russell. The pre-school years. *Hygeia*, 9: 256-59, March 1931.

It would appear logical to expect that counseling and the organization of guidance in both private and public schools would function better as it attempts to tap the resources of the preschool field.

30. Coleman, Satis N. Creative music for school and home. *Child welfare*, 25: 174-77, January 1931.

A contribution to the series "The wise use of leisure" from the Music committee of the National congress of parents and teachers. The need for developing creativity and encouraging children to make and use simple instruments which develop joy in contrast to using complex instruments and becoming discouraged is presented in a very interesting way.

31. Curtis, Nell C. Parents and schools of to-day—teaching the progressive school. *Child study*, 8: 189-91, March 1931.

A fortunate few are born teachers, but others may acquire their characteristic spirit of high adventure.

32. Foster, Eleanor W. Parents in partnership. *Child study*, 8: 196-98, March 1931.

Where parents are an integral part of the school, working together becomes a matter of course.

33. Fowler, Burton. The outlook for progressive education. *Child study*, 8: 187-88, March 1931.

These questions are considered: Is progressive education a clearly defined issue? Does it get the results in practice that are claimed for it in theory? Does the progressive school turn out pupils who have desirable modes of behavior?

34. Kelly, F. J. The child and his life. *Ohio schools*, 9: 6-7, January 1931.

A report of the section on Education and training of the White House conference on child health and protection, November 19-22, 1930. Doctor Kelly stresses the changes which have occurred in our industrial age and the greater need of providing nursery schools and kindergartens for children.

35. Mearns, Hughes. Creative education. *Parents' magazine*, 6: 11, 42-43, January 1931.

Youth has unguessed gifts; to find them is the new quest in education. Youngsters of four and five years have an instinct for the right word, a beautiful untaught rhythm in the cadence of their natural speech—its outcome is literature.

36. Parent education: a symposium. *Childhood education*, vol. 7, no. 5, January 1931.

This issue of the periodical is devoted to a symposium on parent education by leading educators and child psychologists in the United States. G. D. Stoddard considers content of courses for child study groups. May Hill describes nursery school with three types of

parent education, in Western Reserve university. Ralph Bridgman reports the '10 years of progress of Parents' council, Philadelphia. John Anderson discusses Parent education in the University of Minnesota Institute of child welfare. Kathryn McHale of the American association of university women pleads for common education for teachers and parents. Zoe Deo gives an account of pre-parental training in Lucy Flower technical high school, Chicago. A bibliography on Child development and parent education is included.

37. Patrick, Sara Lyman. Parents and schools of to-day—a cooperative venture. Child study, 8: 194-96, March 1931.

Materials gathered by teachers offer new tools to homes as well as to schools.

EDUCATION IN THE HOME

38. Andrus, Ruth and Peabody, May E. Parent-child relationships. New York, The John Day co., [1931?] 168 p.

Outlines for discussion groups with bibliography and direct quotation from the references. Includes such subjects as: Budgeting time, Money and energy; Individual differences; The educational function of the home.

39. Felix, Edgar H. Share your boy's hobby. Parents' magazine, 6: 26, March 1931.

A plea for fathers and sons wholesome living together in order to discover real interests of children. Boyhood hobbies point the way to life careers.

40. Furfey, Paul Hanly. Parents and the pre-school child. Catholic educational review, 29: 65-76, February 1931.

A comprehensive review of publications appearing since 1928 concerning research in the preschool field which is of value to parents. There is careful discrimination in this review between works founded on scientific research and those which "rely on theoretical considerations." More specialized studies of infants as well as those concerned with child development during the whole preschool period are included. The belief of the author in the influence of environment is evident throughout the article and he brings forward considerable evidence in support of this theory. Between seventy and eighty books and articles are included in the review.

41. Groves, Ernest B. and Groves, Gladys H. The family shapes the child. Parents' magazine, 6: 13, March 1931.

Understanding and good will of adults in the child's environment are fundamental factors in developing a well-integrated personality.

42. Langdon, Grace. The social life of the baby. Parents' magazine, 6: 16-17: 76-77, February 1931.

Suggestions for care and training of infants which will insure wholesome development in the early years.

43. Patton, Edwin F. Before the doctor comes. Parents' magazine, 6: 24, 66-67, February 1931.

Suggestions for clear, concise descriptive account of sick child's symptoms to be reported to the doctor over the telephone.

44. Tisdall, Frederick F. The home care of the infant and child. New York, William Morrow & co., inc. [1930] 292 p. 58 illus.

Prenatal care and care of the baby are both included in this volume. Presents the most recent information available on the physical and mental development of young children with special consideration of diet, clothing and daily care. Special problems: summer care, minor ailments, contagious diseases, and play-life of children. Gives underlying scientific reasons for procedures recommended.

45. Wile, Ira S. Are modern parents failures? Hygeia, 9: 223-27, March 1931.

"Our educational failures, our emotionally unstable, our vocationally maladjusted, our antisocial delinquents and criminals constitute a challenge to social organization." Is their existence due to parental inadequacy or to society's inadequacy? Concludes that it is unwise and unscientific to condemn parents while the necessary investigations are being made.

See also no. 122.

EDUCATION IN THE SCHOOL

CURRICULA

46. Bean, Minnie D. A curriculum suited to all children. *Child welfare*, 25: 262-65, January 1931.

Contains a discussion of the changes which have taken place in education that are legitimate and based upon the individual differences of children, illustrated by the activities carried on in second grade.

47. Boutwell, Williams. A visit to Eskimo land. *Grade teacher*, 48: 352-53, January 1931.

Contributes interesting material for a unit of work on Eskimos.

48. Bristol, Ruth L. The child's own purposeful activities. *Childhood education*, 7: 287-91, February 1931.

The author has emphasized the place of purposeful activity in the development of the child and the chief weaknesses of our present activity program. This copy of *Childhood education* contains several illustrated articles dealing with kindergarten-primary work.

49. Cane, Florence. Fostering creative work. *Progressive education*, 8: 199-202, March 1931.

Sympathy, understanding, curiosity, resourcefulness and a vivid imagination, a poised state are discussed as contributions that the teacher must make in order to foster creative work among the children.

50. Dewhurst, Janet and Reynolds, Helen M. The study of present-day problems of younger children in the demonstration school. *Childhood education*, 7: 366-64, March 1931.

This is a description of a morning spent in a third grade in a demonstration school in Seattle, Washington. It stresses audience reading; creative-work period, reading-stimuli, cooperative effort, and training in the organization of ideas.

51. Hahn, Julia L. Social studies in kindergarten and primary grades. *American childhood*, 16: 3-6, March 1931.

An illustrated article giving a detailed account of the building of a street-car by a group of kindergarten children; a discussion of a safety-first program and the part played by "policemen" in a first-grade room, etc., together with the activities involved, including skills, habits, attitudes and the growth of the teacher.

52. Huntington, Ellsworth. The Stone-age in the desert. *Home geographic monthly*, 1: 1-15, January 1931.

This is an article suited to the vocabulary of third-grade children. It is vital in content with a strong appeal to children. The pictures are rich in geographic content.

53. Long, Elsie Post. An art exhibit all their own. *American childhood*, 16: 3-5, January 1931.

An illustrated article stating what the old-type exhibit was, and how the teachers of the Northeast Missouri State teachers' college demonstration school, under the leadership of the Art supervisor, solved the problem so that the art exhibit kept up with the modern trends in education.

54. Martin, Helen Lawrence. The puppets did come to life. *Childhood education*, 7: 371-75, March 1931.

A description of creative work in third-grade English.

55. Neal, Elma A. The development of a social studies curriculum in San Antonio. *Educational method*, 10: 268-73, February 1931.

Describes units of work for the first five grades which bring together, in broad and related sequence, materials from the various fields of subject matter.

56. Poole, Vera. A flag study. *Childhood education*, 7: 283-85, February 1931.

This is a description of a study of flags that was made by a third grade in Fort Thomas, Kentucky. The important contribution is the feeling of friendliness for other people made possible by a better understanding of those people.

57. Rowland, Alice. A unit of work—the pipe organ. *Childhood education*, 7: 349-51, March 1931.

A description of a unit of work in a second grade in Kalamazoo, Michigan.

58. Shearer, Elga M. and Beery, Ruth. Reading made a vital activity. *Childhood education*, 7: 296-96, February 1931.

This is an account of "experience reading" enjoyed by a first-grade group in Long Beach, Calif.

59. Troxell, Eleanor. What projects do for children. *Childhood education*, 7: 346-49, March 1931.

Reviews the purposes of projects and describes the values to be derived from them in the early elementary grades.

60. Van Valkenburg, Samuel. Holland, a lovely lowland. *Home geographic monthly*, 1: 36-42, January 1931.

This article is helpful in connection with a unit of work in Holland. The illustrations have geographical quality.

See also nos. 40-60, 111, 129, 610-615.

ARTS AND SKILLS

61. Barrows, Sarah T. Consonant drill in phonics. *Grade teacher*, 48: 368-69, January 1931.

Stresses the formation of correct distinct consonants. It is especially helpful in corrective speech work.

62. Bennett, Grace I. Story telling in the nursery school. *American childhood*, 16: 15, March 1931.

The author discusses the opportunities which the social situation in the nursery school affords the child in language development. She is convincing in her claim that stories for children of this age must deal primarily with the everyday experiences of those listening. The article is illustrated with original stories by children of various ages from 30 months to 4 years.

63. Cutright, Prudence and Reidell, Adaline. A survey of primary reading activities. *English review*, 8: 54-59, March 1931.

A description of a survey which was made in Minneapolis, Minn., as an initial step in a program for the improvement of the teaching of primary reading.

64. Dowell, Pattie A. and Garrison, K. C. A study of reading interests of third-grade subjects. *Peabody journal of education*, 8: 202-6, January 1931.

A study of third-grade children's interests in approved textbooks, gained from questionnaires and interviews. The 10 most popular interest elements were: kindness, bravery, happiness and beauty, humor, animals, story quality, achievement, love, Bible stories, and wisdom. The study shows that personal traits seem to be revealed in the type of selections chosen, in differences in expression and in applications.

65. Gates, Arthur I. An intrinsic method in reading. *Educational outlook*, 5: 105-14, January 1931.

A comprehensive description and discussion of the intrinsic method of teaching reading. As presented by the author this method is one in which the development of a reading vocabulary, of techniques of word recognition, wide perception, span, and other reading skills is made an intrinsic phase of full-fledged reading activities.

66. ——— Organization and incentives in reading. *Modern education*, 3: 3-4, February 1931.

Emphasizes the need for the school to teach children to read in the way one is called upon to read outside of school and to put into effect in the course of instruction that organization of reading which is most interesting and effective.

67. Hardy, Marjorie. Learning to read. *Childhood education*, 7: 365-66, March 1931.

A clear description of a reading procedure which has as its ultimate goal a voluntary, intelligent use of books.

68. ——— The value and danger of chart work. *Childhood education*, 7: 315-17, February 1931.

A discussion of the variety of purpose and use of chart material, the form of material, and the outcome of chart work. It stresses the opportunity for spontaneous, creative supplementary reading material.

69. Ide, Alice M. and Oberg, Walda. The content of present-day school readers. *Elementary English review*, 8: 64-68, March 1931.

The desire of the authors was to make a study of the content of second-grade readers which would bring down to date the investigations undertaken by Doctor Woody, Miss Grant, and Miss White. The study seems to indicate that the more recent second-grade readers have a wider range of content "to enrich and enlarge experience, develop permanent reading interests, and to develop desirable attitudes and economical and effective habits and skills."

70. La Bue, Garnette. The turned-into-outs. *Elementary English review*, 8: 30-32, February 1931.

This is the story of the creating of a poem by a second grade in Taft school, Cincinnati, Ohio.

71. Mackintosh, Helen K. Recent data on children's interests in poetry. *Elementary English review*, 8: 18-20, January 1931.

The method of direct presentation of 400 poems read to children, in groups of 10 poems a day, in grades three, four, five, and six. Each child was given an opportunity to rate the poem on a five-point scale. Children choose poems which are characterized by action, child experience, humor, dialect, and repetition. Certain poems rank high in all four grades. Children do not tend to agree with teachers on the rating of poems.

72. Marsh, Lucile. Dancing for vigor and grace. *Parents' magazine*, 6: 20, January 1931.

Certain types of instruction in dancing for young children prove harmful while other forms are beneficial.

73. Meader, Emma Grant. The speech of the child in the elementary school. *Grade teacher*, 48: 356-57, January 1931.

Emphasis is placed on the responsibility that parents and teachers have for the improvement of the speech of the child in the elementary school. The English and American standards are contrasted.

74. Parkinson, Grace M. Creative expression through poetic language. *Elementary English review*, 8: 27-29, February 1931.

This article shows that the teacher's part in creative expression in the primary grades is to put the child in contact with beauty and to guide his sensitiveness to the beautiful; to provide a literary background which will enable him to express himself; and to arrange situations that he may have experiences that prompt his expression.

75. Raguse, Florence W. Qualitative and quantitative achievement in first-grade reading. *Teachers college record*, 32: 424-36, February 1931.

Reveals the attainments of two first-grade classes in reading which were taught to read by the method as outlined by Arthur I. Gates in "Newer methods of primary reading." The test scores are exceedingly high for both mentally mature and immature groups.

76. Rusette, Louise E. de. Children's percussion bands. New York, E. P. Dutton and co., 1930. 173 p.

The purpose of this book is to inspire the teacher to live in music from the children's point of view and to seek to enter into their lives through their music making.

77. Turney, Austin H. and Tolliver, Crannell. Does health instruction pay? *Elementary school journal*, 21: 460-66, February 1931.

A comparison of health knowledge and health of third and fourth grade pupils, as gained by a test in three schools, one having considerable emphasis on health instruction. Health teaching increases health knowledge and a school may be instrumental in affecting the status of health.

See also nos. 115, 128, 137, 585.

EQUIPMENT AND MATERIALS

78. Farwell, Louise. Reactions of kindergarten, first and second grade children to constructive play materials. *Genetic psychology monographs*, vol. VIII, nos. 5 and 6, November-December 1930.

Two hundred and seventy-one children in the kindergartens, first and second grades in two public schools were exposed to certain materials. Records were taken for 14 days, so that a study of popularity in choice of water and oil might be made quite as well as

the interests of children as portrayed by the products made. Hill floor blocks, painting, and modeling materials were the most popular; drawing moderately popular; and cardboard and paper construction least popular. Sex differences were found in the use of blocks for boys and sewing for girls.

79. **Johnson, Harriet M.** Creative materials for the pre-school child. *American childhood*, 16: 13-15, January 1931.

A discussion of the use of concrete materials as a setting for dramatic play. Blocks are considered by the author (who is the head of the pioneer nursery school established by the Bureau of educational experiments) as the most satisfactory medium for the young child to use in creative dramatic play.

GRADING AND PROMOTION

80. **Daniel, Mary Louise.** Tallapoosa County program for removing first-grade retardation. *Peabody journal of education*, 8: 207-14, January 1931.

This study shows the value of democratic supervision of reading.

81. **Frazee, Laura.** Standards of promotion for primary grades. *Baltimore bulletin of education*, 9: 79-85, December 1930.

The standards in reading, arithmetic, spelling, and handwriting are the results of a practical administrative attempt to define and differentiate the ranges of achievement which may be expected from dull, average, and bright pupils.

82. **Langley, Elizabeth.** When shall we learn to read? *Child study*, 8: 5, January 1931.

Explains why the progressive school delays the study of the "three R's."

83. **Miller, Joseph.** Causes of failure and success in school. *Educational method*, 10: 327-33, March 1931.

The purpose of the investigation was to determine the number of mentally defective children and determine the causes of success and failure in the school room. Of 1,021 dull children, 45 children were mentally defective. Bright children are more regular in attendance than dull children. Thirty-one per cent of these 1,021 children spent two years in the first grade, 6 per cent three years. There were more physical defects among the dull children. "It is easy to overestimate the mentality of a child who is expert in the use of language."

84. **Morphett, M. V. and Washburne, C.** When should children begin to read? *Elementary school journal*, 31: 496-503, March 1931.

Children with mental ages of six years and six months made progress practically as satisfactory as that of the children with higher mental ages, and far better than the less mature mentally. By "postponing the teaching of reading until children reach a mental level of six and a half years, teachers can greatly decrease the chances of failure and discouragement and can correspondingly increase their efficiency.

DEVELOPMENT OF THE NURSERY SCHOOL

85. **Davis, Mary Dabney.** A classified and annotated bibliography on nursery education. Washington, Government printing office, 1931. 90 p. (U. S. Office of education. Circular, no. 32)

This circular includes a classified list of publications appearing in both books and pamphlets, which explain the developing nature of the young child and describe some of the educative programs which are proposed or in operation for his benefit.

86. **Hill, May.** Parent education in the Western Reserve. *Childhood education*, 7: 233, January 1931.

A discussion of the reasons underlying the simultaneous development of the nursery school and parent education movements. The author describes the work with parents of children enrolled at the Western Reserve university nursery school and proves her point that parent education is needed by even college-trained fathers and mothers, and that the nursery school offers at once the reason and the setting for this training. The article is amply illustrated with photographs.

87. **McMillan, Margaret.** The nursery school. New York, E. P. Dutton co., 1930. 189 p. illus.

This is a revised and condensed edition of the book of the same title published in 1919. The new edition deals exclusively with an account of the nursery school con-

ducted by Miss McMillan at Deptford, London, England. Much of the extraneous material included in the first edition has been omitted and the present volume gives a clear picture of this pioneer English nursery school.

STATISTICS ON KINDERGARTEN-PRIMARY EDUCATION

88. Davis, Mary Dabney. Enrollment in kindergarten. *School and society*, 33: 188-89, February 7, 1931.

Gives a report of a bulletin issued by the U. S. Office of education which deals with the number of children attending kindergarten and first grade throughout the country, the age of the children, the size of the class, and other statistical data.

89. ——— Kindergarten-primary education. Washington. Government printing office, 1930. 41 p. (U. S. Office of education. Bulletin, 1930, no. 30)

A statistical and graphic study based upon information given June, 1928, by public-school systems and by sampling of privately supported schools, showing (1) educational programs in both public and private schools with regard to presence or absence of kindergartens; (2) population of towns and cities in which public-school systems contributing data are located; (3) source of support for privately supported schools.

UNIFICATION

90. Greene, Katharine B. Relation between kindergartens and nursery schools. *Childhood education*, 7: 352, March 1931.

The purpose of this article is indicated clearly in the title. Conclusions are based on a comparative study of children in kindergarten who had come direct from home and those who had come from nursery school, as to social adaptability. Emphasizes the fact that "there is much in common in nursery school and kindergarten objectives" and that a spirit of cooperation must be developed between leaders of nursery school and kindergarten education. Suggests here that this will be best brought about by unified training of teachers in this field.

91. Maclatchy, Josephine, ed. Studies of childhood. International kindergarten union, Washington, D. C., 1930. (Research bulletin)

Papers presented at the Thirty-seventh annual meeting of the International kindergarten union, at Memphis, Tenn., in 1930. The unification of the kindergarten and primary grades is stressed.

RELIGIOUS AND CHARACTER EDUCATION

92. Alexander, Franz. Why do children lie? *Child study*, 8: 6, February 1931.

Necessity, phantasy and other well-defined motives explain most of children's falsehoods.

93. Anderson, A. Helen. Method in character education. *Journal of the National education association*, 20: 11-12, January 1931.

Deals with the method in character education in the Denver elementary schools and supports the informal direct method. It reports a survey of character education conducted for one week, when the teachers kept diaries, listing 1,051 incidents and situations having definite character values.

94. Aubrey, Edwin Ewart. How the individual gets his religion. *Parents' magazine*, 6: 16-17, March 1931.

Religion in the individual is an attitude, and parents have a large part to play in guiding the child to spiritual realities.

95. Blatz, W. E. Diogenes at home. *Child study*, 8: 159-61, February 1931. The mental hygiene of truth.

96. Corwin, Mae Johnson. Building character in a baby. *Child welfare*, 25: 288-89, January 1931.

Stresses the need of beginning at an early period to discourage crying; later to develop honesty, initiative and a sense of responsibility. Suggestions on keeping the baby happy, and guiding principles for the development of a wholesome personality are given.

97. Franklin, Mrs. Zilpha C. Concerning cherry trees. *Child study*, 8: 165-68, February 1931.

Points of view gleaned from child-study literature concerning truth-telling.

98. Holmes, W. H. All-round character training in the public schools. *American childhood*, 16: 7-11, February 1931.

An illustrated article stressing the need of providing the right type of playground for children and also to provide freedom of choice in the school room. The ideals for the various grades are given as used in Mount Vernon, New York, schools, and Superintendent Holmes gives the impression that character development will result from combining inspiration with doing.

99. Russel, Bertrand. Don't tell the children. *Child study*, 8: 6, February 1931.

Protection from the bitter truth is not always an unalloyed kindness.

100. Seashore, C. E. The voice of the child. *Childhood education*, 7: 286, February 1931.

This brief article points out the fact that speech is an index to character; that it is learned by imitation; that the speech type is set very early; that a good voice is one of the main elements in self-confidence, success and social intercourse.

101. Strickland, Ruth G. Contribution of the kindergarten. *Journal of the National education association*, 20: 77-78, March 1931.

The value of the kindergarten as a socializing agency which educates the child through the use of his hands, develops him intellectually, and helps in the building of character.

102. Sweet, Helen Firman and Fahs, Sophia Lyon. Exploring religion with eight-year-olds. New York, Henry Holt and company, 1930. 283 p. illus.

The book reports an experiment in the Union school of religion, under the auspices of Union theological seminary, New York. The children were encouraged to think for themselves in the field of religious experience, to solve their own problems, to develop their own conception of the universe and its source; their questions, answers and responses are recorded accurately in Part I and interpreted in Part II.

103. Wagoner, Lovisa C. The nursery school in developing friendliness. *American childhood*, 16: 16, February 1931.

A discussion by the head of the nursery school at Vassar college of the part which companionship plays in child development with especial emphasis upon the opportunity which the nursery school affords in this regard.

104. Wygant, Elsie A. The morning exercise as character training. *Chicago schools journal*, 13: 221-28, January 1931.

Stresses the value of the morning exercise as used at Francis W. Parker school, Chicago. The program varies; it is a unifying measure in which children of various ages participate or all unite to listen to a program or to produce a pageant.

ELEMENTARY EDUCATION

Ernest Horn

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

105. Abrams, Selma. The intermediate grade geography text and the laboratory method of using it. *Journal of geography*, 30: 73-78, February 1931.

Points out weaknesses in the traditional use of the textbook. Special attention is given to the use of pictures and maps.

106. Bagley, William C. Education, crime, and social progress. New York, The Macmillan company, 1931. xvi, 152 p.

A sound and critical evaluation of modern tendencies in the attempted solutions of some of the most fundamental educational problems at the present time. The book should help to remove some of the confusion into which teachers have been thrown by the overrapid exploitation of new practices and terminologies.

107. Bolton, Frederick Elmer. Adolescent education. New York, The Macmillan company, 1931. xvi, 512 p.

Points out adjustments needed in the school to fit it to the needs of adolescent boys and girls as indicated by the so-called dominant traits and characteristics of that period. Consideration of these traits and needs forms the bulk of the discussion.

108. Buchholz, H. E. Fads and fallacies in present-day education. New York, The Macmillan company, 1931. xvi, 208 p.

A caustic, but thoughtful criticism of what a publisher thinks to be weak spots in modern educational practice. While some of the chapters may have an unfortunate effect upon the general public, they should have a most wholesome effect upon the teaching profession itself.

109. Burr, Marvin Y. A study of homogeneous grouping in terms of individual variations and the teaching problem. New York, Bureau of publications, Teachers college, Columbia, university, 1931. x. 70 p. (Contributions to education, no. 457)

This doctor's thesis contains important data on the overlapping of individuals in one ability group with individuals in other ability groups.

110. Buswell, G. T. and John, Lenore. The vocabulary of arithmetic. Chicago, The University of Chicago, 1931. xli, 146.

An important study in a neglected field. The reports of the vocabulary of arithmetic and the pupil's mastery of the vocabulary are illuminative and authoritative. The authors would probably agree that their suggestions for improvement of the vocabulary powers of children are highly tentative and sketchy.

111. California curriculum commission. Teachers' guide to child development: Manual for kindergarten and primary teachers. Washington, U. S. Government printing office, 1930. xv, 194 p. (U. S. Office of education. Bulletin, 1930, no. 26)

Abridgment of the report of the California curriculum commission. Especially valuable for those interested in activity programs. It is designed for kindergarten and primary teachers.

112. Clark, Harold F. The influence of economic forces upon education. Teachers college record, 32: 323-31, January 1931.

This article points out the inadequate conception generally held by the public schools of the possibilities of preparing young people for the new type of economic order in which we live. Technological progress makes possible the change in emphasis in modern industry, so that the educative results of economic life would assume much greater importance than at present.

113. Davis, Georgia. Procedures effective in improving pupils of poor reading ability in regular reading classes. Elementary school journal, 31: 336-48, January 1931.

In this day of general descriptions of remedial work it is refreshing to find an article that describes in detail the procedure used. Miss Davis gives about four pages of suggestions. While most of the ideas are not new, they are presented in a new grouping which is helpful. For example, there are six subheads to the paragraph dealing with "Suggestions for helping pupils to overcome the habit of repeating"; seven subheads to "Suggestions for helping pupils to acquire a liking for reading"; etc.

114. Fargo, Lucile F. The program for elementary school library service. Chicago, American library association, 1930. vi, 218 p.

After picturing the development of library service, the author presents a working plan for the utilization of all the library service of a community. The most valuable single reference on elementary school libraries.

115. Gates, Arthur I. Interest and ability in reading. New York, The Macmillan company, 1930. xii, 264 p.

This book is a continuation of reports on experimental researches in reading completed by Doctor Gates and his associates. In addition, it describes in considerable detail materials and methods used in primary reading with success as judged by experimental data.

116. **Gates, Arthur I.** Reading for public-school administrators. New York, Bureau of publications, Teachers college, Columbia university, 1931. vi, 126 p.

This book contains a series of very helpful, practical discussions of problems of reading instruction of special interest to school administrators.

117. **Gilliland, A. B.; Jordan, R. H.; and Freeman, Frank S.** Educational measurements and the class-room teacher. New York, The Century co, 1931. xiv, 402 p.

A revision of an early and widely used text and handbook. Tests in both elementary and secondary school subjects are treated from the standpoint of the classroom teacher. Contains an elementary discussion of test evaluation, statistics, and graphic method.

118. **Gist, Arthur S.** The teaching of oral reading. *Elementary English review*, 7: 255-56, December 1930.

This article deals with the teaching of oral reading. It is especially helpful because of its discussion of audience reading and its suggestions for aiding the poor oral reader.

119. **Hilliard, George H. and Barnes, Marcilline.** The effect of specific drill on reading ability. *Elementary school journal*, 31: 417-26, February 1931.

A clear exposition of the result of definite drill with children who are deficient in certain abilities essential to good reading. By the use of paired children in a control and experimental group, a substantial gain is reported for the experimental group.

120. **Jensen, Frank A.** Current procedure in selecting textbooks. Philadelphia, J. B. Lippincott company, 1931. viii, 160 p.

A useful review of current practice in selecting elementary school textbooks. Laws relevant to textbook selection, the factors operating in initiating textbook changes, and the composition and methods of textbook committees are indicated. Advantages and disadvantages of score cards are summarized. Contains an excellent bibliography.

121. **Kilpatrick, William H.** Some basic considerations affecting success in teaching art. *Teachers college record*, 32: 348-58, January 1931.

All learning, according to the writer, includes a creating element and a fixing element. All persons create and the challenge to the school is to capitalize this power in order to make life better and more meaningful. Creating and thinking are very closely related, as are creating and integration of personality.

122. **Langdon, Grace.** Home guidance for young children: a parents' handbook. New York, The John Day company, 1931. xv, 405 p. illus.

Emphasizes the learning of young children in desirable ways of thinking, feeling, and acting, and the place of the parents in guiding that learning. Parts I and II of help to teachers.

123. **McHale, Kathryn.** Pre-adolescence. Washington, D. C., National headquarters of the American association of university women, 1930. 66 p.

While this monograph is intended to be a guide for study clubs of parents, its outlines, questions and bibliographies are useful for teachers as well.

124. **MacLachy, Josephine, ed.** Studies of childhood. Washington, D. C., Association for childhood education, 1931. viii, 72 p. (Research bulletin of the International kindergarten union)

An excellent discussion of data and research techniques in the field of early education. It should be regarded as a basic reference in its field and should be an inspiration, not only to kindergarten and primary teachers, but also to those who are interested in research in preschool, kindergarten, and primary education.

125. **McLester, Amelia.** The development of character traits in young children. New York, Charles Scribner's sons, 1931. xviii, 126 p.

A record is presented of the free discussion with the teacher by children between 6 and 10 years of age concerning certain moral principles involved in their work and play under her daily direction.

126. **Manuel, Herschel T.** The education of Mexican and Spanish-speaking children in Texas. Austin, The University of Texas, 1930. x, 174 p.

A study of conditions which cause inequality of opportunity in a border State. A sympathetic analysis of the affecting social and psychological factors, with detailed studies of distribution, school enrollment, and attendance. A clear picture of the effect of discrimination and segregation—a survey extensive rather than intensive, which opens the field for further study.

127. National education association. Department of supervisors and directors of instruction. Fourth yearbook. Evaluation of supervision. New York city, Bureau of publications, Teachers college, Columbia university, 1931. x. 182 p.

An important addition to the literature on supervision. This yearbook, together with the three preceding yearbooks, should stimulate supervisors to formulate and appraise their supervisory programs in a more critical fashion. Many problems are suggested for additional investigation.

128. Olander, H. T. Transfer of learning in simple addition and subtraction. *Elementary school journal*, 31: 358-78, 427-38, January-February 1931.

Reports the result of an experiment with second-grade pupils to determine the extent to which pupils who receive practice on only a portion of the hundred addition and subtraction combinations learn the entire series.

129. Phillips, Claude A. Modern methods and the elementary curriculum. New York, The Century co., 1931. xviii, 526 p.

This book brings together a well-selected summary of the experimental work bearing on curriculum construction and suggests a course of study for each grade of the elementary subjects. The references are up-to-date and especially well chosen for use by classroom teachers. Sometimes the author neglects the significant differences between schools of thought so that one who is not aware of these differences might think that but one point of view exists.

130. Prehm, Hazel. Developing a spelling morale. *Elementary English review*, 8: 10-13, January 1931.

A practical method for doing an important task. Careful attention was given to the individual needs, interest was developed and sustained. Should be read by all teachers of spelling.

131. Ralston, Alene and Gage, Catharine J. Present-day psychology. Philadelphia, J. B. Lippincott company, 1931. xiv, 404 p.

Discusses original nature, learning, and measurement. Its treatment of learning is frankly based on Thorndike's system. It does, however, include a chapter on other points of view, including the Gestalt position. Gives attention to terms and concepts of general psychology necessary to an understanding of the central materials of the text.

132. Storm, Grace E. and Smith, Nila B. Reading activities in the primary grades. Boston, Ginn and company, 1930. viii, 376 p.

An outstanding contribution, not only as a textbook for classes in normal schools and teachers colleges, but also as a reference in the teacher's professional library. Especially helpful in its concrete suggestions for solving the most important problems which confront the teacher of reading in the primary grades. Simple, critical summaries are made of the experimental investigations on primary reading. Well-selected bibliographies are included in each chapter.

133. Thorndike, Edward L. Human learning. New York, The Century co., 1931. viii, 208 p.

A vigorous presentation of new data on learning. The impotency of practice as mere practice to account for improvement is made plausible. The doctrine of "satisfyingness" is supported by new evidence, but the neurology of "satisfyingness" or "after-effects" of action remains unexplained. Gestalt psychology is not worshipped in this volume. The discussions of learning are impressive—perhaps more so than the data.

134. Turney, Austin H. The status of ability grouping. *Educational administration and supervision*, 17: 21-42, 110-127, January-February 1931.

A valuable summary of the advantages of ability grouping. An extensive bibliography is provided.

135. Updegraff, Ruth. The visual perception of distance in young children and adults. Iowa City, Department of publications, State university of Iowa, 1930. 102 p. (Studies in child welfare, IV, no. 4)

Study of the visual perception of distance in young children 4 years of age and a study of the rôle in this acuity of the two factors, the size of the retinal image and linear perspective.

136. **Wheat, H. G.** The psychology of the elementary school. New York, Silver, Burdette & co., 1931. 434 p.

This book presents a rather detailed treatment of the psychology of classroom management and the various elementary school subjects. It is particularly concrete in spots and includes two or three new ideas.

136A. **Wilson, Frank T.** Errors, difficulty, resourcefulness and speed in the learning of bright and dull children. *Journal of educational psychology*, 22: 229-40, March 1931.

Bright children are more able to apply a principle in learning than dull children.

137. **Woody, Clifford.** Achievement in counting by children in the primary grades. *Childhood education*, 7: 339-45, March 1931.

A study of the achievement of children in the kindergarten and primary grades in certain aspects of arithmetic. Data for the study were collected from responses made by children in an interview test and from responses made by parents concerning their efforts in teaching counting in connection with home activities.

See also nos. 17, 459, 553-564, 592, 610, 641-642, 916.

SECONDARY EDUCATION

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

GENERAL

138. Buffalo municipal research bureau, inc. [High schools] *In Report of the Buffalo school survey*. Buffalo, N. Y., Buffalo municipal research bureau, inc., 1931. Part 1, Chapter IV, p. 91-100; and Part II, Chapter XXI, p. 191-94.

Deals with such matters as the number and distribution of high schools, enrollment and retention and future building needs, junior high schools, educational results, guidance, curriculum and extracurriculum, and teaching load.

139. **Gaumnitz, Walter H.** The smallness of America's rural high schools. Washington, U. S. Government printing office, 1930. iii, 78 p. (U. S. Office of education. Bulletin, 1930, no. 18)

For the most part the statistical data were taken from questionnaires sent out by the United States Office of education to all the public secondary schools known to exist in the United States. The data are for the school year 1925-26. The major part of the study deals with schools in villages and towns of fewer than 2,500 population.

