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Edited by Martha R. McCabe

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION.

Washington, D. C., July 18, 1931.

SIR: I transmit herewith a manuscript entitled "Record of Current Educational Publications," April to June, 1931.

This is the third manuscript published under the plan recently adopted of having experts in various educational institutions indicate the items which should be listed by our library staff. The response to this plan indicates that this kind of a bibliography is filling a real need. One difficulty which we have yet to overcome is getting this publication into the hands of potential users promptly. We have succeeded in reducing the time between the publication of a book or article and the listing of it in our manuscript. With the cooperation of the Government Printing Office the time required for publication has also been reduced. Yet a bulletin of this kind may be off the press for some weeks before students know that it is available. Possibly the remedy for this situation consists in fixing a regular date of publication. Such a program would make necessary the recognition of this material as a periodical appearing quarterly on a date to be announced. This would make it possible to place advance subscriptions with the Superintendent of Documents. This suggestion is here made that users of this bulletin may give us their opinions of its advisability.

Respectfully submitted.

WM. JOHN COOPER, *Commissioner.*

THE SECRETARY OF THE INTERIOR.

RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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

NOTE

This bibliography includes a classified and annotated list of educational publications for the period April to June, 1931, inclusive, which have been selected by the specialists whose names appear at the head of each section. An index of subjects and authors is furnished with each number of the Record.

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 that organization.

NURSERY-KINDERGARTEN-PRIMARY EDUCATION

Edna Dean Baker

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

CHILD DEVELOPMENT

PHYSICAL AND MENTAL GROWTH

1. Foster, Josephine C. Social training of the young child. *Journal of the National education association*, 20: 135-36, April 1931.

A survey of social trends in young children and how to foster their development.

2. Hunt, N. M. Factors influencing play of the preschool child. (Social science monograph, 1931) Reported in *Psychological abstracts*, 5:306, June 1931.

The subjects were 26 children (14 boys, 12 girls) at the Washington child-research center of Washington, D. C., from September, 1929, to May, 1930. The ages ranged from 2 to 4 years. Motion-picture samplings of the morning outdoor play activity were recorded over 51 days. The pictures were analyzed and the children classified. It was found that personality, age, and nursery-school experience influence the play and that intelligence, number of children in a family, sex, and nutritional condition are of little importance. [E. B. Hein]

3. Jones, Harold E. Mental tests for young children. *New era*, 12: 164, May 1931.

A critical review and evaluation of mental tests for the preschool child as they have been employed in the Institute of child welfare, University of California, which the author directs.

See also nos. 83, 85, 337.

PROBLEMS OF BEHAVIOR

4. Bond, Earl D., and Appel, Kenneth E. The treatment of behavior disorders following encephalitis: an experiment in re-education. New York city, The Commonwealth fund, Division of publications, 1931. 163 p.

A report of an experiment at Pennsylvania hospital in studying and treating children whose behavior disorders followed encephalitis. The procedures described are suggestive for use in other cases of difficult adjustment not occasioned by "sleeping sickness."

5. [Children's fears] A symposium. *Child study*, 8: 219-30, April 1931.

A symposium on Fear in childhood conducted by the Child study association of America. Joseph Jastrow writes the introduction; Marlon Miller discusses Fear and fears; Marlon Kenworthy, The experiences of birth in relation to fear; Mary Cover Jones, What experiment shows relative to causes and cures of fears; John Levy, Psychology interprets fear expressions to get at causes.

6. Fenton, Norman C. The visiting child-guidance clinic in action. *American childhood*, 16: 16-17, April 1931.

A report on the travelling demonstration clinic which is in progress in California under the direction of the author, who is director of the California Bureau of juvenile research.

7. Iowa State conference on child development and parent education. Toward understanding children. Iowa City, University of Iowa, 1931. 95 p. (University of Iowa. Extension bulletin no. 261, February 1931)

Addresses given by Sidonie Gruenberg, Esther Loring Richards, Helen Bott, Mandel Sherman, M. Willard Lampe, and Martha Van Rensselaer before the fourth annual Iowa State conference on child development and parent education, Iowa City, Iowa, June 17, 18, 1930.

8. Mental hygiene. *Child welfare*, current nos.

The committee on Mental hygiene aspects of child training of the National congress of parents and teachers, Dr. Geo. K. Pratt, chairman, planned a practical page for each month. Topics: Fear, anger, jealousy, nervousness, intelligence, etc.

9. Patri, Angelo. The questioning child. New York, N. Y., D. Appleton and company, 1931. 221 p.

A series of 21 informal discussions concerning problems of child guidance relative to handicapped, normal, and gifted children. The talks develop from concrete cases experienced by the author.

10. Thom, D. A. The everyday problems of the everyday child—mental health in the classroom. *Journal of the National education association*, 20: 175-76; 195-96, May-June 1931.

A reprint of Dr. Thom's chapter "Teacher and pupil" in his *Everyday problems of the everyday child*. This is a valuable article for all teachers of younger children in order to avoid undesirable mental attitudes.

11. Understanding the child. *Magazine for teachers*. Vol. 1, no. 3, June 1931.

The entire issue is given to the high lights of the New England conference on mental hygiene in education, and to digests of papers and discussions. Contains: How the teacher may create mental hygiene problems, William E. Blatz; The Nursery school teaching social adjustment, Abigail A. Elliot; Preparing the kindergarten child for the grades, Caroline D. Aborn.

12. Wiggam, Albert Edward. Home is five times more important. *Better homes and gardens*, 9: 25-26, April 1931.

"Are we as parents or brothers and sisters teaching ourselves and one another to meet life with fear, self-depreciation, and doubt, or are we trying to be a daily inspiration to one another to meet life with the self-confidence and good cheer that calls out each one's best energies?" The article has been reviewed in the *Reader's digest*, June 1931.

CHILD EDUCATION

GENERAL

13. **Retting, Lucy.** The family center summer play school. *American childhood*, 16: 3, June 1931.

A report on the combined efforts of the Board of education, the Child study association and private individuals in relation to this project which was carried out in the lower west side of New York city.

EDUCATION IN THE HOME

14. **Blatz, William E., and Bott, Helen M.** Are you fit to be a father? *Parents magazine*, 6: 33, 58, June 1931.

Twenty points constitute the measuring rod which determines father's positive contribution to the child-rearing problems of the home.

15. **Canfield, Dorothy.** What home can do for a child. *McCall's magazine*, 58: 36, May 1931.

The place of the parent and the home in the development of the child is contrasted with that of the psychologist and the school.

16. **Carris, Lewis.** Protect your child's eyes. *Parents magazine*, 6: 24, April 1931.

Simple precautions and explicit directions for safeguarding eyes of infants and older children.

17. **Crane, George W.** Teach your child to see. *Delineator*, 118: 36, April 1931.

From earliest infancy throughout the growing years the child must be surrounded with the type of stimuli for which parents wish them to acquire a liking.

18. **Crossley, Stella.** When a child won't eat. *Parents magazine*, 6: 25, April 1931.

What to do and what not to do if this problem confronts you.

19. **Franklin, Mrs. Zilpha Carruthers.** When is a family a success? *Parents magazine*, 6: 22-23, April 1931.

A plea for right attitudes in family relationships so that each member may be himself at 2, 10, 20, and in years beyond.

20. **Gruenberg, Sidonie.** Family attitudes toward competition. *Child study*, 8: 286, June 1931.

The family's responsibility in developing right attitudes and wholesome relationships in living together.

21. **Hurt, H. W.** The child and his home. New York, N. Y., Milton Balch Company, 1931. 260 p.

This book consists of practical contributions to child culture from modern research which the White House conference on child health and protection was instrumental in assembling. Suggestions and plans are given to insure the best welfare for all children. Lists of organizations which can serve the home and boys and girls in leisure-hour employment are included.

22. **Jennings, H. S.** How heredity affects personality. *Parents magazine*, 6: 17, 65, 67, April 1931.

A scientific article which shows the impossibility of predicting child character produced by any pair of parents. Parents have the right to hope for a great man among their children.

23. **Macy, Icie G.** New facts about baby feeding. *Parents magazine*, 6: 24-25, 77-78, June 1931.

Points for nursing mothers as well as for mothers of bottle-fed babies.

24. **Pilpel, Cecile.** Meeting the little child's needs. *Child study*, 8: 254-56, May 1931.

Suggestive of a more psychological approach to child's needs in sex education than has heretofore been practiced.

25. Sherman, Mandel. Why our children annoy us. Parents magazine, 6: 20-21, 46, May 1931.

A research by 32 parents recording 2,124 annoyances experienced during a single week proves to be a revelation of parents due to their difficulties of adjustment.

26. Sprackling, Helen. The family moves outdoors. Parents magazine, 6: 31, June 1931.

Open air freedom and living room comfort on the porch in summer.

27. Todd, Constance. Easier motherhood. New York, N. Y., John Day company, inc. 1931. 199 p.

"Describes carefully the present stage of scientific medical success in preventing needless suffering at childbirth."

28. Vincent, Elizabeth Leona. Personality problems before seven. Childhood education, 7: 415-18, April 1931.

The parent-child relationship is the core of adequate or inadequate adjustment of children.

29. Woolley, Helen T. What to tell children about sex. Parents magazine, 6: 19, May 1931.

Stresses the need of preparental education in working out plans for adequate sex adjustment and understanding of the family as a social unit.

EDUCATION IN THE SCHOOL

CURRICULUM

30. Bristol, Ruth. Ways and means in the project method. American childhood, 6: 17-19, April 1931.

Suggestions are made for developing worthwhile projects based upon the interests and needs of the children. The need for a variety of materials, since materials stimulate children to express themselves, is urged. Greater spontaneity results in the informal schoolroom where children work freely with materials and are not inhibited by fears. This is a timely article for primary teachers.

31. Hahn, Julia L. Kindergarten-primary activities in the social studies. American childhood, 16: 14-16, June 1931.

An illustrated article presenting in some detail three units in social studies in kindergarten, first, and third grade. In each the origin, development, and outcomes are included and techniques varying with each age level are suggested. This is of particular value to kindergarten-primary teachers.

32. Hall, Jennie. Elementary school gardens program in Minneapolis public schools. Childhood education, 7: 467-73, May 1931.

This garden program for 1930 in the elementary schools of Minneapolis contains many helpful suggestions for primary grades as well as later elementary grades.

33. Hill, May. Future possibilities for continuity without standardization in curricula in the kindergarten. Childhood education, 7: 54-47, June 1931.

A critical paper dealing with the relationship between nursery school and kindergarten and advocating the necessity of having teachers who have a mastery of science—natural and social. It presents some problems which the progressive teacher will be interested in considering in relation to her own group of children and her own training.

34. Holmes, Margaret C. Opportunities in teaching young children. Journal of the National education association, 20: 158, May 1931.

The article gives a brief history of the changes which have affected the status of kindergarten-primary education. The desire of the kindergarten leaders to provide the same equipment for the primary child and the need for having a unified kindergarten-primary course of study in teachers' colleges are stressed. An inspirational article, though brief, for the pioneers in this field and an encouraging one for young women entering the field.

35. Hunter, Fred M. Activity units for kindergarten, grades one and two. American childhood, 16: 17-19, May 1931.

Activity units for kindergarten and grades one and two taken from an activities program developed by the public schools in Oakland, California.

36. **Lockhead, Dema.** Our trip to Switzerland. Grade teacher, 48: 626-27, April 1931.

A unit of activity worked out by a third-grade class in the Demonstration school, University of Texas. The suggestions for creative work in English are helpful.

37. **Reynolds, Bollo G.** The use of intelligence tests. Grade teacher, 48: 602, April 1931.

This article describes the method of grouping children in the Horace Mann school.
See also no. 268.

ARTS AND SKILLS

38. **Cane, Florence.** Art—the child's birthright. Childhood education, 7: 482-84, May 1931.