140. **Koos, Leonard V.** Private and public secondary education—A comparative study. Chicago, University of Chicago press, 1930. viii, 228 p.

A factual comparison of private and public secondary education (largely in Minnesota) and of the different types of private schools, denominational and "independent." The comparison includes (1) students, in background, socio-economic status, intelligence, and educational outlook; (2) their achievement as measured by standard tests in a number of different subjects; (3) their subsequent success in college; (4) the curriculum offering in the schools; and (5) the teachers as to extent of experience and training. The complete report includes also a consideration, in the light of the evidence presented, of the place, or "function," of the private school.

141. **Napier, John H., jr.** The six-year high school—a neglected opportunity in secondary education. *California quarterly of secondary education*, 6: 109-76, January 1931.

The historical background of the junior high school, the reasons for developing the six-year high school, the three types of six-year organization, and the organizing of a six-year school are discussed.

142. **Palm, Reuben B.** The determinants of size and popularization of high schools. *School review*, 39: 186-95, March 1931.

The correlation method was used. The only one of the determinants tested which seems to exert a definite influence on the size of high school is the extent to which the population of the state is urban. It appears that two major determinants of popularization (number of pupils who attend high school per unit of population of the community) are the number of rural high schools per unit of the rural population and the intelligence of the population. Cautions in interpretation are presented.

143. Sadler, Sir Michael. The outlook in secondary education. New York, Bureau of publications, Teachers college, Columbia university, 1930. 56 p.

Julius and Rosa Sachs endowment fund lectures entitled, "Progress and pitfalls," "Youth and tests," and "A liberal education."

144. Soper, Wayne W. and Coxe, Warren W. Trends in secondary education. Albany, University of the State of New York, 1930. 71 p. (Bulletin, no. 961.)

A study dealing with such matters as trends in secondary-school enrollments, holding power as measured by pupils graduated, percentage of pupils in secondary schools, grade enrollments, age enrollments, subject trends, and trends in school costs.

145. Ware, C. M. Summer sessions in high schools. School review, 39: 49-60, January 1931.

Sources of data for this study were: (1) Replies from 42 of the 96 public-school superintendents and high-school principals to whom the inquiry was sent, (2) responses from state departments of education to definite questions, and (3) information supplied by accrediting officers in 88 state universities.

See also nos 337, 801, 803, 814, 821, 823, 828, 916.

JUNIOR HIGH SCHOOL

146. Good, Roy. Junior high schools in California. California quarterly of secondary education, 6: 158-68, January 1931.

The legal status of junior high schools in California with reference to their establishment, curricula, organization, attendance, and financing is discussed and changes in the school code are suggested.

See also nos. 141, 154, 164, 171, 209-211, 224, 231-233, 277.

MEASUREMENT

147. Irwin, Manley E. and Rankin, Paul T. The cooperative preparation of improved examinations. School review, 39: 112-22, February 1931.

A report concerning the program of cooperative construction and use of semester examinations at the junior and senior high-school level by teachers in the public-school system of Detroit. This program was initiated about six years ago.

POPULATION

148. Reed, Carroll R. Post-school adjustments of those who withdraw from junior high school. School executives magazine, 50: 311-12, 338, March 1931.

Based on a study of 855 pupils who left junior high school during the years 1924-29.

149. Shannon, J. B. and Farmer, James C. The correlation of high-school scholastic success with later financial success. School review, 39: 130-33, February 1931.

From this study involving 66 high-school graduates, the writers conclude that, apparently, scholastic success in high school and financial success later are results of different sets of abilities.

150. Washington, William Harold. Occupational representation in South Carolina high schools. Peabody journal of education, 8: 195-201, January 1931.

A questionnaire was sent to the superintendent of every high school in 11 counties located in different sections of South Carolina to ascertain the occupations of parents of white children of the fifth, seventh, eighth, and eleventh grades. It was found that the manufacturing and mechanical industries were not represented to any large extent in the upper grades of the high schools.

151. Wessel, Herman M. The secondary-school population in some of its social and economic relationships. Philadelphia, University of Pennsylvania, 1930. viii, 154 p.

A doctor's thesis concerning the school characteristics, home background, out-of-school activities, future plans, and school status of the pupils in the secondary schools of Cheltenham Township, Pennsylvania. Based on school records and questionnaires submitted to pupils.

152. Whitlow, C. M. The geographical distribution of high-school graduates. *School review*, 39: 213-16, March 1931.

The graduates of Laramie high school [Laramie, Wyo.] were divided into three groups: Those graduating during the years 1910-17, 1918-23, and 1924-27, respectively. It was found that about 50 per cent of the high-school graduates remained for a considerable length of time in the local community, and that many of the graduates went to other states.

153. Young, O. E. Migratory trends of high-school graduates; 1900-1930. *Phi delta kappan*, 13: 148-51, 159, February 1931.

Records of members of each fifth class graduating during a thirty-year period from 36 high schools in communities with widely differing population in various parts of Indiana were studied.

ADMINISTRATIVE AND TEACHING STAFF

154. Foster, Frank Kale. Status of the junior high school principal. Washington, U. S. Government printing office, 1930. iv, 75 p. (U. S. Office of education. Bulletin, 1930, no. 18)

Questionnaire returns were received from 440 junior-high school principals. Reports given on the teaching personnel, schedules, building organizations, the social status of the principal, his preparation, experience, and salary, his administrative and supervisory organizations and duties, and his community contacts and professional interests.

155. Shambaugh, C. G. Teacher turnover in California and its significance. *Nation's schools*, 7: 77-78, 80, 82, 84, January 1931.

Primarily a study of the number and percentage of California teachers leaving the profession and an analysis of the shifting of teachers in five typical counties.

156. Strang, Ruth. Who performs personnel duties? *School review*, 39: 33-41, January 1931.

Based on 115 replies to a questionnaire sent to 174 principals of high schools in the state of New York who had previously reported that their schools had no officially appointed dean of girls. One of the conclusions is that "There seem to be two methods of handling the problem of personnel work in schools employing no specialist: (1) the division of responsibility among a number of people and (2) the delegation of specific duties to individual members of the faculty."

See also no. 630.

SUPERVISION

157. Kohlbrenner, Bernard J. What supervision do teachers receive. *Catholic educational review*, 29: 146-55, March 1931.

Based on 185 replies by teachers in 52 dioceses to a questionnaire. Among other things, it was found that about three-fourths of these teachers had received supervision, and that community supervisors and principals did most of the supervising.

TEACHING AND STUDY PROCEDURES

158. Hughes, J. M. and Melby, E. O. A cross-section of teaching in terms of classroom activities. *Educational method*, 10: 285-89, February 1931.

A report concerning an activity analysis of one class recitation conducted by each of 116 teachers of social studies in 20 high schools of the Chicago area.

See also nos. 136, 337.

INDIVIDUAL DIFFERENCES

159. Allen, Clinton M. Some effects produced in an individual by knowledge of his own intellectual level. New York, Bureau of publications, Teachers college, Columbia university, 1930. - II, 98 p. (Contributions to education, no. 401)

Involves a study of literature on the subject; a survey of prevailing practices; a collection of opinions from elementary, high school and college instructors, and research directors; a study of statements from people who had had their intelligence quotients reported to them five years before; and experiments including sixth, ninth, and twelfth grade pupils, and college freshmen.

160. Aquina, Sister M. The unit plan of teaching. *Catholic school journal*, 31: 7-14, January 1931.

Discusses the basic principles of the Morrison unit plan and illustrates their use.

161. Billett, Roy O. What the high schools are doing for the individual. *School life*, 16: 85-87, January 1931.

This preliminary report concerning one project of the National survey of secondary education discusses the three stages of the investigation, shows frequencies of use and of unusually successful use of 28 types of provisions for individual differences by 8,594 secondary schools, and compares the practices of groups of schools having different enrollments.

162. Ricarda, Sister. Administrative provision for individual differences. *Catholic educational review*, 29: 19-31, January 1931.

Discusses and evaluates present provisions for individual differences of pupils, and suggests a procedure to be used.

163. A study of chronic failures in the high schools of Denver. *School review*, 39: 161-65, March 1931.

A study of pupils from Grades XA to XIIA, inclusive, who failed in two or more subjects the second semester of last year. The types of failing pupils are listed and procedures for dealing with each type are recommended.

See also nos 365, 586-588, 590, 593.

EDUCATIONAL GUIDANCE

164. Fitzpatrick, Loretta M. The home-room of a junior-high school. Ann Arbor, Mich., George Wahr, 1930. xii, 100 p.

The purpose of this book is to define and describe the home-room of an intermediate or junior high school, to explain its relation to the rest of the school organization, and to present illustrations of ways and means of accomplishing the aims and objectives of the home-room.

165. Good, Iris Cleva and Crow, Jane M. Home-room activities. New York, Professional and technical press, 1930. xv, 325-p.

A presentation of programs, plans, and devices which have been found successful. Includes chapters on objectives of the home-room, organization of the home-room, the counselling program, student participation in school government, procedure in the home-room meetings, how to study, and programs for special seasons and occasions.

166. Lund, S. E. T. The personal interview in high-school guidance. *School review*, 39: 196-207, March 1931.

An experiment with matched pairs of pupils. This experiment was carried out in one of the smaller high schools in Minnesota during the school year 1928-29.

167. Symonds, Percival M. Tests and interest questionnaires in the guidance of high-school boys. New York, Bureau of publications, Teachers college, Columbia university, 1930. viii, 62 p.

An interest questionnaire yielded results showing more promise for guidance of high-school pupils in choosing a curriculum than did the tests administered.

LIBRARIES

168. Fargo, Lucile F. School libraries in the United States. *Peabody journal of education*, 8: 236-40, January 1931.

Objectives for the school library, personnel and equipment, and types of school library administration are discussed.

169. Ingles, May and McCague, Anna. Teaching the use of books and libraries. New York, The H. W. Wilson company, 1930. 198 p.

A manual for librarians and teachers giving library instruction to high-school and normal-school students. Deals with aims, organization, methods, devices, and forms of practice work.

170. **Walcott, Fred G.** Our voluntary reading program. *English Journal*, 20: 109-18, February 1931.

The reading program of the Negaunee, Michigan, junior and senior high school, which centers around the room library, is discussed. Each English teacher chooses books according to student demand and supervises their circulation.

SCHOOL GOVERNMENT AND DISCIPLINE

171. **Nichols, Roy T.** Character education through pupil participation in school control. *California quarterly of secondary education*, 6: 177-85, January 1931.

A questionnaire was sent to 50 California junior high schools varying in size from less than 250 to over 2,000 in enrollment. Current literature and replies to the questionnaire furnish the basis for the plan of student organization here treated in detail.

172. **Vineyard, Jerry J. and Poole, Charles F.** Student participation in school government. New York, A. S. Barnes and company, 1930. xiv, 104 p.

The authors discuss the educational philosophy underlying pupil participation in school government, make suggestions for inaugurating such participation, propose simplified parliamentary procedure, illustrate practices in schools as revealed by replies to questionnaires, and analyze the values and problems involved in pupil participation as expressed in the literature and by executives and pupils.

EXTRACURRICULUM

173. **Bellingrath, George C.** Qualities associated with leadership in the extracurricular activities of the high school. New York, Bureau of publications, Teachers college, Columbia university, 1930. ii, 57 p. (Contributions to education, no. 399)

Concludes that there is a slight positive relation between age and social and economic status of boys and election to leadership; and that girl leaders are younger, taller, heavier, make higher school marks, have better school habits, and come from better homes than do girls who are not leaders.

174. **Gorsline, Robert.** Pupils testify to leisure-time activities. *School review*, 39: 208-212, March, 1931.

A questionnaire was presented to two groups, (1) freshmen and sophomores and (2) juniors and seniors. The responses of the two groups were compared.

175. **MacDonald, Margaret Anne.** The class organization and activities. New York, A. S. Barnes and company, 1931. xv, 134 p.

Discusses the organization and administration of classes, and illustrates class programs and class activities used in schools in various parts of the United States.

176. **Meyer, Harold D.** The school club program. New York, A. S. Barnes and company, 1931. x, 178 p.

Deals with the organization and administration of the club program, offers practical suggestions for 50 clubs, briefly explains the objectives and programs of 28 national organizations, and presents 12 practical aids for the club program. Much of the book is based on returns from a questionnaire sent to 300 high schools.

177. **Morley, E. E.** Report of the North central association committee on athletics in secondary schools. *North central association quarterly*, 5: 332-39, December 1930.

Historical statement, a summary of tabulated data, and recommendations. The tables refer to participation in interscholastic sports, information about football and basketball, policies in school athletics, length of athletic seasons, number of contests scheduled, number of tournaments engaged in, and scholarship of a varsity football squad.

178. **Oerlein, Karl F.** Science clubs for service. *School science and mathematics*, 31: 314-20, March 1931.

Discusses the organization and activities of a science club during the past 4 years.

179. Pound, Olivia. Extracurricular activities of high-school girls. New York, A. S. Barnes and company, 1931. viii, 97 p.

Considers underlying principles, girls' leagues, civic clubs, home-economics clubs, girls' athletic associations, play day, ethical and esthetic clubs, girl reserves, girl scouts, camp fire girls, vocational guidance, and vocational programs for girls.

180. Rugg, Earle U. Student activities as a means of providing for adolescent needs. Junior-senior high school clearing house, 5: 294-99, January 1931.

Values claimed for student activities, principles recognized for their organization and supervision, adolescent needs, and implications for education are discussed.

181. Russell, R. D. What benefits do pupils derive from school clubs? Nation's schools, 7: 35-40, March 1931.

Questionnaire responses from 231 administrators of various-sized schools of the Northwest indicate that these administrators consider the advantages outweigh the disadvantages of clubs in their schools.

182. Wiggins, B. E. High-school intramural programs. Journal of health and physical education, 2: 22-24, 55, January 1931.

The intramural programs for girls and for boys at the North high school in Columbus, Ohio.

CURRICULUM

183. Baker, Earl W. Constants and variables in the high-school program of studies. School and society, 33: 20, January 3, 1931.

A report of an analysis of the 1929-1930 admission requirements of 150 liberal arts colleges in 22 states. The average number of units required in English, foreign language, mathematics, social studies, and science are presented. The average college requirement was found to be 8.42 units in constant subjects and 6.61 units in variables.

184. Eikenberry, D. H. How can the unit courses and curriculum commission develop its plan of curriculum construction to serve best the school systems in the North central association. North central association quarterly, 5: 406-9, December 1930.

The need for the formulation of a philosophy of education consistent with the facts and conditions of modern life and for the erection on that philosophy of a six-year program for grades seven to twelve is emphasized. The development of six-year programs of social studies, extracurriculum activities, English language and literature, health training, and guidance are specifically suggested.

185. Norton, Margaret Alltucker. Leadership in curriculum building in 168 large city school systems. School and society, 33: 17-20, January 3, 1931.

A report concerning responses to an inquiry sent by the Research division of the National education association to all superintendents of schools in cities over thirty thousand in population.

See also nos. 3, 615, 736.

SUBJECT FIELDS

ENGLISH

186. Alexander, Fred M. Reading in Newport News high school. Journal of education, 113: 248-51, March 2, 1931.

Explains and presents results of procedures used to develop the reading abilities of high-school pupils. The most backward group made the equivalent of two years' progress in one semester.

187. Choate, Ernest Alfred. The relation of the literary background recommended by courses of study to that found in current literature. Philadelphia, University of Pennsylvania, 1930. 72 p.

A doctor's thesis comparing the literature advocated by courses of study in grades 4 to 12 with that alluded to in the most widely read books and magazines.

188. Guller, Walter Scribner. Analysis of capitalization errors. English journal, 20: 21-23, January 1931.

Some findings from this study of capitalization errors made by 649 high-school graduates are that the twelfth-grade standard was attained by 36.5 per cent of the group, while 4.6

per cent fell below the standard for the seventh grade; that the students varied widely in their mastery of specific usages; that six types of errors accounted for more than 50 per cent of the total number of errors; and that training can not be relied upon to transfer from one usage to another in any significant degree.

189. Hwang, Pu. Errors and improvement in rating English compositions by means of a composition scale. New York, Bureau of publications, Teachers college, Columbia university, 1930. vii, 67 p. (Contributions to education, no. 417)

Eighty themes written by 40 pupils from grades 4 to 12 were selected at random from 772 themes by 386 pupils in two schools. Each of 74 judges rated the themes (1) on a percentage basis without reference to a scale, (2) with one composition rating scale, and (3) with a second rating scale. The most reliable way to rate English compositions was found to be to rate compositions written on similar topics, showing a wide range of quality, with an objective scale of the general merit type.

190. Leonard, J. Paul. Punctuation and capitalization errors. *Education*, 51: 329-35, February 1931.

Analysis of 410 compositions by 82 pupils of superior ability seems to show, among other things, that with these pupils there is no consistent growth in ability to punctuate and capitalize from grade 8 to 9, and that the use of the comma with parenthetical expressions occasions 54 per cent of the errors made.

191. Miller, E. L. College entrance requirements in English (a committee report). *North central association quarterly*, 5: 553-69, March 1931.

A discussion of approximately 1,200 replies to a questionnaire involving aims, content, methods, and facilities as they pertain to English needed by pupils as preparation for college.

192. Neblick, Mary E. and Lyman, B. L. A qualitative and quantitative unit in lyric poetry. *North central association quarterly*, 5: 508-27, March 1931.

A unit of lyric poetry for the eleventh or twelfth grade is presented and discussed

193. Rider, Linda. An English course in song development. *Education*, 51: 385-401, March 1931.

Illustrates the close relationship between literature and song.

194. Robinson, Elizabeth and Lyman, B. L. Units in English correlated with vocational guidance. *North central association quarterly*, 5: 528-34, March 1931.

An outline of five units, each to occupy the class for one week. Ideals of business, characters of successful men, choosing a vocation, other vocations, and salesmanship are considered.

195. Seeley, Howard Francis. *Enjoying poetry in school*. Richmond, Va., Johnson publishing company, 1931. xv, 267 p.

Proposes procedures which the author as a high-school teacher previously found effective and which his graduate students (generally experienced teachers) have employed with what they consider gratifying results.

196. ——— Teaching appreciation through intensive reading. *English journal*, 20: 203-10, March 1931.

States that appreciation of literature is best fostered by letting the chief interests and major purposes of the author determine the intensity with which a book is studied. Advocates the reading of books with boys and girls in school for the same reasons and as nearly as possible as books are read by men and women out of school.

197. Taylor, Jean Landon and Lyman, B. L. Three units in American life as interpreted in American literature. *North central association quarterly*, 5: 535-51, March 1931.

Designed to illustrate prominent American characteristics, past and present, through the medium of American literature.

198. Weeks, Ruth Mary. Teaching the whole child. *English Journal*, 20: 9-17, January 1931.

This presidential address at the twentieth annual meeting of the National Council of Teachers of English states that the council is launching a nation-wide study of the English curriculum, in which the federal government and the major American educational associations will cooperate. The writer emphasizes that English courses should provide disciplined expression for thought, feeling, action, and laughter or wit.

See also no. 353.

FOREIGN LANGUAGE

199. Crawford, Claude C. and Litzell, Edna Mable. Learning a new language. Los Angeles, Calif., C. C. Crawford (University of Southern California) 1930. xiii, 242 p.

This book deals with aims and purposes of foreign language study, thinking in the foreign language, pronunciation, vocabulary, spelling, listening to the spoken language, speaking, reading, writing, translation, grammar, special problems in the study of Latin, and language clubs and games.

200. Fotos, John T. Word and idiom frequency counts in French and their value. *Modern language journal*, 15: 344-53, February 1931.

Calls attention to recently published French word and idiom frequency-counts, and discusses their use and their probable effect upon the aims, methods and contents of the French courses in high schools and colleges.

201. Guyles, Calla A. The contract method in junior high school Latin. *Classical Journal*, 26: 364-76, February 1931.

Advantages and limitations of the contract method, types of contracts, and the use of the method at the University of Wisconsin high school.

202. Henry, Margaret Y. Some considerations of the problem of reading Latin. *Educational outlook* (School of education, University of Pennsylvania), 5: 154-63, March 1931.

A discussion of gradation, content, vocabulary, translation, and comprehension of Latin.

203. Hughes, Sister Florence Patricia. A study of Latin prognosis. Washington, D. C., Catholic education press, 1930. 28 p.

Investigates the extent to which pupils' knowledge of language usage derived from the elementary school is related to ability in Latin in high school, and seeks to determine a group of tests which may be used to accurately predict achievement in first-year and second-year Latin.

204. Hutchinson, Mark E. Objective measurements in Latin—their value and purpose. *Classical Journal*, 26: 349-60, February 1931.

A discussion concerning the choice of tests, their values and uses, and probable future activities in the field of objective measurements in Latin.

205. Steinbach, H. B. Hastening the attainment of a reading knowledge of a foreign language. *Modern language journal*, 15: 401-4, March 1931.

A discussion of the kind of books to read, the method of rereading, use of translations, use of new words, and study of meanings and derivations of words.

206. Warshaw, J. Prognosis and the open door. *Modern language journal*, 15: 253-61, January 1931.

States that prognosis is of doubtful scientific value in foreign language work and that more than prognosis of the pupil we need diagnosis of the course of study in order to fit it to the pupil.

See also no. 347.

MATHEMATICS

207. Breslich, E. B. The unit in mathematics. -Junior-senior high school clearing house, 5: 321-26, February 1931.

Gives examples of teaching units in mathematics and states five characteristics of a good unit of learning.

208. **Davis, Mrs. David R.** A comparative study of textbooks in junior high school mathematics. *High school*, 8: 103-14, February 1931.

Ten series of mathematics textbooks were compared as to aims, subject matter, problems (verbal and mechanical), order of introduction of subjects, methods of presentation, and methods of motivation.

209. **Drushel, J. Andrew.** Important contributions of the new mathematics with special reference to the junior high grades. *Junior-senior high school clearing house*, 5: 332-35, February 1931.

The contributions of the new mathematics which are enumerated and discussed are: (1) Standardized diagnostic, timed practice, and inventory achievement tests in computing and reasoning; (2) problem solving; (3) different content for different groups of pupils in the same school grade; and (4) new types of content.

210. **Entz, John A.** Provisions for securing and maintaining computing skills in the fundamental operations as found in junior high school mathematics textbooks from 1916 to 1928. *Junior-senior high school clearing house*, 5: 349-50, February 1931.

Based on the examination of 16 three-book series of junior-high school mathematics texts.

211. **Faddis, Robert E. and Drushel, J. Andrew.** Some problems of the ninth-grade mathematics teachers. *Junior-senior high school clearing house*, 5: 362-64, February 1931.

Primarily a discussion of the findings of three studies of the amount and kind of mathematics preparation which pupils bring to their elementary physics.

212. **Haertter, Leonard D.** Bases of instruction in elementary algebra. *School science and mathematics*, 31: 305-13, March 1931.

The need for and the use of inventory tests and instructional tests are considered in detail.

213. ——— An effective method of teaching pupils how to solve verbal problems. *Mathematics teacher*, 24: 166-75, March 1931.

The study of problems by types, presenting carefully to the pupils the fundamental facts and relationships common to such types, is advocated and illustrated.

214. **Hassler, Jasper O. and Smith, Bolland R.** The teaching of secondary mathematics. New York, The Macmillan company, 1930. xi, 405 p.

Part 1 deals with the fundamental concepts of arithmetic, algebra, and geometry and the history of their development. The second part treats of aims and methods of teaching mathematics in secondary schools. The teaching of the critical parts of algebra, geometry, and trigonometry are discussed in detail.

215. **Hennessey, Francis P.** The principle of continuity. *Mathematics teacher*, 24: 32-40, January 1931.

The use of the principle of continuity is illustrated and is proposed as an effective means of conducting a review in plane geometry.

216. **Minnick, J. H.** Teaching geometry through practical problems. *Educational outlook* (School of education, University of Pennsylvania, 5: 115-21, January 1931.

A discussion of a problem requiring 1 hour of class work daily for 6 weeks used to introduce the study of geometry.

217. **Pitts, Lemuel and Davis, Robert A.** A comparison of the analytic and synthetic methods of teaching geometry. *School science and mathematics*, 31: 333-39, March 1931.

Equated-group technique was used. Found the synthetic method to be superior to the analytic method.

218. **Riefing, E. Jeannette.** The section group individual plan. *Junior-senior high school clearing house*, 5: 344-47, February 1931.

A brief outline of actual procedures followed in using a combination of group and individual methods of instruction in mathematics classes in the Cleveland high school of St. Louis, Mo.

219. Schorling, Raleigh. How shall the objectives of mathematics for the secondary schools be determined? Junior-senior high school clearing house, 5: 338-40, February 1931.

The need for and the scientific method of determining objectives of mathematics are illustrated. It is advocated that the skills, attitudes, vocabulary, concepts, and items of information to be taught may well be determined by taking into consideration social needs, principles of educational philosophy, an inventory of recent textbooks, reports of prominent mathematical committees, judgments of educational leaders and competent teachers, and extensive classroom trial.

220. Shibli, J. Recent developments in the teaching of geometry. Junior-senior high school clearing house, 5: 867-72, February 1931.

A discussion of intuitive geometry, reasoning in geometry and its correlation between various branches of mathematics and between mathematics and other subjects, the purpose of geometry, and preparation of teachers, etc.

221. Stone, Charles A. A combined course in plane and solid geometry. Mathematics teacher, 24: 160-65, March 1931.

One hundred and forty teachers replied to a questionnaire. Two tenth-grade classes of almost equal ability, and a twelfth-grade solid-geometry class at the University of Chicago high school were used for experimental purposes. It was tentatively concluded that a one-year combined course in plane and solid geometry is inadvisable.

222. ——— and Georges, J. S. The learning products of a unit of instruction in mathematics. School science and mathematics, 31: 58-67, January 1931.

The mathematical abilities, understandings, appreciations, habits, and powers to be developed by a unit of instruction.

223. Swenson, John A. Calculus in the high school. Junior-senior high school clearing house, 5: 347-49, February 1931.

The writer maintains that high-school calculus ought to be an experimental study of variation and rate of change, and presents ways in which algebra and geometry can furnish a foundation for such a course.

224. Williams, Robert L. The selection of mathematics texts in the junior high school. School science and mathematics, 31: 284-91, March 1931.

Outlines a scheme for evaluating texts. Compares the percentage of page space allotted to 18 different divisions of subject matter in three sets of junior-high school mathematics with the percentage of frequency of mention in a report of the subcommittee for the objectives in junior-high school mathematics, for the North central association.

SOCIAL STUDIES AND CITIZENSHIP

225. Bloomfield, L. S. Class size in senior American history. Historical outlook, 22: 107-8, March 1931.

An experiment involving a 30-pupil class and a group of 30 pupils taught in a class of 55 pupils. There appears to be no appreciable difference in the attainment of the two groups.

226. Hahn, Alice J. Four units to illustrate motivation in the teaching of geography: parts I, II, III. School science and mathematics, 31: 25-32; 177-83; 301-304, January-March 1931.

The units were chosen from a course in geography which the writer tried out in the Proviso high school in Maywood, Ill. Adjustments and relationships are stressed.

227. Kimmel, W. G. The case study as a method of solving pupil difficulties in the social studies. Historical outlook, 22: 118-21, March 1931.

An outline of the case-study method of dealing with maladjusted pupils in the social-studies courses in the University of Chicago high school.

228. Kulp, Daniel H. and Davidson, Helen H. Can Neumann's "attitude indicator" be used as a test? Teachers college record, 32: 332-37, January 1931.

The reliability of the "indicator" was obtained by the split-test method and by retesting after an eight-month interval. The procedure which Buch designates "validation by the method of widely spaced groups" was used. Tentative norms were obtained. The "indicator" is intended for use primarily with high-school seniors.

229. **Michell, Elene.** Teaching values in new-type history tests. Yonkers-on-Hudson, N. Y., World book company, 1930. ix, 179 p.

A book designed to aid teachers of social studies in the use and construction of objective tests.

230. **Peters, Charles C. and Altman, John E.** A critical study of the content of standardized tests in American history. *Journal of educational research*, 23: 153-61, February 1931.

A study of the content of 23 standardized tests in American history in relation to their parallelism with social needs.

231. **Roach, William Lloyd.** Correlation with other subjects in junior high school United States history textbooks. *School and society*, 33: 178-179, January 31, 1931.

A report of an analysis of seven recent history texts to determine the amount of correlation with geography, literature, economics, science and invention, and government and civics. It was found that four of the seven books have over 50 per cent of their total content devoted to the five subjects correlated.

232. **Rosenbloum, Minnie.** Men mentioned in five junior-high school American history textbooks. *Historical outlook*, 22: 26-27, January 1931.

Deals with the frequency with which each man is mentioned, the events with which he was connected, and amount of space given to each such event.

233. **Tubbs, Eston V.** Teaching citizenship in the Chicago schools. *Nation's schools*, 7: 23-34, February 1931.

Tells how citizenship through creative experience is brought about by the use of course of study materials and a wide range of opportunities in the classroom. Includes summaries of replies to questionnaires covering citizenship-training activities in the elementary schools and in the junior and senior high schools of Chicago.

234. **Weaver, Robert B.** The relative value of intensive study and extensive reading in United States history. *School review*, 39: 217-26, March 1931.

A report concerning a rotation experiment conducted in the teaching of United States history in the seventh grade of the Laboratory schools of the University of Chicago. The writer concludes that the slight differences in favor of extensive reading for developing historical understandings may have been balanced or exceeded by values of an unknown variable such as experiences in expression afforded by the intensive method.

235. **Wirth, Fremont P.** Classroom difficulties in the teaching of history. *Historical outlook*, 22: 115-17, March 1931.

Difficulties in history teaching listed by about 80 teachers of history afforded the basis for a questionnaire to which 1,417 teachers replied.

SCIENCE

236. **Baird, Don O.** A vocabulary study of biology notebooks of fifty representative secondary schools in New York state. *Education*, 51: 263-69, January 1931.

The extent of pupil vocabulary, the extent of the use of scientific terms, the total number of words used, and the use and spelling of the words were investigated. The words used in the notebooks were checked against Powers' "List of scientific terms for high school students" and Thorndike's "Teacher's word book."

237. **Bayles, Ernest E. and Bedell, Ralph C.** A study of comparative validity as shown by a group of objective tests. *Journal of educational research*, 23: 8-16, January 1931.

Twelve tests representing five units in general science were administered in nine classes. The types of tests were compared as to validity by correlating the scores made on each test with the mean score made by each pupil on all his tests.

238. **Boorstein, Jacob W.** An analysis of the college examination board examinations in elementary chemistry from 1921 to 1928. *Science education*, 15: 91-100, January 1931.

Deals with the choice of subject matter, the relative emphasis placed on different chemistry topics, and the extent to which the examiners stress practical applications of chemistry to everyday life.

239. Curtis, Francis D. Report of the subcommittee on general science. North central association quarterly, 5: 410-37, December 1930.

Previously, the writer had made an investigation of the content of general science as found in syllabi, reports of analyses of textbooks, analyses of scientific interests, reports of analyses of magazine or newspaper science, and other sources. This article is a report of the subject-matter topics chosen as a result of that study, and their evaluation by members of the subcommittee on general science in terms of the four major and sixteen minor objectives formulated by the North central association.

240. Downing, Elliot R. Teaching units in biology—an investigation. North central association quarterly, 5: 453-70, March 1931.

An investigation concerning the time required to teach certain units in biology to the point of mastery.

241. Gamble, Joseph N. The place of natural science in programs of high-school graduates. School review, 39: 177-85, March 1931.

Data were collected from the school records of pupils who graduated in 1926-29 from six senior high schools in various parts of the United States. The purpose of the study was (1) to determine existing curricular practices with reference to the requirement and election of natural science, and (2) to determine the extent to which there is sequential coherence in the courses in natural science.

242. Gruenberg, Benjamin C. Vital values in science teaching. School science and mathematics, 31: 125-37, February 1931.

Both the unimportant and the vital values are presented. Writer considers the vital values of science to be useful knowledge subject to revision, leisure pursuits left to individual choice, assimilation of a technique of inquiry, a scientific attitude of mind, and tolerance.

243. Hurd, A. W. Additional studies relating to physics. (A committee report) North central association quarterly, 5: 471-93, March 1931.

Twenty-five schools in 23 cities in 14 states furnished test data for one or more units in physical science. Two of the seven conclusions are (1) that it is probably best to concentrate on teaching a few selected units in physics and (2) that teachers seek new suggestions in method and content but originate few.

244. ——— Teacher opinion on problems of science teaching. Educational method, 10: 281-84, February 1931.

Based on questionnaire responses from teachers who had made use of one or more teaching units in high-school physics.

245. Klopp, William J. The relative merits of three methods of teaching general science in the high school. Chicago, The Central association of science and mathematics teachers, inc., 1930. ix, 82 p.

An experiment covering a period of 9 weeks and involving 700 pupils taught by 16 teachers. The groups were comparable with regard to reading-comprehension ability and range of I. Q. Objective tests were prepared for initial and final testing of each unit of content. The final test for each unit was repeated as a retention test three weeks after it was used to test immediate recall. The comparison of the lecture, textbook, and telling-demonstration methods by mean scores was considered significant when the critical ratio was 2.5 or greater.

246. Lancelot, W. H. The course in high-school chemistry: a progress report. North central association quarterly, 5: 494-507, March 1931.

A unit of chemistry dealing with the relation of chemistry to human health is presented. This unit was used in 20 high schools to secure the reaction to it of teachers and pupils.

247. Presson, John M. Achievement tests in biology for secondary school use based upon an analysis of the content of the subject. Philadelphia, University of Pennsylvania, 1930. 149 p.

A doctor's thesis involving the construction of standardized achievement tests based on a study of biology textbooks, State and city courses of study, questions asked by the College entrance examination board (1916-1926), questions prepared by the Board of regents for the State of New York (1916-1926), and final examination questions given to their classes by 148 teachers of biology during the school year 1925-1926.