The author presents art as a language of the emotions and the use of this language a means of releasing and training the child physically, emotionally, and spiritually.

39. **Coleman, Satis N.** The drum book. New York, N. Y., John Day Company, inc., 1931. viii, 190 p. illus.

This book deals exclusively with drums and tells how the drum is used in other lands. In Africa a code system has been developed and signals are sent to distant places by use of the drum. The different kinds of drums used by various nations are described. Suggestions as to how to make and use drums are made, and how to read drum music. The book is of particular value to teachers and parents who wish to promote creative music among children.

40. **Kalb, Dorothy B.** Robinson Crusoe in the shadow land. School arts magazine, 30: 584-86, May 1931.

This article describes the presentation of Robinson Crusoe in shadow pictures by a second grade in Wilson teachers college, Washington, D. C.

41. **Linnell, Adelaide.** The school festival. Chicago, Ill., Charles Scribner's sons, 1931. xix, 124 p.

This volume contains descriptions of festivals built from original material, children's stories, and children's own ideas and experiences. It is a helpful contribution to intelligent teachers who are working with average equipment, supplies, and funds.

42. **Mathias, Margaret E.** Arts in the elementary school. Ohio schools, 9: 132-58, April 1931.

An article stressing the need for including art in the elementary school with suggestions for the teacher regarding the method of developing art in its most important elements. The difference between appreciation of pictures and knowledge is stated and teachers are urged to provide an opportunity to develop creative abilities through suitable material. Teachers of all grades will find suggestions.

43. **Osburn, W. J., and Drennan, L. J.** Problem solving in arithmetic. Educational research bulletin (Ohio State university), 123-28, March 4, 1931.

This is a report of an experiment in third grade in Wheeling, W. Va., to determine the transfer, if any, from problems in arithmetic, especially taught, to those which are not stressed in instruction. The authors in conclusion say: "Teach a few of the most important problem types thoroughly, and depend upon transfer for the remainder."

44. **Rawlinson, Eleanor.** Introduction to literature for children. New York, N. Y., W. W. Norton & co., inc., 1931. xvi, 494 p.

This book attempts to do two things: first, to present in a simple way some standards for selecting literature for children and some suggestions for teaching it; second, to present in one volume a minimum of those specific bits of literature the value of which experts are fairly well agreed upon.

45. **Shepherd, Lou A.** A plan for teaching language and literature. Des Moines, Iowa, Wallace publishing company, 1931. viii, 72 p.

A teacher's book for use in first and second grades. Two large charts for checking pupils on important language objectives accompany the book.

46. **Woody, Clifford.** Teaching the child to read. Teachers journal and abstract, 6: 314-18, May 1931.

Discusses some facts concerning difficulties in reading.
See also nos. 73, 84, 300.

EQUIPMENT AND MATERIALS

47. **Marx, Virginia Wise.** The psychologist in the toy department. *American childhood*, 6: 12-13, June 1931.

This article shows how a large department store (R. H. Macy co.) is realizing the need of having a trained consultant in order to select the correct toys for children. Designing toys for different age levels and arrangement of them, together with an informed salesperson, as reported, give promise of becoming more and more popular, especially if teachers and mothers appreciate the service and patronize and advertise the work.

48. **Meek, Lois Hayden.** Playthings for children. *Delineator*, 118: 25, May, 1931.

Discusses the play needs of children and playthings which meet the needs of the infant, the toddler, and the child from 5 to 7.

49. **Ure, Olivia L.** The sand box—creative play for the preschool child. *Child welfare*, 25: 591-93, 632, June 1931.

The article describes ways and means of providing sand play for young children in home situations.

DEVELOPMENT OF THE NURSERY SCHOOL

50. **Alschuler, Mrs. Rose H.** Nursery school education. *Chicago schools journal*, 13: 465-70, June 1931.

This article appears in the *Chicago schools journal* simultaneously with the announcement by Ellen M. Olson that the Franklin public school nursery, Chicago, which has been under the direction of Mrs. Rose H. Alschuler, is to become the Nursery school of the Chicago normal college and will be installed in the Parker practice building in the fall of 1931. Mrs. Alschuler, who has also organized the Winnetka public school nursery at Winnetka, Ill., gives in this study a history of the Winnetka nursery school and the contribution it has made to a public-school system.

51. **Greenwood, Barbara, and Waddell, Charles W.** A six-year experiment with a nursery school. Los Angeles, University of California at Los Angeles, 1931. x, 178 p. illus. (Bulletin of the Teachers college no. 1)

An account of a six-year experiment in conducting a nursery school in connection with a department of education in a State university. Illustrated with photographs.

52. **Langdon, Grace.** The benefits of the nursery school. *Child welfare*, 25: 518-21, May 1931.

The procedure of a typical nursery school is described simply and graphically by following one child through the day's routine. The values of the nursery school are pointed out clearly and convincingly. Of particular value for parents who are unacquainted with the nursery school.

53. **Loomis, Alice Marie.** The technique for observing the social behavior of nursery-school children. New York city, Bureau of publications, Teachers college, Columbia university, 1931. 100 p. (Child development monographs no. 5)

"The purpose of the study is to develop a technique which will make possible an accurate record of the physical contacts made and received by each of a group of children." Thirty-nine children in two nursery schools were observed 2 hours in 15-minute periods during spontaneous activity when at least 4 other children were present, and 8 children were observed 1 hour in the short periods. The records included some details of the total situation as well as of the actual physical contact. Reliability of the observer was tested in the simultaneous observation by two recorders. A valuable analysis of an experimental technique.

54. **Marsh, Mona Ames.** How to organize a nursery school. *Parents magazine*, 6: 28, 28, 76, June 1931.

The writer gives her own experience in solving the problems of equipping, opening, and conducting a nursery school.

55. **Taylor, Marion, and Frank, Gertrude.** Nursery school follow-up. *Childhood education*, 7: 474-81, May 1931.

Discusses techniques used in a follow-up study of former nursery-school children. The report deals with children who had attended Mary Crane nursery school at Hull house

and Franklin nursery school, Chicago. This study was conducted under the auspices of the Illinois Institute for juvenile research, for the purpose of determining the value of the nursery school as a part of purposeful education.

See also no. 704.

RELIGIOUS AND CHARACTER EDUCATION

56. **Bailey, Albert Edward.** Religious art as an aid to teachers. *International journal of religious education*, 7: 16, 17, 43, May 1931.

This article discusses the value of pictures in teaching religion, analyzes the demands made upon art by childhood, adolescence and maturity, and suggests that pictures for children should furnish the imagery with which the child may do his thinking; and that in general the strongly objective, photographic art of nineteenth century painters is most satisfying.

57. **Colton, Ruth White.** Character education in Connecticut. *School executives magazine*, 50: 313-15, March 1931.

A report is given of an interesting enterprise in character education in Connecticut under the direction of the State bureau of character-education research. The program adopted for Connecticut emphasizes a state-wide teacher-training program in the techniques and philosophy involved in character education, together with a general educational campaign to arouse interest in the plan; also gives an intensive program for a single typical community, covering all age-levels and institutional groups.

58. **Forest, Ilse.** Child life and religion. New York, N. Y., Richard R. Smith, Inc., 1930. 142 p.

This book by the author of *Pre-school education* discusses what can be done for children under 6 years of age in the developing of religious concepts and behavior. Mrs. Forest considers the inheritance and personality of the little child, the application of modern principles and methods to the teaching of religion, and the use of song, story, prayer, and worship. Her chapter on Fact and symbol is one of the most illuminating contributions of the book on the controversial issue, What to teach and what not to teach the little child.

59. **Laughlin, Butler.** Training teachers for character education. *Chicago schools journal*, 13: 459-63, June 1931.

President Laughlin, of the Chicago normal college, states that the teacher must have a broad general training in the whole field of social and scientific development; "He must recognize that character does not come from the development of a few traits or from learning a few rules, but that it comes from the whole life experience." The article shows what is involved in knowing how to develop character.

60. **McLester, Amelia.** The development of character traits in young children. New York, N. Y., Charles Scribner's sons, 1931. xvi, 142 p.

Reports verbatim classroom discussions among children from 6 to 10 years old, ostensibly spontaneous but actually planned and directed by the teacher for the purpose of establishing habits of truthfulness, honesty, friendliness, etc. Emphasis is placed upon the fact that every discussion had its starting point in an incident or situation actually occurring among the children. The aim was to bring them to see the desirability of certain behavior in such a situation. The book contains a short outline of other plans for character training and an inventory of desirable traits which may be suggestive to teachers. The introduction is by Patty Smith Hill.

61. **Roosevelt, Mrs. Franklin D.** Building character. *Parents magazine*, 6: 17, June 1931.

The only sure safeguards for the young are good taste and the ability to reason for one's self, and if necessary to deny one's self the pleasant and tempting thing, is declared in this editorial. Parents must let children meet their own difficulties, find their own solutions to knotty problems, and gain experience for themselves.

62. **Sufinsky, Stella.** Literature for character training—a suggestive method. *Educational method*, 10: 407-12, April 1931.

Use of the story as a means for character training is discussed with full appreciation of its frequent abuses when employed for this purpose. A method for guiding children in character control through the medium of the story is interestingly explained and convincingly illustrated, with a report of classroom activities.

ELEMENTARY EDUCATION

Ernest Horn

Assisted by Dorothy E. Bradbury, Frances R. Dearborn, Paul B. Hanna, Milo B. Hillegas, F. B. Knight, Paul G. McKee, J. L. Meriam, F. P. O'Brien, R. H. Palmer, Leonard Power, C. L. Robbins, L. S. Tireman

63. American library association. Elementary subcommittee of the education committee. A handbook for teacher librarians. Chicago, American library association, 1931. 52 p.

Concise pamphlet containing valuable recommendations for purchase of the elementary-school library, classified by grades and by subjects. It also has an outline covering the work of the school librarian and advice as to the various problems involved in purchasing, maintaining, and using the school library.

64. Beatty, Willard W. Noncompetitive school grading. *Child study*, 8: 289-91, June 1931.

An exposition of objective procedures in grading in the elementary school and a description of the "goal cards" that are sent home to the parents. An intelligent statement regarding the "how" to handle individual children.

65. *British journal of educational psychology*.

This is a new periodical and is most heartily recommended to educators and psychologists as being an excellent publication.

66. Brown, H. E., and Bird, Joy. Motion pictures and lantern slides for elementary visual education. New York city, Bureau of publications, Teachers college, Columbia university, 1931. 105 p.

This publication is the most recent and probably the most inclusive catalog of aids in visual education for the elementary school. All types of sources were investigated to secure titles and descriptions of films and lantern slides. These descriptions are listed under subject-matter classifications as follows: (a) Civics, (b) physical science, (c) geography, (d) nature study, (e) physical education, (f) nursery stories.

67. Camp, Frederick S. Elementary education and the scientific attitude. *Educational method*, 10: 323-26, March 1931.

A frank, terse exposition of the duties of the elementary school and of the necessity for the scientific attitude in public education. A plea for humanism.

68. Case, Roscoe David. The platoon school in America. Stanford University, Calif., Stanford university press, 1931. 283 p.

This book gives a general description of the organization, problems, plant, program, and specialized instruction in the platoon school. It also briefly outlines the history of the platoon system. Special treatment is given to the underlying philosophy of the platoon plan and to the functions of its various departments. The author cites such experimental data as are available to show results compared with other systems. Comparisons of cost of housing, supplies, and instruction are also given. None of the comparisons are supported by studies of an exact and exhaustive nature required of respectable research. The book will prove helpful to administrators and students of elementary-school organization.

69. Curti, Margaret Wooster. *Child psychology*. New York, Longmans, Green, and co., 1930. ix, 527 p.

This book is a survey of the psychology of the normal child. The treatment is under such general headings as perceptual motor learning, motivation, and thinking. The psychoanalytic method is emphasized.