PHYSICAL EDUCATION

248. **Brownell, Clifford Lee.** Standards in school health and physical education. *Journal of health and physical education*, 2: 8-10, 58, 60, 61, March 1931.

Discusses standards with reference to personnel, time apportionment, credit, equipment and facilities, programs, teaching load, classification, achievement, and methods. Parts of the program in need of further investigation and means of developing desirable standards are indicated.

249. **Halsey, Elizabeth.** Current educational problems in relation to physical education. *Journal of health and physical education*, 2: 12-14, 52-53, February 1931.

What the objectives of education in general have to contribute to the formulation of objectives for physical education and to the ways of attaining those objectives are presented.

250. **Rogers, Frederick Rand.** Physical capacity tests. New York, A. S. Barnes and company, 1931. viii, 50 p.

Deals with testing techniques and the significance of tests.

PRACTICAL AND VOCATIONAL ARTS

251. **Gould, Roy H.** Organization of auto-mechanics at the Jackson intermediate school. *Industrial arts and vocational education*, 20: 4-7, January 1931.

The purpose of the course, general method, shop layout, job sheets, the instruction group, core jobs, examinations, grading of pupils, the demonstration, and outside work are considered.

252. High-school courses in child care and preparental education. *Journal of home economics*, 23: 132-37, February 1931.

This symposium includes these articles: Aims and methods in the teaching of child development by Helen C. Goodspeed, a teachable high-course in child care by Everice Parsons, and educating for parenthood by Ada Kennedy.

253. **Turner, Marcia E. and Hall, Mabel M.** Objectives for high-school courses in home relationships. *Journal of home economics*, 23: 238-43, March 1931.

Six experienced teachers and supervisors of home economics scored 108 objectives arrived at from an analysis of 31 state and 15 local home economics courses. The resulting best 22 of the 108 objectives were rated by 11 experienced teacher trainers and supervisors.

See also nos. 554-555, 560, 594, 639, 737.

55469-31-3

EXCEPTIONAL CHILDREN

Elise H. Martens

GENERAL REFERENCES

254. Anderson, Meta L. Why special classes? *Mental hygiene*, 15: 87-100, January 1931.

"Why make the attempt to educate and train all the children of all the people anyway?" This is the question which the author answers in its relation to the child of subnormal intelligence. Problems of organization and curriculum are discussed, and a general outline is presented for a program which will take care of the needs of such children.

255. Cooper, William John. Knowledge of the whole being. *School and society*, 33: 283-89, February 28, 1931.

The article contains a summarization of the deliberations of the First International congress on mental hygiene and of the White House conference on child health and protection, in so far as these bear upon the responsibility of the educational administrator. It points out the significance attached to the problems of providing adequate educational facilities for those children who deviate from the normal, either mentally or physically, through an understanding of the whole being to be taught.

256. ———. Shall we look the other way? *School life*, 16: 121-23, March 1931.

Same as preceding article.

257. Grigson, W. Herbert. Physical and health education in special classes. *Journal of health and physical education*, 2: 3-7, March 1931.

This article considers the history, problems, and special methods used in physical education of handicapped children. It gives procedures found practical with the deaf, with the sight defective, with backward pupils, and with disciplinary problems.

258. Lee, John J. Serving 2,700 handicapped children. *Michigan education journal*, 8: 328, 346, February 1931.

The article includes a brief description of the Michigan state program for the education of the physically handicapped. It considers the factors of state authorization, state aid, and state supervision.

259. McCauley, E. Grace. Children deficient in hearing and sight. *Pittsburgh school bulletin*, 24: 395-97, January 1931.

A brief account of the state program for the blind or partially-seeing and for the deaf or hard-of-hearing in Pennsylvania. It lists the schools that have been established for such children.

260. McCooey, Margaret J. How the public schools of New York city provide education for exceptional children. *School*, 42: 389-90, February 5, 1931.

A brief account of the educational program for the physically, mentally, and socially handicapped children in New York city. Describes the various types of special classes organized and the general procedure of administration and supervision.

261. Martens, Elise H. The education of exceptional children. *In* *Special problems in the education of rural children*. Bulletin of the Department of rural education of the National education association, February 1931. p. 11-21.

A consideration of the problems involved in the education of exceptional children of various types in rural communities, from the standpoint of the individual teacher, the county program, and the state program.

262. Reiter, Frank H. Pennsylvania's 13-point program for the handicapped. *School life*, 16: 117-18, February 1931.

The author describes the program of the State of Pennsylvania to meet the educational needs of exceptional children.

263. White-House conference, 1930. New York, The Century company, 1931. 365 p.

The first of the publications growing out of the White-House conference on child health and protection. It includes the addresses delivered at the conference and a digest of the

reports given by the seventeen main committees composing the four different sections. Consideration of the handicapped and of special classes for exceptional children is an important feature of these reports.

See also no. 910.

ANÆMIC, TUBERCULAR, ETC.

264. Drawbacks of open-air schools. *Mind and body*, 37: 373-74, February 1931.

Points out the need of adequate and even heating in open-air schools during cold weather. Recommends the application of the open-air principle in less drastic form than is frequently used.

BEHAVIOR AND PROBLEM CASES

265. Adler, Herman M. The work of institutions in the prevention of delinquency. *Journal of juvenile research*, 15: 18-27, January 1931.

The author points to delinquency as "an evidence of maladjustment of some sort" or ill-adapted behavior, which involves a complexity of considerations in social and individual life. Such maladjustments should be met outside of an institution except in intractable cases, where institutionalization should offer the opportunity of a specialist's treatment for prevention of further difficulty or (in most extreme cases, which do not yield to treatment) merely for segregation and prevention of contagion.

266. Bassett, Clara. Child behavior reflects parental handling. *Journal of the National education association*, 20: 85-86, March 1931.

A presentation, by means of case studies, of the influence which parental attitudes and actions have upon child behavior.

267. Duncan, Edith M. Montana's State vocational school for girls. *Montana education*, 7: 12-14, March 1931.

An account of the organization, objectives, and activities of the Montana State school for delinquent girls. The school is under the direction of the State board of education and is thus a part of the regular state educational program. "Pupils are prepared for further education and are urged to continue their education."

268. Fenton, Norman. Reading interests of delinquent boys. *Journal of juvenile research*, 15: 28-32, January 1931.

A plea for reading guidance to be given to children, with an individualized study of their interests, as one means of "preventing certain of the maladjustments of children which lead to institutional commitment later on."

269. Jameson, Samuel Haig. Social responsibility and juvenile delinquency. *Journal of juvenile research*, 15: 7-17, January 1931.

"Crime and delinquency, or any other form of social disease . . . can not be diminished unless *social responsibility* is attached to social control." The author questions the factor of individual responsibility for delinquency and claims that "responsibility—if there be any—rests not in the act or in the actor, but in the factors and especially the socially conditioned factors which cause the actor to act." Therefore, society needs to face the problem of adjustment.

270. Lotz, Edna Rickey. Case analysis of problem children. *Grade teacher*, 48: 361, 410, January 1931.

A practical discussion of the methods which can be used in any classroom for an intelligent study of pupils' difficulties. It includes consideration of disabilities in subject matter as well as of behavior problems.

271. Russell Sage foundation. A bibliography of juvenile delinquency. New York. The Foundation, 1930. 4 p.

A selected bibliography on juvenile delinquency, including books, reports, and magazine articles.

272. Schmitt, Clara. Organization of a behavior clinic in the public schools. *California quarterly of secondary education*, 6: 193-200, January 1931.

Describes the functioning of the Psychological clinic of Los Angeles, California. The clinic staff, which deals with behavior problems, is composed of a supervising psychologist.

3 assistant psychologists, 4 psychiatric social workers, and secretarial service. It has the cooperation of the Health department with its staff of medical examiners and specialists. The clinic counselors, 7 in number, deal with children who show no overt behavior difficulty but who are mentally or educationally in need of adjustment in school placement.

273. Shaw, C. B. What the delinquent boy's own story reveals. Religious education, 26: 163-69, February 1931.

Discusses and illustrates the value of "own story" documents in the study and treatment of juvenile delinquents.

274. Shealy, Eugene O. Juvenile delinquency in the public school—its causes and suggested treatment. South Carolina education, 12: 168-169, 187, 209-12, February-March, 1931.

Outlines the major causes found to prevail in the study of delinquency and stresses the need for studying each case "as a doctor studies the physical symptoms of disease." It suggests seven methods of procedure as bases for treatment: (1) Understanding the individual and his environmental conditions; (2) winning his confidence; (3) character training in the school; (4) directing his interests; (5) the right type of punishment; (6) school morale; (7) Dr. Sutton's plan of analysis of pupil ambitions, tastes, and ideals.

275. Sullenger, T. Earl. Relation of juvenile delinquency to outdoor relief. Sociology and social research, 15: 255-62, January-February 1931.

On the basis of an intensive and analytic study of cases of juvenile delinquency in Omaha, the author concludes that juvenile delinquency is associated with poverty and dependency, and that proper constructive relief given to alleviate these conditions and to build morale (such as mothers' pensions) is a great force in preventing juvenile delinquency.

276. Three groups urge independent unit to conduct child-behavior clinic. School, 42: 443, February 26, 1931.

A statement of recommendations made by three organizations prominent in the field of mental hygiene regarding the organization of the proposed child-behavior clinic in New York city. The recommendations include provision for an independent and a scientifically staffed unit; the consideration of behavior difficulties at an early age; and intensive work with fewer children rather than superficial work with a larger number.

See also nos. 20-26.

BLIND AND PARTIALLY-SEEING

277. Jimenez, Edna P. Sight-saving classes in the junior high school. Western journal of education, 37: 7, January 1931.

Gives concrete suggestions for the conduct of classes enrolling pupils with defective vision.

278. Wallin, J. E. W. The ratio of candidates for sight-conservation classes. School and society, 33: 65-68, January 10, 1931.

The author questions the ratio of 1 to 500 as an accurate estimate of the number of children who are in need of sight-conservation classes. He cites data from the Baltimore public-school records, which indicate that about 1 to 1000 is a candidate for such special education.

279. Whitham, Lloyd B. Conservation of children's eyesight. Baltimore bulletin of education, 9: 97-101, January 1931.

This article gives suggestions to teachers for intelligent care of children's eyesight in the classroom.

CRIPPLED CHILDREN

280. Oxley, Lawrence A. North Carolina and her crippled negro children. Southern workman, 50: 74-78, February 1931.

The article includes an account of the progress which has been made in obtaining hospital facilities in North Carolina for those crippled negro children who need orthopedic treatment and hospitalization.

DEAF AND HARD-OF-HEARING

281. **Bock, Franklin.** Hard-of-hearing pupils in the public schools. Pitts-
burgh school bulletin, 24: 429-30, February 1931.

This article includes an account of the program which is being carried out in Rochester, N. Y., for the prevention of deafness and for the teaching of lip reading to those who need it.

282. **Buell, Edith M.** A comparison of the "Barry five slate system," and the "Fitzgerald key." Volta review, 33: 5-19, January 1931.

These two devices used for teaching language to the deaf are described and evaluated on the basis of actual experience in the classroom. The author concludes that "the Key can be used as an aid in the development and correction of language to better advantage than the Five slates."

283. Central institute for deaf (affiliated with Washington university). Mis-
souri school journal, 48: 18-19, March 1931.

Under this plan the Institute will retain its own individuality, operate under its own charter, and assume its own financial responsibility. The teachers training college is to be under the management of a committee composed of four members of the faculty of Washington university, and two of the Central Institute. The degree of bachelor of science in special education is to be conferred by Washington university on students taking the four-year course, the first two in College of liberal Arts, and the last two in Teachers-training college of Central Institute. "Will result in raising standards and qualifications of teachers of deaf and contribute much to improve status, speech, and rehabilitation of deaf child."

284. **Cockersole, F. W.** Justice and hope for the partially deaf. Volta
review, 33: 57-60, February 1931.

A presentation of the major principles involved in Alexander Ewing's book on "Aphasia in children." It analyzes the fundamental facts of physics involved and calls attention to Doctor Ewing's discovery that many partially deaf children are deaf in a way hitherto unsuspected. Gives their condition the name of "high frequency deafness," which means a failure to hear the notes in the upper part of and above the piano scale, while retaining a good deal of hearing, in many cases almost normal, for the lower notes. This high frequency deafness he considers the underlying condition of aphasia.

285. **Constantine, Pearl R.** Teaching language to a deaf child. Western
journal of education, 37: 6-7, January 1931.

Describes an instance of development in speech secured with a boy who enrolled in a class for the deaf at the age of 14.

286. Do deaf children grasp abstractions readily? Volta review, 33: 75-78,
February 1931.

Reports experiments conducted by Doctor Hofer in Germany "to determine whether children without language (deaf children just entering school) are comparable to hearing children in their ability to use abstractions" and in the development of this ability; also to determine "whether the acquisition of language influences this development." Experiments showed that deaf children are more dependent upon concrete relationships than normal-hearing children.

287. **Dolton, Isabella.** Training Chicago's problem youth for adult leisure.
Illinois teacher, 19: 158-59, January 1931.

Describes two experiments in progress in Chicago designed to care for the maladjusted child and to give him enriched experience as the foundation for an acceptable citizenship in adult life. The first is a laboratory type of school for truants, the second is a guidance center which gives intensive study to gifted pupils.

288. **Fitz-Gerald, Mary M.** The deafened child: his status and his needs.
Auditory outlook, 2: 60-61, February 1931.

Excerpts from an address delivered before the Northern California Council for the education of exceptional children are included in this article. A plea for the hard-of-hearing child whose hearing impairment may be comparatively slight, yet serious enough to demand special attention in educational provisions.

289. **Ketcham, M. B.** Rhythm. Volta review, 33: 80-82, February 1931.

This article describes the work in rhythm carried on by the author in a particular school for the deaf.

200. Smith, Amy G. Linking school and hospital. *Auditory outlook*, 2: 117-18, March 1931.

Describes the cooperative work between the Massachusetts eye and ear infirmary and the public schools of the State. Since December, 1927, when the first child was sent to the ear clinic from the Boston public schools for a hearing test, 539 children have been referred from the schools, both in Boston and outside of Boston. Reports are sent back to the school, together with the doctor's recommendation.

201. Witherspoon, E. Virginia's work for her hard-of-hearing adults and children. *Virginia journal of education*, 24: 219-20, January 1931.

A brief account of the school facilities now available for the deaf and hard-of-hearing in Virginia, and a plea for an extension of such opportunities.

GIFTED CHILDREN

202. Carroll, H. A. Spelling and the gifted child. *Minnesota journal of education*, 11: 174-76, January 1931.

The article gives briefly the general results of the author's study on "Generalization of bright and dull children" with reference to spelling. It makes concrete application of the findings to the methods that should be used with the respective groups.

203. Carter, Grace. The gifted child in the Frederick Burk school. *Western journal of education*, 37: 16-17, March 1931.

A brief account of the method used in the Frederick Burk school of San Francisco, Calif., in meeting the needs of the bright child on the basis of individual consideration of his interests and abilities. The time saved in the accomplishment of prescribed work is given over to an enrichment of his experiences in group projects and special subjects.

204. Osburn, W. J. and Rohan, Ben J. Enriching the curriculum for gifted children. New York, The Macmillan company, 1931. 408 p.

The authors propose activities for children of superior mental ability without the organization of separate classes for them. These activities are based upon an experiment worked out in the schools of Appleton, Wis.

205. Potts, Edith M. Students with unusual preparation and ability. *American journal of nursing*, 31: 221-29, February 1931.

The author carries into the field of schools of nursing the principles of consideration for individual ability and needs. She outlines the possibilities of adapting the curriculum of the preparatory school in nursing to the high level of the exceptional student.

See also nos. 136A, 344.

MENTAL HYGIENE

206. Bassett, Clara. Fear, a mental health hazard. *Journal of the National education association*, 20: 49-50, February 1931.

On the basis of a case study presented in detail, the author discusses the danger of permitting fear to develop in a child's life and the means for preventing or overcoming it.

207. ———. School success, an element in mental health. *Journal of the National education association*, 20: 15-16, January 1931.

With illuminating case studies, the author discusses the need of giving each child the opportunity of successful achievement and "approbation for productive effort within the limits of his own abilities."

208. Childers, A. T. A study of some schizoid children. *Mental hygiene*, 15: 103-34, January 1931.

A general review of the problems presented by 114 children referred to the Cleveland child-guidance clinic, with special consideration of 19 of these who presented schizophrenic characteristics. Emphasizes the importance of early diagnosis and treatment.

209. Crawford, Nelson A. and Menninger, Karl A., eds. The healthy-minded child. New York, Coward-McCann, Inc., 1930. 198 p.

A collection of articles by leading child-guidance specialists on the mental health problems of childhood. It includes contributions by Herman Adler, Lawson Lowrey, Ernest and Gladys Groves, Lillian Gilbreth, and others of national repute. It considers the subject from the point of view of both home and school.

300. **Fenton, Norman.** The visiting child-guidance clinic in action. *American childhood*, 16: 16-20, April 1931.

An account of the activities of the visiting child-guidance clinic of the California Bureau of juvenile research, which has recently inaugurated its program. "The clinic is organized for the purpose of making various types of social, educational, and psychological examinations of the children referred to it" by local communities, and of helping in the readjustments that may be necessary through carefully-made recommendations for treatment.

301. **Gesell, Arnold.** The teacher-child relationship. *Understanding the child*, 1: 7-9, January 1931.

An introductory discussion of the phases of mental hygiene as they apply to the classroom and classroom relationships.

302. **Hubbard, Ruth M.** Intellectual ability of children studied by a child guidance clinic. *Journal of juvenile research*, 15: 33-43, January 1931.

An analytical study of cases treated by the Cleveland Child-guidance clinic. The children are classified into several groups, according to type and extent of treatment given. Groups are then compared as to mental level, school placement, and economic level.

303. **Hurwitz, Rosetta.** Another aspect of mental hygiene in the classroom. *Mental hygiene*, 15: 17-33, January 1931.

Describes an experimental procedure used with an adjustment group in a New York junior-high school composed of over-age children from 12 to 17 years. An initial "active" or "authoritative" period, in which the teacher established herself in the confidence of the individual pupils through consideration of the needs and abilities of each one, was followed by a "passive" period in which the teacher "aimed to withdraw her authority" and "relaxed in her firm adherence to the fundamental rule of individual treatment," thus giving each child the opportunity to develop self-confidence, initiative, and social communication.

304. **Rademacher, E. S.** Clinical psychiatric services on a part-time basis: its advantages and disadvantages. *Mental hygiene*, 15: 81-86, January 1931.

Outlines the handicaps which the part-time psychiatrist must combat as well as the advantages which accrue from his familiarity with several clinical situations when he serves two or more fields.

305. **Rossman, John G.** The part-time school psychiatrist. *American school board Journal*, 82: 41-42, February 1931.

Gives an account of what one school city is doing in the effort to meet the maladjusted conditions found in school children. East Chicago, Indiana, employs a psychiatrist on part time, to work with problem children in cooperation with teachers and principals and visiting teachers.

306. ——— Safeguarding the pupil's future with mental hygiene. *Nation's schools*, 7: 29-34, January 1931.

Summarizes recent developments in education which provide for specific adjustments in modern schools to prevent mental illness and to help more boys and girls to succeed.

307. **Smith, Sydney K.** Child guidance clinics. *Mind and body*, 37: 397-406, March 1931.

On the basis of his experience in a child-guidance clinic in Oakland, California, the author points out the relationships that are indicated between physical disorders and behavior difficulties of children. He emphasizes the importance of considering physical abnormalities in any complete study of the whole child for guidance purposes.

See also nos. 824, 857.

SPEECH DEFECTS

308. **Blanton, Smiley.** Why children stutter. *Parents' magazine*, 6: 26-27, 61-65, February 1931.

The author analyzes the constitutional and psychological factors involved in stuttering. He gives suggestions for remedial treatment growing out of extended study of child development.

309. ——— Your child's speech. *Parents' magazine*, 6: 18, January 1931.

This article emphasizes the importance of speech because of its intimate relation to clear thinking. It discusses the normal development of speech and gives suggestions for teaching a child to talk and for training children who have speech defects.

310. Fagan, L. B. Relation of dextral training to the onset of stuttering: a report of cases. *Quarterly journal of speech*, 17: 73-76, February 1931.

Gives case studies indicating the connection between imposition of right-handedness and disturbance of speech mechanism.

311. Inglis, Katharine. The relation of the classroom teacher to minor speech defects. *Western journal of education*, 37: 5, January 1931.

Some concrete suggestions for the teacher who faces the problems of incorrect articulation in her classroom.

SUBNORMAL AND BACKWARD CHILDREN

312. Beinhart, Frieda. My leisure time. *Training school bulletin*, 27: 161-66, February 1931.

A study of the amusements of 43 boys in the training school at Vineland, N. J. Considers favorite games, stories, songs, and other entertainments. The boys were questioned individually and the statements tabulated.

313. Brow, A. and Valentine, A. Giving the problem child a chance. *American childhood*, 16: 15-16, January 1931.

A description of the classroom activities carried on under the guidance of two different teachers of mentally-retarded children.

314. Covert, P. D. Woodward hospital for epileptics and school for feeble-minded. *Midland schools*, 45: 239-41, March 1931.

An account of the history, administration, and organization of the Iowa State school for feeble-minded and hospital for epileptics. It gives information as to the school program and activities.

315. Lombard, Arabella. An experiment in rhythm. *Western journal of education*, 37: 5-6, January 1931.

Description of a lesson in motor coordination and rhythm, used with a special class of mentally handicapped children.

316. Parnes, Jean. The use of visual aids for the subnormal child. *New Jersey journal of education*, 20: 1214, January-February 1931.

Also in: *Training school bulletin*, 27: 147-51, January 1931; *Educational screen*, 10: 76-77, March 1931.

A brief account of an experiment in the use of pictures for the instruction of subnormal children. Results of the experiment pointed to the advantages that come from concrete illuminated presentation of health education, civic and social activities, and other projects.

317. A project with a class of subaverage pupils. *Scottish educational journal*, 14: 320-22, March 20, 1931.

An interesting account of work done in a Scotch school with a group of mentally-deficient boys and girls. The project centered about "our future home" and involved all the elements of home building and home making.

318. Salisch, Lydia A. Administrative problems occasioned by the presence of mentally deficient and border line pupils. *California quarterly of secondary education*, 6: 201-10, January 1931.

A presentation of the problems encountered through the transfer of mentally deficient pupils to the regular high school. A procedure is suggested by which such pupils may be handled in a "special vocational course," and a possible curriculum for them is outlined.

319. Smart, Agnes M. The relation of home and school to children's behavior with special reference to the retarded child. *South Carolina education*, 12: 222-23, 234-35, March 1931.

Discusses the principles upon which the work of the Mental hygiene clinic of Charleston, S. C., is based, with emphasis upon consideration of the child as an individual.

320. Wallin, J. E. W. Admission procedures and standards for classes for mentally deficient and backward children. *Elementary school journal*, 31: 438-45, February 1931.

An outline of the plan of organization of special classes recommended by the author on the basis of a large experience in special education. It includes consideration of classes for border line and backward children as well as for those who are more seriously defective.

EDUCATIONAL PSYCHOLOGY

M. E. Haggerty

Assisted by A. H. Carroll, A. C. Eurich, F. H. Finch, J. M. Jacobsen, S. E. T. Lund, Ruth Merrill, W. S. Miller, C. L. Nemzek, R. B. Smith, Herbert Sorenson

321. **Aden, Fred E.** Analyzing University of Colorado freshmen. Vocational guidance magazine, 9: 257-61, March 1931.

Personnel data of 793 University of Colorado freshmen compiled according to types of communities from which the students came, occupation and education of parents, vocations chosen, employment before and while attending the university.

322. **Allport, G. W.** What is a trait of personality? Journal of abnormal and social psychology, 25: 368-72, January-March 1931.

Investigation of personality demands consideration of "the nature of the unit or element which is the carrier of the distinctive behavior of man." Regards *reflexes* and *habits* as too specific; *attitudes*, *dispositions* and *tendencies* as too inclusive; and undertakes to define *trait*, on the basis of eight different criteria, as a more useful unit or element for psychological terminology and investigation.

323. **Altmaier, Carl L.** The performance level of children in the sixth grade in two public schools in Philadelphia. Psychological clinic, 19: 233-51, January 1931.

Four hundred children in grade 6 were given Stanford-Binet, Witmer Formboard, the Witmer Cylinders, the Dearborn Formboard IC, and the Memory Span (auditory, visual, and reverse) tests. Statistical treatment of results by age, sex and half grade.

324. **Appel, Kenneth E. and Smith, Lauren H.** The approach of college mental hygiene. Mental hygiene, 15: 52-71, January 1931.

An analysis of the need of mental hygiene in dealing with college students. The author accepts the findings of Doctor Riggs, of Vassar college, to the effect that 10 per cent of college students experience mental conflicts. Six case studies are analyzed to indicate the type of problems found, and an outline is proposed for establishing a mental hygiene department in a college.

325. **Armstrong, Clairette P.** A study of the intelligence of rural and urban children. Journal of educational sociology, 4: 301-15, January 1931.

326. **Barry, Herbert, jr.** A test for negativism and compliance. Journal of abnormal and social psychology, 25: 373-81, January-March 1931.

This study represents a continuation, with more refined techniques, of H. T. Moore's original investigation of the extent to which members of a group tend to be influenced in their judgments by knowledge of majority opinion. Moore's conclusion that individuals tend to change previous judgments in the direction of increased conformity is confirmed. Evidence is presented (though based on a relatively small number of cases) to indicate that persons with low and negative scores for such susceptibility tend to be (1) critical, (2) derogatory, (3) irritable. A copy of the test, designated a test of negativism and compliance, is appended.

327. **Bolton, Euri Belle.** The relation of memory to intelligence. Journal of experimental psychology, 14: 37-67, February 1931.

By applying partial correlation and the tetrach difference technique to the scores on two group intelligence tests and seven tests of memory the author concludes that there is probably little relation between pure retentivity and intelligence; that logical memory tests show high correlation with intelligence; and that memory is not a single unitary mental function or trait independent of intelligence. Bibliography.

328. **Cabot, P. S. de Q.** Vocational guidance in New Zealand. Vocational guidance magazine, 9: 218-15, February 1931.

A great deal of pioneer work in guidance is being done there at this time. The article outlines briefly the guidance work in various large cities in New Zealand.

329. **Chappell, Matthew N.** Chance and the curve of forgetting. Psychological review, 38: 60-64, January 1931.

Working from the physical analogy that the dissipation of energy progresses as a logarithmic function, the author develops a formula for a logarithmic curve of forgetting in which chance is eliminated.

330. Corey, Stephen Maxwell. The relationship between compulsory physical exercise and the ability of the white rat to learn and relearn an elevated skeleton maze. *Journal of comparative psychology*, 11: 291-318, February 1931.

Compulsory physical exercise had no consistent effect upon learning which involves activity of the whole body, when rats were used as subjects and an elevated skeleton maze as a test of learning ability.

331. Dickey, John W. Reliability of integration differences. *Journal of educational psychology*, 22: 209-11, March 1931.

The standard error and probable error formulas are derived which are necessary in the comparison of indices for both the correlated and the uncorrelated groups.

332. Diserns, Charles M. and Vaughn, James. The experimental psychology of motivation. *Psychology bulletin*, 28: 15-65, January 1931.

A thoroughgoing review of the literature in the field of motivation, both animal and human. A list of 233 titles is given.

333. Droba, D. D. A scale of militarism-pacifism. *Journal of educational psychology*, 22: 96-111, February 1931.

Reports the development of an evenly graduated scale for measuring militarism-pacifism. The scale is presented together with the method by which items of equal scale value were determined. Used with 400 University of Chicago students the test revealed a consistent change toward pacifism for successive undergraduate and graduate classes.

334. East, E. M. The inheritance of mental characteristics. *Mental hygiene*, 15: 45-51, January 1931.

A critical discussion of the different views held by geneticists as opposed to that held by psychologists and psychiatrists with respect to the inheritance of feeble-mindedness as a unit character. The writer attempts to analyze the problem from the standpoint of the "gene" theory.

335. Freeman, Frank S. The factors of speed and power in tests of intelligence. *Journal of experimental psychology*, 14: 83-90, February 1931.

By correlating scores made with regular and unlimited time on Dearborn (.88), National (.88), Terman (.93), and Otis (.58), the author denies the conclusions of Peak and Boring that "speed of reaction is an important, and probably the most important factor in individual differences in the intelligent act."

336. Garth, T. B. Race psychology. New York city, McGraw-Hill book company, 1931. xiv, 260 p.

An excellent summary and discussion of studies in race psychology. The main conclusions, according to the author, are: (1) Selection operates in man as well as elsewhere; (2) the races of men are mobile; (3) nurture changes native traits.

337. Gatchel, D. Fred. Results of a how-to-study course given in high school. *School review*, 39: 123-29, February 1931.

Training in methods of study carries over into a variety of subjects, resulting in better achievement on the part of the how-to-study group. Author also noted improved attitudes on the part of pupils.

338. Gates, A. I. An experimental comparison of the study-test and test-study methods in spelling. *Journal of educational psychology*, 22: 1-19, January 1931.

"The study-test method produces larger gains in grade 2 and low grade 3 and the test-study plan yields greater gains from high-grade 3 to grade 8, inclusive." The advantages and disadvantages are not pronounced. The study-test plan is slightly superior with duller children.

339. Gray, J. Stanley. A behavioristic interpretation of concept formation. *Psychological review*, 38: 65-72, January 1931.

Concept formation to the behaviorist "is the process of making responses of a certain type and then labelling them (with a verbal symbol) according to a social custom. A specific concept can be defined only by naming all the responses and stimuli which are conventionally classified under the concept word."

340. **Griffin, Harold D.** On partial correlation vs. partial regression for obtaining multiple regression equations. *Journal of educational psychology*, 22: 37-44, January 1931.

The author advocates the use of the Doolittle method for solving simultaneous linear equations as the most economical statistical method for obtaining the regression equations.

341. **Guilford, J. P. and Braly, K. W.** An experimental test of McDougall's theory of extroversion-introversion. *Journal of abnormal and social psychology*, 25: 382-89, January-March 1931.

The evidence presented by Guilford and Braly seems rather consistently to disprove McDougall's hypothesis. Using the Necker-Wheatstone cube to measure the subjects' report of fluctuations of an ambiguous figure, they found no apparent relationship between this function and extroversion-introversion as measured by the Marston personality rating scale and by the Neymann-Kohlstedt diagnostic scale for introversion-extroversion.

342. **Hoagland, Hudson.** A study of the physiology of learning in ants. *Journal of general psychology*, 5: 21-41, January 1931.

Rate of learning simple maze unaffected by temperatures from 15° to 25° C., but is accelerated about 100 per cent for range 25° to 29.4°. Retention unaffected by temperatures below 25°, but after 18 hours' exposure to temperature at 28.3° to 29.4° the ants not only forget maze but take more than original number of trials to relearn. Methods of measuring learning and theoretical interpretations of temperature effects on learning are discussed. This study is an attempt to get at the explanation of learning in terms of physico-chemical dynamics.

343. **Hollingworth, H. L.** Effect and affect in learning. *Psychological review*, 38: 153-59, March 1931.

A restatement of the law of effect in terms of the general law of reintegration

344. **Hollingworth, Leta S.** The child of very superior intelligence as a special problem in social adjustment. *Mental hygiene*, 15: 3-16, January 1931.

A plea for the recognition of the special problems confronting the child in the upper centile of intelligence, with respect to school work, social adjustment, play, home and school discipline, and during the early beginnings of philosophical reasoning.

345. **Hopnock, Robert.** A national program for vocational guidance. *Vocational guidance magazine*, 9: 147-49, January 1931.

This article gives a survey of the guidance movement all over the United States and makes a plea for a national organization; this must come within the next few years.

346. **Hsiao, Hung Hsiao.** Status of the firstborn with special reference to intelligence. *Genetic psychology monographs*, 9: 3-116, January-February 1931.

Summarizes previous studies on this and related questions. Compares intelligence of over 500 pairs of first- and second-born sibs, as measured by group tests. No significant differences are revealed.

Bibliography of 135 titles is included.

347. **Kaulfers, Walter V.** The intelligence factor in foreign language achievement. *School review*, 39: 42-48, January 1931.

Relatively low positive correlations were found between intelligence and achievement in Spanish. Previous experience in the language is just as significant for prediction as mental ability for pupil's progress. Boys less inclined to work up to capacity than girls. Individual prognosis on basis of intelligence is highly susceptible to error.

348. **Kelher, Alice V.** A critical study of homogeneous grouping in elementary schools. *New York, Teachers college, Columbia university*, 1931. (Contributions to education, no. 452)

Negative destructive criticism of homogeneous grouping. A plea for considering the "whole child" in his education.

349. **Kellog, W. N.** Humanizing the ape. *Psychological review*, 38: 160-75, March 1931.

A plea for equating training influences on infants of humans and apes before making comparison of capacities; thinks such a procedure might throw some light on heredity and environment controversy.

350. **Larson, Selmer C.** The shrinkage of the coefficient of multiple correlation. *Journal of educational psychology*, 22: 45-55, January 1931.

Evidence is presented to show that the theoretically expected shrinkage of R as derived by the multiple correlation formula is a fact.

351. **Lashley, K. S.** Cerebral control versus reflexology. *Journal of general psychology*, 5: 3-20, January 1931.

Answer to criticisms of W. S. Hunter regarding the effectiveness of the theories of cerebral equipotentiality or mass action and "central neural control." Lashley definitely rejects the theory of sense privation to account for relation between extent of lesion and deficiency of learning, and points out that his evidence favors a theory of central integration rather than a "peripheral symbolic process" such as is proposed by Hunter.

352. **Lindquist, E. F.** The significance of a difference between "matched" groups. *Journal of educational psychology*, 22: 197-204, March 1931.

A new formula is presented for the standard error of the mean of matched samples that takes into account the restrictive influence of matching upon chance fluctuations in the mean.

353. **McCallister, James M.** The effectiveness of remedial instruction in reading in the junior high school. *School review*, 39: 97-111, February 1931.

Remedial instruction in reading may be carried on with profit in junior high school. Twenty-three of 27 pupils improved more in from 8 to 24 weeks than would be expected in the ordinary school year. The improvement, in general, was permanent.

354. **McDougall, K. D. and McDougall, William.** Insight and foresight in various animals—monkey, raccoon, rat, and wasp. *Journal of comparative psychology*, 11: 237-73, February 1931.

Experiments on various animals lead authors to conclusion that not only insight of relations, but foresight of effect of objects in environment on success with which goal is reached, must be conceded to all types of animals studied in this investigation.

355. **Meltzer, H.** Sex differences in forgetting pleasant and unpleasant experiences. *Journal of abnormal and social psychology*, 25: 450-64, January-March 1931.

A study investigating sex differences in forgetting pleasant and unpleasant experiences, both reasonably immediate recall and recall after a six weeks' period. Both sexes, on first recall, report more pleasant than unpleasant experiences, and on subsequent recall forget more unpleasant experiences than pleasant. Women, however, show a more marked tendency to forget unpleasant experiences than men.

356. **Moss, F. A.** Scholastic aptitude tests for medical students. *Journal of the Association of American medical colleges*, 6: 1-16, January 1931.

A cooperative study to determine validity of scholastic aptitude tests, of grades on premedical subjects, and of interview ratings on personality traits.

357. **Rockwell, Alice J.** Social psychiatric treatment of a post-encephalitic boy of 12 years. *Psychological clinic*, 19: 258-64, January 1931.

A case study of an encephalitic boy and his improvement through clinical treatment.

358. **Shumway, W. H.** Study of occupations by Kiwanis clubs. *Vocational guidance magazine*, 9: 261-67, March 1931.

Short articles showing the preparation required, opportunities and drawbacks of a number of occupations, namely, military, teaching, dentistry, agriculture, and the coal business.

359. **Sims, Verner Martin.** The influence of blood relationship and common environment on measured intelligence. *Journal of educational psychology*, 22: 56-65, January 1931.

Correlation between the intelligence of pairs of siblings compared with correlation between pairs of unrelated children equated with the sibling pairs on basis of age, school attended, and home background.

360. **Skalet, Magda.** The significance of delayed reactions in young children. *Comparative psychology monographs*, vol. 7, no. 4, February 1931. 82 p.

In four experiments (delayed responses to cookies, geometrical forms, toys, unfamiliar forms) with 60 children between 3½ and 5½ years, C. A. maximum delays of from 1 to 34 days secured. The study stressed methodology rather than conclusive results, and a number of problems for further study are suggested.

361. **Stagner, Ross.** Conditioned reflex theories of learning. *Psychological review*, 38: 42-59, January 1931.

A defense of the fundamental identity of the process of conditioning and learning.

362. ———. Visually determined reactions in the vertebrates. *Psychological bulletin*, 28: 99-129, February 1931.

A review of the literature of the rôle of vision in vertebrates. Most of the studies employed learning problems as criteria of the use of vision. Bibliography of 163 items with a classified index is included.

363. **Stephens, J. M.** Some weaknesses in the explanation of habit fixation as conditioning. *Psychological review*, 38: 137-52, March 1931.

Rejects the hypothesis of conditioning as an explanation of learning. Suggests as an alternative the retroflex or mechanistic law of effect: Surviving organisms have been able to select survival-favoring bonds; the survival value of a bond is a product of its response and conditions subsequent to the response. These are held to affect the bond (i. e. organism) by a combination of their respective stimuli.

364. **Sumwalt, E. L. and others.** Kiwan's international and vocational guidance; a program for 1931. *Vocational guidance magazine*, 9: 203-7, February 1931.

This contains lists of questions, suggestions, and objectives sent to club presidents, chairmen, district governors, etc., regarding the problem of vocational guidance.

365. **Symonds, Percival M.** Homogeneous grouping. *Teachers college record*, 32: 501-7, March 1931.

A summary of four recent documents attacking ability grouping, an evaluation of these documents, and a discussion of the problems involved. Concludes that grouping on the basis of mental ability is desirable.

366. ———. Practice versus grammar in learning of correct English usage. *Journal of educational psychology*, 12: 81-95, February 1931.

The expense of improving English usage through grammar is so costly that the direct attack approach is suggested. The study of formal grammar is more profitable for bright children. If grammar is used to teach correct usage, it should follow the direct method as a "summary" or "epitome" of usage which has been learned directly.

367. **Telford, C. W.** The refractory phase of voluntary and associative response. *Journal of experimental psychology*, 14: 1-36, February 1931.

A refractory phase, similar to that found in isolated tissues and reflexes, was found to operate in the organism after voluntary and associative responses. The effect of this decreased excitability is to act as a barrier against immediate repetition of the act. These findings, in direct opposition to the law of recency, may have some relation to the superiority of spaced over unspaced intervals in learning, and may throw some light on the troublesome problems of the elimination of "errors" in learning.

368. **Ward, Volney.** A study to determine whether beginning algebra should be taught in the ninth or the tenth grade. *School and society*, 33: 179-80, January 1931.

The author concludes that "beginning algebra may be offered in the ninth or the tenth grade without any serious effect upon achievement."

369. **Watters, H. E.** Self-guidance at Union university. *Vocational guidance magazine*, 9: 201-2, February 1931.

This consists of courses in orientation and vocational self-guidance. An outline is given of the courses and the amount and kind of work required.

370. **Weeks, Arland D.** Mental differences and future society. *Scientific monthly*, 32: 156-62, February 1931.

371. **Wells, Wesley B.** Hypnotizability versus suggestibility. *Journal of abnormal and social psychology*, 25: 436-49, January-March 1931.

Argues against the suggestion that hypnosis is simply an extreme degree of suggestibility. He presents rank-order correlations translated into Pearson r 's between hypnotizability (ranks determined on the basis of actual group hypnosis) and non-suggestibility (Downey will-temperament test xii); between hypnotizability and ascendance (Allport ascendance-submission scale); and between hypnotizability and extroversion (Laird personal inventory C 2). Tentative conclusions: "The more hypnotizable are not the more uncritical, gullible, and submissive in every-day life, but on the other hand slightly the reverse."

372. Wilson, J. H. The nature of intelligence. *Journal of educational psychology*, 22: 20-34, January 1931.

An experimental study in support of Spearman's "central factor" theory of general intelligence.

373. Witty, Paul A. and Lehman, Harvey C. Sex differences: Collecting interests. *Journal of educational psychology*, 22: 221-28, March 1931.

An attempt to explain sex differences in the methods and reasons for collecting material, presented with tabulated findings. In the judgment of the writers, "such theorizing has less value than knowledge of the actually observed tendencies of children."

374. Yum, K. S. An experimental test of the law of assimilation. *Journal of experimental psychology*, 14: 68-82, February 1931.

Three experiments (nonsense syllables, word meanings, visual patterns) "have established the fact that a naming response that is contiguously associated with a visual stimulus is likely to be aroused by a visual stimulus with which it has not been so associated, whenever the two stimuli exhibit certain kinds of degrees of similarity." List of 67 references appended.

375. Zyve, Claire. Experiments in the teaching of integrity. *Teachers college record*, 32: 359-74, January 1931.

The purpose of this experiment was "to gather data on the extent to which there is generalization in moral conduct which will carry over to men specific situations." The specific situation was the self-correction of Woody-McCall arithmetic tests and Morrison-McCall spelling tests by children from the third to the sixth grades. Children known to have changed answers on the original test were divided into three groups equalized so far as possible on the basis of the number of changes made during correction. One group served as a control group; the second received generalised discussion and practice in integrity in schoolroom situations *except* that of the correction of tests; the third group received the same generalised instruction as the second group *plus* discussion and practice of integrity in test correction. The results were clearly in favor of specific instruction.

See also, nos. 17, 75, 84, 119, 128, 134, 228, 251, 298, 302-303.

JUNIOR COLLEGES

Walter C. Eells

ORGANIZATION AND ADMINISTRATION

376. American association of junior colleges. Committee on standards. [Report] *Junior college journal*, 1: 332-35, February 1931.

Detailed statement of revised standards for junior colleges as adopted at the eleventh annual meeting of the American association of junior colleges at Berkeley, California, in November 1930.

377. ——— Research committee. [Committee report] *Junior college journal*, 1: 329-32, February 1931.

Statement of the policy of the research committee of the American association of junior colleges, and report of investigations completed during the year.

378. Blevins, E. M. Proposed junior college law for Washington. *Junior college journal*, 1: 374-78, March 1931.

A critical analysis of the junior college law which was passed by the legislature of the state of Washington in 1929 but was vetoed by the governor.

379. Carr, William G. The junior college in state school surveys. *Junior college journal*, 1: 357-62, March 1931.

A summary of surveys of California, Massachusetts, Mississippi, New Jersey, Texas, Utah, and West Virginia from standpoint of junior college recommendations. Considers recommendations concerning students, teaching staff, curriculum, finance, and location.

380. Eells, Walter Crosby. The public junior college as an agency of democracy—the financial aspect. *Bulletin of the Department of secondary school principals of the National education association*, 35: 134-50, March 1931. 3 figures.

Address given at the Detroit convention of the Department. A plea for elimination of tuition charges in junior colleges and for liberal state support.

381. **Eells, Walter Crosby.** Report on junior college journal. Junior college journal, 1: 337, February 1931.

A report on the financial and editorial plans and policies of the new monthly periodical.

382. Impressions of the Berkeley convention. Junior college journal, 1: 191-95, January 1931.

Brief characterizations of the eleventh annual convention of the American association of junior colleges by 19 leaders, past presidents and others who were in attendance.

383. **Koos, Leonard V.** Report . . . regarding the establishment of a junior college in Boise. Boise, Idaho, Board of education, 1930. 16 p. tables.

Recommends that "a junior college be established as a part of the public school system of Boise, that it be maintained in conjunction with the senior high school in the present high-school building."

384. **Ricciardi, Nicholas.** Address of welcome. Junior college journal, 1: 239-41, February 1931.

Address given at the opening of the eleventh annual meeting of the American association of junior colleges at Berkeley, California.

385. **Whitney, Frederick L.** Democratic support of the junior college. Bulletin of the Department of secondary school principals of the National education association, 35: 166-70, March 1931.

A discussion of the papers of W. C. Eells and D. S. Campbell at the Detroit convention of the Department.

See also no. 745.

HISTORY AND STATUS

386. **Andrews, Arthur.** Nine junior colleges in Michigan. Michigan education journal, 8: 319, February 1931.

Brief outline of history, present status, and curricular offerings of eight junior colleges in Michigan, enrolling 2,330 regular students.

387. **Belfour, C. S.** Junior college of the University of Pittsburgh. Pennsylvania school journal, 79: 341-42, January 1931.

A general survey of the junior college work carried on at Johnstown, Uniontown, and Erie, Pennsylvania.

388. **Campbell, Doak S.** Directory of the junior college, 1931. Junior college journal, 1: 223-34, January 1931.

For 436 junior colleges enrolling 74,038 students, gives name, location, presiding officer, type, control, date established, accreditation, enrollment, and tuition.

389. **Cooke, Robert Locke.** The origin of the six-four-four plan. Junior college journal, 1: 370-73, March 1931.

Shows that the six-four-four plan was advocated in California as early as 1908 by G. A. Merrill.

390. **Eells, Walter Crosby.** California junior college laws: drastic changes in force and commission of laymen appointed. School executives magazine, 50: 235-36, January 1931.

A review of legislation affecting the public junior colleges of California as passed by the 1929 legislature.

391. **Kemp, W. W.** Junior college development in California. Junior college journal, 1: 281-88, February 1931.

A summary of the early history and later progress of the public junior college in California. Also printed in California quarterly of secondary education, 6: 145-52, January 1931.

392. **Millikin, Bruce E.** Need of public junior colleges in Utah. Junior college journal, 1: 344-56, March 1931.

A detailed study of conditions in the state of Utah. Presents data on enrollment, parental preferences, desirable curricula, costs, state aid, and desirable locations. Suggests nine localities in the state needing junior college facilities.

393. Prall, Charles E. Report of the junior-college survey committee. *Journal of Arkansas education*, 9: 18-23, November 1930. 2 tables.

A careful study of junior college costs and standards as found in different parts of the country, with effort to make such modification in them as to fit conditions in Arkansas.

394. Prior, Elizabeth A. Yakima backs up its schools. *Journal of education*, 112: 551-52, December 29, 1930.

Outlines development of junior college at Yakima, Washington, since 1928, and remarkable support given it by the community in a state where the public junior college is not authorized by law.

395. Wallace, Clara M. Development of junior colleges in Iowa. *Junior college journal*, 1: 176-82, January 1931. map.

History and development of 12 private and 30 public junior colleges in Iowa. Treats enrollment, distribution, standardization, administration, costs, and future prospects.

RELATION TO OTHER EDUCATIONAL UNITS

TO COLLEGES AND UNIVERSITIES

396. Deutsch, Monroe E. The university and the junior college. *California quarterly of secondary education*, 6: 133-42, January 1931.

The relationship of the University of California to the public junior colleges is discussed in detail by the vice-president of the university.

397. Eells, Walter Crosby. What manner of child shall this be? *Junior college journal*, 1: 309-28, February 1931.

A critical examination of the arguments advanced for the six-four-four plan, and a presentation of the reasons favorable to the two-year type of organization for junior colleges.

398. Harmon, Andrew D. The passing of the church college. *Current history*, 33: 392-95, December 1930.

The church college is gradually giving way to state-controlled institutions. The junior college is developing with great rapidity. Its curriculum is of the same type as the liberal arts college; local in character, often an integral part of the public-school system, it tends to keep boys and girls at home for two additional years.

399. Isanogle, A. M. The menace of the junior college and graduate school. *Liberal arts college bulletin*, 1: 17, March 1931.

Sees no cause for fear that the junior college will be a serious menace to the liberal arts college. "It will rather serve as a feeder, as it now is, of the upper classes of the four-year college."

400. Johnson, Franklin W. A college problem. *School and society*, 32: 750-53, December 6, 1930.

The president of Colby college, Maine, treats the relation of the four-year New England college to the growing junior college.

401. Kefauver, Grayson N. and Bullard, Catherine. The organization of the junior college as an agency of democracy. *Bulletin of the Department of secondary school principals of the National education association*, 35: 182-91, March 1931.

Address given at the Detroit convention of the department. Discusses the relationship between the junior college and the high school, based on questionnaire study.

402. Kelly, Robert L. The future of the liberal arts college. *Association of American colleges bulletin*, 16: 443-52, December 1930.

Discusses the junior college as one of the "impinging forces." "The junior college is the result of an educational earthquake whose seismic influences are felt across the continent . . . The junior college needs philosophers more than promoters."

See also no. 525.

TO SECONDARY EDUCATION

403. Proctor, William Martin. National survey of secondary education. *Junior college journal*, 1: 305-8, February 1931.

Describes the general plan of organization and treats in greater detail the California projects, involving studies of junior college needs in selected counties.

404. **Wood, James M.** The four-year junior college. *Journal of higher education*, 1: 515-19, December 1930.

"The junior college should mark the close of the period of general education." Based upon experience at Stephens college. States the assumptions and progress of the Stephens experiment.

FUNCTIONS OF THE JUNIOR COLLEGE

405. **Campbell, Doak S.** The public junior college as an agency of democracy—the social aspects. *Bulletin of the Department of secondary school principals of the National education association*, 35: 150-65, March 1931. 3 tables.

Address given at the Detroit convention of the department. Treats the preparatory and terminal functions of the junior college.

406. **Sproul, Robert Gordon.** Certain aspects of the junior college. *Junior college journal*, 1: 274-80, February 1931.

An interpretation of the relation of the University of California to the public junior colleges in the state by the new president of the university. Emphasis upon the junior college as a terminal institution.

407. **Way, Warren W.** The private denominational junior college. *Junior college journal*, 1: 173-75, January 1931.

"The private junior college makes two escapes at once. One from the flood of numbers; the other, large freedom to cultivate the best in quality."

408. **Weersing, Frederick J.** Misconceptions regarding the junior college. *Junior college journal*, 1: 363-69, March 1931.

Discusses misconceptions arising from false collegiate aspirations, from duplication of university courses, from the idea that the junior college is to be exclusively a vocational institution, and from unnecessary distinctions in the student body.

CURRICULUM

GENERAL

409. **Bush, Ralph H.** An integrated secondary curriculum. *Junior college journal*, 1: 299-304, February 1931.

Discusses overlapping as found in high school and college and suggests possible remedies for it.

410. **Gray, William S.** The relation of the junior college curriculum to general education. *Bulletin of the Department of secondary school principals of the National education association*, 35: 171-81, March 1931.

Address given at the Detroit convention of the department. An analysis of curricula in current use for extending and enriching the general education of students. Details given of plans in use at Columbia university, University of Chicago, and Stephens college.

411. **Hayden, F. S.** Can the new junior college curricula be shaped to meet life situations? *Religious education*, 26: 57-60, January 1931.

Discusses the dual problem of the junior college—how to meet senior college entrance requirements on the one hand and how to fit the student for practical life on the other. "The writer would strengthen the part of the curriculum that has social value. To this end he would minimize foreign languages and technical mathematics and would emphasize the social sciences."

412. **Howard, Lowry S.** Discussion from standpoint of Menlo. *Junior college journal*, 1: 251-54, February 1931.

Discussion of the experimental use of Stephens college curriculum material at Menlo (California) junior college.

413. **Wood, James M.** Long Beach-Menlo-Stephens cooperation. *Junior college journal*, 1: 242-50, February 1931.

Report on experimental use of Stephens college curriculum material in two California junior colleges.

ENGLISH

414. Lyon, Elva Anne. English in junior colleges. Educational research bulletin (Ohio state university), 10: 95-104, February 18, 1931.

An analysis of the English curriculum in 50 public junior colleges in 13 states as shown by the catalogs.

415. Shackson, Rolland. Extracurricular speech activities in junior colleges. Gavel (of Delta sigma rho), 8: 19-22, March 1931.

A survey of the work in dramatics and debate in 100 junior colleges.

FOREIGN LANGUAGES

416. Pavid, Léandre. Foreign language situation at Sacramento. Junior college journal, 1: 183-86, January 1931.

A discussion of objectives and methods at the Sacramento (California) junior college.

PHYSICAL EDUCATION

417. Vande Bogart, G. H. Physical education in junior colleges. Junior college journal, 1: 262-68, February 1931.

A paper devoted to four distinct objectives: (1) To indicate the extent and chief trends of instructional work in departments of physical education; (2) to indicate the excellent and largely unrealized possibilities of intramural athletics; (3) to show the newer types of organization in junior college conferences; (4) to discuss the eligibility status of junior college students who enter higher institutions from junior colleges."

SOCIAL STUDIES

418. Scherf, C. H. The social studies in 50 typical junior colleges in the United States. Historical outlook, 22: 7-17, January no, 1931.

A catalogue study of 27 public and 23 private junior colleges, with enrollments varying from 12 to 1,500 students. One-third of the colleges required no social subjects, another third required one six-hour course, and the other third had varying requirements, mostly elective.

ZOOLOGY

419. Ingles, L. G. Zoology methods in the junior college. Junior college journal, 1: 379-81, March 1931.

"Zoology in the junior colleges should be arranged to meet the needs of two groups of students; those who will never take any more science, and those who intend to continue studying along medical, agricultural, or purely life science lines."

LIBRARY

420. Hilton, Eugene. Junior college booklist. Berkeley, University of California, 1930. 84 p. (Publications in education, vol. 6, no. 1, 1930.)

Publication in abbreviated form of the author's doctoral dissertation at the University of California. Contains the upper 50 per cent of the books in each of the 32 courses for which books were determined by composite judgment in his original list. Contains a total of 2,358 titles, varying from 18 to 208 for the different subjects.

421. Skinner, Winifred. The junior college library. Junior college journal, 1: 269-73, February 1931.

A discussion of the functions, standards, and success of the library in the junior college.

STAFF

422. Wahlquist, John T. Legal status of junior college instructors. Junior college journal, 1: 187-90, January 1931.

Based upon the author's doctoral dissertation at the University of Cincinnati. "Summary of an investigation of material obtained by sending questionnaires to the principal state school officials, asking for statutes, standards, certification requirements, etc., and to the secretaries of national and regional accrediting agencies, seeking information regarding recent changes in standards."

423. ———. The status of the instructors in public and private junior colleges. School and society, 33: 95-97, January 17, 1931.

A summary of the typical junior college instructor in general, and in public and private junior colleges separately, according to social, economic, and professional status.

BUILDINGS AND GROUNDS

424. Hill, Andrew P., jr. Planning the junior college. California schools, 21: 10-13, January 1931. 1 diag.

An article intended to "set forth briefly some of the fundamental principles which must be recognized in long-time planning for physical facilities for junior colleges." Includes figure showing suggested forty-acre site.

STUDENTS

425. Crawford, Stanton C. Junior college as extension of university. Junior college journal, 1: 289-98, February 1931.

A study of the success of the Johnstown (Pennsylvania) junior college in dealing with students.

426. Hale, Wyatt W. Attitude of junior college graduates. Junior college journal, 1: 255-61, February 1931.

Reports preliminary results of a questionnaire study of assimilation, success, and attitude of over 1,300 junior college graduates from all parts of the country.

427. Kefauver, Grayson N. and Bullard, Catherine. Student activities in junior colleges. Teachers college record, 32: 445-56, February 1931.

Paper presented by Doctor Kefauver at the Atlantic City convention of the American association of junior colleges in 1929. Based upon a survey of activities in 110 junior colleges.

428. Segel, David. The automatic prediction of scholastic success by using the multiple regression technique with electric tabulating and accounting machines. Journal of educational psychology, 22: 139-44, February 1931.

Solution of multiple correlation problem for predicting success of students at Long Beach junior college from a group of six factors.

EDUCATION OF TEACHERS

E. S. Evenden

Assisted by Guy C. Gamble, Marjorie Simonson

GENERAL REFERENCES

429. Bader, Edith M. Facing realities with teachers. Teachers college journal (Terre Haute, Ind.) 2: 117-22, March 1931.

The equipment which young teachers should have as seen by an elementary school supervisor.

430. Bagley, W. C. The textbook in American education. School and society, 33: 356-60, March 14, 1931.

A discussion of the chapter in the National society for the study of education's year book on this subject. Shows important relationships to the preparation of teachers.

431. Baker, Frank E. How teachers colleges improve instruction. Journal of the National educational association, 20: 87-89, March 1931.

Concrete example of the attempts to improve instruction in teachers colleges.

432. Beu, Frank A. How college freshmen spend their time and its relation to failure in the case of 25 members of the class. Teachers college journal (Terre Haute, Ind.) 2: 87-89, 94, January 1931.

433. Bogardus, F. S. Personality traits. Teachers college journal (Terre Haute, Ind.) 2: 65-70, January 1931.

A discussion of the need for emphasis on personality traits in the training of teachers.

434. Boyd, William. Begin with the teacher. Progressive education, 8: 235-7, March 1931.

Place of the teacher in progressive education.

435. Cody, Frank. Professionalizing teaching. Nation's schools, 7: 20-22, February 1931.

A plea for four years of training for all teachers, and particularly for recognition of importance of adequate preparation of teachers on the kindergarten-elementary level.

436. Current issues in teacher retirement. Research bulletin of the National education association, 8: 223-77, November 1930.

Material for campaigning for sound teacher-retirement systems.

437. Ethics in the teaching profession. Research Bulletin of the National education association, 9: 1-58, January 1931.

The study indicates current, and suggests desirable, administrative practice in professional schools for teachers for instruction in professional ethics. Presents material illustrative of standards of professional conduct valuable for instructional purposes. Concludes that systematic instruction in professional ethics should be provided in every teacher-training institution.

438. Frazier, Ben W. Present status of teacher training in the United States. Journal of chemical education, 8: 63-83, January 1931.

Data concerning the qualifications of teachers of chemistry secured from an inquiry sent during the land-grant college survey to approximately 800 college teachers of chemistry.

439. Garrison, Noble Lee. Current practice in coordination of college and training-school work. Ypsilanti, Mich., Michigan state normal college, 1931. 26 p.

Results of a questionnaire study to discover what is now being done in the teachers colleges of this country to coordinate the work of the college departments and that of the training schools.

440. Hall, Cecile B. Studies in student observation of teaching. Educational administration and supervision, 17: 43-51, January 1931.

An analysis of the needs of student observation of teaching.

441. Hart, Joseph K. Personality problems of teachers. Progressive education, 8: 219-22, March 1931.

442. Henzlik, F. E. Are teachers born or made? Nebraska educational journal, 11: 69-71, February 1931.

443. Lane, Bess B. The teacher looks at herself. Progressive education, 8: 211-33, March 1931.

A helpful list of questions for teachers to ask themselves.

444. Pollitzer, Margaret. Growing teachers for our schools. Progressive education, 8: 247-50, March 1931.

Helpful suggestions for preparing teachers for a newer kind of education.

445. Sangren, Paul V. An arraignment of productivity. Journal of higher education, 2: 87-92, February 1931.

A comparison between the intellectual productivity of faculties of teachers colleges and those of colleges and universities.

446. Schietzel, Carl. New teacher training work in Germany. Teachers college record, 32: 518-29, March 1931.

447. Suhrie, Ambrose L. Problems in teacher training. In Eastern states association of professional schools for teachers. Proceedings, 1930. p. 1-166.

Proceedings of the 1930 spring conference of the Eastern states association of the professional schools for teachers.

448. Zachry, Caroline B. Personality adjustment and teacher training. Progressive education, 8: 261-63, March 1931.

Understanding the development of children's personality as a means of assisting the student-teachers' growth.

See also nos. 770, 810, 885-886 (1), 889 (4), 892, 894 (2), 896.

SUPPLY AND DEMAND

449. Anderson, Earl W. Graduates and positions they fill. Educational research bulletin, 10: 87-94, February 18, 1931.

A phase of the state-wide teacher supply and demand and investigation in Ohio.

450. Devricks, Robert K. Teacher supply in Indiana. Teachers college journal (Terre Haute, Ind.), 2: 73-75, January 1931.

451. **Huffaker, C. L.** Teacher supply and demand in Oregon. Eugene, Ore., University press, 1931. 156 p. 8°. (University of Oregon publication, vol. II, no. 5, January 1931)

Presents information regarding the number of new teachers required, supply, preparation, teaching experience, salaries, married women as teachers, and a general summary of the situation in Oregon.

ADMINISTRATION AND SUPERVISION

452. **Bonser, Frederick G.** Needed changes in teacher training. Progressive education, 8: 271-79, March 1931.

Some thought-provoking suggestions for helping our "rusty" normal schools and teachers colleges to prepare teachers to fit the new social order.

453. **Bowman, Earl C.** The problem of the early prognosis of teaching success. Educational administration and supervision, 17: 95-102, February 1931.

A good summary of the problems of predicting teaching success for students. Some contributions of recent studies in this field are referred to in helpful detail.

454. **Macdonald, Marion E.** Students' opinions as regards desirable and undesirable qualifications and practices of their teachers in teacher-training institutions. Educational administration and supervision, 17: 139, February 1931.

An interesting and instructive ranked list of the qualities and characteristics of teachers which are approved and disapproved by students.

455. **Troxell, Eleanor.** What we expect from teacher-training institutions. Educational news bulletin, 1: 3-5, March 1931.

A listing of the deficiencies frequently found in graduates of teacher-training institutions with some suggested remedies.

METHODS OF INSTRUCTION

456. **Case, Emma Young.** The value of circulars in supervising the teaching of reading. Peabody journal of education, 8: 220-22, January 1931.

An investigation of the value of circulars in improving reading.

457. **Cooper, Hermann.** Some sidelights on teacher-training in New York State. Educational administration and supervision, 17: 103-10, February 1931.

The development of the teacher-training program of New York State.

458. **Haynes, Benjamin B.** Need of a teacher-training program in business education. California quarterly of secondary education, 6: 153-58, January 1931.

Trends of the teacher-training program in business education in the State of California.

459. **Peik, W. E.** The training of teachers in North Dakota. A survey report. Bismarck, N. Dak., Department of public instruction, 1930. 76 p.

A survey covering certain aspects of the program of teacher training in the State of North Dakota.

460. **Rapeer, Louis W.** How the nation may be trained in social thinking: A new technique for individual and collective reasoning. Journal of educational sociology, 4: 286-301, January 1931.

Discussions of a method to develop thinking ability.

461. **Sherrod, Charles C.** The training school. Journal of the National education association, 20: 17-19, January 1931.

The case for more effective teaching.

462. **Siedle, Theodore Anthony.** Present practices in vocational industrial teacher-training institutions of granting college credit for trade experience, etc. Washington, D. C., Federal board for vocational education, 1930. 52 p. (Bulletin no. 152)

STUDENT TEACHING

463. **Ayer, Adelaide M.** Freedom for the student teacher. *Progressive education*, 8: 256-60, March 1931.

A description of the attempt at the Milwaukee teachers college to make the training school a "child-centered school."

464. **Dickson, Belle L.** Suggestions for the improvement of student-teaching. *Educational administration and supervision*, 17: 14-21, January 1931.

Discusses uses of the conference, directed observation, plan writing, professional reading, and community contacts in improvement of student-teaching.

465. **Mitchell, Lucy Sprague.** A cooperative school for student teachers. *Progressive education*, 8: 252-55, March 1931.

A cooperative undertaking of eight schools to provide facilities for the development of a student teacher's powers, her understanding of children and a desirable schoolroom environment.

CURRICULUM

466. **Kilpatrick, William H.** A reconstructed theory of the educative process. *Teachers college record*, 32: 530-58, March 1931.

A discussion of points of view concerning the educative process which is fundamental to the work of preparing teachers.

467. **Macdonald, Marion E.** The contents of the course, "Introduction to teaching." *Educational administration and supervision*, 17: 9-13, January 1931.

An analysis of the course "Introduction to teaching."

468. **Martin, T. D.** Ethics in the teaching profession. *Research bulletin of the National education association*, 9: 1-90, January 1931.

An analysis of the codes of ethics for teachers in comparison with those of other professions. A description of present practice with respect to instruction in professional ethics and recommendations for procedures in normal schools and teachers colleges.

469. **Tubbs, E. V.** Professional courses offered in normal schools and teachers colleges. *School executives magazine*, 51: 275-76, February 1931.

An analysis of the courses of normal schools and state teachers colleges in the fields of education and psychology.

470. **Whitney, Frederick L.** Research in teacher training. *Journal of the National education association*, 20: 45-47, February 1931.

The problem of organizing research in teacher-training institutions.

See also no. 121.

TRAINING FOR SPECIAL TYPES OF TEACHERS

471. **Boone, D. J.** Training secondary teachers. *School executives magazine*, 50: 273-74, February 1931.

Professional preparation vs. nonprofessional preparation of secondary teachers.

472. **Coxe, Warren W. and Soper, Wayne W.** A study of the high-school teacher in New York state. Albany, N. Y., University of the State of New York press, 1931. 42 p. tables. (Bulletin no. 964.)

Much valuable information on the general and special training of New York's high-school teachers, and on the number of subjects and subject-combinations taught. Very significant for colleges preparing high-school teachers for New York.

473. **Gilchrist, Robert S.** Inadequacy of training of secondary-school teachers and principals. *School review*, 39: 140-47, February 1931.

A survey of the preparation of secondary school teachers and principals to determine inadequacy of training.

474. **Hartshorn, Hugh.** The training of teachers for the work of character education. *Journal of educational sociology*, 4: 199-205, December 1930.

A discussion of four established procedures for training teachers for character education.

475. **Shannon, J. B.** Academic training of city and town superintendents. *School executives magazine*, 50: 214-16, January 1931.

A study showing the measure of academic training of superintendents of city and town schools in the United States.

476. ——— Professional advancement of city and town superintendents. *School executives magazine*, 50: 271-72, February 1931.

A study of the professional advancement of superintendents holding the bachelor's and master's degrees.

TRAINING IN SERVICE

477. **Hoff, H. A.** Training teachers in service. *School executives magazine*, 50: 223-26, January 1931.

How teachers are helped to overcome weaknesses through scientific supervision.

478. **Mann, Annette N.** Supervision and the improvement of learning. *Baltimore bulletin of education*, 9: 121, February 1931.

One of several helpful articles in an issue devoted to the problems of the improvement of teachers in service.

479. **Taliaferro, Sallie C.** The principles responsible for improvement of teachers-in-service. *Baltimore bulletin of education*, 9: 130-32, February 1931.

COLLEGES, UNIVERSITIES, AND GRADUATE SCHOOLS

Arthur J. Klein

Assisted by M. M. Chambers

GENERAL REFERENCES

480. **Coffman, Lotus D.** Two ways of improving the state universities. *Educational record*, 12: 3-13, January 1931.

Proposes: (1) The policy of building endowments for state universities; (2) avoidance of duplication in higher education by the cooperative allocation of appropriate functions to different state universities.

481. **Cottrell, D. P.** The liberal-arts college problem. *Teachers college record*, 32: 457-62, February 1931.

An attempt to state the position of the liberal-arts college in American education. The good are to be separated from bad and finances raised sufficient to give them creditable standing. The thousands turned out each year should be retained and arts colleges should definitely help them.

482. **Kelly, Robert L.** The future of the liberal-arts college. *School and society*, 33: 37-42, January 1931.

A discussion of the modern demands of society on higher education, how colleges are meeting these demands, and the future trends indicated in meeting them.

Also in *Association of American colleges bulletin*, 16: 443-52, December 1930.

483. **Thwing, Charles F.** Benjamin Ide Wheeler. *School and society*, 33: 181-88, February 1931.

Discussed the philosophy of Benjamin Ide Wheeler in the administration of higher education during the time he was president of the University of California, especially with reference to student personnel.

484. **Wilkins, Ernest H.** Current trends in higher education. *Bulletin of the American association of university professors*, 17: 152-59, February 1931.

There are six distinctive trends in higher education at the present time. Individualization and the general improvement of higher education are the most important of these. The degree of individualization achieved in any given institution is determined by the degree to which the faculty really believes that the college exists for the students. The single phase of the general improvement in higher education most noteworthy at present is the improvement of college teaching.