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

A procedure for surveying reading activities in the primary grades which are specifically related to reading objectives. This article should aid primary teachers in organizing their reading programs more definitely.

71. Deyo, Charlotte Mabel. The technique of planning in cooperative groups. *Educational method*, 10: 413-20, April 1931.

A concise analysis of a new proposal for small groups of teachers cooperating intimately in the education of several grades of children. This new plan, called the Cooperative

group, has gained considerable recognition on the Atlantic coast and undoubtedly is due for a great deal of criticism and commendation in the near future.

72. **Frasier, G. W., and Armentrout, W. D.** An introduction to the literature of education. Chicago, Scott, Foresman and company, 1931. 562, xiv p.

The title is descriptive of the content. Data on problems appropriate to the introductory course in education are furnished by quotations from a large number of writers. The result is an unusually large amount of stimulating material for so small a number of pages.

73. **Gates, A. I.; Peardon, C. C.; and Sartorius, I. C.** Studies of children's interests in reading. *Elementary school journal*, 31: 656-70, May 1931.

Fannie Dunn's investigation of interest factors in primary reading brought up-to-date. An analysis was made of the factors in good narratives. When these same factors are skillfully incorporated into informative material, children are much more apt to read them voluntarily.

74. **Gray, J. Stanley.** Modern educational theory and objective psychology. *Educational method*, 10: 472-78, May 1931.

An article showing that there is no quarrel between objective psychology and educational theory until education brings in vitalistic terminology.

75. **Gray, W. S.** Summary of reading investigations, I and II. *Elementary school journal*, 31: 531-46; 592-606, March-April 1931.

76. **Heilig, Irma.** The persistency of the initial error in spelling. *Greeley, Colorado State teachers college*, 1931. 63 p.

The experimental work described in this study, a master's thesis, is one of the most detailed analyses available on the effect of initial misspellings upon subsequent spellings.

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

A survey of the content of reading texts to-day in comparison with previous studies made by Grant, White, and Woody. The study shows that a wider range of subjects content is being given to meet present-day reading objectives.

78. **Kallen, William.** An Easter activity. *Educational method*, 10: 302-6, February 1931.

The "project method" is not yet dead. Interests in real life are adroitly used by teachers to motivate school studies which alone do not appeal to the pupils. The teacher succeeds through Easter interests in inducing pupils to respond in number, phonics, vocabulary, written English, etc. But the reader looks in vain for outcomes in terms of increasing the understanding and appreciation of this beautiful festival day. What is the primary objective?

79. **Kyte, George C.** Problems in school supervision. Boston, Houghton Mifflin company, 1931. xiv, 214 p.

The author states 33 problems in supervision and gives for each a bibliography from which the student may secure data and advice bearing on the solution of the problem. The problems are general as contrasted with the specific problems pertaining to the supervision of special subjects.

80. **Lazar, May.** Pupils' difficulties in learning the fundamental operations in arithmetic. *Modern education*, 3: 14-16, 47-49, April 1931.

Errors in division combinations, difficulties in carrying, misreading signs, etc., are illustrated in detail. In each case remedies are suggested, e. g., "Drill with division combinations, even and uneven. Use individual flash cards, wall charts, and individual notebooks. . . ." The critical reader interested in child life is led to believe that difficulties are increased by such remedies, however well intended.

81. **Madsen, I. N.** To mark or not to mark. *Elementary school journal*, 31: 747-55, June 1931.

A summary of studies made on the advantages and disadvantages of marking and types of examinations, and a concise statement of the problems involved in marking. The author believes that it is not a question of marks or no marks, but rather of how the marks are used by teachers. Teachers faced with the problem of giving grades would do well to read the article.

82. **Moehlman, Arthur B.** The elementary principal in public relations. *Nation's schools*, 7: 43-46, April 1931.

There is an increasing demand that the elementary school principal be assigned more professional responsibility, interpreting the social situation of his school and supervising his teachers and pupils. This article should be read by every principal and teacher.

83. **Morgan, John J. B.** Child psychology. New York, Richard R. Smith, 1931. VIII, 474 p.

The book attempts to present in systematic form the latest findings in child psychology. It should be of value as a text in child psychology in colleges and normal schools. The emphasis is behavioristic.

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

A report of a study conducted at Winnetka, Ill., as a result of tracing reading difficulties to their origin. The results of the study indicate that if children are not taught to read before they reach a mental level of six and one-half years the chances of failure and discouragement are decreased and efficiency is increased accordingly.

85. **Nelson, Janet Fowler.** Personality and intelligence: A study of responses other than intellectual noted in a simple mental test situation. New York city, Bureau of publications, Teachers college, Columbia university, 1931. 62 p.

This monograph concentrates upon the development of adequate technique for measuring certain personality reactions as they occur in a simple mental test situation. It is based upon observation of 91 three-year-old children tested within three months of their birthdays. Results are discussed in terms of the relation of intelligence tests scores to the personality traits studies, the interrelationships existing among the latter, and sex differences. The reliability of the observer as well as of the data themselves is examined carefully.

86. **Oberman, J. A.** An experimental study of certain factors affecting transfer of training in arithmetic. Baltimore, Md., Warwick and York, Inc., 1931. 231 p.

This volume reports the results of experimental work relative to the problem of transfer of training within certain narrow functions in arithmetic in terms of method of instruction employed. It is without doubt the most extensive and reliable investigation made to date on this important problem.

87. **O'Brien, F. P.** What we test in school and how we test. *University of Kansas, Bulletin of education*, 3: 7, April 1931.

This article calls attention to prevailing tendency of school tests to emphasize memory, unrelated facts, formal skills, and routine habits and to neglect more important outcomes, such as using, applying, and interpreting what is learned, or reaching conclusions and meeting practical difficulties. It points out the seriousness of school testing in that it usually reflects the teaching emphasis, which in turn directs the study procedure. Many new brands of tests have little to recommend them except their objectivity. Several constructive suggestions are offered.

88. **Osburn, W. J., and Foltz, P. J.** Permanence of improvement in the fundamentals of arithmetic. *Educational research bulletin (Ohio State university)*, 10: 227-34, April 1931.

A remedial program in arithmetic is the task before us. Tests in "abstract arithmetic" are given throughout a county system. "The brighter pupils generally showed large amounts of gain . . . while the amount of gain made by the slower pupils was less . . ." How long will teachers in elementary schools emphasize such "abstract arithmetic"? As long as our professional magazines emphasize such studies.

89. **Petit, L. H.** Some observations on school contests. *University of Kansas Bulletin of education*, 3: 8, April 1931.

This article is an analysis of reasons for the development of state or regional school contests, including scholarship contests in elementary schools, and is an earnest indictment of such contests with reference to their effects and tendency to set up false values. The study is based on collected opinion, observation, and experience as a superintendent of schools, but presents no objective data.

90. **Pierce, Paul B., and Goodman, Tobey B.** The elementary school newspaper. *Elementary school journal*, 31: 779-88, June 1931.

Presents an analysis of contents of 35 elementary school newspapers in Chicago schools. Twenty-four of these papers were printed, 11 mimeographed. Parent-teachers associations direct and advertisements pay for many of the printed papers. Papers controlled by schools give chief emphasis to creative literary effort, school news, and extra class activities; those sponsored by parent-teacher groups feature advertising, community news, and creative literary efforts. The socializing value of extracurricular activities in elementary schools is emphasized in the article.

91. **Reeder, Edwin H.**, *Geography for public school administrators*. New York city, Bureau of publications, Teachers college, Columbia university, 1931. 100 p.

A sane and practical discussion of present-day problems in geography. 1. Why and how should geography be taught in a constantly changing world? 2. Should geography be taught as a separate subject, or in combination with history and civics? 3. Are textbooks desirable or necessary in the teaching of geography? etc.

92. **Bogers, Carl R.** *Measuring personality adjustment in children 9 to 13 years of age*. New York city, Bureau of publications, Teachers college, Columbia university, 1931. 107 p.

Can maladjustment be measured? This volume presents a test of attitudes which probes the child's social, emotional, and family relationships. It may be described as a paper-and-pencil interview, scored objectively, which is useful in determining the kind and degree of the child's maladjustment. Use of the test with individuals and groups indicates that it measures and diagnoses maladjustments with a substantial degree of accuracy.

93. **Bugg, Harold.** *Culture and education in America*. New York. Harcourt, Brace and company, 1931. 404 p.

A stimulating and well-written book on the relation of social life and education in America. It presents the thesis that society can be reconstructed through education. A valuable introduction to many American writers who are too often neglected in courses in history and principles of education.

94. **Scruggs, Sherman P.** *Improving reading ability in grades V and VI by extensive reading*. *University of Kansas Bulletin of education*, 3: 7, April 1931.

An experimental study restricted to colored children, conducted in a Kansas City, Kans., school system, over a period of 16 weeks. In two negro schools, 108 pupils in fifth and 98 in sixth grade formed two groups in each, equated chiefly on school record and intelligence tests. Frequent library visits, special opportunity to browse, and reports on all books read were used to stimulate experimental groups to read four times as many books as control group. Results as measured by gains in three reading tests showed marked advantage in both rate and comprehension for extensive reading group. The study was carefully conducted and data are convincing.

95. **Shepherd, Lou.** *A plan for teaching language and literature*. Des Moines, Iowa, Wallace publishing company, 1931. 72 p.

This book charts the objectives in language and literature for grades one and two and gives a program for the attainment of these objectives. The material is practical, it has been tried out successfully, and should be especially helpful to less experienced teachers.

96. **Smith, B.** *The value of spelling rules*. Greeley, Colorado State teachers college, 1931. (Master's thesis)

This study shows the results of an attempt to determine the value of 11 commonly used spelling rules. It is undoubtedly one of the most complete contributions in this field.

97. **Snedden, David.** *Cultural educations and common sense*. New York, The Macmillan company, 1931. 324 p.

A disturbed educator considers culture in its various meanings. The analyses are numerous and illuminating; the criticisms stimulating and occasionally irritating. According to the author's custom, a machine-gun fire of questions frequently drives the reader to cover.

98. Spain, C. L.; Moehlman, A. B.; and Foster, F. W. The public elementary school plant. New York, Rand McNally and company, 1931. 587 p.

This volume is an adequate discussion of the principles involved in the construction and furnishing of elementary school buildings, together with detailed application of practical techniques. It is probably the best treatment available relative to this particular problem.

99. Spink, J. E. French in the elementary school. Elementary school Journal, 31: 684-96, May 1931.

Description of the work in introducing French in the fourth grade of the Laboratory school 7 of the University of Chicago.

100. Stevens, Marion Paine. The activities curriculum in the primary grades. New York, D. C. Heath and company, 1931. 440 p.

This publication has a very suggestive table of contents, but on looking into the various chapters one is much disappointed at the lack of definite suggestions concerning the more fundamental problems of the unit of work curriculum. For instance, the author dismisses the topic of how many units there shall be in a brief four-line paragraph, and the problem which faces the activity curriculum makers, namely, the sequence of units through the grades, is dealt with in two and a half pages. So far as adding to the techniques of curriculum making is concerned, this book is not outstanding. Its merit lies in giving descriptions of scores of activities, projects, units of work, etc., that have been worked out by Miss Stevens and her associates. One very worth-while feature is the appendix, which contains lists of equipment, children's books, and a bibliography for teachers.

101. Stratemeyer, Florence. The effective use of curriculum materials: A study of units relating to "the curriculum" to be included in the professional preparation of elementary teachers. New York city, Bureau of publications, Teachers college, Columbia university, 1931. 168 p.