485. Woodhouse, Chase Going. The demand for college-trained women in the United States. *Journal of the American association of university women*, 24: 61-66, January 1931.

A cooperative study by the Institute of women's professional relations and the International labor office, of the unemployment among intellectual workers and the demand for college-trained women in the United States in certain fields of learning.

ADMINISTRATION

486. Chambers, M. M. The university as a corporation. *Journal of higher education*, 2: 24-29, January 1931.

A study of the constitutionally independent status of certain state universities, the advantages of such guaranties against legislative meddling and certain contingent problems.

487. Chase, Harry W. The State in higher education. *Journal of higher education*, 2: 57-65, February 1931.

The American state university as an institution springing from the democratic principle is traced in its development through the stages of state subsidy of private institutions, the fight for state control of such institutions, the founding of real state institutions, the effects of the Civil War, the Morrill Act, and the phenomenal growth during the twentieth century.

488. Hawks, Herbert. The cooperative test service. *Educational record*, 12: 30-38, January 1931.

The origin and present status of the Cooperative test service undertaken by a committee and its subcommittees from the American council on education, and which is being subsidized by the General education board.

489. Miller, C. B. An essential obligation of the college in a democracy. *Teachers college record*, 32: 463-68, February 1931.

States that no institution should give to public or press a distorted view of institution. Offices are set up to keep defects out of publicity likely to mar record of institution. Advocates that the whole community is the institution. Overemphasis on football is due to publicity value.

490. Smith, S. W. The relation of universities and colleges to the municipalities in which they are situated. *Educational business manager and buyer*, 2: January 1931.

Demands often made regarding the relationship that should exist between the college and the city are: (1) All purchases should be made locally, (2) the institution should operate no service departments, (3) the institution should sell no products. The author questions the validity of these principles.

491. Tarbell, Ida M. The college graduate in her community. *Journal of the American association of university women*, 24: 57-60, January 1931.

An attempt to answer the question: "Is a college woman an asset to her community?" She can be. If the college women of the community will help her readjust herself to the seemingly different society in which she finds herself by locating interests and occupations that will help to make her happy and useful in the community.

FINANCE

492. National education association. Department of superintendence. The fiscal aspects of articulation. *In Ninth yearbook, Part iv, p. 275-385. Washington, D. C., National education association, 1931.*

A study of the articulation of the financial support of education at all levels from kindergarten to graduate school. Consists of the following chapters: XIV. Statement of the problem; XV. Fiscal articulation through the organization of the agencies of educational control; XVI. Fiscal articulation through the operation of state budget systems; XVII. Fiscal articulation of educational units through informal and non-governmental agencies; XVIII. Present distribution of expenditures for education; XIX. Special financial factors affecting articulation; XX. Summary and recommendations.

STANDARDS

493. **Holmes, Henry W.** A new conception of professional preparation for educational careers. *Journal of education*, 113: 219-21, February 23, 1931.

Explains the requirements for the graduate degrees at Harvard university and why they were imposed. The aims of these requirements are discussed briefly.

494. **Zook, George F.** Accrediting principles of the North central association. *Bulletin of the American association of university professors*, 17: 148-52, February 1931.

The accrediting principles of the North central association are more inclusive than those of some other accrediting agencies. The association is now including athletics in its program, and has effected reform along this line. The sheep have been separated from the goats among the colleges. The need now is for stimulation of member colleges to improve present standards.

TEACHING

495. **Adams, Sir John.** Philekool. *Journal of higher education*, 2: 75-78, February 1931.

Discusses the lecture method of instruction from the standpoint of the speaker, the hearer, and the subject of discussion.

496. **Haggerty, M. E.** The improvement of college instruction through educational research. *Educational record*, 12: 43-70, January 1931.

An interesting account of a decade of work of a voluntary committee of the faculty of the University of Minnesota in which 43 departments cooperated in more than a score of research projects relating to the improvement of teaching, four of which are here described: (1) The degree to which students acquire the content materials taught; (2) the degree to which students retain learned knowledge; (3) what individual laboratory work adds; (4) curriculum revision based on objective tests. Reports of several of the projects have been published.

CURRICULUM SUBJECTS

497. **Coss, John J.** A survey course. *Journal of higher education*, 2: 118-20, March 1931.

Departments of economics, government and public law, history and philosophy (Columbia university) cooperated in formulating a syllabus for a course dealing with the insistent problems of society. This is required of all freshmen and sophomores. The whole range of social studies is integrated.

498. **Eddy, W. A.** Optional writing requirements for advanced course in literature. *English journal (college ed.)*, 20: 148-53, February 1931.

A study of the handling of small classes in literature study, in order to make a living connection between the art of reading and the art of writing.

499. **Laird, Donald A.** Intellectual pioneering. *Journal of higher education*, 2: 81-86, February 1931.

How the author teaches psychology at Colgate to secure "creative work," and "original investigations" by students. An adventure born of protest of "cook book drudgery." Freshman and sophomore classes are "combination Chautauqua, Home-reading circle, and Redpath lyceum." Juniors apprenticed to seniors are carrying on definite experiments in the laboratory.

500. **Newman, H. H.** An orientation course. *Journal of higher education*, 2: 121-26, March 1931.

Description of a survey course in the natural sciences for freshmen, required five times per week the first quarter and three times per week the second quarter. Specialists and department heads conduct the classes, using any method of instruction they wish. Frequent quizzes and at the end a final examination are given.

501. **Sampson, Homer C.** A program for general botany. *Journal of higher education*, 2: 127-36, March 1931.

The author discusses the reorganization of first-year botany. The old system of teaching this subject was the study of plants from the point of view of evolution. The present proposed reorganized course stresses problem projects, fewer drawings, combination of lecture and laboratory, and the study of structures of special interest. Objective tests are being developed.

502. Spiller, R. E. Major in English. English Journal (college ed.) 20: 37-42, January 1931.

Because English is the last stronghold of the liberal arts, because it has definite obligations to all students in the nature of tools of language and for creative development, the study of English must be in terms of the aesthetic analysis of enduring life-principles. must connect scattered energies into disciplined activity, and coordinate experience on a cultural pattern.

STUDENTS

503. Cattell, J. McKeen. President Butler's athletic record. School and society, 33: 138-140, January 24, 1931.

A discussion of the athletic policies and status at Columbia university and why football was abolished.

504. Grant, Daniel L. The social fraternity. School and society, 33: 229-33, February 14, 1931.

The attitude of social fraternities toward scholarship in college has been indifferent in the past. The plan of the Delta tau delta national fraternity for overcoming this handicap is described in this article. Placing a chapter "Praeceptor" in each chapter house is one of the important contributions to improvement in this respect.

505. Jones, Lonzo. Personal service and freshman scholarship. Educational record, 12: 71-83, January 1931.

The report of an effort made by an assistant dean of men to improve the scholarship of freshman men in the University of Iowa, by means of (a) preregistration correspondence, (b) personal interviews, (c) letters to parents, (d) diagnosis of and remedial suggestions concerning factors contributing to achievement.

506. Lampe, M. Willard. What is a complete religious program at a university? Christian education, 14: 613-19, February 1931.

A study of the practical methods of producing religious experience and religious faith among university students and professors; the value of personal contacts with those who have such faith, the opportunity to study religion in a thorough-going way, provision for relating students to human need, the place of the church, and some arrangement by which these can be organized into a harmonious whole, with a constructive sympathetic attitude on the part of the administration are all discussed—based upon the author's experience at the University of Iowa.

507. Pressey, Luella C. College students and reading. Journal of higher education, 2: 30-34, January 1931.

Gives an analysis of high-school texts to determine what college students need to know before attempting college work. A reading test was constructed to measure speed, comprehension of diagrams, problems, formulas. Two sections of the test are quoted.

508. Uhrbrock, R. S. The freshman's use of time. Journal of higher education, 2: 137-43, March 1931.

Gives a study based on time sheets kept by students in the orientation class of Cornell university. An attempt is made by use of charts to check upon a week's period of all the major activities that occupy one's time. An evaluation is not attempted in view of fact that the study is not comprehensive enough. The hypothesis is made that one might be led to improve his time by such a check and concentrate on major interests.

ATHLETICS

509. Bingham, William J. Athletics, intramural and intercollegiate. Harvard graduate magazine, 39: 160-63, December 1930.

Discusses the notion which prevails among Americans in regard to the English intramural athletics program, and the program as it really is. Gives suggestions in regard to the American system of athletics.

ALUMNI, AND GRADUATE WORK

510. Brandenburg, G. C. Successful alumni, what they do and what they think. Lafayette, Ind., Purdue university, 1930. 36 p. (Studies in higher education, no. 16. Bulletin, vol. 31, no. 3.)

College problem of vocational guidance.

511. **Budd, Thomas A.** Business goes to school. *Journal of adult education*, 2: 92-95, January 1931.

Tells of the value of the relation of the modern university to its alumni. Professional schools have held clinics in order that their graduates may keep abreast of the times. Lafayette, Michigan and Wharton schools have realized the need of such help for the average graduate who goes into business and have made it possible for him to return to the classroom for a short course of study especially arranged for him.

512. **Grant, Daniel L.** The intellectual life of alumni. *Journal of higher education*, 2: 16-23, January 1931.

Experiments in alumni education in institutions of higher learning, and a survey to determine the present need of the interested alumni and their attitude toward the different educational opportunities which are available for them.

See also nos. 734, 744.

ENGINEERING EDUCATION

513. **Hurd, A. W.** A study of achievement in various engineering and pre-engineering courses. *Journal of educational research*, 23: 25-30, January 1931.

A study showing the correlation that exists between different courses that are best for preparation for engineering. Those subjects showing highest correlation are physics, all pre-engineering courses, chemistry, and mathematics. That is, a student who does good work in physics will tend to do well in engineering.

LEGAL EDUCATION

514. **Biby, John E.** Bar examination statistics and the standards. *American law school review*, 7: 17-23, December 1930.

Proposes the use of statistics of bar examinations to ascertain the standards of law schools.

515. **Bigelow, Harry A.** Changes at Chicago's law school. *Journal of higher education*, 2: 69-74, February 1931.

Reorganization of the course of study is being carried on, new objective type of examination and new methods of selecting students are being tentatively adopted.

516. **Gaudet, Frederick J. and Marryott, Franklin J.** Predictive value of the Ferson-Stoddard law-aptitude examination. *American law school review*, 7: 27-32, December 1930.

Discusses the value of the Ferson-Stoddard law-aptitude examination as a basis for selecting law students.

517. **Pineda, E. R.** Law schools and law graduates in Spanish America. *American law school review*, 7: 23-27, December 1930.

Describes the law school of Spanish America with comparisons to law schools of the United States.

518. Report to the section of legal education and admission to the bar. *American law school review*, 7: 43-48, December 1930.

Reports admission requirements to law schools in various states in 1930.

519. **Smith, George Harris.** History of the activity of the American bar association in relation to legal education and admission to the bar. *American law school review*, 7: 1-6, December 1930.

Reviews work of American bar association in setting standards for law schools and for admission to the bar.

MEDICAL EDUCATION

520. **Ivy, A. C.** Objects, methods, and accomplishments of the American medical association. *Bulletin of the American association of university professors*, 17: 144-48, February 1931.

The article discusses the objects, methods, and accomplishments of the American medical association. The definite methods by which reforms in medical education and the exercise of public influence against quacks, cults and unprincipled doctors are stressed.

521. **Rappleye, W. C.** Medical education in Europe. *Journal of higher education*, 2: 11-15, January 1931.

Describes the plan of medical training for physicians in the United States, Great Britain, Germany, France, the Netherlands, Sweden, Denmark, and Norway. The differences in training in the countries described are shown.

SPECIAL TYPES

522. **Fish, Carl Russell.** University of Wisconsin; new program. *Bulletin of the American association of university professors*, 17: 178-82, February 1931.

The problems incident to building a new system of college education are discussed. The use of attainment examinations for the placement of entering students is being tried. Other questions such as a break-up of the march of regimented units in a college course, which students should be eliminated, more successful orientation, and a synthesized curriculum, are considered.

523. **Henderson, Yandell.** Yale university: some comment on the relation of the university to its faculty. *Bulletin of the American association of university professors*, 17: 182-87, February 1931.

A statement of the activities of the Yale chapter of the American association of university professors in studying the incomes and living costs of a university faculty, and various other activities, is made by the chapter's retiring president. Unless means are found within a university faculty to take care of the relations of professors to the university authorities, an organization assuming the functions of a labor union of teachers will be the ultimate result.

524. **Hutchins, Robert M.** The Chicago plan. *Educational record*, 12: 24-29, January 1931.

The plan for the divisional reorganization of the curriculum which is being worked out experimentally at Chicago university and other interesting and suggestive ideals of its president, the author, are given. They relate to comprehensive examinations, granting of degrees without regard to the time element, and other innovations toward providing greater freedom, stimulus, and opportunity to students and increased effectiveness of the university.

525. **Marvin, Cloyd H.** The four division plan. *Journal of higher education*, 2: 1-6, January 1931.

Describes the reorganization of George Washington university to provide for a better relationship between administrative and educational procedures, between members of the faculty, and instructor and student. The independent study plan was designed to encourage freedom and initiative on the part of the capable student.

526. **Ruthven, Alexander J.** Administration at Michigan. *Journal of higher education*, 2: 7, January 1931.

The author discusses the experiment going on in which an attempt is made to give the members of faculty more self-government and more responsibility. While the experiment has not had time to prove its worth, the fact that the faculty look favorably upon it gives it merit. The duties of the officers and faculty members are outlined respectively.

527. **Sisson, Edward O.** An experimental college in its twentieth year. *School and society*, 33: 289-94, February 1931.

Describes the general plan upon which Reed college is operated. Treats especially policies of athletics, student government, course of study requirements for graduation, and freedom of press. General policies and accomplishments of the institution are discussed.

528. **University of Buffalo.** Recent developments at the University of Buffalo. *University of Buffalo bulletin*, January 1931.

Three weeks orientation courses for freshmen described, also special work for gifted students. The division of the college into a junior and senior division, and honor courses in the senior division also shown.

529. **Wilkins, Ernest H.** The revision at Oberlin. *Journal of higher education*, 2: 66-68, February 1931.

A discussion of the seven-fold divisional curriculum based on the evolutionary concept with the fields: (1) the physical sciences, (2) the biological sciences, (3) psychology, (4) the social sciences, (5) languages, mathematics, logic, (6) literature, fine arts, and music, (7) philosophy and religion. The objective is that each student may receive an ordered view of the universe as well as a wide view of one division.

See also no. 356.

RESEARCH

530. **Buswell, G. T.** Research and the degree of doctor of philosophy in education. *Journal of educational research*, 33: 146-52, February 1931.

Objections and limitations of the method of doing research by candidates for the doctor's degree are discussed. Also, suggestions are made for removing these limitations.

531. **Franke, Paul B. and Davis, Robert A.** Changing tendencies in educational research. *Journal of educational research*, 33: 133-45, February 1931.

During the past 10 years higher education shows the greatest increase in research over elementary and secondary schools. The fields of educational measurement and statistics have contributed the largest amount of this increase. Little research is being made in physical education. Research in guidance is becoming attractive.

532. **Minnesota University.** Committee on educational research. Report for biennium, 1928-1930: collegiate educational research. *University of Minnesota bulletin*, 34: 148, February 2, 1931.

Description of faculty organization for the study of problems of higher education at the University of Minnesota. The Institute of problems of college education first convened in the summer of 1927. Complete annotated bibliography of studies and publications of faculty and graduate students of the university related to research in higher education is given.

See also nos. 324, 369, 432, 472, 884, 886-889, 893-984, 896-897, 900, 905, 907-908, 915, 917.

PUBLIC-SCHOOL ADMINISTRATION

Carter Alexander, chairman

assisted by N. L. Engelhardt, W. B. Featherstone, Paul B. Mort, John K. Norton, George D. Strayer, and C. J. Tidwell

GENERAL REFERENCES

533. **Bruce, William George.** Forty years in school administration. *American school board journal*, 82: 62-63, March 1931.

Historical review of some major developments that have occurred in the practice of school administration during the past 40 years.

534. **Burke, Harry A.** The demands of democracy on school administration. *Educational administration and supervision*, 17: 81-94, February 1931. *

Discusses the effect the industrial age has had in mechanizing the administrator and the teaching procedures of the schools and points out that these developments have been contrary to democratic principles. Suggests that the form of organization for a democratic school is immaterial so long as the spirit of democracy is operative. However, the author is of the opinion that democracy of spirit can not be achieved unless teachers and pupils participate in planning.

535. **Collings, Ellsworth.** The demands of changing times upon our schools. *School executives magazine*, 50: 316-18, March 1931.

The concept of the frontiersman in relation to modern conditions of life is developed and certain objectives which educators must meet under new and changing conditions.

536. **Deffenbaugh, W. S.** Forty years of city school administration. *American school board journal*, 82: 33-34, 116, March 1931.

Discussion of trends in size, method of selection, and tenure of school boards and of the relationship between boards and superintendents.

537. **Engelhardt, Fred.** Public-school organization and administration. New York, Ginn and company, 1931. 164 p.

Professor Engelhardt's book gives a cross section of best practice in organization and administration as shown by scientific studies and surveys in the most progressive systems of the country. The materials are presented with critical analysis and evaluation and without bias for one side or the other of controversial issues. The book is thoroughly documented and each chapter has a selected bibliography of related books, surveys, and research studies.

538. Evans, Henry B. American educational progress in 1930. *School life*, 16: 92-94, January 1931.

A review of outstanding events in American education during 1930. Mentions particularly the Federal research studies, the teacher supply situation, developments in the curriculum, and outstanding benefactions to education.

539. Friswold, I. O. Maladjustments in school administration. *American school board journal*, 82: 45-46, 128, 130, 133, February 1931.

Discusses some of the causes of personal maladjustments in school situations and describes some of the types often encountered. Case illustrations are given.

540. Hammelbaugh, D. D. Forty years' progress in school administration. *American school board journal*, 82: 44, March 1931.

Lay impressions of the improvements that have taken place in school administration, written by a school-board secretary.

541. Hill, Robert T. Contributions of "Americanization" to education in the United States. *School and society*, 33: 160-64, January 31, 1931.

Discusses the influence of "Americanization" on many aspects of education and points out that although the postwar fervor has somewhat subsided, the movement is still strong and, being freed from the "forced feeding of many of the artificialities of propaganda movements, Americanization is carrying on its program of thorough, long-time nation building."

542. The nation's Office of education. *American school board journal*, 82: 40, March 1931.

Discusses briefly the outstanding achievements of Commissioners Harry Brown, Clayton and Tigert, and gives a list of eight general principles which Commissioner Cooper expects to apply in developing the work of the Office.

543. New policy for School life. *School life*, 16: 90, January 1931.

This periodical is the "guide to United States Government publications, films, and maps useful to schools." "Findings of the research and statistical studies of the Office of education will reach teachers and administrators first through *School life*." Each month's issue will present results of a systematic search for educational resources in other government divisions.

544. Newlon, Jesse H. Education in 1931. The beginning of a new decade and a new epoch. *School executives magazine*, 50: 212-13, January 1931.

An appraisal of the present situation in terms of the demands it will make on school administration during the coming decade. Holds that the administrative leader of the future must be a student of the crucial civic, economic, moral, and social problems of the day. Educational leadership faces new responsibilities and new opportunities.

545. Spain, Charles L. Administration of the Detroit public schools. *American school board journal*, 82: 57-58, February 1931.

Brief article describing the administrative organization in Detroit and the duties of each member of the central staff.

See also nos. 142, 154-157, 171-172, 885, 888, 893-894, 901-902, 909-910.

SCHOOL BUILDINGS

CONSTRUCTION

546. Bennett, Henry Eastman. Forty years of school seating. *American school board journal*, 82: 59-60, 118, 120, March 1931.

A scholarly presentation of problems and recent advancements.

547. Briggs, Herbert B. Public-works regulations, policies, and practices as applied to school buildings. *American school board journal*, 82: 60-68, 142, 144, 146, January 1931.

An analytic study of the effects of limitations and restrictions placed upon school boards by public works regulations with reference to the construction and equipping of school-houses. Numerous cases are cited to illustrate the point in question. The writer favors safe minimum rather than rigid maximum requirements.

548. **Challman, Samuel A.** Classroom comparisons. American school board journal, 82: 53-55, January 1931.

An article presenting a study by the National council on schoolhouse construction to determine those features which are most desirable in a classroom. These features are discussed briefly and illustrated by several typical classroom plans.

549. **Childs, Frank A.** Planning libraries for elementary and junior high schools. American school board journal, 82: 64-66, January 1931.

Summarizes the results of an inquiry sent out to schools in an effort to base the planning of libraries on the reading activities of the school. The text centers on the type and arrangement of equipment. Plans and illustrations are included.

550. **Engelhardt, N. L.** Buying school buildings. American school board journal, 82: 49-51, January 1931.

Discusses three major problems in the planning and construction of school buildings. The importance of the educational specification and the adequacy of working drawings is stressed. A checking list of working drawings is reproduced.

551. **Friend, W. K.** Seating in relation to acoustics in school auditoriums. American school board journal, 82: 43-44, February 1931.

This study is an analysis of the problems and principles involved in architectural acoustics. Various types of auditorium seats, their alignment and sound-absorbing properties are critically evaluated. Illustrations and floor plans are included.

552. **Gompert, William H.** Community interest in school-building projects. American school board journal, 82: 86, January 1931.

A statement of the responsibility of the school board to its constituency with reference to the construction of schoolhouses. Helpful suggestions are made as to methods of selecting the architect and the contractor. Emphasis is placed upon the preparation of the contract.

553. **Higgins, Thomas J.** Check list for six-grade elementary schools. American school board journal, 82: 71, January 1931.

The writer presents, without discussion, a check list intended to assist school authorities and architects in the preliminary studies of individual rooms in school buildings and in checking the final sketches and working drawings.

554. A high school planned for expansion. American school board journal, 82: 55-56, March 1931.

Description, briefly presented, of a new high school of Colonial design.

555. How large can a good senior high school be? School review, 39: 9-13, January 1931.

This study presents the tabulated results of a questionnaire sent to the larger cities in the country to determine current practice and opinion on the optimum capacity of a senior high school building.

556. **Ittner, William B.** Forty years in American school architecture. American school board journal, 82: 49-51, March 1931.

A brief résumé of significant changes in the field of American school architecture.

557. **Jarvis, E. D.** Equipping the school for radio reception. American school board journal, 82: 61-62, 126, February 1931.

The writer presents a timely treatment of a new type of school activity. The essential features, costs, and kinds of equipment for various kinds of schools are submitted.

558. **Kimball, D. D.** Schoolroom ventilation of the last forty years. American school board journal, 82: 57, March 1931.

A significant review of changing thought in the field of schoolroom ventilation.

559. **Moehlman, Arthur B.** Translating instructional needs into physical facilities. Nation's schools, 7: 92, 94, 96, January 1931.

This study enumerates the educational and social factors basic to schoolhouse designing. A further consideration is given to expansibility, flexibility, climate, character of site, and architectural effect in relation to planning and construction.

560. Moehlman, Arthur B. When, how and by whom shall the architect be selected? *Nation's schools*, 7: 88, 90, 92, 94, 96, February 1931.

The time of selection of an architect is discussed in relation to the services he will be called upon to render. An evaluation is made of three practices: departments of architecture within the organization; supervisory architectural departments within the organization; and use of the outside architect. Seven general plans for the selection of an architect are analyzed with respect to their merits and disadvantages.

561. Monahan, A. C. Planning science laboratories for high schools. *American school board journal*, 82: 66, 138, January 1931.

This study combines the findings of some previous investigations with special reference to the space requirements for the teaching of science. In a supplementary way it deals with the per cent of utilization of science units and suggests improvements in class scheduling.

562. Pickell, Frank G. An interesting departure in school buildings. *American school board journal*, 82: 52, 133, February 1931.

A brief description of a combination school and community house. Its unique features lie in its attractive and homelike appearance and in the informal facilities it provides. Plans and illustrations are included.

563. Robb, J. M. Trends in school heating and ventilation practice. *American school board journal*, 82: 83, 144, 147, 148, January 1931.

Gives a summary of recent trends in heating and ventilating. In particular, it points out the inadequacies of past practice and continues with a critical evaluation of the newer types of heating and ventilating equipment.

564. Spain, Charles Lyle; Moehlman, Arthur B.; and Frostic, Fred Watson. The public elementary school plant. New York, Rand McNally and company, 1930. 602 p.

This volume is a noteworthy contribution in its field. It seeks to discover and clarify a multitude of problems and considerations involved in schoolhouse planning and construction. The text is freely interspersed with plans and illustrations.

565. Thomas, Oren. Where every inch of space does double duty. *Nation's schools*, 7: 47-51, February 1931.

Tells how a small community of limited financial means built and equipped a creditable modern schoolhouse. Floor plans and accompanying text describe the features that secure flexibility and a maximum of utilization.

566. Zahour, Robert L. Good illumination in the schoolroom. *American school board journal*, 82: 69-70, January 1931.

This study presents artificial light requirements for classrooms and special rooms. Types of lighting fixtures, finish of blackboards and walls are discussed in their relation to good illumination.

BUILDING FINANCE

567. Clark, Harold F. Bond interest-rates trend lower. *American school board journal*, 82: 66, March 1931.

This number in the monthly series shows that the falling interest rates and price of building materials make more favorable opportunities for building.

568. Hopkinson, George M. What quality school building? *American school board journal*, 82: 35-38, 132, 134, January 1931.

This is a complete and detailed statement of a study to determine how much more it costs initially to build well as compared with a medium quality and a poor quality building, when providing the same educational requirements and layouts. Construction details and total costs for each of the three grades of buildings are included.

569. Moore, Susa P. Detroit lowers its school costs. *American school board journal*, 82: 56, 134, February 1931.

New school-construction ideas that benefit pupils while reducing building and maintenance charges. Details on economies attained by poured-concrete ceiling and cinder-block construction.

570. Womrath, George F. School-building construction economies. *American school board journal*, 82: 108, February 1931.

This installment of Mr. Womrath's series of articles is a brief but searching analysis of such detailed items in construction as picture molding. It indicates many economies that may be secured without sacrificing other desirable features.

BUILDING MANAGEMENT

571. **Ganders, H. S.** Compensation for janitorial-engineering service. *American school board journal*, 82: 63, 108, 110, February 1931.

The writer reviews briefly the results of two investigations on salaries paid to janitors. His article is chiefly concerned with discovering trends and practices with reference to service load, pensions, problems of absence and substitution, variations in cost of janitorial service, period of service or employment, and salary schedule.

BUILDING PROGRAMS

572. **Barrows, Alice.** Council formed to study school-building problems. *School life*, 16: 115-116, 118, February 1931.

A general description of the National advisory council on school building problems, how it functions, its purpose, organization and membership. A brief history and background of the movement is included.

573. **Fox, Ernest O.** How Detroit plans and erects school buildings. *American school board journal*, 82: 54-56, February 1931.

This article is a compact outline of a big city's thoroughgoing plan for erecting buildings. It begins with the survey of need, continues through the building budget, and concludes with equipment and development of grounds.

574. **Smith, Harry P.** A ten-year school building program for Syracuse, New York, 1930-1940. (Board of education report.) Syracuse, N. Y., Board of education, 1930. 106 p.

The school-building program projected in this study presents a detailed analysis of the character of the city, the school organization policy, the status of the existing plant, the program of education, the immediate and ultimate school building needs, and methods of financing the program proposed.

575. ——— Summary of ten-year school building program for Syracuse, New York, 1930-1940. Board of education report. Syracuse, N. Y., Board of education, 1930. 32 p.

This survey is significant as an illustration of the type of scientific investigation essential to sound school-building programs. It presents the outstanding factors and problems that must be studied and solved.

576. **Womrath, George F.** Ultimate physical plant programs. *American school board journal*, 82: 81, 130, January 1931.

The author outlines, step by step, the essential features of an ultimate school-building program. The factors of educational policy, population growth, finding geographical centers, locating sites, and sale of plant program to the school-board members and the community are each treated separately.

BUSINESS ADMINISTRATION

577. Buffalo municipal research bureau, inc. Report of the Buffalo school survey. Part II. Buffalo, N. Y., Buffalo municipal research bureau, inc., 1930. 230 p.

A thoroughly businesslike volume on the business administration and the building aspects of the Buffalo public schools. Some sections that have rarely been handled in surveys are included here, such as the selection and purchase of school sites, bonds for employees, and non-resident tuition. This volume should be very helpful to all workers in this field.

578. **Engelhardt, N. L.** Superior school budgets. *School executives magazine*, 50: 309-10, March 1931.

This article contains a brief statement of the essentials of good budgetary procedure. Practical illustrations are furnished by case analyses of three superior school budgets.

579. **Featherstone, W. B.; Burt, Curtis V.; and Pence, Amos C.** An analysis of 112 representative city-school budgets. *School executives magazine*, 50: 307-9, March 1931.

The writers have made a painstaking analysis of a large number of budgets to determine current practice with regard to items included and how these are classified. The text includes some general considerations of what a budget is, and its relative importance in public school administration.

580. Gadd, Charles A. How Detroit manages the business problem of the public schools. *American school board journal*, 82: 58, 126, February 1931.

This treatment details the magnitude of the affairs conducted by a business department of a city-school system. An outline shows the varied functions of the business manager in his capacity as secretary of the Board of education.

581. Linn, H. H. Safeguarding school-board deposits. *American school board journal*, 82: 37-39, 128, February 1931.

This paper is a timely discussion of definite standards for judging the safety of banking institutions. School officials, charged with the custody of school funds, will find valuable suggestions in this article on which to base their ratings on depositories.

582. Lovejoy, Phillip C. Saving money in the business of public education. *Nation's schools*, 7: 98, 100, 102, February 1931.

The writer emphasizes the need for economy in these days of financial stress. To direct thinking along this line, he presents a chart analysis scheme based on school board policies and the current practice in expenditure classification.

583. Womrath, George F. Public-school business administration in the past forty years. *American school board journal*, 82: 43-44, March 1931.

This review presents in an able way the evolution of the office of public-school business administration. Various phases and interpretations of the duties and responsibilities of this office are viewed in the light of their historical development. Although much progress has been made, the writer concludes that the position of business executive needs definition as to function and responsibility.

CLASSIFICATION AND PROGRESS

584. Connor, William L. Measuring ability and achievement. Review of educational research (*American educational research association*), 1: 37-42, January 1931.

Summarizes very briefly several recent investigations having to do with the measurement of intelligence, with the adaptation of instruction to individuals, with ability grouping, and with the measurement of educational achievement.

585. Field, Helen A. Extensive individual reading versus class reading. New York. Bureau of publications, Teachers college, Columbia university, 1930. 52 p.

The report of an experiment to determine which is more valuable in building up skills in reading in the second, third, and fourth grades, extensive individual reading or class reading. The data used in making comparisons of the results of work in reading under the two procedures were grade, section of grade, chronological age, intelligence quotient, and change in score between initial and final reading tests. Results were not conclusive but were suggestive. Valuable recommendations are made for further study in this field.

586. Goodier, Floyd D. A venture in ability grouping and its success. *Nation's schools*, 7: 51-55, January 1931.

An appraisal of homogeneous grouping based upon opinions of teachers of grades seven and eight in a large elementary school. Opinions are preponderantly favorable to ability grouping as employed in this school.

587. Goodrich, T. V. Influence of homogeneous grouping on pupil personality. *School executives magazine*, 50: 259-63, 290, February 1931.

This is a questionnaire report in which the opinions as to the influence of homogeneous grouping are so diverse that a summary statement based strictly on the returns of the questionnaire would lack unity and lead to no positive conclusions.

588. Gordon, O. E. Use of standardized tests for placing pupils. *School executives magazines*, 50: 269-70, 288-89, February 1931.

A discussion of the use of standardized tests, together with teacher ratings and characterizations, as a guide in classifying pupils into homogeneous groups for the next year's work. This is offered as a possible substitute for demotions and promotions.

589. Harap, Henry. Time allotment and grade placement. Review of educational research, 1: 30-36, January 1931.

A review of a number of investigations made to determine time allotment for given subjects, and grade placement of subjects. Investigations reported on time allotment are based largely on present practice. Grade placement investigations include a variety of items.

590. Individualized *vs.* group instruction in the Sistersville, West Virginia, high school. *School and society*, 33: 59-60, January 10, 1931.

A description of the experimental set-up employed to make a comparative evaluation of two methods of instruction, the Dalton plan and the conventional plan. The duration of the investigation will include 1930-31; and probably 1931-32.

591. **McAnulty, Ellen Alice and Clark, Willis W.** A study of primary reading tests. - Los Angeles educational research bulletin, 10: 6-16, January 1931.

The authors compare the norms which have been established on Los Angeles school children in the primary grades in reading with the norms established elsewhere in the United States. They also evaluate and compare locally developed reading tests with five other reading tests, with respect to reliability and validity.

592. **McGinnis, W. C.** The standard elementary classroom. *School executives magazine*, 50: 220-22, January 1931.

This article calls attention to the weight of evidence in favor of large classes, and to inconsistencies between findings regarding size of classes and accepted practice regarding size of classrooms. It questions the validity of standardized tests as now used, to determine the effect of class size on desirable educational outcomes.

593. **Newlun, Chester.** The fallacy of homogeneous grouping. *American school board journal*, 82: 40, February 1931.

A driving attack on ability grouping. A number of investigations are reviewed to show that scientific evidence does not support homogeneous grouping.

594. **Symonds, Percival M.** On what basis should a high-school boy choose his curriculum? *Teachers college record*, 32: 437-44, February 1931.

An interesting discussion based on the theory that the primary factor in determining the choice of a curriculum should be one's success in that curriculum. A practical procedure involving an interest questionnaire and an ability test is set up for the guidance of the high-school boy in the choice of a curriculum.

595. **Wils, Elmer H.** The home-room period. *School executives magazine*, 50: 322-23, 351, March 1931.