What are desirable pupil and teacher activities in the use of curriculum materials? What type of preservice training in this field is essential (1) to provide maximum growth in service and (2) to raise the level of classroom practice? This study endeavors to present answers to the above-mentioned important problems through a critical review of the major activities of the elementary teacher in effectively using curriculum materials, and the formulation of units to be included in the professional curriculum for elementary teachers. The instructional units suggest (1) essential meanings and understandings underlying the effective use of curriculum materials to be developed with the student-in-training and (2) student activities and varied learning experiences directed toward making the meanings and understandings functional.

102. Thorndike, Edward L. Teacher's word-book of 20,000 words. New York city, Bureau of publications, Teachers college, Columbia university, 1931. 182 p.

An extension of the Teacher's word-book to 20,000 words; based on word counts from 200 additional sources and other counts made since the publication of the original list. The selection of the most important 10,000 words has been revised and improved, and each word is rated as 1 to 20 according to frequency and range of occurrence.

103. Whitney, A. W., and others. A guide book for safety education. New York, National Bureau of casualty and surety underwriters, 1931. 40 p.

Section I of this publication presents an outline of detailed suggestions for relating safety education with other subjects and activities in the primary and intermediate-school grades. There is a foreword by William John Cooper, United States Commissioner of Education; a selected bibliography on safety education; and lists of available materials, such as Government bulletins and films—some of which are free. Many good suggestions for the purpose indicated.

104. Wilson, G. M. Arithmetic and the taxpayer. Journal of the National education association, 20: 221-22, June 1931.

Two hundred towns and cities in New England have cooperated in a study of the possibility of better results in the tool subjects. This brief report indicates a marked tendency to give less time to formal drill and more attention to real quantitative situations. This makes possible a very much higher standard of achievement with "a vast increase in joy" to pupils and teachers.

See also nos. 157, 202, 206, 218, 220, 229, 290-297, 336, 340, 411, 450, 533, 624.

SECONDARY EDUCATION

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

GENERAL

105. Boyd, Paul P. Shifting the emphasis from quantity to quality high-school standards. *High-school quarterly*, 19: 138-46, April 1931.

Concludes that colleges should stop trying to control the high schools for their own ends and eventually discard the practice of admitting all graduates of an accredited high school upon certificate and turn to the plan of admitting worthy individuals.

106. Edwards, Mrs. E. D. Digest of theses accepted in partial fulfillment of requirements for higher degrees in education at the University of California, December 1930. *University high-school journal*, 11: 14-19, May 1931.

Six of the 13 studies reviewed deal with these phases of secondary education: Laws concerning secondary education, occupations followed by former students, orientation of pupils entering junior high school, physical and medical examinations, construction of courses of study in English, and units in English grammar.

107. Hotz, Henry G. Proceedings of the commission on secondary schools. *North central association quarterly*, 6: 61-124, June 1931.

Records the business transacted; policies, regulations, standards, and recommendations for accrediting secondary schools; summary of annual reports; and list of accredited secondary schools.

108. Jessen, Carl A. The earmarks of a good secondary school. *School executives magazine*, 50: 368-69, 397, April 1931.

Primarily a discussion of integration of curriculum and extracurriculum offerings, introduction of objective tests, provision and utilization of equipment, high quality teaching, real school spirit, and assistance of pupil progress.

109. Koos, Leonard V. Progress of the National survey of secondary education. *School life*, 16: 171-72, May 1931.

Thirty research workers are engaged on 24 major projects as the Survey approaches third and final year in the study of 25,000 United States high schools.

110. Talbot, George D. The content of teachers' handbooks. *Educational research bulletin (Ohio State university)*, 10: 255-61, May 13, 1931.

A check list comprising 170 items of information found in 25 handbooks was sent to 172 elementary-school and 130 high-school teachers with less than two years' experience. They checked the items which they thought should be discussed in a handbook and added other essential items.

111. Zeidler, Richard. Changing conceptions of major problems of secondary schools. *California quarterly of secondary education*, 6: 257-58, April 1931.

The question "What do you consider the greatest present need of the secondary schools" was sent 15 years ago to 50 educators in California, and again now to the educators holding similar positions.

See also nos. 523, 527, 529, 531, 560, 563, 594, 660, 840.

JUNIOR HIGH SCHOOLS

112. Lyman, R. L. Individualization in the Isaac E. Young junior high school, New Rochelle, New York. *School review*, 39: 257-71, April 1931.

Five features especially noted are: (1) Responsibility for discipline placed almost entirely upon the pupils as individuals; (2) socialization within the 35 home-room groups; (3) an elaborate system of intramural sports; (4) freedom with which pupils vary their scholastic procedures; and (5) provisions for individual differences. The last feature, which overlaps the other four, is discussed in detail.

113. Rinehart, Anne Campbell. What Pittsburgh junior-high school pupils read. *Pittsburgh, Henry C. Frick educational commission, 1931. 83 p. (School betterment studies, vol. 3, no. 1)*

Presents results of a questionnaire answered by 5,510 pupils who suggested 50,845 titles of books they had enjoyed.

See also nos. 106, 122, 126, 131, 133, 142, 145, 152, 157, 279-280, 449, 650.

MEASUREMENT

114. Clifton, J. L., and Wood, E. B. Every pupil test. Columbus, Ohio, F. J. Heer printing company, 1931. 55 p.

Presents results of chemistry, general science, arithmetic, algebra, geometry, Latin and English tests given on December 2, 1930, in Ohio schools.

115. Davis, Robert A., and Johnson, L. W. The influence of intelligence upon performance in new-type and old-type examinations. *Educational method*, 10: 488-93, May 1931.

Three sets of examinations were given to 83 pupils in freshmen English composition at intervals of 6 weeks. A new-type examination was administered first and within three days an old-type, covering the same material, followed. Neither teachers nor pupils presumably knew that an experiment was in progress. As a check, another group of students in civics was given the same type of tests. Five conclusions are given.

116. White, Clyde W. The effects of exemptions from semester examinations on the distribution of school marks. *School review*, 39: 293-99, April 1931.

A study covering a four-year period without exemptions and a four-year period with exemptions in a school having an enrollment of more than 1,000 pupils each year. Two of the conclusions are that the only part of the general distribution curve affected by the exemption system is that near the point of exemption, and that the standards of the preexemption period have been maintained.

See also no. 117.

SCHOOL POPULATION

117. Hermans, Mabel C. Utilizing adolescent interests. *Educational research bulletin* (Los Angeles), 10: 2-29, May-June 1931.

A study of the dominant interests of pupils in 20 Los Angeles junior high schools. Considers general life, club, leisure-time, school, vocational, and reading interests.

118. Lide, Edwin S. The social composition of the secondary-school population in Oklahoma. *School review*, 39: 350-60, May 1931.

Data concerning 11,114 pupils enrolled in Grades IX-XII and from 4,655 in Grades VII and VIII were secured on a given day from 17 specified secondary schools in Oklahoma. Reasons are presented for considering the data typical of the state as a whole. The procedures previously used by Counts, in his *Selective character of American secondary education*, were followed and the findings of the two studies are compared.

119. Williams, L. A. The person-consciousness of a selected group of high-school pupils. Berkeley, University of California press, 1931. p. 85-138. (University of California publications in education, volume 6, no. 2)

A study of lists of names uppermost in the minds of 2,216 pupils in 3 junior and 3 senior high schools in California during the school year 1924-25. Three of the many findings were that these high-school students named a relatively small number of different persons as leaders, that there was a marked tendency to emphasize political and military leadership with an accompanying tendency to neglect leadership in the fine arts, and that there was only a slight difference in the person-consciousness of junior and senior high school pupils.

ADMINISTRATIVE AND TEACHING STAFF

120. Anderson, Earl W., and Eliassen, R. H. Subjects taught in high school. *Educational research bulletin* (Ohio State university), 10: 283-89, May 27, 1931.

Brings together findings of 25 studies of subjects taught by high-school teachers. Presents subject distributions of teaching staffs in tabulated form, making possible state comparisons of the number teaching each subject.

121. Aseltine, John. The duties of a department head in a large city high school. *School review*, 39: 272-79, April 1931.

Considers the department head's five-fold function of teacher, administrator, supervisor, counselor, and coordinator in the three-year senior high school at San Diego, California.

122. **Emswiler, H. W.** The vice-principal in the junior high school. Educational research bulletin (Ohio State university), 10: 235-42, April 29, 1931.

Based on 76 completed questionnaires representing 71 schools having a population of 100,000 or more according to the 1920 census. Deals with salaries, age, training, experience, and duties of vice-principals. Tables show rank and frequency of the duties which the vice-principals feel they should perform.

123. The principal at work on his problems. Washington, D. C., National education association of the United States, 1931. p. 94-159. (Research bulletin of the National education association, volume 9, no. 2, March 1931)

Main divisions are: The principal as (1) a person, (2) head of a single school unit (subdivisions: administration, supervision, teaching duties, clerical functions, professional study), (3) a worker in a school system, and (4) an active participant in a professional group.

124. **Wiggins, D. M.** Some phases of the status of high-school principals in Texas. School review, 39: 383-87, May 1931.

A study of the college training, salaries, and professional training of principals of 608 high schools of different sizes. Opportunities of women in high-school principalships were also considered.

See also no. 458.

SUPERVISION

125. **Lyda, John W.** A self-rating scale for supervisors. Teachers college journal (Terre Haute, Ind.), 2: 151-52, 154, May 1931.

Lists the 50 most important items in the writer's "Self-rating scale for supervisors" according to the opinions of 300 judges.

126. Orientating teachers in the junior high school. School review, 39: 330-33, May 1931.

Primarily a description of the use of professional teachers' meetings to adjust teachers with heterogeneous background to their new tasks when they enter the Harding junior high school in Philadelphia.

TEACHING AND STUDY PROCEDURES

127. **Aten, Harold D.** Standards for improving lesson assignments. University high school journal, 10: 337-46, February 1931.

Length, form, definiteness, challenge, motivation, and flexibility of lesson assignments are discussed and illustrated.

128. **Collings, Ellsworth.** Progressive teaching in secondary schools. Indianapolis, The Bobbs-Merrill company, 1931. xvi, 525 p.

Deals with purposeful activity under the topics, its nature, lines, guidance, introduction, and illustrations.

129. **Morrison, Henry C.** The practice of teaching in the secondary school. Revised edition. Chicago, The University of Chicago press, 1931. x, 688 p.

Fundamentals in the teaching process, control technique, operative technique, and administrative technique serve as the major captions under which chapters are organized. The aim is to present a coherent basis from which school people may be helped in thinking out teaching problems.

130. **Wetzel, William A.** Large-group instruction. School review, 39: 288-92, April 1931.

Discusses three factors in the problem of adjusting the size of the group for instruction purposes, namely: The teacher, the pupil, and the task at hand. Submits seven guiding principles for directing a program of large-group instruction in high school.

131. **Wyman, Carl E.** Visual education in a representative junior high school. School and society, 33: 502-3, May 2, 1931.

A description of the use of visual aids in teaching in a junior high school at Cleveland.

See also no. 527.

ADMISSION, PROMOTION, AND GRADUATION

132. **Bruce, M. E.** Suitable promotion exercises for the junior high school. Junior-senior high-school clearing house, 5: 554-58, May 1931.

Based on questionnaire replies from principals of 85 schools in 46 cities.

133. **Fehr, Howard F.** Intelligence as a factor in promotion. Junior-senior high-school clearing house, 5: 528-31, May 1931.

The Otis self-administering intelligence test and the Thorndike-McCall reading scale were given to 134 seniors in South side high school at Newark, New Jersey. At the same time, their marks for 3½ years were averaged. Two of the findings were that ability as indicated by an intelligence test shows a corresponding level of ability in reading and that high mental ability is no guarantee of high marks in school and vice versa.

134. **Jones, Galen.** The effect of the articulation of the junior and senior high school on promotion. Junior-senior high-school clearing house, 5: 517-20, May 1931.