A new plan for providing various types of guidance in the Junior high school through the use of the home-room. The discussion period is developed in particular.

See also, nos. 134, 161, 320.

FINANCE, GENERAL

596. **Fowlkes, John Guy.** Measuring present-day taxes by "ability to pay." *Nation's schools*, 7: 52-54, February 1931.

This article presents a detailed table of the distribution of the burden of individual income and real estate taxes among 11,340 taxpayers to show to what extent the burden of the income tax has been assumed by those already paying high real estate taxes. The data are offered as an argument for a shifting of the basis of school support from the general property tax to the income tax.

597. ———. Modernizing programs of school taxation. *Nation's schools*, 7: 86, 88, 90, January 1931.

Discusses the canons of taxation as they affect public education, using Wisconsin data for illustrations.

See also *Building finance*, and *Business Administration*.

FINANCE, STATE SCHOOL SUPPORT

598. **Fowlkes, John Guy and Jones, Lee Francis.** State support for public high schools in Wisconsin. Madison, University of Wisconsin, 1931. 82 p. (Bureau of educational research. Bulletin no. 12, January, 1931)

This study shows an urgent need for a plan of state support for local public high schools in Wisconsin. To meet this need certain standards of state support are set up and a specific technique in the way of a formula is then developed on the basis of these standards. It is shown how the plan would have operated during the year 1930-1931.

599. **Job, L. B.** Financing public education in Ohio. *Educational research bulletin (Ohio State university)* 10: 29-34, January 21, 1931.

Reviews the Ohio Education association's study of an equalization program in the light of the huge school deficit threatened by reduced property tax returns.

600. **Lehman, Clarence S.** How state funds are spent for local activities. Nation's schools, 7: 61-65, February 1931.

Figures for general and special project aid by states for 1925-28, trends as shown in legislation for 1926-28, and roster by states of special projects authorized but not carried out. Finds no unanimity of opinion in the states and a need for a scientific investigation to show just how state aid for a special school project may be safely abandoned.

601. **Michigan State educational survey commission.** Report of the State educational survey commission to the governor and the legislature of the state of Michigan. Lansing, Mich., [The Commission] 1931. 45 p.

This state educational-survey commission's report advocates a plan for equalization through state aid, and a larger administrative unit, based on a published study of Professor F. M. Thrum and an unpublished one of Professor Paul R. Mort.

602. **Morrison, Henry C.** Financing the rural school. In National society for the study of education. Thirtieth yearbook, part I. 1931. p. 221-38.

The whole fiscal issue involved in the rural school problem is raised and discussed. Certain theories of fiscal equalization are pointed out as fallacious and state income taxation is developed as the first and fundamental step in the solution of the problem of rural school support. The state itself as the fiscal unit is indicated as the way out.

603. **National education association. Research division.** Studies in state educational administration. Study no. 8, The personal income tax and school support. Washington, D. C., National education association, February 1931. 20 p.

History and present status of the personal income tax with statistics for 1928 for state income and federal levies. Gives possibilities of the tax in all states separately, and selected bibliography of 31 entries.

604. **Oklahoma. State department of education.** Financing Oklahoma schools. Oklahoma City, Oklahoma State department of education, 1930. 157 p.

This report of the State survey commission shows how to equalize educational opportunity by utilizing the Mort plan of state aid, by providing suitable supervision and by improving local school administration.

605. A proposed program for financing education in West Virginia. Elementary school journal, 31: 412-14, February 1931.

This program proposes the creation of a state relief fund, an equalization fund, a fund to assist consolidation, and a fund to provide school management and supervision in districts that are now without it. The program carries no specific recommendation with respect to the mode of raising the funds to be supplied by the state.

606. **Swift, Fletcher, Harper.** Forty years of progress in state policies of financing public schools. American school board journal, 82: 37-39, 118, March 1931.

This article questions the attitude that fiscal policies have failed to keep pace with progress in other fields of educational effort. The discussion of achievement in this field centers about the increasing generosity toward public schools, new conceptions of state responsibilities, rise of equalization funds, progress in tax policies, budget systems adopted, and progress in Federal policies.

LEGISLATION

607. **Cammack, James W., jr.** Liability of school authorities for the enforcement of rules characterized as unreasonable by courts. Elementary school journal, 31: 379-86, January 1931.

The writer canvassed a number of court decisions on the liability of school authorities for enforcing rules characterized as unreasonable by the courts. He found the weight of authority exonerating school authorities when they have acted in good faith and merely erred in their discretionary or quasi-judicial capacity.

608. **Edwards, Newton.** Legal authority of boards of education to enforce rules and regulations. I. Elementary school journal, 31: 446-59, February 1931.

This study presents a careful analysis of the legal authority of boards of education and cites judicial opinion in substantiation. It is limited to the consideration of some of the more commonly contested points, as vaccination, admission, and exclusion.

609. National education association. Research division. Studies in state educational administration. Study 6, State school legislation, 1930. Washington, D. C., National education association, December 1930. 12 p.

A review and summary of certain important aspects carrying forward a similar study published for 1929. Presentations by topics and by states, with a bibliography on thirteen states.

CURRICULUM AND COURSE OF STUDY

610. Alabama. State department of education. Course of study for elementary schools. Birmingham, Ala., Birmingham printing company, 1930. 903 p.

This publication is a state course of study for elementary schools. An introduction of some fifty pages discusses general objectives, classroom organization, and schedules. The remaining eight hundred pages are given to the presentation of the school subjects, including industrial arts and music. Many concrete illustrations of progressive work are noted in connection with recommendations regarding method. Suggestive activities, bibliographies, lists of materials, tests, and other aids are included.

611. Harap, Henry. Evaluation of curricula and texts. Review of educational research (American educational research association), 1: 43-45, January 1931.

A résumé of recent investigations having for their purpose (1) the appraisal of courses of study in action; (2) of course of study bulletins; and (3) of methods of evaluating and selecting textbooks.

612. Hopkins, L. Thomas. Curriculum making: General. Review of educational research (American educational research association), 1: 5-8, January 1931.

Sets forth important contributions by individuals, city-school systems, state education departments, and laboratory schools to the subject of curriculum making. It enumerates procedures, epitomizes principles, and outlines an organization of personnel required to carry out a program of curriculum making.

613. McAndrew, William. School-policy makers and the course of study. Nation's schools, 7: 35-38, January 1931.

This article (the fifth in a series of six), addressed to superintendents of schools and using verbatim quotations from many prominent educators, directs attention to the school's present failure to train the students for citizenship and urges the development and installation of a revised curriculum which may remove this inadequacy.

614. National society for the study of education. The curriculum of the rural secondary school. In its Thirtieth yearbook, 1931. Part 1. Chapter V. p. 125-54.

This survey cites some of the inherent difficulties involved in curriculum revision in rural secondary schools. It calls attention to certain outstandingly successful adaptations of modern courses of study to local needs, but asserts that the traditional academic school predominates and that relatively little headway has been made toward developing modern curricula in rural communities.

615. Rugg, Earle U. Some recent criticisms of American contemporary life and their implications for public education. School review, 39: 15-32, January 1931.

The author urges that the curriculum makers consider carefully the criticisms of contemporary American life so as to perceive where the curriculum needs vital changing and what changes to make. He calls particular attention to problems which touch upon economic life, home and family relationships, time surplus, citizenship, health, and religious and character development. A comprehensive bibliography is appended.

See also nos. 152, 736.

PUBLIC RELATIONS

616. Miller, Clyde B. The propagandist in the public school. School executives magazine, 50: 217-19, January 1931.

This article reveals the great variety of propaganda, tangible and intangible, that finds its way into the schools each year. The author questions the wisdom of barring it from the schools and suggests its rich educational possibilities.

617. National education association. The schools and business. Washington, D. C., National education association, 1931. 23 p.

An attractive pamphlet in popular language to show, by national statistics and apt quotations from recognized authorities, that the schools are a powerful ally of business. Bibliography.

RURAL ADMINISTRATION

618. Atkinson, R. C. Rural and village school districts. Educational research bulletin (Ohio State university), 10: 37-42, 56, January 21, 1931.

Presents data on number and size of rural and village districts in Ohio and shows the effects of districting on finances, class size, plant facilities, and opportunities for high-school education. Urges that the inadequate systems of small districts be abandoned in favor of larger units.

619. Bolton, Frederick E. and Bibb, Thomas. Administrative forum. School executives magazine, 50: 283-84, February 1931.

Defines goals which county superintendents ought to try to attain. Mentions particularly the selection of suitable teachers, development of community contacts, and the further development of consolidation and transportation.

620. Dunn, Fannie W. Modern education in small rural schools. Teachers college record, 32: 411-23, February 1931.

This article is an emphatic denial that the small rural school is a hopeless situation for the expression of modern educational theory. Certain essential techniques are outlined for the rural teacher who would successfully overcome the inherent difficulties of the small school and pursue a program of modern education.

621. National society for the study of education. Committee on rural education. Thirtieth yearbook. Part I, The status of rural education. Bloomington, Ill., Public school publishing co., 1931. xiv, 274 p.

Contains a summary and critical evaluation of most of the important published material on rural schools. It also includes important data which have not previously been available. In no other single volume is there to be found so much useful information about the important problems of rural education. Well-selected bibliographies are included in the various chapters.

See also nos. 614, 621.

SUPERINTENDENCY

622. Anderson, J. T. The county superintendent. Journal of the National education association, 20: 9-10, January 1931.

Report of a questionnaire study of professional training, educational experience, tenure, salary, and system under which they serve, of county superintendents in Nebraska. Says that there is a trend toward larger units of organization and urges that the status of superintendents in Nebraska ought to encourage moving toward the goal of larger units as rapidly as possible.

623. Ayer, Fred C. and Hendricks, Jake J. Supervisory duties performed by small school superintendents. Nation's schools, 7: 57-62, January 1931.

Report of a study of supervisory duties of superintendents in small systems in Texas. Superintendents were asked to check a list of 46 items selected from the larger check lists devised by other workers. The study tends to confirm other investigations and shows that small-system superintendents perform a great variety of duties, largely concerned with discipline and instructional techniques rather than with the curriculum or educational measurements. Small systems receive, on the whole, comparatively little supervision.

624. Blair, Francis G. Forty years of state superintendency. American school board journal, 82: 36-37, March 1931.

Description of changes that have taken place in organization and functioning of the State department of education in Illinois during the past 40 years.

625. Caswell, H. L. Do school surveys cause superintendents to lose their jobs? School executive magazine, 50: 267-68, February 1931.

This article cites statistics to show that loss of position is not one of the major outcomes of a school survey. Surveys have done much more to make the positions of superintendents secure than they have to jeopardize them.

626. Cody, Frank. Detroit's board of education. American school board journal, 82: 57, February 1931.

Brief article dealing primarily with the duties of the superintendent as defined in the rules and regulations of the board.

627. **McAndrew, William.** The superintendent—the school's chief policy maker. *Nation's schools*, 7: 35-38, February 1931.

Presents the thesis that the superintendent is chiefly responsible for the educational policy of his community whether he wishes to assume the responsibility or not. This means that the superintendent is inevitably the center of conflict and the focus of opposition and he must be prepared to accept such as part of his normal life. The responsibility is thus a challenge to men of the strongest character and devotion to the ideals of democracy and social progress.

See also, nos. 475-476.

TEACHER RETIREMENT

628. **National education association.** Research division. Studies in state educational administration. Flat-rate percent-of-salary retirement systems. Study no. 7. Washington, D. C., National education association, January, 1931. 10 p.

Briefly describes and contrasts the flat-rate and percent-of-salary retirement systems. Presents certain facts and suggests certain principles to be used as bases for appraising values of the two types of systems.

TEACHERS' SALARIES

629. **McGaughy, J. R.** Equal pay for equal work? *American school board journal*, 82: 60, 124, 126, February 1931.

Contends that the principle of equal pay for equal work for men and women is unsound economically and is to be condemned. Rejects "family-wage" plan as a cure for the problem.

TEACHER SUPPLY AND SELECTION

630. **Deffenbaugh, Walter S. and Zeigel, William H.** How teachers are selected. *School life*, 16: 112-13, February 1931.

A preliminary report of the procedure, and some of the tentative findings, as they relate to teacher selection and appointment, of the National survey of secondary education.

631. **Evenden, E. S.** Are there too many teachers? *School life*, 16: 81-82, January 1931.

Briefly gives reasons for present oversupply of teachers and tells of plans for first nation-wide collection of data bearing on this problem.

632. **Hughes, W. Hardin.** Refining the estimates of personal qualities. *Nation's schools*, 7: 55-60, February 1931.

Presents a technique for rating personal qualities designed to increase objectivity of such rating.

633. **Oertel, Ernest E.** How shall teachers and superintendents be selected? *American school board journal*, 82: 47-48, February 1931.

Discussion of some of the difficulties encountered in selecting superintendents and teachers. Cautions against too great reliance on recommendations and urges personal interviews wherever possible.

TEACHERS, GENERAL

634. **Brown, Edwin J. and Fritzscheier, L. H.** Some factors in measuring the teachers' load. *Educational administration and supervision*, 17: 64-69, January 1931.

Lists a number of factors to be considered in measuring teacher load. Reviews studies by three workers in this field. Useful to administrators dealing with problems connected with teaching load.

635. **McNamara, John A.** Giving battle to high-interest money lenders. *Nation's schools*, 7: 20-28, January 1931.

Reports results of a survey of the "small loan" business as it relates to teachers. Concludes teachers are being victimized by loan sharks. Describes development of credit unions in a number of cities to meet the problem.

SCHOOL REPORTS

636. District of Columbia. Board of education. Annual report, 1929-30. Washington, D. C., The Board, 1931.

This report reviews the accomplishments of the decade 1920-1930, under the superintendency of Dr. F. W. Ballou. The various changes and improvements brought about are discussed under the headings: Legislation, organization, administration, instruction and supervision, and buildings and equipment. The program for the school year 1930-31 and beyond is outlined.

637. Wilmington, Delaware. Annual report of the superintendent of public schools for the year ending June 30, 1930. Wilmington, Del., J. Laurance Banks, Inc., 1931. 92 p.

Good example of an attractively printed and illustrated annual report covering important items briefly with a minimum of statistics.

STATE ADMINISTRATION

638. National education association. Research division. Studies in state educational administration. Staffs and salaries in state departments of education. (Study no. 9) Washington, D. C., National education association, March, 1931. 61 p.

Statistics, graphs and charts showing size of staff, certain administrative practices, salaries paid in state departments of education. Similar data given for the territories.

639. Trends and principles in state high-school standardization. School review, 39: 167-68, March 1931.

Editorial comment on a study by Henry H. Hill entitled "State high school standardization," to the effect that his standards could not be put in complete operation at once.

640. Wiley, George M. Growth and function of state education departments. American school board journal, 82: 35-36, March 1931.

Points out the large increase in personnel and scope of activity of state departments of education during the past 40 years. Major trend has been toward scientific study and problems of education and definite use of research methods.

TEXTBOOKS

641. Jensen, Frank A. Current procedure in selecting textbooks. University of Michigan, School of education bulletin, 2: 62-63, January 1931.

In this brief study the author reports the results of his investigation with respect to the selection of textbooks in city school systems. His sources of data were rules and regulations of the board of education in 90 cities, the stated policies and practices of a large number of commercial publishers, and the practice common in 172 cities above 25,000 in population.

642. National society for the study of education. Committee on the textbook. Thirtieth Yearbook. Part II, The textbook in American education. Bloomington, Ill., Public school publishing co., 1931. viii, 364 p.

A judicious discussion of some of the most important problems involved in writing, publishing, marketing, selecting, and using textbooks. Contains much valuable information which is not available elsewhere. It should be helpful to publishers, as well as to the teaching profession. Extensive bibliographies are included.

ADULT EDUCATION

Alonzo G. Grace

643. **Butler, Leslie O.** The unemployed go to school in Grand Rapids. *School life*, 16: 89, January 1931.

Describes how a school system is meeting a socio-economic problem.

644. **Dean, Arthur.** My wife, children, secretary, janitor, and I go to school. *School life*, 16: 109, February 1931.

The same article under the title The enrichment of adult life appears in the *Journal of the National education association*, 20: 55-56, February 1931. Presents the need for a program for the wider use of leisure, and offers a community program for adult education.

645. **Drury, F. K. W.** Six years activity in adult education. *American library association bulletin*, 25: 31, January 1931.

A summary of the activity of the library in adult education.

646. **Faust, J. W.** Leisure and living. *Child welfare*, 25: 399-401, March 1931.

Definitions of living and leisure. A statement of the need for purposeful planning for leisure.

647. **Institute for education by radio.** First yearbook. 1930. *Education on the air*. Columbus, Ohio state university, 1931. ix, 400 p. map.

Consists of the proceedings of the Institute, the first of a series of annual institutes, and presents papers and discussions relating to the following subjects: I. Administration of education by radio; II. Activity at home and abroad; III. Radio in educational institutions; IV. Schools of the air; V. College stations; VI. Investigations of education by radio; VII. Educational techniques in broadcasting.

648. **Jacks, L. P.** The education of the whole man. *Journal of adult education*, 3: 30-36, January 1931.

The writer points out that the perfectly educated human being would possess the whole sum of human knowledge. Education signifies competency to apply knowledge. Knowledge and incompetence very often go together. Coeducation of mind and body is the essential basis for a complete education.

649. **Judd, C. H.** Why adult education? *School and society*, 32: 743-50, December 6, 1930.

An analysis of the needs for adult education.

650. **Kolbe, Parke R.** An experiment in alumni education through evening study at the graduate level. *School and society*, 33: 90-93, January 17, 1931.

A discussion of an experiment in a program which includes evening study groups for alumni.

651. **Lurie, Reuben L.** The challenge of the forum; the story of Ford hall and the open forum movement; a demonstration in adult education. Boston, Richard G. Badger, 1930. 218 p.

A history of Ford hall forum with suggestions for the organization and administration of similar projects in other communities.

652. **MacCormick, Austin H.** The education of adult prisoners. New York, National society of penal education, 1931.

A study of the educational programs of penal institutions. The lack of any definite program in most institutions is mentioned and a proposed program is included in the recommendations. The author points out that education should not be considered as a panacea for criminality.

653. **The scope and practice of adult education.** London, Eng., H. M. Stationery office, 1930. 91 p.

A statement of the aims, purposes, methods, and possibilities of adult education in England.

654. **Senturia, Joseph.** Sex as a factor in subject selection. *Journal of adult education*, 3: 84-89, January 1931.

A study of trends in workers' education in England. Tutorial classes show overwhelming decrease in interest in economics, history and social sciences. Dominant interest to-day is in literature and related cultural subjects. This change is attributed to changes in the personnel of the classes, and also to the increasing number of women in the industrial organization.

655. **Shute, Mary C.** The kindergarten and parental education. *Childhood education*, 7: 296-304, February 1931.

A discussion of an old idea and a new movement. A study of the socio-economic background of parents of children in twenty-five Boston kindergartens. Specific suggestions for parent meetings.

656. **Taylor, Nell Boyd.** The preschool child. Washington, D. C., American association of university women, 1930. 80 p. (Guidance materials for study groups, no. 5)

An excellent study and discussion outline for groups interested in the preschool child. Bibliography included.

657. Unemployment and adult education: a symposium. *Journal of adult education*, 3: 5-29, January 1931.

A symposium on the retraining of adults by Charles A. Beard, Stuart Chase, and others.

658. What the professors of books would have us read. *Adult education*, 6: 24-32, November-December 1930.

Selected book lists by James O. Bennett, William Lyon Phelps, William H. F. Lamont, and Will Durant.

See also nos. 511, 659, 672, 675.

VOCATIONAL EDUCATION AND GUIDANCE

Edwin A. Lee

GENERAL REFERENCES

659. **Cartwright, Morse A., ed.** Unemployment and adult education. New York city, American association for adult education, 1931. 63 p.

A symposium by noted authorities on the problem of technological unemployment, which should be read by every vocational educator. 1. Charles A. Beard: The dislocated soldier of industry; 2. Stuart Chase: The iron bouncer; 3. Paul H. Douglas: The need for alternative training; 4. Rexford G. Tugwell: Occupational obsolescence; 5. Isador Lubin: Finding the new job; 6. Elizabeth F. Baker: Machinery versus trade skill; 7. Sumner Slichter: The problem of technological unemployment; 8. Newton D. Baker: Industry's responsibility; 9. Robert I. Rees: Anticipating changes; 10. Spencer Miller, jr.: Organized labor forestalls displacement; 11. J. C. Wright: Rehabilitation in industry; 12. Wesley A. O'Leary: State responsibility; 13. N. C. Miller: University extension facilities; 14. A. Caswell Ellis: Reeducation in relation to technological unemployment; 15. James E. Russell: Education as a remedial factor; 16. Nathaniel Peffer: Discussion.

660. **Coolidge, Calvin.** Nearer than any other single public interest. *Trained men*, 11: 42, Spring 1931.

A terse article in which Mr. Coolidge emphasizes the value and place of vocational training.

661. **Johnson, Benjamin W.** Some significant trends affecting vocational education. *Industrial education magazine*, 32: 3A, 6A, 8A, 10A, 12A, March 1931.

An excellent résumé of the high lights of the Milwaukee convention of the American vocational association.

662. **Mescreau, Samuel Foster.** Materials of industry. New York, McGraw-Hill book co., 1931. xviii, 478 p.

A study of the principal materials of industry, their distribution and production, general properties, transportation, conversion into commercial forms, and their economic importance.

663. Metz, John J., ed. Bruce's 1931 School shop annual—Industrial arts and vocational education. Milwaukee, Wis., The Bruce publishing co., 1931. 300 p. illus.

The annual number of what has come to be an invaluable compendium of current thought and practice in industrial arts and vocational education.

664. Nash, Harry B. and Van Duzee, Roy B. Nash-Van Duzee instructional review tests, mechanical drawing. Milwaukee Wis., The Bruce publishing co., 1930. 96 p. plates, charts.

A series of tests covering the basic content of mechanical drawing.

665. Oregon. State board for vocational education. Sixth biennial report. Salem, Oreg., State printing department, 1931. 31 p. illus., charts, graphs.

The report of progress in Oregon for the biennial period ending June 30, 1930.

666. Schulz, George J. Vocational education in the United States (71st Congress. Senate document no. 309.) Washington, D. C., Government printing office, 1931. 30 p.

An authoritative document based upon the researches of the Federal board for vocational education and the President's employment commission.

667. Selvidge, Robert W. Principles and purposes of vocational analysis. Industrial education magazine, 32: 251-52, February 1931.

A setting forth of the guiding principles of vocational analyses by one of the leading analysts.

668. U. S. Department of labor. Women's bureau. Fact finding with the Women's bureau. Washington, United States government printing office, 1931. 37 p. illus. (Bulletin no. 84)

A document setting forth the various activities of the Women's bureau of the U. S. Department of Labor, which should interest every person charged with the responsibility of vocational education of women and girls.

669. Williams, E. L. A practical study of the relation of industry to education. Industrial education magazine, 32: 257-60, February 1931.

A suggestive article describing in detail how the author organized a tour of industrial teachers to the representative industries of his state.

670. Wisconsin. State board of vocational education. Publications of the Wisconsin State board of vocational education. Madison, Wis., State board of vocational education, 1930. 76 p. (Administration series no. 53)

A mimeographed bulletin giving the list of all material published to June 1930 by the State Board of vocational education.

671. Wright, J. C. Achievements of the Federal board for vocational education during the past year [1930] Signal, 2: 67-69, 83-85, 99-101, January-March 1931.

An important article, clearly described by the title, by the director of the Federal board for vocational education.

See also, nos. 112, 164-167.

AGRICULTURAL EDUCATION

672. Dykes, J. C. Texas is evening school conscious. Agricultural education, 3: 138-39, March 1931.

An inspiring article dealing with effective evening-school courses in agriculture.

673. Fitzgerald, N. E. Suggestions for orienting new students in classes in vocational agriculture. Agricultural education, 3: 103-4, January 1931.

Helpful suggestions for introducing new students to the real meaning and purpose of secondary school agriculture courses.

674. Getman, Arthur. The means and ends of life. Agricultural education, 3: 119, 127, February 1931.

A plea that the agriculture instructor guide his pupils to a better appreciation of the ends of life.

675. **Hamer, Oliver Stuart.** The master farmers of America and their education. Iowa City, University of Iowa, 1930. 151 p. tables, charts. (University of Iowa studies, vol. 6. no. 2, Adult education series no. 1)

A thorough study of 389 "master farmers" and their wives, located in 28 states. A significant contribution to knowledge concerning farming which should be read by every teacher of agriculture.

676. **Kruse, Paul J.** How we learn. Agricultural education, 3: 83-84, 87, December 1930.

The laws of learning interpreted in terms applicable to the teaching of agriculture.

677. **Lathrop, F. W.** Assigning the lesson. Agricultural education, 3: 86-87, December 1930.

A pointed discussion of the important problem named in the title, as it relates to agriculture.

678. **Schmidt, G. A.** Teaching boys to think. Agricultural education, 3: 122, 132, February 1931.

The steps of constructive thinking applied to the problem of selecting a breed of poultry for an egg-laying contest.

679. ——— and **Ross, W. Arthur.** Teaching evening and part-time classes in vocational agriculture. New York, The Century co., 1931. xvi, 278 p. (The Century vocational series)

A text by two competent leaders, dealing specifically with the problems implied in the title.

680. **Smith, Nelson C.; Johnson, Harold; and Deister, L. E.** Financing boys' supervised practice. Agricultural education, 3: 109, January 1931.

Answers the question "How can teachers of agriculture aid the boy in obtaining financial backing for project work?"

681. **Sutton, Willis A.** The rural school of tomorrow. Agricultural education, 3: 135, March 1931.

A vision by the President of the National education association of the problems agriculture teachers will face in the years ahead.

COMMERCIAL EDUCATION

682. **Advertising federation of America.** Bureau of research and education. A. T. Falk, Director. Books for the advertising man. New York city, The Federation, 420 Lexington avenue, 1931. 20 p.

A classified list of 1930 books, on advertising, marketing, and related subjects.

683. **Brewer, John M.; Hurlbut, Floyd; and Caseman, Juvenilia.** Elements of business training, Rev. ed. Boston, Ginn and company, 1931. viii, 464 p. illus.

An entirely rewritten edition of the authors' earlier text, covering those elements of business which every person should know, and setting forth the requirements and training necessary for the simple business occupations.

684. **Burg, John C.** Training for hotel service. Personnel journal, 9: 385-91, February 1931.

A high official of the Hotels Statler Company, Inc., presents the problem of training "guest contact employees."

685. **Colvin, A. O.** Modernizing secondary commercial education. Balance sheet, 12: 138-41, January 1931.

A convincing plea for wider scope in commercial education than is represented by stenography, typing, and bookkeeping and definite suggestions for accomplishing that desirable end.

686. **Craig, David R.** A research bureau for retail training—its work and its problems. Personnel journal, 9: 363-70, February 1931.

A careful résumé of the activities of the Research bureau for retail training of the University of Pittsburgh from its inception in 1918 to November 1930.

687. **Detroit university and others.** The advertising man of Detroit. New York city, Advertising federation of America, 1930. 77 p. diag., tables, and charts.

A cooperative undertaking which also included the Bureau of business research and Bureau of research and education of the Advertising federation of America, the Adcraft club of Detroit. An approximate picture of the advertising personnel of Detroit, including the functions and duties of the advertising man, his age, his experience, education, and salary.

688. **Dodd, J. H.** Commercial education in rural communities. Balance sheet, 12: 221-23, 249, March 1931.

The author sets up objectives for business training in rural schools.

689. **Hicks, Otho J.** Department-store personnel. Journal of business education, 5: 24, March 1931.

An illuminating account of Lord and Taylor's method of selecting and training employees.

690. **Jackson, J. Hugh; Sanders, Thomas H.; and Sproul, A. Hugh.** Bookkeeping and business knowledge. Boston, Ginn & company, 1931. v, 398 p. illus.

A high-school textbook which aims not only to provide a vocational skill in bookkeeping, but to acquaint the pupils with business activities as interpreted through bookkeeping.

691. **Jones, Lloyd L. and Bertschi, Lloyd.** Teaching plans for use with General business science and Projects in business science, Parts I and II. New York city, Gregg publishing co., 1931. 261 p.

A manual to be used with the authors' General business science and Projects in business science. See nos. 1952 and 1953 in Record of current educational publications (Bulletin, 1931, no. 3)

692. **Manley, Daniel A.** Eliminating some articulation problems in business teaching. Journal of business education, 5: 36-37, February 1931.

An examination of the problems of articulation raised by the 6-3-3 plan with particular reference to commercial education.

693. **National association of commercial teacher-training institutions.** Defining business education. Journal of business education, 5: 18, 35, March 1931.

An authoritative statement which represents the combined thinking of representatives of twenty-two schools, members of the association.

694. **National commercial teachers' federation.** Report of the 33rd Annual convention, Des Moines, Iowa, December 29 to 31, 1930. American shorthand teacher, 11: 235-38, March 1931.

A résumé of the various meetings held at the convention.

695. **Pfaffenberger, Clarence J.** Journalism as taught in the San Francisco continuation school. San Francisco teachers' bulletin, 14: 8-12, March 1931.

How journalism is taught in the San Francisco continuation school.

696. **Ross, J. Walter.** Business English. Cincinnati, South-western publishing co., 1931. 336 p. illus.

Contains 18 chapters, of which 7 are devoted to word study, 2 to sentence study, and 9 to business communications, all of which are liberally covered in assignments drawn in terms of business practice.

697. **Teneyck, H. E.** The testing movement. Balance sheet, 12: 149-52, January 1931.

A discussion of the testing movement as it affects commercial education.

698. **Young, Shepherd.** The scope of commercial education in the public schools of Terre Haute. Balance sheet, 12: 142-48, January 1931.

An evaluation of commercial education in the public schools of Terre Haute, by the head of the Commerce department of Indiana State normal school.

HOME ECONOMICS

699. Lord, Isabel Ely. Budgeting your income. New York, Harcourt, Brace and company, 1930. 210 p.

A reprint of the author's *Getting your money's worth*, . . . on the mechanics of budget making.

700. Lynde, Carleton John. Everyday physics. New York city, The Macmillan company, 1930. xiii, 577 p. illus.

The principles of physics are illustrated by household appliances, to as large a degree as possible.

701. McAndrew, William. Training for parenthood. *School and society*, 33: 390-93, March 21, 1931.

A plea that homemaking education be provided every child before finishing the secondary school.

702. Sage, Elizabeth. Textiles and clothing. New York city, Charles Scribners' sons, 1930. ix, 323 p. illus.

Treats the subject of clothing in terms of the problems which the girl of to-day faces in apportioning and spending her income.

703. Willard, Florence and Gillett, Lucy H. Dietetics for high schools. New York city, The Macmillan company, 1930. xxv, 290 p. illus. tables, charts.

A revision of a text first published in 1920. Emphasizes the principles of nutrition and their relation to the problem of maintaining health.

INDUSTRIAL ARTS

704. Abbott, L. R. Helping the shop teacher organize instructional material. *Industrial education magazine*, 32: 253-56, February 1931.

A helpful article for the inexperienced teacher of industrial arts.

705. Bawden, W. T. The Milwaukee convention of the American vocational association. *Industrial education magazine*, 32: 16A-26A, February 1931.

A running report of the Industrial arts section meetings.

706. Benson, Lloyd. Color harmony in finishing woodwork. *Industrial arts and vocational education*, 20: 86-88, March 1931.

An article dealing with the general idea of harmonization of colors.

707. Fryklund, Verne C. The plan of procedure. *Industrial arts and vocational education*, 20: 77-80, March 1931.

A discussion of a method of prechecking the pupil's plan of work in shop classes.

708. Reid, John F. and Higgins, Gordon H. Fundamentals of the wood-working trades. New York, John Wiley & sons, inc., 1931. xxi, 244 p. illus.

Devoted to principles of woodworking, and intended for use in any series of projects.

709. Schell, J. W. Study of courses and equipment of a general metal shop. *Industrial arts and vocational education*, 20: 47-55, February 1931.

The report of a questionnaire study of the status of general metal shops in 51 schools in 45 cities.

710. Waring, Ralph G. Principles of mill and paint-shop practice. Milwaukee, Wis., Bruce publishing company, 1930. 388 p. illus.

A reference and guidebook by an American authority on wood finishing.

TRADE AND INDUSTRIAL EDUCATION

711. Attwood, Harold. The foreman's job in slack time. *Management review*, 20: 84-85, March 1931.

An article quoted from *The Iron age*, January 1931, which should be helpful in organizing foreman conferences in slack times.

712. California. State bureau of trade and industrial education, and the Department of vocational education, Vallejo public schools. Report of Con-

ference on improving foremanship. Vallejo, Calif., Public schools, 1931. 51 p. (mimeographed)

Complete notes in mimeographed form of a foremanship conference in an unusual industry. Conducted for the Sperry flour company at Vallejo.

713. **Dimond, Thomas.** Technical education in Great Britain. *Industrial arts and vocational education*, 20: 1-4, 39-42, January-February 1931.

An illuminating discussion of technical education in England, Scotland, and Wales.

714. **Forbes, A. W.** *Machines and men.* *School and society*, 33: 332, March 7, 1931.

Two paragraphs which should be over the desk of every trade teacher.

715. **Fryklund, Verne C.** The plan of procedure. *Industrial arts and vocational education*, 20: 77-80, March 1931.

A discussion of a method of prechecking the pupil's plan of work in shop classes.

716. **Heating and piping contractors national association.** *Standard manual on pipe welding.* New York city, Heating and piping contractors national association, 1931. 280 p.

A basic text for training programs for steamfitters.

717. **Levitas, Arnold.** Modern methods in the teaching of printing and typography. *Industrial arts and vocational education*, 19: 465-66; 20: 43-47, December 1930, February 1931.

Nos. 1 and 2 of a series of articles on teaching printing. No. 2 deals with job and lesson sheets.

718. **Los Angeles city schools. Division of vocational education.** Report of foremanship conferences for the Angelus furniture manufacturing company. Los Angeles, Calif., Los Angeles city schools, 1931. 22 p. mimeographed.