Describes practices which bring about articulation of Tulsa's junior and senior high schools.

135. **McKown, Harry C.** Basic principles underlying commencement activities. Junior-senior high-school clearing house, 5: 549-54, May 1931.

Presents 12 principles relating to the commencement schedule and 8 principles relating to the graduation program.

136. **Weersing, Frederick J.** Requirements for graduation from senior high school. Junior-senior high-school clearing house, 5: 539-44, May 1931.

Urges a more adequate recognition of the guidance function of high-school graduation requirements and proposes that State boards of education recognize several types of high-school curricula and set up differentiated graduation requirements for each type.

137. **Wright, Frank L.** High-school graduation: Requirements and how determined. Junior-senior high-school clearing house, 5: 558-63, May 1931.

A discussion of (1) the meaning of graduation from the secondary school, (2) requirements at present, and (3) a proposed plan.

EDUCATIONAL GUIDANCE

138. **Allen, Richard D.** The adviser's program in the junior high schools of Providence. Junior-senior high-school clearing house, 5: 428-33, March 1931.

Taking into account 8 principles, presents a program for making the class adviser's task a composite one and an articulating element in the school.

139. **Ferguson, Laretta.** An experiment in counseling and how it succeeded. Nation's schools, 7: 44-46, May 1931.

Ten counselors—five men and five women—consult with the vice principal and principal, check attendance, handle discipline cases, confer with parents, and give individual and group guidance to pupils in the Sacramento senior high school.

140. **A handbook for counselors.** California quarterly of secondary education, 6: 287-305, April 1931.

A guiding philosophy of secondary education, the functions of counseling, and a training program for counselors.

141. **Hennrich, Killian J.** The guidance of adolescents: mental hygiene. Catholic school journal, 31: 216-18, June 1931.

A discussion of teaching of errors, scandal, emotions, and passions, and the attitude of the teacher or parent with regard to mental hygiene.

142. **Threlkeld, C. H.** Guidance through activities. Junior-senior high-school clearing house, 5: 412-16, March 1931.

Shows how club activities have contributed to guidance in the Columbia high school of South Orange and Maplewood, New Jersey.

143. **Woody, Wilford H.** The guidance program in Denver. Journal of the National education association, 20: 125-26, April 1931.

In addition to the home room, the class organization, and the school advisers, this guidance program includes club and assembly activities and a program of pupil participa-

tion in school government. Guidance is also furnished by the regular classroom. Both group and individual guidance are afforded.

See also nos. 625-691.

LIBRARIES

144. **Campbell, Doak S.** Libraries in the accredited high schools of the Association of colleges and secondary schools of the southern states. Nashville, Tenn., George Peabody college for teachers, Division of surveys and field studies, 1930. 72, 27 p.

A report of the status of high-school libraries with respect to the new library standards of the association.

145. **Wood, Harriet A.** School library list. Part I, Elementary and junior high school. St. Paul, State of Minnesota, Department of education, Library division, 1930. 136 p.

Deals with library standards, steps in organizing the library, community service, the travelling library, and lists of books.

EXTRACURRICULUM

146. **Allen, Charles Forrest.** Initiating a school-club program. Junior-senior high school clearing house, 5: 389-94, March 1931.

Presents a plan for setting in operation a club program which will meet the criteria suggested elsewhere in this issue of the Junior-senior high-school clearing house for judging the value both of a club program as a whole and of the individual club.

147. **Babson, Helen Corliss.** The financial support of clubs. Junior-senior high-school clearing house, 5: 407-12, March 1931.

A description of the methods by which clubs support themselves in the Eagle Rock high school of Los Angeles, and the advantages of the plan.

148. **Brown, Marion, and Martin, Vibella.** Understanding assemblies. University high school journal (University of California), 11: 7-13, May 1931.

Describes nature of and administration of assembly programs at the University high school of the University of California.

149. **DeWalt, Albert.** The high-school business manager. High school (University of Oregon), 8: 184-95, April 1931.

Considers the qualifications and duties of the business manager and discusses the principles underlying the position.

150. **Hayes, Wayland J.** Recording the extra-class activities of high-school pupils. School review, 39: 439-48, June 1931.

Based on a study of some factors influencing participation in voluntary school group activities in one high school. The writer suggests how voluntary participations may be classified for the purpose of pupil accounting and emphasizes the need for recording hours of participation from time diaries kept once or twice a year during periods which may be judged to give a fair cross section of activities.

151. **Jacobsen, John M.** Athletics and scholarship in the high school. School review, 39: 280-87, April 1931.

A survey of 17 investigations leads the writer to conclude tentatively (1) that high-school athletes are of average mental ability, (2) that athletes stand as high as, if not slightly higher than, nonathletes in academic achievement as measured by school marks, and (3) that the scholarship of athletes does not seem to suffer appreciably during the period of participation.

152. **Miller, Vera D.** An evaluation of honor systems in junior and senior high schools. University high school journal, 10: 347-56, February 1931.

A study of certain honor plans. Aims, present practices, and advantages and disadvantages are considered.

153. **Merley, E. E., and others.** The report of the committee on athletics in secondary schools. North central association quarterly, 6: 21-30, June 1931.

Data compiled from reports received this year from 1,751 high schools on the accredited list of the North central association. A study of participation in and administration of athletics.

154. **Roemer, Joseph.** Standards for judging a club sponsor. * Junior-senior high school clearing house, 5: 398-400, March 1931.

Presents standards for judging the club sponsor after one visit and standards for judgment at the end of the semester.

155. **Taylor, Walter M.** A bibliography of objective studies in extracurricular activities. Junior-senior high school clearing house, 5: 425-27, March 1931.

Based on literature on extracurriculum activities appearing since 1925.

CURRICULUM

156. **Herriott, M. E.** Secondary-school curriculum development in Los Angeles. California quarterly of secondary education, 6: 268-86, April 1931.

A discussion of the administrative organization for curriculum development, services rendered, the curriculum-development program, and changes effected in the curriculum.

157. **Nash, Harry B.** Rebuilding the curriculum of the small school system. Nation's schools, 7: 33-36, April 1931.

Primarily deals with organization and content of changed courses of study in the elementary, junior high, and senior high schools of West Allis, Wis.

158. **Spaulding, F. T.** Can the small high school improve its curriculum? School review, 39: 423-38, June 1931.

A demonstration that improvement in the offerings of some small high schools is practical. Taken into account 12 principles of program making (three conditions (program of studies, size, finances), and three rules of procedure (number and length of class periods, teaching load, and subjects or grades assigned a teacher).

159. **Watson, Goodwin.** A new secondary school. Progressive education, 8: 303-10, April 1931.

Discusses the principles involved in the proposed new secondary school and suggests a curriculum made up of seven departments, namely: Health, personal relations, vocations, money and goods, social order, recreation, and interpretation of the universe.

See also no. 106.

SUBJECT FIELDS

ENGLISH

160. **Daringer, Helen Fern.** A study of style in English composition. New York, Bureau of publications, Teachers college, Columbia university, 1930. iv, 56 p.

Analysis of 14 high-school textbooks in language and composition furnished the basis for making a check list of 27 items which each of 6 experienced teachers of high-school English used to rate each of 30 compositions.

161. **Gray, William S.** Reading deficiencies in secondary schools. Journal of the National-education association, 20: 197-98, June 1931.

Discusses the nature of difficulties in fundamental habits of recognition and interpretation and suggests means of overcoming these difficulties.

162. **Güller, Walter S.** Analysis of punctuation errors. Educational method, 10: 425-29, April 1931.

Based on results from giving a diagnostic test in punctuation to 640 high-school graduates. Two of the six conclusions are that only a few punctuation usages offered any great difficulty for large numbers of pupils and that a liberal proportion of individualized instruction is needed to enable pupils to master the specifics of punctuation usage.

163. **Housh, Snow Longley.** Experiences in teaching poetry. Junior-senior high-school clearing house, 5: 464-70, April 1931.

The teaching of poetry is discussed and examples of creative writing done by pupils in an elective course in modern poetry in the Los Angeles high school are presented.

164. **Smith, Dora V.** Experiments in handling larger classes. English journal, 20: 371-78, May 1931.

Primarily a discussion of a two-year experiment with large and small classes in ninth-grade English performed by the writer in the University high school, Minneapolis, in 1925-26 and 1927-28.

165. **Spriggs, LaVaun.** A remedial program in correct English. *English Journal*, 20: 485-89, June 1931.

Explains a program which resulted in the gain of the ninth grade being more than the normal gain during three years.

166. **Thomas, Jesse E.** Eliminating written errors through drill. *English Journal*, 20: 390-94, May 1931.

In each of several Iowa high schools an experiment and a control group were used in ninth-grade English. In each school the two groups had approximately equal ability for using technical English, were taught by the same teacher and used the same textbook. In the experimental group specially constructed drill materials of the dictation and multiple response types were used. Concluded that many of the errors which pupils make in their writing can be eliminated by the use of properly constructed drills on specific situations.

167. **Wilson, L. L. W.** Unit assignments in English. *English Journal*, 20: 379-90, May 1931.

Discusses and illustrates the provision of units of work in English for pupils in the South Philadelphia high school who vary widely in ability, achievement, and interests.

See also nos. 106, 286.

FOREIGN LANGUAGE

168. **Baker, Florence M.** The teaching of French. Boston, Houghton Mifflin company, 1931. xviii, 286 p.

Deals with objectives in French teaching, how French is learned, pronunciation, oral work, grammar, vocabulary, composition, translation, cultural study, the usefulness of different techniques, and testing procedures.

169. **Cole, Robert D.** Modern foreign languages and their teaching. New York, D. Appleton and company, 1931. xxiii, 598 p.

Some of the chapter headings are: The development and present status of modern-language teaching in the United States, the objectives of modern-language instruction, modern-language methodology, the new type of course suggested by the modern-language study, reading, life and literature of foreign countries, grammar, foreign languages in the junior high school, the measurement of instruction, and problems in the supervision of modern language instruction.

170. **Eddy, Helen M.** Michael West on reading. *Modern language forum* (Los Angeles), 16: 81-88, June 1931.

Insists on application of the principle of specific practice. Maintains that children practice things which they do not need, do not practice enough the things they need, and do not practice things they need in order of importance. Discusses techniques of teaching reading of foreign languages and problems of teaching speech.

171. **Fife, Robert Herndon.** The teaching of modern foreign languages: a National survey. *Journal of educational research*, 23: 296-307, April 1931.

Briefly presents the general nature of the findings of the modern language reports issued by the American and Canadian committees.

172. **Kansas. Department of public instruction.** Course of study for high schools, Part VI—Foreign languages. Topeka, Kans., Department of public instruction, 1930. 36 p.

Courses of study in Latin, French, German, and Spanish.

173. **Kaulfers, Walter V.** Teaching practices in beginning Spanish in junior-high school. *Modern language forum* (Los Angeles), 16: 90-93, June 1931.

Deals with objectives, methods, content, ability grouping, and marking. Based on replies of teachers in seventeen junior high schools of Los Angeles and Long Beach to a questionnaire.

174. **Mays, Ruth.** A guide for teachers of modern foreign languages. Dallas, The Southwest press, 1930. vii, 123 p.

A discussion of such topics as history of the teaching of modern languages, aims, technique of the classroom, methods of teaching, special difficulties in Spanish grammar, and means of motivation.

175. **Thursby, Claire C.; Beach, Eofena; and Mason, Grance W.** Department of Latin—a handbook. University high school journal (University of California), 11: 20-82, May 1931.

A handbook for student teachers, but also suggestive to teachers in high schools.

MATHEMATICS

176. **Beatley, Ralph.** Notes on the first year of demonstrative geometry in secondary schools. Mathematics teacher, 24: 213-22, April 1931.

Makes specific suggestions for elimination of 30 or more theorems from plane geometry, one-third to be dropped and two-thirds to be kept as definitions or assumptions and used in support of original exercises. Proposes 28 theorems, 7 for formal proof, from solid geometry.

177. **Kansas. Department of public instruction.** Course of study for high schools, Part III—Mathematics. Topeka, Kans., Department of public instruction, 1930. 42 p.

Committees of mathematics teachers present aims and objectives, content, and suggestions for teaching algebra, geometry, and trigonometry.

178. **Munch, H. F.** The mathematics column. High school journal (University of North Carolina), 14: 156-59, 276-79, March-May 1931.

A study of status of mathematics curriculum in 31 large and 54 small schools in North Carolina.

179. **National council of teachers of mathematics.** Sixth yearbook. Mathematics in modern life. New York, Bureau of publications, Teachers college, Columbia university, 1931. ix, 195 p.

Considers mathematics in its relations to social sciences, biology, humanism, investment, religion, agriculture, pharmacy and allied professions, statistics, physics, and polygonal forms.

180. **Report of the committee on geometry.** Dunham Jackson, chairman. Mathematics teacher, 24: 298-302, May 1931.

Report of the committee appointed jointly by the Mathematical association of America and the National council of teachers of mathematics, to study the feasibility of a proposal that college entrance requirements in geometry be modified so essentials of plane and solid geometry could be offered in a single year's work.

181. **Schorling, Raleigh.** The need for being definite with respect to achievement standards. Mathematics teacher, 24: 311-29, May 1931.

Presents evidence that there is need for being definite in stating to pupils and parents what changes we are trying to make in pupils during a given period of time and suggests certain criteria to serve as a basis for securing such a list of essentials.

182. **Stone, C. A., and Georges, J. S.** The learning products of a unit of instruction in mathematics. Part II. School science and mathematics, 31: 695-706, June 1931.

Discusses and illustrates three types of learning products, namely: Skills and special abilities, understandings, and appreciations or recognition of values.

SOCIAL STUDIES AND CITIZENSHIP

183. **Bain, Read.** High school sociology. High school teacher, 7: 134-37, 152-55, April 1931.

Outlines a course in high-school sociology and suggests methods of teaching it.

184. **Carter, Thyra.** Racial elements in American history textbooks. Historical outlook, 22: 147-51, April 1931.

Analysis of eight textbooks to determine content and space given to the various nationality groups. Rank of nationalities in order from most to least space accorded was found to be: English, Germans, Irish and Scotch-Irish, Italians, and Poles.

185. Iowa. Department of public instruction. Courses of study for high schools—Citizenship. Des Moines, Iowa, Department of public instruction, 1930. 29 p.

Prepared by a subject committee. Presents objectives, pupil activities, teacher procedures, and evidences of mastery for 5 units.

186. ——— Courses of study for high schools—Economics. Des Moines, Iowa, Department of public instruction, 1930. 71 p.

Prepared by a subject committee. Presents objectives, pupil activities, teacher procedures, and evidences of mastery for 9 units of work.

187. ——— Courses of study for high schools—World history. Des Moines, Iowa, Department of public instruction, 1930. 59 p.

Prepared by a subject committee. Presents objectives, pupil activities, teacher procedures, and evidences of mastery for each of 8 units or periods of history.

188. Kansas. Department of public instruction. Course of study for high schools, Part IV—History and social science. Topeka, Kans., Department of public instruction, 1930. 68 p.

Considers the teacher, the pupil, the recitation, the textbook and reference material, illustrative material, and suggestions. Deals with citizenship, world history, European history, English history, American history, current history, economics, constitution, social civics, and civic sociology.

189. ——— Course of study for high schools, International relations. Supplement to Part IV—History and social science. Topeka, Kans., Department of public instruction, 1930. 30 p.

Prepared by L. W. Brooks, director of secondary education at Wichita, and a group of students in the 1930 summer school of the University of Kansas. Presents 7 units, namely: Good will and tolerance at home, international understanding, information about our neighbors, foreign affairs, causes of misunderstanding and effects of war, international organizations for peace, and the international mind.

190. Kimmel, W. G., and others. Recent happenings in the social studies. Historical outlook, 22: 174-75, 230-33, April-May 1931.

Many of the studies and articles deal with secondary-school social studies.

191. Levine, Michael. "Eternal revolution": an original class project in history. High points (New York city), 13: 7-15, April 1931.

Discusses choice of topic, subdivision and organization of topic, distribution of work, correction, revision, coordination, committee reports, materials for reading, articulation with regular course of study, and values to students of a project in history in New Utrecht high school of New York city.

192. Aquina, Sister Mary. The unit plan of teaching. Catholic school journal, 31: 124-27, April 1931.

Presents pre-test, unit understanding, elements of learning, minimal essentials, and study directions for a history unit on "The coming of big business to America."

SCIENCE

193. Caldwell, Otis W., and Lundeen, Gerhard E. Students' attitudes regarding unfounded beliefs. Science education, 15: 246-66, May 1931.

A list of 200 unfounded beliefs were sent to high-school and college students. Each person was asked to indicate whether he was aware of the particular belief, whether he believed it, and whether his actions are influenced by it. The 200 beliefs are listed and the results from usable returns from 918 high-school seniors and 264 college students are presented.

194. Davis, Ira C. Analysis of the subject matter in the eight most widely used textbooks in general science. School science and mathematics, 31: 707-14, June 1931.

In the final tabulation a topic is retained (with five exceptions) if it occurred in six or more of the eight textbooks. This procedure gives a total of 137 topics. It is concluded that over 53 per cent of the topics are found in all of the textbooks, 27 per cent in 7, and 16 per cent in 6.

195. **Hahn, Alice J.** Four units to illustrate motivation in the teaching of geography: Part IV. School science and mathematics, 31: 439-43, April 1931.

Describes the motivation of a unit on "Temperature." Considers distance from equator, altitude, and winds and ocean currents as determiners of temperature.

196. **Hurd, A. W.** Effects of school instruction on student achievement. Science education, 15: 239-44, May 1931.

Presents data on pupil proficiency in two units of high-school physics before and after instruction and discusses factors which determine achievement in final tests.

197. ——— Preliminary tests as prognostic of final achievement in physics. School science and mathematics, 31: 745-48, June 1931.

Presents evidence and concludes that in cases where objectives are so inclusive that they can not be attained by a pupil, preliminary tests are the best single criterion of future achievement, provided no coaching on test items takes place.

198. **Iowa. Department of public instruction.** Courses of study for high schools—general science. Des Moines, Iowa, Department of public instruction, 1930. 78 p.

Prepared by a subject committee. Presents objectives, pupil activities, teacher procedures, and evidences of mastery for each of 15 units of work.

199. ——— Courses of study for high schools—Physics. Des Moines, Department of public instruction, 1930. 70 p.

Prepared by a subject committee. Presents objectives, pupil activities, teacher procedures, and evidences of mastery for 17 divisions of physics.

200. **Jaroleman, Nellie M.** Making general science interesting. School science and mathematics, 31: 727-29, June 1931.

Such means as easy access to 17 different textbooks, vocabulary and spelling drills, group work, picture collections, exhibits, assembly contributions, hobby collections, seasonal room collections, a point system for outside reading, outside speakers, animal care, visual aids, and club meetings are utilized.

201. **Kansas. Department of public instruction.** Course of study for high schools, Part V—Science. Topeka, Kans., Department of public instruction, 1930. 92 p.

Deals with objectives, apparatus, experiments, content and suggestions for teaching elementary science, physical geography, agriculture, physiology, botany, zoology, chemistry, and physics.

202. **Nettels, Charles H.** Science interests of junior high school pupils. Science education, 15: 219-25, May 1931.

A questionnaire study of inferior, average, and superior girls and boys in one of the Los Angeles junior-high schools with respect to their science interests.

203. **Ruch, Giles M., and Meyer, Stanton H.** Comparative merits of physics tests. School science and mathematics, 31: 676-80, June 1931.

Six sets of physics tests were given to physics classes in five California high schools, Form A being followed by Form B (if any). Tests were given on alternate days except in one instance. An indirect measure of validity is attempted through the average inter-correlations (raw and corrected for attenuation) of the several tests. Reliability coefficients, means, and standard deviations are given.

204. **Taylor, J. N.** Little journey at home—a science project. Science education, 15: 232-38, May 1931.

Illustrates the use of statistical data for motivating science teaching, setting forth important truths, and correlating sciences.

205. **Wandelstein, Louis A.** Physics experiments. School science and mathematics, 31: 730-36, June 1931.

A discussion of the teaching of certain physics experiments in the high school at Everett, Massachusetts.

206. **Whitman, W. G.** General science and hygiene in the junior high schools of Massachusetts. Science education, 15: 215-18, May 1931.

A study of the status of general science and hygiene, the extent to which they are taught jointly and separately, and the opinions of principals as to conditions which they consider desirable. Based on questionnaire-replies from 132 principals of three-year junior-high schools in Massachusetts.

See also no. 540.

PHYSICAL EDUCATION

207. **Saltan, Joseph C.** Health education and football. Bulletin of high points in the work of the high schools of New York city, 13: 16-21, April 1931.

Presents practices at Franklin K. Lane high school and advocates an extensive program for entire school and the substitution of "touch football" for regular football.

208. **Washke, Paul B.** The physical education and health program as curricular and extracurricular activity. High school, 8: 176-83, April 1931.

Personnel, time-allotment, four-year program for high schools, and hygienic environment are considered.

209. **Way, A. B.** Administration of health teaching in high schools. High points (New York city), 13: 5-8, June 1931.

Considers specific health courses, integration of contributory subject matter, direct training in health habits, and organized health activities or projects.

PRACTICAL AND VOCATIONAL ARTS

210. **Ash, William C.** Home economics. Educational outlook, 5: 211-18, May 1931.

Makes use of 17 references and presents some findings of Elizabeth Haytock's study of the home activities of junior and senior high-school girls in Bethlehem, Pennsylvania.

211. **Cook, Rosamond C.** Money management and the home-economics curriculum. Journal of home economics, 23: 333-36, April 1931.

Based on analysis of 7 state and 9 city courses of study, interviews, and 18 replies to a questionnaire.

212. **Haroun, F. N.** Problems of the shorthand teacher. High school, (University of Oregon) 8: 139-44, March 1931.

Discusses the teacher, general objectives, individual differences, standards and specific objectives, motivation, technic, testing, grading, English, typing, home study, and adapted training.

213. Home economics in relation to integrated and cooperative school programs. A symposium. Journal of home economics, 23: 538-46, June 1931.

Integrated programs and home economics, by Margaret Plant Backus; High-school eugenics, by Sadie J. Swenson; The high-school girl in her home and community, by Eva A. Woolsey; and Cooperation in the home economics department at Rochester, by Ruth J. Young.

214. **Iowa. Department of public instruction.** Courses of study for high schools—Industrial arts. Des Moines, Iowa, Department of public instruction, 1930. 51 p.

Prepared by a subject committee. Deals with care of shop, organization of teaching materials, skills, or abilities, knowledge, suggested type problems, and evidence of mastery.

215. **Kansas. Department of public instruction.** Course of study for high schools, Part VIII—Commercial subjects. Issued by Geo. A. Allen, jr. (State superintendent). Topeka, Kans., Department of public instruction, 1930. 30 p.

Business arithmetic, commercial geography, penmanship, bookkeeping, shorthand, type-writing, and commercial law.

216. **Myers, Garry C.** Family relations. Journal of home economics, 23: 234-37, March 1931.

Advocates a course in family relations to be presented in a manner which will appeal to both sexes and fit for happy, wholesome marriage and parenthood, without creating undue consciousness of the purpose of the course.