An excellent report of a foremanship conference conducted at the offices of the Angelus furniture manufacturing company.

719. **Meyers, Harry.** What would happen if you ceased to supervise? *Trained men*, 11: 30, 46, Spring 1931.

A discussion of plant supervision, which should be helpful to foreman conference leaders.

720. **Moffatt, Ben S.** Appropriate preoccupational training for young workers. *Industrial education magazine*, 32: 283-86, March 1931.

A discussion of the necessity for integration of preoccupational training with apprentice training.

721. **Reid, John F. and Higgins, Gordon H.** *Fundamentals of the wood-working trades.* New York, John Wiley & sons, Inc., 1931. xxi, 244 p. illus. Devoted to principles of woodworking, intended for use in any series of projects.

722. **Rotmans, Elmer A.** *Instruction sheets in mechanical drawing.* Boston, New York, Allyn and Bacon, 1930. 135 p. illus.

A course organized on the instruction-sheet basis, designed to meet needs of pupils in technical, vocational, and junior high schools.

723. **Sears, William P., jr.** *The roots of vocational education.* New York city, John Wiley & sons, Inc., 1931. xi, 310 p.

A study which seeks the origin and beginnings of trade and industrial education.

724. **Unnewehr, C. A.** Some results of apprentice training in Chicago. Springfield, Ill., State superintendent of public instruction, 1931. 2 p. (Educational press bulletin no. 261)

A brief description of the Chicago program of apprentice training by the principal of the Washburne school.

725. **Waring, Ralph G.** *Principles of mill and paint-shop practice.* Milwaukee, Wis., Bruce publishing company, 1930. 388 p. illus.

A reference and guidebook by an American authority on wood finishing.

726. **Williams, E. L.** A practical study of the relation of industry to education. *Industrial education magazine*, 32: 257-60, February 1931.

A suggestive article describing in detail how the author organized a tour of industrial teachers to the representative industries of his state.

VOCATIONAL GUIDANCE

727. Anderson, Roy N. The status of tests for the measurement of clerical aptitude. *Psychological clinic*, 19: 214-17, December 1930.

The report of a careful scrutiny of fourteen "clerical aptitude tests" which points out the inadequacy of such tests for guidance purposes.

728. Baltimore public schools. Bureau of research. Education and vocational guidance. *Baltimore bulletin of education*, 9: 145-67, March 1931.

A presentation of the Baltimore approach to which the whole March number is given.

729. Becker, Ernest J. Vocational guidance in a senior high school. *Baltimore bulletin of education*, 9: 165, March 1931.

A short article descriptive of this work in the Western high school in Baltimore, Md., where the practice is to give group instruction to younger students, and personal work to individuals in the upper years.

730. Belt, Mildred. Evaluating a public-school placement service. *Baltimore bulletin of education*, 9: 154-57, March 1931.

An article emphasizing the value and necessity of following up placement service.

731. Brewer, John M. What is vocational guidance all about? *Baltimore bulletin of education*, 9: 145-47, March 1931.

An answer to the question proposed in the title by one of the acknowledged leaders in the field.

732. Buchwald, Leona C. Guidance and placement in Baltimore. *Baltimore bulletin of education*, 9: 147-53, March 1931.

A carefully and adequately prepared description of the excellent guidance program in Baltimore.

733. Craigo, R. T. Vocational guidance connected with training. *Industrial arts and vocational education*, 20: 75-77, March, 1931.

A brief but helpful discussion of the vocational guidance program at Dunwoody Institute, Minneapolis.

734. Freeman, Frank S. Predicting academic survival. *Journal of educational research*, 23: 113-23, February 1931.

A significant article dealing with a limited group, setting forth the inadequacy as well as the contribution of mental tests as a basis for selecting college entrants.

735. Gardiner, William. Character and career. Chicago, Ill., William Ruth publishing co., 1930. x, 374 p.

A book which discusses the relationship of character to career.

736. Garretson, Oliver Kelleam. Relationships between the expressed preferences and the curriculum abilities of ninth grade boys. *Journal of educational research*, 23: 124-32, February 1931.

The author describes an interesting instrument of guidance, the "preference questionnaire," and the experience in using it with 1,582 ninth grade boys in New York city.

737. Hausmann, Max F. Vocational guidance in Europe. *Vocational guidance magazine*, 9: 152-56, January 1931.

A brief résumé of vocational guidance on the continent.

738. Holbrook, Harold L. Guidance positions in Pennsylvania. *Vocational guidance magazine*, 9: 149-52, January 1931.

A description of the Pennsylvania plan of certification for guidance teachers and counselors.

739. Hoppock, Robert. Organizing Rockland County for guidance. *Vocational guidance magazine*, 9: 208-12, February 1931.

A description of the methods used in organizing a New York county for vocational guidance.

740. Hull, Clark L. The differentiation of vocational aptitudes. *Psychological clinic*, 19: 202-9, December 1930.

A paper in which is discussed the significance of aptitude testing as a technique in solving problems of vocational guidance. The author emphasizes the complexity of the research which must be carried out before such testing will become an effective tool in counseling.

741. **Johnson, Burges.** Journalism: the task and the training. *School and society*, 33: 403-5, March 21, 1931.

Some necessary information concerning the vocation of journalism briefly but interestingly presented.

742. **Kiwanis International.** Kiwanis International and vocational guidance: a program for 1931. *Vocational guidance magazine*, 9: 203-7, February 1931.

An adaptation from the report of the Committee on vocational guidance and placement to the Board of trustees of Kiwanis International, which should be read by guidance workers.

743. **Lapp, John A.** Careers. Chicago, The Institute for research, 1931. 15 v.

Additional monographs in the series: 3, Biological work; 14, Commercial and industrial art; 16, Chemistry and chemical engineering; 19, Journalism; 20, General agriculture; 21, Horticulture; 22, Animal husbandry; 23, Forestry; 24, Home economics; 26, Medicine; 27, Optometry; 30, Investment banking; 34, Hotel management; 37, Electrical engineering; 45, Statistical work.

744. **McAlmon, Victoria, ed.** A new type of college training. Los Angeles, Los Angeles junior college, 1931. 31 p.

A symposium of the members of the faculty of the Los Angeles junior college in which the opportunities in, and the training for 16 semiprofessional occupations are set forth.

745. **Marx, Karl T.** Vocational guidance in Germany. *Vocational guidance magazine*, 9: 156-59, January 1931.

A challenging story of the progress Germany is making in vocational guidance.

746. **Medinger, Irwin D.** Placement—a phase of educational and vocational guidance. *Baltimore bulletin of education*, 9: 158-59, March 1931.

A presentation of the function of placement in the total program of guidance.

747. **Moise, Marian.** The cleaner and dyer in New Orleans. New Orleans, Orleans Parish school board, 1931. 7 p. (Vocational monographs, no. 15)

The fifteenth in the excellent series of vocational monographs published by the Department of vocational guidance of the New Orleans public schools.

748. **Moore, Gladys E.** A home-room guidance program. *Vocational guidance magazine*, 9: 160-65, January 1931.

Some pointed suggestions concerning the functions of the home-room in a program of vocational guidance.

749. **National vocational guidance association.** Vocational guidance. [Submitted by the Committee on resolutions, O. Latham Hatcher, Harry D. Kitson, Anne S. Davis, John M. Brewer]. *School and society*, 33: 441-42, March 28, 1931.

Significant resolutions adopted by the Association at its twentieth annual convention, Detroit, February 20, 1931, emphasizing particularly the function of vocational guidance in the solution of unemployment.

750. **Ohl, Henry, jr.** Attitude of organized labor toward guidance. *Vocational guidance magazine*, 9: 195-200, February 1931.

A statement of labor's viewpoint in regard to vocational education and guidance by the president of the Wisconsin State federation of labor.

751. **Paterson, Donald G.; Elliott, Richard M.; Anderson, L. Dewey; Toops, Herbert A.; and Heidbreder, Edna.** Minnesota mechanical ability tests. Minneapolis, Minn., University of Minnesota press, 1930. xxii, 586 p. illus., tables, charts.

A comprehensive account of the most significant attempt thus far made in the systematic investigation of mechanical abilities. An admirable presentation of the results of six years of study.

752. **Pear, T. H.** The art of study. New York, E. P. Dutton & Co., inc., 1931. ix, 117 p.

A helpful discussion by an English professor of psychology on the problems involved in learning how to study.

753. Rankin, Marjorie. Trends in educational occupations. New York city, Teachers college, Columbia university, 1930. 83 tables, charts. (Teachers college, Columbia university. Contributions to education, no. 412)

Basic and adequate information concerning the various occupations in the teaching profession, prepared by a student of Dr. Harry D. Kitson.

754. Ricciardi, Nicholas. A handbook for counselors. California quarterly of secondary education, 6: 211-19, January 1931.

The introductory chapter of a projected handbook to be developed through a series of conferences of California deans and counselors.

755. Rodgers, Robert H. and Belman, Harry S. My educational guidebook. Milwaukee, Wis., The Bruce publishing company, 1930. 24 p.

A companion workbook to the authors' My Vocational guidebook. It is intended to help the student make definite educational plans in terms of a chosen vocation.

756. ———— My vocational guidebook. Milwaukee, Wis., The Bruce publishing company, 1930. 24 p.

A guidebook which has been prepared as an aid to junior and senior high-school students in the detailed study of a specific occupation.

757. Rosecrance, F. C. Organizing guidance for the larger school system. Vocational guidance magazine, 9: 243-53, March 1931.

A helpful discussion of the problems involved in organizing vocational guidance in large cities.

758. Schmidt, Fred J., jr. Organizing guidance for the smaller school system. Vocational guidance magazine, 9: 253-56, March 1931.

A description of the guidance program in a twelve-room, rural consolidated school, enrolling approximately 250 pupils.

759. Shellow, Sadie Myers. Vocational interest blank as an aid to interviewing. Personnel Journal, 9: 370-84, February 1931.

A discussion of the value of the Strong vocational interest blank in establishing the rapport essential to a successful interview.

760. Smith, Randolph Belmont and Rulon, Phillip Justin. Report of a high school personnel department. Journal of educational research, 22: 375-80, December 1930.

A presentation of the personnel program carried out by the university high school of the University of Minnesota.

761. Sylvester, Charles W. Why guidance in vocational schools? Baltimore bulletin of education, 9: 463-65, March 1931.

The director of the Division of vocational education of Baltimore discusses the place of guidance in the vocational school.

762. Thomson, Margaret. Beauty culture as an occupation. Vocational guidance bulletin (Minneapolis public schools), 5: 1-4, January 1931.

A splendid example of the method by which Minneapolis presents occupational information through a bulletin.

763. Treat, Katherine. The significance of test results in predicting efficiency in garment machine operating. Psychological clinic, 19: 218-30, December 1930.

The report of an experiment designed to determine whether or not it is possible to devise a battery of tests which would give as significant results as actual tryouts in garment machine operating.

764. Watson, Edna E. A source book for vocational guidance. New York city, The H. W. Wilson company, 1930, 241 p.

A collection of poems, stories, quotations, and a bibliography of biography compiled to supplement occupational information.

765. Wiggam, Albert Edward. What the scientists are doing in personnel research. Personnel Journal, 9: 392-400, February 1931.

A breath-taking article by a great scientist which every vocational counselor should read.

See also nos. 321, 358, 364, 367, 369, 510, 594.

NEGRO EDUCATION

Ambrose Caliver

assisted by A. H. Washington, Jane Ellen McAllister, William N. Cooper, and Theresa A. Birch

766. Atwood, R. B. Kentucky faces the problem of training colored teachers. Kentucky Negro education association journal (official organ of the Kentucky Negro education association), 1: 21-26, February 1931.

A lack of funds is the chief cause of inadequate facilities for teacher training within the State.

767. Cooley, Rossa Belle. School acres, an adventure in rural education. New Haven, Conn., Yale university press, 1930. 158 p.

Penn school, about which this volume is written, is not a trade school, nor merely an agricultural school; it tries to equip boys and girls for life in the country and to dovetail the life of the South Carolina sea island into the teaching. The account is descriptive and shows how homes and farms were connected with the school, and how a rural life was enriched by a type of industrial education similar to that of Hampton and Tuskegee institutes.

768. Elder, Alfonso. Analysis of some major problems connected with freshmen. North Carolina teachers record, 2: 25-25, 38, March 1931.

A study was made of 154 freshmen, 83 women and 71 men, boarders and day students. Ranks attained in intelligence tests showed change of position upon administering objective tests at the end of quarter. It was assumed that students whose standard achievement scores were not up to their standard intelligence quotient scores had not worked to the limit of their capacity.

769. Embree, Edwin B. Julius Rosenwald fund--review for the year. Chicago, Julius Rosenwald fund, 1930. 31 p.

This study deals with: 1, the Negro front--the progress made by the Negro since the Civil War; 2, the part played by the Rosenwald fund in the education of Negroes from the establishment of the first Rosenwald school in 1913, to the completion of the five thousandth school June 10, 1930. It summarizes the Fund's contributions to trade schools, State colleges, private colleges, fellowships, Negro health, child study, libraries, general education, and grants made to other agencies. Mention is made of the work done by the State agents for Negro schools and the Jeanes supervisors, the General education board and the Slater and Phelps funds.

770. Favrot, Leo M. Provisions for preparation and training of Negro teachers. Bulletin (official organ of the National association of teachers in colored schools), 11: 15-16, January 1931.

A brief presentation of provisions for preparation and training of Negro teachers in seventeen Southern States. The agencies, needs, and comparisons of facilities for teacher training are discussed.

771. Gore, George W., jr. A brief survey of public education in Tennessee. Broadcaster (official journal of the Tennessee State association of teachers in colored schools), 3: 52-53, January 1931.

Status of public education for Negroes in Tennessee.

772. Holmes, D. O. W. The present status of college education among Negroes. Bulletin (official organ of the National association of teachers in colored schools), 11: 5, January 1931.

Writer gives a brief review of efforts at standardization of Negro colleges from survey conducted by Jones in 1916 to present. Status, in terms of enrollment, size and training of faculties, salaries, income, libraries, and consolidations, is presented.

773. Jackson, W. C. College instruction in race relations. Religious education, 20: 123-26, February 1931.

The removal of prejudice is a problem of education--an educational task of vast proportions. A list of schools offering courses in interracial relationships is given.

774. Louisville, Ky. Board of education. Bureau of research. Partial report on a study of Negro education in Louisville, Kentucky. Louisville, Ky., Board of education, 1931. 23+3, ms.

The study is being undertaken with a view to determine how the schools are meeting the vocational needs of the colored students of Louisville. Results indicate that too many students plan to enter professions; those students completing higher education enter more skilled professions; occupations of Negroes of Louisville indicate that unskilled work is major field open to Negroes; where trades are taught exclusively to Negroes, the schools find difficulty in placing graduates; vocational subjects taught in Louisville high schools prepare students for normal home situations rather than for specific vocations (with exceptions of teacher preparation work and commercial work).

775. Newbold, N. C. Has North Carolina made any progress in Negro education? North Carolina teachers' record, 2: 3-4, January 1931.

"The purpose in view is to point out that a state-wide program is in progress of development, that the State's leadership, white and black, is working together intelligently, courageously, and faithfully, toward higher and still higher goals of accomplishment, and that reasonably steady and satisfying progress is being made."

776. Pope, O. R. Reducing retardation by eliminating overcrowded conditions in the first grade. North Carolina teachers' record, 2: 7, January 1931.

The author briefly discusses retardation in the country as a whole and specifically in the Rocky Mount schools. He gives certain suggestions which have brought success in the latter situation, namely: 1, Acceleration of the mentally proficient; 2, Special promotions for the average pupils; 3, Elimination of repeating; 4, Making certain social adjustments; 5, Equalizing (approximately) the number of children in each room.

777. Seabrook, J. W. Fayetteville State normal school. North Carolina teachers record, 2: 28-29, 38-39, March 1931.

Description of Fayetteville normal school and its problems and aims.

778. Smith, E. E. North Carolina—first! Bulletin (official organ of the National association of teachers in colored schools), 11: 13-15, January 1931.

Presents efforts of state of North Carolina to promote literacy among Negro citizens within the state.

779. Streep, Rosalind. A comparison of white and Negro children in rhythm and consonance. Journal of applied psychology, 15: 53-71, February 1931.

Writer found, (1) Slight superiority of Negroes over whites; greater variability within each race than between the races; that variations are due to race is highly doubtful; (2) Musical ability can not be regarded as index to intelligence; (3) Application of tests suited to two grades below fifth (third and fourth).

See also no. 280.

FOREIGN EDUCATION

James F. Abel

INTERNATIONAL

780. All-Asia educational conference. South Indian teacher, 4: 24-29, January 15, 1931.

The article reviews the work of the first All-Asia educational conference which met at Benares in December, 1930.

781. ——— Library-service section. [Papers.] South Indian teacher, 3: 425-556, December 15, 1930.

This entire number of the South Indian teacher consists of papers offered at the library-service section of the first All-Asia educational conference. It includes papers from America, China, Germany, India, Great Britain, Japan, Persia, and the Philippines.

782. Bureau international d'éducation. Some methods employed in the choice of books for children's libraries. Geneva, International bureau of education, 1930. 14 p.

The report of an inquiry made by the Bureau; includes good bibliographies.

783. ———. Troisième cours pour le personnel-enseignement. Comment faire connaître la Société des Nations et développer l'esprit de coopération

internationale. Genève, Bureau international d'éducation, 1930. 88 p.

The report of conferences held July 28 to August 2, 1930, on aiding the teaching personnel to understand the League of nations and develop a spirit of international cooperation. The three chapters deal respectively with the work of the different organizations that make up the League of nations; three lessons on psychology applied to international education; and a review of the problems involved in teaching peace and the work of the League.

784. De Bunsen, Victoria. The international conference on African children: a survey and a forecast. *Revue Internationale de l'enfant*, 11: 3-11, Janvier 1931.

The author sketches briefly the story of Eglantyne Jebb, foundress of the Save-the-Children fund; the statement adopted by the League of nations in 1924 with regard to the rights of the child, now known as the "Declaration of Geneva"; and the plans for holding an international conference on African children in 1931.

785. Duggan, Stephen P. German reparations and international education. *News bulletin of the Institute of international education*, 6: 1-2, December 1930.

The author suggests that part of the German debt to the United States for the expenses of the army of occupation be used for exchange of students, teachers and other persons in educational activities, much as the Boxer Indemnity fund is being used.

786. Internationale Pädagogische Woche im Prag, vom 22 bis 28 April 1930. Vierteljährliche Mitteilungen der Internationale Vereinigung der Lehrerverbände, Juli 1930. 4 p.

A survey of the proceedings of the International pedagogical week in Prague. Includes practical questions on bilingualism.

787. International society for commercial education. International review for commercial education. Glaris, Switzerland, Imprimerie Rod. Tschudy, 1930. (Second series, no. 9, December, 1930)

This review contains accounts of commercial education in Spain, England, Uruguay, and Luxembourg.

788. Der Kongress der Internationalen Vereinigung der Lehrerverbände, Prag und Karlsbad am 26. 27 und 28 April 1930. Vierteljährliche Mitteilungen der Internationalen Vereinigung der Lehrerverbände, Juli 1930. 10 p.

An account of the proceedings of the meeting of the International union of teachers associations.

789. Marín y Peña, Manuel. Los nuevos concordatos. *Universidad, revista de cultura y vida universitaria*, Año VII: 1089-1134, Noviembre-Diciembre 1930.

A review written at the University of Zaragoza, on the post war concordats entered into between the papacy and Latvia, Bavaria, Poland, Lithuania and other European countries.

See also, nos. 446, 517, 521, 653-654, 713, 738, 743, 746, 908-909.

REFERENCES BY COUNTRIES

AUSTRALIA

790. Cunningham, K. S. and Phillips, G. E. Some aspects of education in the United States of America. Melbourne, Melbourne university press, 1930. 104 p. (Educational research series, no. 2)

A comparison between education in Australia and in the United States written by Australian educators who visited this country and studied some of the schools here. It deals with administration, present tendencies, nonacademic features, new school types and methods of instruction, the training of teachers, and educational research.

791. Fenner, C. and Paull, A. G. Individual education: being an account of an experiment in operation at the Thebarton technical high school, South Australia. Melbourne, Melbourne university press, 1930. 40 p. (Educational research series, no. 1)

This is the first research study published by the recently established Australian Council for educational research. It is an account of an experiment carried on since the begin-

ning of 1927 in a boys' high school enrolling 450 students taught by 21 teachers. The authors believe the adoption of individual freedom in the organization of the school has achieved satisfactory and in some respects noteworthy results, but ask whether it would be better if the free plan were applied only to pupils of proved energy and ability.

792. Queensland. Fifty-fourth report of the Secretary for public instruction for the year 1929. Brisbane, Joseph Heenan Stanley, 1930. 173 p.

This official report includes statistics, reports of inspectors, reports of medical officers, and of the administrators of various institutions including the University of Queensland.

793. Victoria. Council of public education. Report . . . for the period 1st July, 1929, to 30th June, 1930. Melbourne, H. J. Green, 1930. 7 p.

The official report of the Council for the year given.

BELGIUM

794. Wauters, Leon. La protection de l'enfance de race non-européenne. La situation démographique au Congo Belge. Revue internationale de l'enfant, 11: 31-42, Janvier 1931.

Excerpts from a study made by M. Wauters in charge of conferences at the Colonial university of Belgium, to which are added some statistical data.

CANADA

795. Canada. Department of labor. Federal aid to provinces under Technical education act for 10-year period, 1919-29. Ottawa, F. A. Acland, 1930. 47 p.

This is Bulletin no. 30 on vocational education issued by the Department of labour and describes Federal cooperation with the provinces in furthering vocational education. The report covers a decade and contains a résumé of what was accomplished in each province.

796. Canada. Dominion bureau of statistics. Annual survey of education in Canada, 1929. Ottawa, F. A. Acland, 1931. 159 p.

The Dominion bureau published in 1929 a historical, statistical survey of education in Canada and has followed that each year since with an annual survey. That for 1929 is the latest addition to this valuable series.

797. Educational associations. School, 19: 511-16, February 1931.

A directory of educational associations in Canada, particularly those for elementary and secondary education.

CEYLON

798. Ceylon. Department of education. Administration report of the director of education for 1929. August, 1930. Colombo, Ceylon Government press, 1930. 74 p.

The annual official report on education in Ceylon.

FEDERATED MALAY STATES

799. Federated Malay states. Education department. Annual report . . . for the year 1929. Kuala Lumpur, Federated Malay states government press, 1930. 47 p.

The official report on education in the Federation. Of unusual value in that it gives an excellent brief history of education in that country in addition to an interesting account of conditions in 1929.

FINLAND

800. Finlande. Bureau central de statistique. Annuaire statistique de Finlande. Nouvelle serie. Vingt-huitième Année 1930. Helsinki, Valtioneuvoston, Kirjapaino, 1930. 364 p.

The annual official statistics of Finland. Includes statistics of education and some international tables.

FRANCE

801. Brelet, Henri. Ce que doit être l'enseignement secondaire. Revue internationale d'enseignement, 51: 37-51, 15 Janvier, 1931.

A pointed discussion of what secondary education should be.

802. **Caillat, J.** À propos d'un centenaire: l'Algérie dans la vie intellectuelle française entre 1830 et 1930. *Revue universitaire*, 40: 20-26, Janvier 1931.

An account of the contribution of Algeria to the intellectual life of France during the past century.

803. **Joal, A.** Matières à retrancher ou méthodes à modifier? *Revue universitaire*, 39: 417-28, Décembre 1930.

Discusses the matter of lightening the curriculum or improving the methods of teaching in the secondary schools of France.

804. **Lebrun, M. C. et Weber, Maur.** La question de l'école unique en France. *Bibliographie*. (Extrait du Bulletin du Musée Pédagogique no. 3, Novembre 1930) Melun, Imprimerie administrative, 1930. 6 p.

A well-selected bibliography on the question of the unity school in France.

805. **Lemonier, Gaston.** Les écoles de plein air. *Bulletin du Musée Pédagogique*, 3: 77-85, Novembre 1930.

An illustrated account of open-air schools in France including the normal course for training teachers of such schools and an announcement of the Second international congress of schools in the open air, to be held at Brussels during Easter of 1931.

806. **Marçais, William.** La langue arabe dans l'Afrique du Nord. *L'Enseignement public*, 105: 26-39, Janvier 1931.

A careful discussion of the use of the Arabic language in North Africa. The first of a series.

807. **Matheron, L.** La responsabilité civile des instituteurs. Aix-en-Provence, Imprimerie Universitaire de Provence, 1928. 189 p.

An excellent discussion of the civil responsibility of teachers in France. The first part deals with public and private teachers to the time of the law of 1899; the second part with the law of 1899; the third is a critique of that law and some suggestions for reform.

GERMANY

808. **Brethfeld, M.** Grundfragen zur Gestaltung des Werkunterrichts. *Leipziger Lehrerzeitung*, 38: 37-43, 21 Januar, 1931.

A discussion of the fundamental questions relating to instruction through the work activities of the pupils.

809. **Daniel, Severin.** Die staatlichen Bildungsanstalten. *Monatschrift für höhere Schulen*, 30: 112-33, Februar 1931.

At the close of the war, six cadet-training schools were changed into national secondary schools (Stabilia) and this article is an account of them and their work.

810. **Deiters, Heinrich.** Die praktische Ausbildung der Studienreferendare. *Monatschrift für höhere Schulen*, 30: 97-112, Februar 1931.

An account of the practical training of teachers in secondary schools in Hessen-Nassau.

811. **Diederich, Werner.** Bestandaufnahme über Freilust- und Waldschulen in Deutschland. *Pädagogisches Zentralblatt*, 11: 121-36, März 1931.

An evaluation of the free-play and forest schools in Germany.

812. **Frommelt, Horace A.** The German educational world. *Catholic school world*, 31: 79-80, February 1931.

813. **Holl-Karlsruhe, Karl.** Zur reform der deutschen Technischen Hochschulen. *Die Karlsruher Neuordnung*. *Mitteilungen des Deutschen Instituts für Ausländer*, 9: 3-4, 26 Januar, 1931.

Explains the reforms that are being undertaken in the German technical universities and are now for the first time being put into effect in the Karlsruhe Technical university. Of special interest to foreign students that plan to attend technical universities in Germany.

814. **Kuhn, Editha.** A German experiment in secondary education.—The Dürerschule, Dresden. *New era*, 12: 55-57, February 1931.

An illustrated, descriptive article about what the author is pleased to term the most modern of secondary schools in Saxony.

815. **Kuhr, G.** Der Reichshaushaltsplan 1931 und seine Bildungsausgaben. Allgemeine Deutsche Lehrerzeitung, 60: 1-4, 1 Januar, 1931.

A discussion of the budget of the German republic for 1931 and of that part of it to be used for education.

816. **Lamszus, Wilhelm.** Kind und Schriftsteller. Eine literar-psychologische Untersuchung. Jugendschriften-Warte, 36: 1-6, 13-19, Januar-Februar, 1931.

A psychological inquiry into the reactions of the child mind to different kinds of literature.

817. **Oberle, W.** Zur Hochschulstatistik des Sommerhalbjahres 1930. Deutsches Philologen-Blatt, 39: 81-84, 11 Februar, 1931.

A summary of the statistics of university attendance in Germany for the summer semester of 1930.

818. Der Preussische Staatshaushaltsplan für 1931. (Schluss) Deutsches Philologen-Blatt, 39: 65-68, 4 Februar, 1931.

An analysis of the Prussian budget for 1931, including the amounts set apart for education.

819. **Probsting, G.** Das Philologen-Jahrbuch 1930. Deutsches Philologen-Blatt, 39: 49-54, 84-87, 28 Januar, 11 Februar, 1931.

Two articles summarizing the data given to the Philologen-Jahrbuch for 1930.

820. **Schlotz, Carl.** Die Gesundheitsfürsorge für junge Industriearbeiter. Revue Internationale de l'enfant, 11: 22-30, Janvier 1931.

The author points out that infant care is fairly well organized in most countries, but that adolescents in industry do not have proper attention given to their health and development.

821. **Schmeidler, Werner.** Das Bildungsziel der höheren Schule und die Technik. Monatschrift für höhere Schulen, 30: 89-97, Februar 1931.

A discussion of the aims and purposes of the secondary and technical schools.

822. **Tews, J.** Die Aufbauschule. Allgemeine Deutsche Lehrerzeitung, 60: 117-19, 12 Februar, 1931.

An account of the Aufbauschule in Germany, including statistics as to the progress it has made in that country.

823.— Übersicht über die Schüler- und Lehrzahl an den sächsischen öffentlichen höheren Schulen nach dem Stande vom 15 Mai 1930. Leipziger Lehrerzeitung, 38: 45-51, 21 Januar, 1931.

A statistical survey of the pupils and teaching staff in the secondary schools of Saxony as of May 15, 1930. The data are concluded with comments and references to similar data for the years 1928 and 1929.

BRITISH EMPIRE

ENGLAND AND WALES

824. **Adams, Sir John.** The students turn. School, 19: 505-9, February 1931.

An Englishman's view of the situation shown in the book. The students speak out.

825. **Barton, J. E.** Art in schools. Journal of education, 63: 89-104, February 2, 1931.

The author analyzes the teaching of art in the schools and concludes that art is "a spirit that must and can inhabit the whole substance of education for the many." "Without this element of art," he says, "your physical training will be too dogged, your moral training too rigid, and your intellectual training too stolid."

826. **Baxter, T. V. T.** A post-certificate commercial course. Journal of education, 63: 87-88, 159-61, February 2-March 2, 1931.

Two of a series of articles discussing the problem of arranging a course of commercial studies of one year for those who return to school after having passed the school certificate examination.

827. **Baxter T. V. T.** The bill and the non-provided school. *Schoolmaster and woman teacher's chronicle*, 119: 140, January 22, 1931.

An article on the compromises that were tried in order to pass the bill for raising the school-leaving age.

828. Comparative study of English and American secondary education. *New era*, 12: 58-60, February 1931.

A statement of the general aims of a study being conducted by the School of education of the University of Pennsylvania, a list of the committees English and American, and a list of the pairs of schools in the two countries that are to be compared.

829. Conference of educational associations. *School government chronicle and education authorities gazette*, 123: 194-98, January 1931.

A brief summary of the discussions of the nineteenth conference of educational associations held at London in the first week of January 1931.

830. The conference on non-provided schools. *Schoolmaster and woman teacher's chronicle*, 119: 175, January 29, 1931.

The text of the agreement by which the school-attendance bill passed the House of Commons.

831. **Crump, Lucy.** Nursery life three hundred years ago. *Parents' review*, 42: 91-105, February 1931.

Excerpts from a book compiled by the author from a journal kept by the physician in charge of the Dauphin, afterwards Louis XIII, and from other contemporary sources.

832. **Davis, Evan T.** Transfer from primary to secondary schools in Wales. *Journal of education*, 63: 40, January 1931.

Treats of methods of selecting the pupils that are to continue their education in the secondary schools.

833. The fate of the bill. *Schoolmaster and woman teacher's chronicle*, 119: 175, January 29, 1931.

An editorial on the bill to raise the school-leaving age in England.

834. **Friel, Sophia Seekings.** Clinics for toddlers. *Mother and child*, 1: 46-10, February 1931.

An account of the experiences gained at the Toddlers' clinic that for many years has held one session a week at the St. Marylebone health society center.

835. **Goldring, C. G.** British history as children see it. *School*, 19: 503-5, February 1931.

A brief report of an experiment made with 537 pupils to determine the impression made on them by one year of study of British history. The author finds that the perspective of the pupils accords fairly well with the guidance of the text-book. From that he questions the relative importance of the topics treated in the text-book.

836. **Goodenough, Sir Francis.** The importance of modern languages to modern commerce. *Modern languages*, 12: 71-82, February 1931.

An address delivered to the Modern language association at University college, London, January 1931. Leads to the conclusion that "instruction in modern languages should be instruction in the living speech of living people."

837. **Great Britain. Board of education.** The health of the school child. Annual report of the chief medical officer of the Board of education for the year 1929. London, His Majesty's Stationery office, 1930. 152 p.

This series of annual reports was begun in 1908 shortly after the school medical service was first established by Act of Parliament. The fundamental work of the service is the systematic and routine medical inspection of all children in attendance at public elementary schools. In 1929 a total of 2,737,327 school children were passed under medical review. The report deals with the medical service in 1929; the teaching of hygiene in the schools; the school dental service; and conclusions.

838. ——— Memorandum on the place of the junior technical school in the educational system. London, His Majesty's Stationery office, 1930. 31 p. (Educational pamphlets, no. 83)

Written to point out the place of the junior technical school in the reorganization that is now in progress in the educational system of England.

839. **The health of the school child.** Schoolmaster and woman teacher's chronicle, 119: 70-71, January 8, 1931.

A review of the annual report of the chief medical officer of the Board of education of England and Wales for the year 1929, when 2,737,327 children were inspected.

840. **Hill, A. V.** Biology in education and human life. Nature, supplement, 127: 20-26, January 3, 1931.

The Henry Sidgwick memorial lecture delivered at Cambridge in November, 1930.

841. **Lectures and lecturers.** Oxford magazine, 49: 322-24, January 22, 1931.

An interesting comment on university lectures and lecturers in Oxford and in the universities in Scotland, by R. B. McC.

842. **The Lords reject the education bill.** Schoolmaster and woman teacher's chronicle, 119: 367, 386, February 26, 1931.

A summary of the debates in the House of Lords when the bill to raise the school leaving age to 15 was defeated.

843. **Miller, D. G.** Typical school curricula and time tables. III. Manchester grammar school. Journal of education, 63: 157-58, March 2, 1931.

The third of a series of articles giving curricula and typical time tables in efficient schools in England.

844. **Miller, Emanuel.** The difficult child: a medical, physiological and sociological problem. Mother and child, 1: 412-14, February 1931.

The last of a series of six lectures delivered under the auspices of the Jewish health organization of Great Britain.

845. **Morley, Ralph.** Parliament in January. The denominations and the school-attendance bill. Schoolmaster and woman teacher's chronicle, 119: 228, February 5, 1931.