217. **Newkirk, Louis Vest.** Validating and testing home-mechanics content. Iowa City, University of Iowa, 1931. 39 p. (University of Iowa. Studies in education, volume 6, no. 4)

Seventy-two home-mechanics jobs were picked because in the majority of cases they were checked as being in high favor in 75 home-mechanics courses and because surveys on the basis of social utility justified them. On this basis a home-mechanics test was constructed. It was used in 10 schools located in 9 different states.

218. **Richardson, Anna E.** Elementary and secondary-school education for home and family life. *Journal of home economics*, 23: 229-33, March 1931.

Concludes that the most successful programs of home and family life are those which integrate the experiences of the child in and out of school and that the schools in which this objective permeates the entire program of the school are making the best contributions.

219. Social training for high-school students. A symposium. *Journal of home economics*, 23: 427-36, May 1931.

Personal regimen in the Cleveland schools, by Adelaide Laura Van Duzer; Helping set school standards, by Edna M. Andrix; Social relationships, by Ethelwyn Bobenmyer; Personal regimen, Grand Rapids high school, by Bertha L. Field; and Essentials of living, by Everice Parsons. Social training courses in Cleveland, Grand Rapids, and Dearborn.

ART

220. **Drought, R. Alice.** The Wisconsin school of creative arts. *School arts magazine*, 30: 595-97, May 1931.

Describes an experiment in art education for pupils in grades 5-12 at the University of Wisconsin.

221. **Gombarts, George P.** An art gallery at work. *High points*, 13: 8-13, June 1931.

Describes exhibits at DeWitt Clinton high school.

222. **Miller, Arthur L.** A project in art appreciation. *School review*, 39: 300-06, April 1931.

Describes a project tried at Foch Intermediate school, Detroit, Michigan.

223. **Mills, Winifred H.** Creative work with children in the field of puppets. *Junior-senior high-school clearing house*, 5: 471-73, April 1931.

Stresses the training afforded the child and the cooperation between departments brought about by the preparation and presentation of a puppet play.

EXCEPTIONAL CHILDREN

Elise H. Martens

GENERAL

224. **Burdge, Adelaide B.** The opportunity room. *Modern education*, 3: 33-34, April 1931.

An answer to an article appearing in the October, 1930, number of "Modern education" entitled "Knocks of the opportunity room." The writer of the present article is the principal of a school in which an opportunity room is functioning with gratifying results. Several case stories are cited to indicate the happiness of the children who are enrolled and the development which they are experiencing under the specialized instruction of an understanding teacher.

225. Education bulletin [State of New Jersey, Department of public instruction, Trenton], vol. 17, no. 7, March 1931.

How shall our schools provide maximum opportunities for their pupils in terms of the mental ability of those pupils? and What provision can be made for pupils who are handicapped by mental and physical defects?

On the basis of these two questions as conference themes, this bulletin presents the deliberations of the annual conference of the commissioner of education and superintendents of schools of the State of New Jersey. It considers such problems as homogeneous grouping of pupils, determining pupils of superior mental attainments and providing maximum opportunity for them, and the needs of the special child of limited mental ability or with a physical handicap. Programs in effect in various cities of New Jersey are described.

226. **Grigson, W. Herbert.** Physical and health education in special classes. *Journal of health and physical education*, 2: 15-17, 54-59, April 1931.

The second of a series of four articles dealing with the physical education program in orthogenic, backward and disciplinary classes in Philadelphia. Describes specific activities which are used, including drill exercises, dancing, games, field and track events, and apparatus work.

227. Martens, Elise H. Education of exceptional children. Washington, U. S. Government printing office, 1931. 38 p. (Office of education. Bulletin, 1931, no. 20, Chap. XI)

A report designed to give a comprehensive view of recent developments in the education of mentally and physically exceptional children. Considers problems of incidence; sociological aspects of the situation; State, city, and county administrative provisions; curriculum; mental hygiene facilities; and opportunities for teacher training. Lists problems of research that should be studied.

228. Teaching bright and dull pupils. Baltimore, Md., Bureau of research, Board of school commissioners, 1931. 23 p. (Baltimore bulletin of education, vol. 9, no. 9)

This number of the Baltimore bulletin of education is given over entirely to the problems and practice of differentiating instruction for bright and dull pupils. The topics considered are: Differentiation of the curriculum for bright pupils, David E. Weglein; How should gifted children be educated, Leta S. Hollingworth; Differentiation in teaching bright and dull children, Nannette S. Levin [and Florence M. Hufnagle]; Organization of the curriculum for the bright child, Buford Johnson; A chance for the gifted pupil at junior high school no. 47, M. Caroline Coe; Differentiation applied, Edna Rolker; The teaching of superior students in the high school, Mildred M. Coughlin; A teaching experiment with students of low ability at the Western high school, Sarah Janet Bassett (also a description of work done in history).

ANAEMIC, TUBERCULOUS, ETC.

229. Beekman, J. H. Developing the class for the physically handicapped. High points in the work of the high schools of New York city, 13: 55-60, March 1931.

A discussion of the special class in the physical education department of a New York high school. "It is bringing together all the pupils in the school who were isolated and somewhat lonely because of physical afflictions, and assigning them to one period daily of health education. There they receive benefits from the use of big-brain-muscle groups as do the normal boys. Further, they can satisfy that urge for activity, games, and recreation, through normal expression and growth, thus forgetting handicaps, in a large social group of their own." The group consists of cripples and those suffering from cardiac or other organic difficulties.

230. Fellows, A. Creative music and the bad boy. Progressive education, 8: 348-49, April 1931.

Shows the effectiveness of creative music in socializing the attitudes of boys who have presented problems of behavior in school.

231. Krawczyk, Monica. Over-age! Education, 51: 462-66, April 1931.

A plea for adequate consideration to be given to the needs of the child who is seriously over-age and over-size for the grade in which he is working. It points out the social maladjustments and problems that develop from such a situation. Urges individual attention according to individual needs.

232. Moore, Susa P. A school that offers the best in physical care. Nation's schools, 7: 28-36, April 1931.

Describes the organization of a private school in Detroit, Michigan, for the physical welfare of the boys who are enrolled. A medical department, with a well-equipped clinic and infirmary, is one of the assets which the school affords, and which makes it possible to give adequate attention to the special needs of malnutrition, cardiac difficulties, and other physical handicaps.

BEHAVIOR AND PROBLEM CASES

233. Behavior problems of school children. New York, National committee for mental hygiene, 1931. 20 p.

Considers briefly the characteristics and needs of the "nervous" child, the truant, the "bad boy" in the class, and the retarded child.

234. Brown, Andrew W. The problem pupil and the school. Illinois teacher, 19: 382-83, 424, 426, May 1931.

"There is no question that environmental conditions are the primary cause of socially maladjusted individuals." On this basis the author points to the importance of provid-

ing adequate facilities for studying the school child who presents difficulties of behavior. Such facilities should include sociological, physical, psychological, and psychiatric attention to the individual.

235. Fenton, Jessie Chase. Why children go wrong. Parents' magazine, 22: 48-50, June 1931.

Discusses types of parental errors in dealing with behavior difficulties of their children. Holds that most so-called "delinquent" children are "just ordinary children who have been unfortunate, who have lacked wholesome and intelligent care from their parents, or whose environment has not offered acceptable outlets for their own natural impulses, with the result that they turned to activities that are socially undesirable."

236. Hartwell, Samuel W. The case of Bobby. Understanding the child, 1: 18-20, March 1931.

A case study prepared especially for the teacher, showing the procedure used in solving the problem of "the worst boy in the sixth grade."

237. Hawk, F. H. A comparison of two methods of instruction of young delinquent boys in general science. Journal of juvenile research, 15: 121-20, April 1931.

Report of a controlled experiment in which the contract plan was used with one group of boys and the recitation method with another group. The contract plan proved superior in the teaching of facts, while the recitation method showed a decided advantage in teaching major concepts of science. The author suggests a combination of the contract plan and group discussions in order to secure the best results.

238. Mental hygiene in the classroom. New York, National committee for mental hygiene, 1931. 44 p.

A pamphlet prepared by the department of child guidance of the board of education, Newark, N. J. Discusses various types of behavior problems arising in the classroom and suggests methods of treatment. "Children who misbehave," "children who fail," "children who come late," "children who are timid," "children who are dishonest," are among the groups considered.

239. Murray, Verl. A comparative study of play information and athletic achievement in delinquent and nondelinquent boys. Journal of juvenile research, 15: 111-20, April 1931.

Presents a comparison of the boys of a State correctional school and the boys of a union high school in play information and athletic achievement. The results of the study suggest that "the type of boys who are committed to the State school are those whose interests on the whole were not in athletics when they attended school in their own community or else their opportunities for acquiring athletic information were meager. . . . This is especially brought out by the fact that physical comparisons of the height and weight of the two groups showed that the State school boys as a group were endowed by nature with better physiques than the high-school boys."

240. Preston, George H., and Shepler, Winifred McLane. A study of the problems of "normal" children. American journal of orthopsychiatry, 1: 245-56, April 1931.

Report of a study which "was undertaken with the idea of collecting normal controls against which our present ideas of problem children might be evaluated." Analysis was made of the behavior of all the children in one section of a third grade and all the children in one section of a fifth grade in an effort to picture the behavior of a group of "average" children. Great difficulty was encountered in making a significant differentiation between "problem" and "nonproblem" children with regard to certain behavior traits. The author emphasizes the importance of working out some plan by which we may be more sure as to which children actually need highly technical treatment.

241. White, Ralph, and Fenton, Norman. Aspects of delinquency and superior mentality. Journal of juvenile research, 15: 101-07, April 1931.

Report of a preliminary study which considers the relationship to superior intelligence of three factors: Home environment, companionship in delinquency, and types of offenses committed. The subjects of the study were the boys enrolled at Whittier State school in California. Findings show that "the brighter boys come from home environments at least as unfavorable as the home environment of the duller boys"; that "companionship in delinquency is about as frequent in the brighter boys as in the duller ones"; and that "forgery is the only type of offense which shows a significant relationship with high intelligence."

See also no. 92.

BLIND AND PARTIALLY SEEING

242. **Burke, Emily Gray.** Museum laboratory for the blind. Pennsylvania school journal, 79: 606-06, May 1931.

A brief account of the method used with a class of blind high-school students who reported to Carnegie museum in Pittsburgh for instruction in natural science. Illustrative material was afforded through actual specimens, models owned by the museum, and models constructed especially for these blind students. The author holds that "it may be possible now to present a condensed course in nature study to blind students of high-school age with as many, if not more, advantages of illustration than are used for boys and girls with good vision."

243. **Chambers, Mildred Smith.** Conserving vision in the nursery school and in the kindergarten. Sight saving review, 1: 44-50, March 1931.

Presents the opportunity and the responsibility of the nursery school and the kindergarten to analyze the child's visual acuity at the very beginning of his educational career and to take steps toward correction and conservation.

244. **Maxfield, Kathryn E.** Special problems in work for the blind. Teachers forum, 3: 2-11, May 1931.

Considers briefly the following problems: 1. Why are albino children educated in schools for the blind? 2. The higher education of the blind. 3. Crippled children with severe visual handicap. 4. Vocational preparation and placement of visually handicapped children. 5. A place for the blind feeble-minded (a symposium).

245. **Merry, Frieda K.** A survey of the problem-solving ability of pupils in six residential schools for the blind. Teachers forum, 3: 12-15, May 1931.

Report of a study made "to determine how well a representative group of blind children can read and analyze simple arithmetical problems, and to compare their achievement with that of seeing children"; also to indicate outstanding difficulties of problem solving for blind children and to suggest remedial instruction. Results indicate "a favorable comparison with seeing children in the same grades. The blind children, however, are usually older for their grades than are seeing children."

246. **Pilkey, Thomas A.** Correct illumination as an aid to vision in the schoolroom. Trained nurse and hospital review, 86: 641-44, May 1931.