The comments of a member of Parliament on the Scurr amendment to the school-attendance bill.

846. **North of England education conference.** School government chronicle and Education authorities gazette, 123: 187-93, January 1931.

This report of the twenty-fourth annual session of the North of England conference includes résumés of the discussions on training for industry, recent developments, examinations, rural education in agriculture, and education for international understanding.

847. **Samuel, Herbert.** University representation. Oxford magazine, 49: 543-46, March 5, 1931.

Deals with a proposal before the Parliament to end the special franchise and representation of the universities.

848. **The school-attendance bill: third reading carried after government defeat.** Times educational supplement, no. 821, 29-30, January 24, 1931.

An account of the passing in the House of commons of the bill to raise the school-leaving age to 15; includes excerpts from the debate over the bill.

849. **Scripture, E. W.** What is experimental phonetics? Modern languages, 12: 112-15, February 1931.

The article states that experimental phonetics has developed with great rapidity in the past decade. He cites the work of the Bell telephone laboratories in New York, the decibel as the unit of measurement, the diagnosis of epilepsy from speech inscriptions, Roentgen-ray work in phonetics, and the analysis of verse on the basis of the measurements of records.

850. **Sheffield City.** Education committee. Report for the year ended 31st March, 1930, and survey from April 1, 1921. Sheffield, City of Sheffield education committee, 1930. 147 p.

An unusually complete and careful official report on education in one of the large cities of England.

851. **Sir C. Tevelyan's resignation.** Times educational supplement, no. 827, 88, March 7, 1931.

An account of the resignation of the President of the Board of education, following the defeat of the education bill.

852. **Thomas, T. L.** Typical school curricula and time tables. II.—Public schools, Rugby. *Journal of education*, 63: 83–86, February 2, 1931.

The author presents (1) the daily scheme of hours, (2) the forms and divisions of the schools, (3) the relative amounts of time spent on different subjects in various parts of the school, and (4) the activities of out-of-school hours. They are for a public school of 624 boys nearly all of whom are boarders.

853. The University franchise. *Oxford magazine*, 49: 396–97, February 5, 1931.

A comment on the proposal to abolish university representation in Parliament.

854. Wage earners of school age. *Times educational supplement*, no. 822, 37, January 31, 1931.

This article is a review of a book published by the International labour office on the age of admission of children to nonindustrial occupations.

855. **Wallace, Alberta.** Teaching the meaning of words to foreign-born children. *Grade teacher*, 48: 104–105, 150, October 1930.

An article on methods of teaching English to the foreign-born that has good suggestions for teaching any foreign language.

See also nos. 14, 73.

SCOTLAND

856. History and educational reorganization. *Scottish educational journal*, 14: 149–50, February 6, 1931.

A pertinent article on the history syllabus and methods of teaching history, by H. P. W.

857. **Kennedy, Flora.** Age correction as an explanation of the discrepancy between scholastic attainment and mental test results. *Scottish educational journal supplement* 14: 7, March 1931.

An interesting report of experiments from which the author derives among other conclusions, the following: It is hardly fair to expect a high definite correlation between tests, one of which (the standardized test whether "scholastic" or "intelligence") is based on age and the other (the school examination) entirely ignores it. If the school examination were corrected for age, one important cause of discrepancy between it and the standardized intelligence test would be removed.

858. **Mennie, John H.** The youth movement in Germany. *Scottish educational journal*, 14: 48–51, January 9, 1931.

A project for erecting shelter huts in the highlands of Scotland, after the manner of the hostels for youth in Germany, called forth the above address at the Annual congress of the educational institute of Scotland.

859. **Scotland. Department of health.** Milk consumption and the growth of school children. Report on an investigation in the Lanarkshire schools, December 1930. London, His Majesty's Stationery office, 1931.

This is an unusually valuable report on a well-conducted experiment with a large number of children.

860. **Thomson, Charles W.** That extra year and what to do with it. *Scottish educational journal*, 14: 8, January 2, 1931.

The Education Act (Scotland) of 1918 provided for raising the school-leaving age from 14 to 15 but did not fix the date on which it should be brought into force. The article discusses the changes that should be made in the curriculum when the law goes into effect.

HAITI

861. **United States. Department of state.** Report of the United States Commission on education in Haiti. Washington, Government printing office, 1931. 74 p. (Latin American series no. 5. October 1, 1930)

A report made to the President of the United States by a commission which he appointed to inquire into educational conditions in Haiti. An unusually interesting study in view of the fact that Haiti is one of the three governments in the world controlled by negro people.

HUNGARY

862. **A. M. Kir.** Testnevelési Főiskola Almanachja. 1925–1930. Budapest, Ábrahám és Sugár, Bagó M. és Fia Utóda, 1930. 194 p.

The catalogue and an account of the Royal Hungarian physical education academy which was opened at Budapest in 1925 to train physical directors for the secondary schools. The course is four years on university levels of instruction.

INDIA

863. **Bombay Presidency.** Report on public instruction . . . for the year 1928-29. Bombay, Government central press, 1930. 180 p.

The first part of the annual official report.

864. ——— **Supplement to the report on public instruction in Bombay for 1928-29.** Bombay, Government central press, 1930. 200 p.

The statistical part of the regular official report.

865. **Burma.** Annual report on public instruction in Burma for the year 1929-30. Rangoon, Government printing and stationery, 1930. 28, lxxvi p.

This annual official report on education in Burma is of special interest because Burma will probably be separated from the other provinces of British India and become a colony or dominion by itself.

866. **India. Educational commissioner.** Education in India in 1928-29. Calcutta, Government of India central publication branch, 1931. 74 p.

The latest official report on the progress of education in India; carries the data down to March 31, 1929. An important addition to the list of publications on education in India that have come from the press in the last two years.

867. **World association for adult education.** Adult education in India and Yugoslavia. London, World Association for adult education, February 1931. (Bulletin XLVII.)

This bulletin contains brief reviews of adult education in each of the countries named.

MEXICO

868. **Andrade, Manuel Velazquez.** Estudio sintético de la marcha de la educación en México desde 1910 hasta 1930. *Cooperá*, 5: 255-60, Noviembre 1930.

A brief statistical and general survey of the progress of education in Mexico from 1910 to 1930.

869. **Mexico. Secretaria de educación pública.** México, Talleres gráficos de la Nación, 1930. 200 p. (Boletín, Tomo IX, Septiembre y Octubre de 1930.)

The official bulletin of the secretariat of public education in Mexico. Gives an account of the work done in August 1930.

NETHERLANDS

870. **Nederland. Centraal bureau voor de statistiek.** Statistiek van het vervolgonderwijs 1929. Gravenhage, Algemeene Landsdrukkerij, 1930. 33 p.

The official statistics of continuation schools in the Netherlands.

871. ——— **Statistiek van het voorbereidend onderwijs (bewaarschoolonderwijs) 1929.** Gravenhage, Algemeene Landsdrukkerij, 1930. 70 p.

The official statistics of kindergartens and infant schools in the Netherlands. Contains historical tables and graphs.

NEW ZEALAND

872. **Lambie, Mary.** Health legislation and administration in the Dominion of New Zealand. *Journal of the Pan-Pacific research institution*, 6: 1-16, January-March 1931.

A clear, comprehensive fact account of health legislation and administration in New Zealand.

See also no. 328.

NOVA SCOTIA

873. A survey of education in Nova Scotia in 1930. *Journal of education . . . for Nova Scotia*, 2: 67-74, January 1931.

A brief account of the progress made in a program of improvement that was entered upon in 1929. Written by the superintendent of education.

PERSIA

874. **Sadiq, Issa.** Recent developments in education in Persia. *News bulletin of the institute of international education*, 6: 6-8, March 1931.

A brief sketch of the advances that have been made in education in Persia during the past five years.

PHILIPPINE ISLANDS

875. **Philippine Islands.** Department of public instruction. Thirtieth annual report of the director of education for the calendar year 1929. Manila, Bureau of printing, 1930. 184 p.

An official account of education in the Philippines. This annual survey is unusually complete, including statistical tables.

PORTUGAL

876. **d'Oliveira, Augusto.** La législation protectrice de l'enfance au Portugal. Revue internationale de l'enfant, 11: 113-25, Février 1931.

A brief clear description of child protection institutions in Portugal.

RHODESIA

877. **Guest, L. Haden.** Pioneer education in Rhodesia. New era, 12: 51-54, February 1931.

An illustrated, descriptive article about the small schools in Rhodesia.

SIERRA LEONE

878. **Sierra Leone.** Education department. Annual report . . . for the year 1929. Freetown, Government printer, 1931. 32 p.

The annual official report on education in Sierra Leone.

ARGENTINA

879. **Alfaro, Gregorio Araoz.** L'enquête sur la mortalité infantile dans la République Argentine. Boletín del Instituto Internacional Americano de Protección a la Infancia, 4: 373-425, Enero 1931.

The results of an inquiry into infant mortality in Argentina; a paper presented to the conference held at Lima, Peru, July 12, 1930, and for several days following. The same number of the bulletin contains reports on infant mortality in Chile, eight districts of Brazil, certain regions of Uruguay, and South America.

URUGUAY

880. **Rodriguez, Julio J.** La educación física en el Uruguay. Boletín del Instituto Internacional Americano de Protección a la Infancia, 4: 281-334, Octubre 1930.

A detailed description of physical education in Uruguay written by the general technical director of the National commission on physical education. Illustrated.

SWITZERLAND

881. **Gassmann, Anna.** Die obligatorische hauswirtschaftliche Fortbildungsschule und ihre Bedeutung für die Erziehung junger Mädchen. Schweizerische Lehrerzeitung, 76: 61-63, 7 Februar, 1931.

The author sketches the history of the education of girls in Switzerland; states that in the Canton of Zurich 7,000 girls are taking continuation courses in 104 schools; and argues for enriched courses and obligatory attendance.

TONGA

882. **Tonga.** Department of education. Administration report . . . for the year 1929. Nukualofa, C. S. Summers, 1930. 12 p.

The official annual report on education in the Kingdom of Tonga.

TURKEY

883. **Hamdi, Eyup.** Schule und erziehungswesen in der Türkei. Schulreform, 10: 99-100, Februar 1931.

A brief outline of the organization of schools in Turkey.

PROCEEDINGS, REPORTS, AND OFFICE OF EDUCATION PUBLICATIONS

Martha R. McCabe

884. American college publicity association. Report of the 1930 annual convention. . . . held at New York university, New York city, April 17, 18, 19, 1930. . . . 108 p. (Don M. Cresswell, Pennsylvania State college, State college, Pa., secretary-treasurer)

Contains: 1. F. R. Elliott: The attitude of the college president on publicity, p. 15-25. 2. Marjorie Dickore: What the woman's page wants from the college news bureau, p. 25-29. 3. John M. Thomas: What one college president thinks about publicity, p. 42-45. 4. Joy E. Morgan: The need for educational interpretation and the opportunity of the college news bureau, p. 53-57. 5. Thomas E. Benne: The college or university public relations officer, p. 60-64.

885. American federation of teachers. Report of the proceedings of the fourteenth annual convention . . . held at Memphis, Tennessee, June 29-July 3, 1930. . . . Democracy in education; education for democracy. Chicago, Ill., American federation of teachers, 506 South Wabash Avenue [1931]. 133 p.

Agenda: 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.

886. Association of American colleges. Addresses and proceedings of the seventeenth annual meeting. Edited by Robert L. Kelly . . . Martha T. Bogrdman . . . Archie M. Palmer. New York city, The Association, 1931. 168 p. (Bulletin of the Association of American colleges, vol. 17, no. 1, March 1931)

Contains: 1. E. H. Wilkins: Enlistment and training of college teachers, p. 24-36. 2. H. M. Wriston: Faculty and student scholarship, p. 37-40. 3. A. W. Anthony: Permanent and trust funds, p. 41-48. 4. F. L. McVey: Educational surveys, p. 49-50. 5. D. J. Cowling: Standard reports for institutions of higher learning, p. 51-55. 6. Lorado Taft: Art and the college, p. 56-65. 7. John Erskine: Music in the curriculum, p. 66-73. 8. M. L. Haggerty: The peril in mass education, p. 74-88. 9. A. L. Lowell: The Harvard House plan, p. 89-96. 10. K. D. Macmillan: Mass education at college level, p. 97-111. 11. R. I. Rees: College men in business, p. 112-18. 12. J. W. Lippincott: The college as a conservator of the best literature, p. 119-25. 13. W. L. Bryan: The liberal arts college in the State university, p. 126-29. 14. G. A. Works: The function of the college in the independent university, p. 130-38. 15. Marion E. Park: The function of the independent college, p. 139-45.

887. Association of American universities. Journal of proceedings and addresses of the thirty-second annual conference, held at Stanford university and the University of California, October 23, 24, 25, 1930. Chicago, Illinois, The University of Chicago press [1931?] 162 p. tables, diagrs.

Contains: A list of membership and the constitution, calendar of conferences, officers and committees, p. 7-17. Proceedings, reports of committees, conferences of deans, etc., p. 19-45; and papers as follows: 1. Edward W. Berry: Plan for reorganization of graduate work at Johns Hopkins university, p. 53-56; discussion, p. 56-60. 2. Charles H. Slichter: Selective admission of graduate students, p. 60-64; discussion, p. 64-70. 3. Fred W. Upson: The group committee system for conducting graduate work at the University of Minnesota, p. 70-74; discussion, p. 74-76. W. W. Pierson, jr.: Graduate work in the summer session, p. 76-80; discussion, p. 80-83. 5. Reports on the work of five research institutions of Stanford university and the University of California: Lick observatory, Hooper foundation for medical research, Jacques Loeb laboratory, Institute of social sciences, Food research institute, p. 83-99. 6. Guy S. Ford: Professional education at the graduate level, p. 101-11. 7. John J. Coss: Training in graduate school for college teaching, p. 111-19. 8. B. A. Emerson: The relation of the Federal government to higher education particularly in regard to training at the graduate level, p. 119-32. 9. Frederick P. Keppel: Preparation in Chinese and Japanese as foreign language equipment on the part of American students, p. 132-37; discussion, p. 137-38. 10. Robert S. Lynd: Cooperative organization for university research in the social sciences, p. 138-49; discussion, p. 149-50. 11. J. S. P. Tatlock: Twentieth-century humanism in relation to graduate study and research, p. 150-60.

888. **Association of governing boards of State universities and allied institutions.** Proceedings. 1930. University of North Carolina, Chapel Hill, N. C., November 13, 14, 15, 1930. [Washington, D. C., The association, 1931] 115 p. (D. W. Springer, 1212 National Press Building, Washington, D. C., secretary)

Contains: 1. Robert B. House: Address of welcome, p. 13-15. 2. David E. Ross: The responsibilities of members of governing boards of State controlled institutions for higher education, p. 16-18. 3. D. W. Springer: The Landgrant survey, Job analysis for governing board members, National advisory committee on education, p. 19-50. 4. Edward G. Smith: The office of secretary, p. 51-56. 5. C. T. Neff: Report of the secretary of the Board of governors, p. 56-72. 6. Alvin Waggoner: Has a State university a greater responsibility to its own state than to the Nation? p. 74-77; discussion, p. 77-81. 7. Lloyd Morey: Efforts toward greater uniformity in educational financial reports, p. 82-88. 8. Fred Engelhardt: The administrative and fiscal control of State universities and colleges, p. 90-98. 9. Mabelle G. Oviatt: Readjustments in university finances, p. 99. 10. A. J. Olson: Readjustments in university finances, p. 100-8. 11. John M. Shaw: Discipline in colleges and universities, p. 109-10. 12. Earl W. Haskins: The co-ordination of state educational institutions, p. 111-12; discussion, p. 112-15.

889. **Association of Virginia colleges.** Addresses delivered at the annual meeting held in the Jefferson hotel, Richmond, Virginia, February 14-15, 1930. [Richmond, Va., The Michle company, printers, 1930?] 96 p.

Contains: 1. A. Monroe Stowe: Report of the committee to formulate a statement of qualities that constitute good college teaching and methods of effectively securing and promoting same, p. 13-15. 2. J. L. Maunahan: Report of committee on college educational research and service, p. 16-21. 3. Modern courses of study and textbooks in Latin—A. Mrs. P. W. Hilden: The point of view of the high school teacher, p. 22-27. B. A. P. Wagener: The point of view of the colleges, p. 28-36. Discussion, p. 37-41. 4. T. D. Eason: Changes in requirements for certification and training of teachers in Virginia, p. 42-43. 5. Dice R. Anderson: Defensible present day objectives of the liberal arts college, p. 44-51. 6. William John Cooper: Cooperative research in college administration, synopses, p. 52-54. 7. W. T. Hodges: Who should be suspended from college because of scholastic deficiencies, p. 55-62. 8. R. B. Pinchbeck: The five-hour versus three-hour a week college courses, p. 63-89. 9. J. M. Page: Mathematics as a subject prescribed for graduation from college, p. 90-96.

890. **Chicago association for child study and parent education.** Proceedings of the Mid-West conference on character development . . . 1930. The child's emotions. Chicago, Illinois, The University of Chicago press [1930]. x, 406 p.

Contains: Bases of emotions; Various experiments in emotions, round table discussions; certain aspects of the child's emotional life with reference to social relationships; experiences in the child's emotional life, round table discussions; and adjustments in emotional life of the child.

891. **Eastern commercial teachers' association.** Third yearbook. Administration and supervision of business education. Philadelphia, Pa., Eastern commercial teachers' association, 1930. xvii, 236 p. front., tables.

The papers and discussions were presented under four heads: Part I. Trends in administration and supervision of business education; Part II. Statement of principles of educational administration and supervision of business education; Part III. Subjects; Part IV. Case studies. Selected bibliographies are presented on Administration of college education, Supervision of student teaching, and Systematic supervision.

892. **Eastern states association of professional schools for teachers.** Proceedings of the 1930 spring conference. Problems in teacher training, volume v. Compiled and edited by Ambrose L. Suhrie . . . president of the Association. New York city, New York university press book store, 1930. 166 p.

This association is successor to the Normal-school and teachers college section of the New York society for the experimental study of education.

Contains: Major topics—What specifically can the administrative and supervisory officers of public-school systems and the officers and instructional staff members of teacher training institutions do cooperatively to meet their joint responsibilities for promoting the further education of teachers in service, p. 1-51; How shall we educate the teachers of to-morrow? p. 53-99.

893. **Indiana university. School of education. Bureau of cooperative research.** Seventh annual conference on elementary supervision, held at Indiana university, April 17, 1930. Bloomington, Indiana university, Bureau of cooperative research, 1930. 102 p. tables, diagrs. (Bulletins of the School of education, Indiana university, vol. vi, no. 6, July 1930.)

Contains: 1. Mrs. Caroline M. Wildrick: An experiment with a free reading hour, p. 5-20. 2. Harold Littell: The State course of study in arithmetic, p. 21-27. 3. W. W. Wright: Measurement and the curriculum, p. 28-46. 4. G. T. Buswell: Laboratory studies of reading, p. 47-49. 5. Clifford Woody: Knowledge of arithmetic possessed by young children, p. 50-85. 6. Blanche Fuqua: Supervision in the elementary schools, p. 86-90. 7. Frances Mason: The supervision of arithmetic from the standpoint of the special supervisor, p. 91-94. 8. C. C. Underwood: Supervision of reading in the elementary schools, p. 95-102.

894. **Michigan schoolmasters' club.** Journal of the sixty-fifth meeting, held in Ann Arbor, April 24, 25, 26, 1930. Ann Arbor, Mich., The University of Michigan press, 1930. 377 p. (Louis P. Jocelyn, secretary-treasurer, Ann Arbor)

Contains: 1. J. R. Effinger: Entrance requirements from the point of view of the liberal arts college, p. 9-16. 2. E. C. Warriner: Entrance requirements from the point of view of the teachers college, p. 16-22. 3. L. M. Gram: Entrance requirements and the college of engineering, p. 22-24. 4. Harry C. McKown: Some pertinent questions concerning extracurricular activities, p. 29-41. 5. T. L. Purdom: Extracurricular activities in relation to scholarship, p. 42-45. 6. G. A. Manning: A principal's view of extracurricular activities, p. 46-50. 7. F. A. Smith: Unit teaching, continued, p. 50-54. 8. H. D. Corbus: Some considerations of agricultural education, p. 57-61. 9. Jessie L. Chambers: First and second year Latin books, p. 94-98. 10. A. R. Crittenden: Latin in the junior-senior high school, p. 99-102. 11. L. S. Lyon: The International congress on commercial education, p. 115-20. 12. E. L. Miller: College entrance requirements in English, p. 124-33. 13. E. H. K. McComb: Better teachers of English composition, p. 133-42. 14. B. R. Chynoweth: A survey of geography teaching in the Detroit metropolitan area, p. 148-50. 15. H. E. Safford: Discouraged children: a mental hygiene point of view, p. 165-74. 16. de Saussé, E. B.: The Cleveland experiment in the teaching of foreign languages, p. 197-205. 17. H. M. Keal: Health and scholarship, p. 244-49. 18. Cora Ann Ballou: A laboratory course in applied library science—a study. 19. C. O. Davis: The university's program for the training of teachers of the social sciences, p. 271-75.

895. **National council of parents and teachers.** Proceedings of the thirty-fourth annual meeting, Denver, Colorado, May 16-24, 1930. volume 34. Washington, D. C., The National Congress of parents and teachers, 1930. 524 p. front. port.

Contains: Addresses before the general sessions; reports of national officers; reports of bureaus, reports of national office and field force, reports of departments and committees, reports of conferences, state presidents, local associations, and congress records and information.

896. **National society of college teachers of education.** Yearbook XIX. Practices of American universities in granting higher degrees in education. A series of official statements collected and edited with the authorization of the Executive committee of the society, by Frank N. Freeman. Chicago, Ill., The University of Chicago press, 1931. 187 p. (Studies in education, no. XIX. General editor, S. A. Courtis)

Contains: The administration and requirements of the master's degree in education, p. 5-20. Institutions in which higher degrees are administered by the graduate school, p. 21-104. Institutions in which higher degrees are administered in whole, or in part by the School of education, p. 105-50. Summary, the constitution, membership list and officers of the society, p. 151-87.

897. **Society of directors of physical education in colleges.** Proceedings of the thirty-fourth annual meeting, held at New York city, December 29-30, 1930. Houston, Texas. The Society, 1931. 196 p. tables, diagrs. (Harry A. Scott, secretary-treasurer, The Rice Institute, Houston, Texas)

Contains: 1. W. R. LaPorte: The changing conception of college physical education, p. 1-8. 2. C. L. Brownell: Upon what basis should colleges be asked to give entrance

credit for secondary-school programs of physical education, p. 9-14. 3. J. H. Nichols: The granting of college entrance credit in physical education, p. 15-29. 4. James F. Rogers: Corrective and restricted exercises, p. 30-43. 5. Edwin Fauver: Relation of the Department of student health to the Department of physical education, p. 44-50. 6. W. L. Hughes: Problems of intercollegiate athletic administration in a modern program of physical education, p. 51-59. 7. S. C. Staley: The four-year curriculum in physical (sports) education, p. 76-90. 8. F. L. Oktavec: Grading student achievement in physical education activities, p. 91-104. 9. Physical education building at the University of Rochester, Rochester, N. Y., p. 105-14. 10. A study of relative values of thirty important activities in the physical education program for boys, p. 115-74.

898 Southern conference on education. Proceedings of the second conference, 1929. Chapel Hill, The University of North Carolina press, 1930. 96 p. (University of North Carolina extension bulletins, vol. x, no. 4, December 1930)

Contains: 1. Harry W. Chase: Dedication of the library, p. 9. 2. O. M. Gardner: Presentation of the building, p. 10-11. 3. J. S. Hill: Acceptance of the building, p. 12-13. 4. L. R. Wilson: Announcement of gifts, p. 14-17. 5. Andrew Keogh: The function of the university library, p. 18-23. 6. W. S. Gray: The importance of intelligent reading and of library facilities, p. 20-39. 7. Frank H. Koss: Libraries in the public schools of Winston-Salem, p. 40-46. 8. M. A. Cartwright: Adult education and the library, p. 48-56. 9. Sarah C. N. Bogle: Education for librarianship, p. 57-59. 10. L. R. Wilson: Training for librarianship in the South, p. 60-71. 11. Charles H. Stone: Coordination of training for librarianship, p. 72-79. 12. Mary U. Rothrock: The survey as a starting point, p. 81-86. 13. O. Max Gardner: The citizen's library movement, p. 91-98.

899. University of Illinois. Proceedings of the High school conference of November 20, 21, and 22, 1930. Edited and compiled by the High school visitor. Urbana, Published by the University of Illinois, 1931. 327 p.

Contains the programs and papers of the general sessions and the section meetings. The latter comprise sections on administration, agriculture, classics, biology, commercial education, English, geography, history, high-school libraries, home economics, industrial arts, journalism, mathematics, modern languages, music, physical education, physical science, and deans of girls.

900. — College of education. Bureau of educational research. Proceedings of the Annual conference of the faculty of the College of education, University of Illinois, with the Superintendents of schools of Illinois. Urbana, The University of Illinois, 1931. 36 p. (University of Illinois bulletin, vol. xxviii, no. 26, February 24, 1931. Bureau of educational research, College of education, no. 54)

Contains: 1. Walter S. Monroe: Introduction, p. 7-11. 2. E. H. Cameron: Psychology and recent movements in education, p. 12-17. 3. J. A. Clement: Progressive trends in the external organization and in the curriculum content of our schools, p. 18-26. 4. O. F. Weber: Progressive trends in public-school administration, p. 27-30. 5. A. B. Mays: Progressive trends in practical-arts education, p. 31-36.

REPORTS, SURVEYS, ETC.

901. Boston public schools. Annual report of the superintendent, December 1930. Boston, Printing department, 1931. 75 p. (School document no. 13, 1930)

A special report of the Boston schools on the occasion of the tercentenary, recording the settlement, growth, and development of Boston and the Massachusetts Bay Colony, involving the searching of old records, manuscripts, and archives for historical material. This was brought out in a pageant, The Tree of Knowledge, the pageant being incorporated in the report.

902. Buffalo municipal research bureau, inc. Report of the Buffalo school survey. Report of a survey of the public schools of Buffalo, New York, made upon invitation of the Board of education of the City of Buffalo by the Buffalo municipal research bureau. Part I and Part II . . . Buffalo, N. Y., Buffalo municipal research bureau, inc. [1931] 2 v. tables, diagrs. maps.

Part I. Foreword by the United States Office of Education and personnel of the office who served on the staff for the Buffalo school survey; Administration and organization,

elementary schools, secondary education, provisions for exceptional children, the industrial education program, commercial education, pre-service and in-service education of teachers, adult education, finance and school costs. Part II, The Board of education, general office administration, financial administration, purchase, distribution, and control of supplies, school sites, school architecture, school buildings, school plant operation and maintenance, Bureau of research and statistics, and summary of findings and recommendations.

903. Commonwealth fund. Twelfth annual report for the year ending September 30, 1930. New York, The Commonwealth fund, 1931. 85 p. illus.

Contains: Summary of the year's work, sections on the Division of education, public health, mental hygiene, child guidance in Great Britain, legal research, special grants, financial statement, etc.

904. Fife, Robert Herndon, *comp.* A summary of reports on the modern foreign languages issued by the Modern foreign language study and the Canadian committee on modern languages, with an index to the reports. New York, The Macmillan company, 1931. vii, 261 p. (Publications of the American and Canadian committees on foreign languages)

Contains: Surveys and summary studies, the American and Canadian, Tests and their administration, Special studies in particular problems, Vocabulary and Idiom lists, etc. The index to all of the reports was prepared by M. E. Anstensen.

905. General education board. Annual report, 1929-1930. New York city. General education board, 1931. xv, 75 p. tables.

Contains: Reports of the activities of the year of: I. Colleges and universities. II. Public education. III. Negro education. IV. Medical education. V. Industrial art. The activities of colleges and universities include sections on the humanities, sciences, methods of teaching, and the curriculum, administration and personnel; of Public education, the activities of State departments of education, studies, fellowships, training of teachers, etc.; respecting Negro education, the activities in colleges and universities, medical education and nurse training, junior colleges, normal and industrial schools, state controlled institutions, state agents for Negro rural schools, fellowships, the John F. Slater fund, and the Anna T. Jeanes foundation.

906. Hawaii education association. Report of the educational policies committee, E. V. Sayers, chairman. [Lihue, Kauai, Hawaii, The association] 1930. 20 p.

Contains: The relation between education and industry in Hawaii, p. 4-8; The general policy of the schools, p. 8-9; The future of the high school, p. 10-14; The extension of adult education, p. 14-15; Vocational education, p. 15-18; Principles that should guide the development of the program of education of teachers for the elementary and secondary schools.

907. Kelly, Robert L.; Anderson, Ruth E.; and Leach, Raymond H., eds. Handbook for 1931. Christian education, 14: 231-590, January 1931.

This handbook, published by the Council of Church boards of education is one number of the periodical, Christian education, and contains the following: 1. R. L. Kelly: Twelve spheres of influence of the Council of Church boards of education, p. 285-36. 2. Thomas Nicholson: The Council of Church boards of education, When? Why? How? p. 244-49. 3. Denominational boards of education, 252-97. 4. Denominational foundations and student clubs, p. 298-301. 5. List of schools of religion and foundations at institutions of higher learning, p. 302-7. 6. Religious workers with students in institutions of higher learning, p. 308-71. 7. List of teachers of Bible, religion, and religious education for 1930-31, p. 372-98. 8. Standards of the accrediting agencies, p. 399-400. 9. Standards for colleges, p. 401-9. 10. Standards for junior colleges, p. 410-20. 11. Standards for secondary schools, p. 421-29. 12. Statistics, colleges and universities, junior colleges, secondary schools, theological schools and departments, training schools, p. 430-527. 13. Educational foundations, p. 528-58. 14. Educational associations and agencies, p. 559-71.

908. Near East college association, *inc.* Annual report. 1929-1930. New York, N. Y., Near East college association, 18 East Forty-first Street, [1931?] 68 p. illus., tables.

The Near East college association is composed of the following six American colleges: American university of Beirut, Constantinople woman's college, Robert college, International college of Smyrna, Athens college, and American college of Sofia. The report of each affiliated member of the association gives information concerning registration figures

of students and faculty, government reorganization, academic standards, changing social conditions, religious tradition and scientific thought, health, libraries, commencements, and other equipment and projects.

909. Report of the survey of the schools of the Panama Canal zone. N. L. Engelhardt, director. Made by The Division of field studies, Institute of educational research, Teachers college, Columbia university, George D. Strayer, director, N. L. Engelhardt, associate director. Mount Hope, C. Z., The Panama Canal press, 1930.

Investigation of the administration of schools, the teaching staff, population census, the plant, achievement of pupils, educational opportunities, curriculum and courses of study, for colored and white schools, health and physical education, and school finance. The findings and recommendations are given.

910. The special schools and curriculum centers; report of the Superintendent of schools to the Board of education of the City school district of the city of Cleveland. Cleveland, Ohio, Board of education, 1931. 206 p. tables. diagrs.

Presents a section on the development of special schools in Cleveland, with sections on the special schools of the blind, deaf, subnormal, over-age, crippled, and orthopedic; the curriculum centers and their aims; organization and personnel; enrollments; pupil-teacher ratios; attendance, retardation, etc.

See also nos. 127, 621, 642.

OFFICE OF EDUCATION : PUBLICATIONS

911. Availability of public-school education in rural communities. By W. H. Gaumnitz . . . Washington, United States Government printing office, 1931. 53 p. (Bulletin, 1930, no. 34)

912. Bibliography on the Honor system and academic honesty in American schools and colleges. By C. O. Mathews . . . Washington, United States Government printing office, 1930. 18 p. (Pamphlet no. 16, December, 1930)

913. Biennial survey of education in the United States, 1928-1930. Chapter IX, Music education. By Osbourne McConathy . . . Washington, United States Government printing office, 1931. 30 p. (Bulletin, 1931, no. 20)

Advance pages. Vol. 1.

914. Biennial survey of education in the United States, 1928-1930. Chapter X, Hygiene and physical education. By Marie M. Ready . . . and James Frederick Rogers . . . Washington, United States Government printing office, 1931. 27 p. (Bulletin, 1931, no. 20)

Advance pages. Vol. I.

915. Biennial survey of education in the United States, 1928-1930. Chapter XV. Medical education, by Willard C. Rappleye . . . Washington, United States Government printing office, 1931. 14 p. (Bulletin, 1931, no. 20)

Advance pages, vol. 1.

916. Educational directory, 1931. Part 1; Elementary and secondary school systems. Washington, United States Government printing office, 1931. 62 p. (Bulletin, 1931, no. 1)

917. Educational directory, 1931. Part 11. Institutions of higher education. Washington, United States Government printing office, 1931, 52 p. (Bulletin, 1931, no. 1)

918. Educational directory, 1931. Part III. Educational associations, Boards and foundations, Research directors, and Educational periodicals. Washington, United States Government printing office, 1931. 57 p. (Bulletin, 1931, no. 1)

919. Record of current educational publications, comprising publications from July-December, 1930. Compiled by Martha R. McCabe. Washington, United States Government printing office, 1931. 118 p. (Bulletin, 1931, no. 3)

920. School building survey and program for Warwick, Rhode Island. A study of a town in the path of an expanding metropolitan area. By Alice Barrows . . . Washington, United States Government printing office, 1931. 77 p. tables, diagr. (Bulletin, 1930, no. 33)

921. Status of voluntary teachers' associations in cities of 100,000 population or more. By M. David Hoffman . . . Washington, United States Government printing office, 1931. 42 p. tables, diagrs. (Bulletin, 1930, no. 36)

922. A symposium on home and family life in a changing civilization. Addresses delivered at the second Regional conference in home-making held at Ames, Iowa, November 10 and 11, 1930. By William John Cooper, Karl E. Leih, Arthur J. Todd, William E. Lancelot. Washington, United States Government printing office, 1931. 34 p. (Bulletin, 1931, no. 5)

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