Outlines the basic principles of good lighting procedure in the schoolroom, the requirements of the situation, and their relationship to the conservation of vision among school children.

247. **Prevention of blindness in France.** School and society, 33: 360-61, March 14, 1931.

"A French National committee for the prevention of blindness, similar in aims to the American National society for the prevention of blindness, has been formed in Paris. As in the United States, the scientific program in France will be directed along three main lines: (1) Prevention of blindness from infectious diseases; (2) prevention of industrial eye accidents; (3) conserving the remaining eyesight of visually handicapped school children."

CRIPPLED CHILDREN

248. **Ballard, Aline.** Training the physically handicapped child for citizenship. Hygeia, 9: 357-59, April 1931.

An account of the educational program being carried on by the University of Michigan State hospital, in which more than 2,000 children between the ages of 5 and 20 receive instruction yearly, doing regular school work and being graded and promoted according to their ability. In all cases the work is correlated with that of the child's home school. Boy-scout activities, in so far as these apply to the shut-in child, are added to the regular school work of academic and manual nature.

249. **Kerr, Jean.** The school goes to the hospital in Johnstown. School life, 16: 156-57, April 1931.

An account of the work being done at the Conemaugh Valley memorial hospital, in which, through the cooperation of the local school system with several social agencies, children under medical care are given the opportunity for educational and recreational activities in keeping with their physical disabilities. Cites several case studies illustrating the type of work that is done.

250. **McBride, Earl D.** Crippled children. St. Louis, Mo., C. V. Mosby company, 1931. 280 p.

Written from the standpoint of therapeutics, in order to give the general public an understanding of the problem as well as to furnish information for the nurse, social worker, and parent. Emphasizes the importance of early recognition of the conditions and describes methods of treatment and results obtainable.

251. **Strauss, Marian.** A plan for individual instruction in high-school classes for crippled children. Crippled child, 8: 182-83, 185, April 1931.

An account of the methods used in a high school of St. Louis, Mo., to meet the needs of crippled students. The work is carried on, on the basis of individual assignments and individual progress. Elements of the Dalton plan are incorporated into the procedure followed.

252. **Upson, Lent D., and Matson, O. V.** Crippled children in Michigan. Detroit, Mich., Harold H. Emmons, 1931. 188 p.

A study of the present facilities for the care, maintenance, and education of crippled children in Michigan, made in connection with the administration of a trust fund which is to be expended for their benefit. The study covers a consideration of legislative provisions of the state, the problem of incidence, the character of handicaps, and provisions for treatment, custodial care, education, and recreation.

See also no. 229.

DEAF AND HARD-OF-HEARING

253. **Buell, Edith M.** In the classroom. Volta review, 33: 248-50, June 1931.

Presents a lesson in the introduction of adjective phrases to a group of deaf children. Outlines the lesson plan, the lesson procedure, and pupil assignments.

254. **Church, Lillian Ladd.** Reading for the deaf adolescent. Volta review, 33: 251-52, 279, June 1931.

"The later years of the adolescent period are the most critical with pupils who are beyond the average age for the grade they are in." Therefore special care needs to be observed in directing their reading in such a way as to hold their interest. This article calls attention to the librarian's opportunity and responsibility in this direction in the education of the deaf.

255. Five articles for teachers, from the Idaho School for the deaf. Volta review, 33: 163-70, April 1931.

These brief articles, written by teachers in the Idaho school, deal with auricular training, physical education, tie-dyeing, the toy orchestra, and the readjustment which is necessary for children who suddenly lose their hearing through an attack of spinal meningitis.

256. **Gruver, Elbert A.** How the work of our schools may be advanced by research. American annals of the deaf, 76: 248-63, May 1931.

Outlines the programs of research which are in progress at the Clarke school for the deaf at Northampton, the Central institute for the deaf in St. Louis, and by the National research council and the White House conference. Emphasizes the need for all organizations interested in the education of the deaf to "get together" on a constructive program of concerted action and study.

257. **Klopper, Stephen.** The Belgian method. Volta review, 33: 245-47, 280-81, June 1931.

An account of the adaptation of the Decroly method to the use of schools for the deaf, as it has been introduced in Belgium. Emphasizes the use of significant combinations of sounds in speech units rather than the use of isolated sounds, as well as the early teaching of lip reading, reading, and writing of speech units.

258. **Montague, Harriet Andrews.** A class for the conservation of hearing. Auditory outlook, 2: 221-23, 249-50, May 1931.

Also in Volta review, 33: 197-99, May 1931.

Describes the work that is being done in Baltimore for the child who is not totally deaf, but so extremely hard of hearing that he can not get along satisfactorily in the regular grades, even with special instruction in lip reading. A special class has been organized for these children in which their needs are met by special equipment and special methods, with an understanding teacher.

259. **Norris, Arthur G.** Commercial training for our girls. *American annals of the deaf*, 76: 229-34, May 1931.

"The same objections to teaching a great many other vocations to the deaf are true of teaching commercial work to deaf girls, but they must be taught something, and if we wish to veer away from the old ritual of cooking, sewing, and cleaning, I know of few lines of work where the working conditions are as good as those in commercial work. I would recommend that we take the line of least resistance and teach typing, bookkeeping, machine operation, filing, and duplicate work."

260. **Rouleau, Corinne Rocheleau.** My education in a convent school for the deaf. *Catholic educational review*, 29: 266-82, May 1931.

A deaf girl's own story of the unhappy experiences encountered in the needed adjustment of her life, normal until her ninth year, to the handicap of a progressive deafness. Describes the educational procedure used in the school which was finally chosen as the one which she should attend, and the gradual development of speech and understanding which brought satisfying results.

261. **Skyberg, Victor O.** Making education more practical: The challenge of Prof. Donald G. Paterson's address. *American annals of the deaf*, 76: 220-29, May 1931.

A discussion of an address delivered at the 26th meeting of the Convention of American Instructors of the deaf, Faribault, Minn., in 1929. Agrees with Paterson's statement that "industrial training should become the most important and outstanding feature of education for the deaf." Emphasizes the fact, however, that we need to "keep our elementary schools for the fundamental knowledge and skill" in order that the deaf may compete more satisfactorily with the hearing in the language ability required in vocational life.

262. **Stevenson, Elwood A.** The educational achievement of the pupils of our day schools. *American annals of the deaf*, 76: 301-14, May 1931.

Takes issue with the tentative findings reported by Dr. C. C. Upshall, in a recent survey of the achievement of pupils in day schools vs. institutions for the deaf. "My personal conclusion is that . . . the educational achievement of the pupils of our day schools is not greater than that of those of many of our residential schools." Recommends methods of procedure for another survey which might check the earlier findings.

263. **Walker, Hazel W.** Dr. Frederick Martin's speech methods as applied to the deaf and the hard-of-hearing child. *Volta review*, 33: 171-74, April 1931.

A description of the chart worked out by Doctor Martin to aid in developing a speech sense in deaf and hard-of-hearing children. The writer feels that "the chart is something that the child can visualize and use as a key to refer to mentally when not sure of himself. It is a wonderful basis for phonic instruction."

See also nos. 837, 829.

GIFTED CHILDREN

264. **Bernstein, Louis.** The problem of the gifted child in our secondary schools. *Bulletin of high points*, 13: 4-10, May 1931.

Considers the problem of discovering the gifted pupils in high school and of making some provision for them after they have been discovered. Analyzes the distinguishing characteristics which may be used as identifying factors, and outlines the possibilities of treatment which may be employed in developing keenness of intellect and natural interests.

265. **Hendricks, C.** Square deals for superior students. *High-school teacher*, 7: 140-41, April 1931.

Emphasizes the need of making special provision for the superior high-school student and suggests procedures for meeting that need, with particular reference to the small high school, in which ability groupings can not be realized through the organization of separate sections.

266. **Johnson, Celia.** The gifted primary child. *Educational method*, 10: 456-58, May 1931.

An account of pioneer work being carried on in Pasadena, Calif., through which an enriched curriculum is provided for the mentally gifted children in the primary grades. Projects in hand work and social activities accompany the academic instruction, all grouped about one large center of interest chosen for the year.

267. The selection of superior students at the University of Buffalo. *School and society*, 33: 717-18, May 30, 1931.

A cooperative relationship has been established between the public-school system of the city of Buffalo and the University of Buffalo, whereby "exceptionally brilliant students who expect to attend the university are put in touch with university officers several months before entrance," and are given special direction in planning their courses. The General education board has given the university the sum of \$60,000 to conduct a five-year experiment in the selection, guidance, and instruction of these superior students.

See also nos. 228, 241, 295-296, 305.

MENTAL HYGIENE AS APPLIED TO EXCEPTIONAL CHILDREN

268. Anderson, Forrest N., and others. Six years of child guidance. *Journal of juvenile research*, 15: 73-96, April 1931.

A summary of the work carried on by the Los Angeles Child-guidance clinic during the six years of its existence. Presents a statistical analysis of cases treated, a description of clinic procedures, types of problems presented, and an evaluation of results with an unselected group.

269 Logan, Frances D. A school-guidance program. *Childhood education*, 7: 405-08, April 1931.

Discusses the function of a child-guidance clinic as a part of a public-school system, and outlines the organization which has been effected in Winnetka, Ill. Psychiatric, psychological, and pediatric services are available as well as those of the school counselor and remedial teacher.

270. Thom, Douglas A. The need of mental hygiene for teachers of young children. *Childhood education*, 7: 395-99, April 1931.

Speaking out of a wide experience of clinical work with young children, the author outlines the opportunities and the responsibilities of the school in meeting the behavior problems of children in the primary grades.

271. Tiebout, Harry M. Danger points in child-guidance clinic work. *Journal of educational sociology*, 4: 508-16, April 1931.

Discusses the cooperative relationship which must exist among psychiatrist, psychologist, pediatrician, and social worker in order to insure an integration of four points of view which shall be conducive to an understanding of the whole child. Also emphasizes the responsibility for remedial treatment which no clinic can dodge; therefore it must be manned by an adequately trained personnel which should be able both to diagnose and to prescribe.

272. Woods, Elizabeth L. A mental hygiene program in a public-school system. *Childhood education*, 7: 409-10, April 1931.

A brief summary of the activities of the Los Angeles, Calif., public schools in providing guidance facilities through the medium of special classes and clinical service.

See also nos. 241, 306-309, 452.

SPEECH DEFECTS

273. Blanton, Smiley. Stuttering. *Mental hygiene*, 15: 271-82, April 1931.

An analysis of the problem of stuttering, consideration of the different theories of causation, and treatment indicated.

274. Bryngelson, Bryng. Treatment of stuttering. *Journal of expression*, 5: 19-26, March 1931.

Describes a method of treatment which follows Travis' theory that "stuttering is due to a lack of a center of chief dominance of sufficient potency and complexity to integrate the movements of the apparatus involved in speech. The purpose of the treatment is to establish such a center of control." Outlines the steps of the method and the results secured from its use with 127 cases of stuttering over a period of 16 months.

275. Herren, B. Yorke. The effect of stuttering on voluntary movement. *Journal of experimental psychology*, 14: 289-98, June 1931.

Report of an attempt "to determine the extent and the nature of disturbances during stuttering in the voluntary activity of some muscle groups not directly concerned with

the production of speech . . . During stuttering not only is the speech mechanism, proper, blocked but also such extraspeech structures as the hands and feet. This would indicate that stuttering is due to, or causes, or accompanies a generalized motor blocking."

276. Kenyon, Elmer. The treatment of stammering. *Quarterly journal of speech*, 17: 226-35, April 1931.

An introduction to a nation-wide cooperative study of the treatment of stammering which is being undertaken by the recently organized American society for the study of disorders of speech. The author calls attention to the confusion of methods which prevail at present and to the need of joining forces in a cooperative undertaking directed toward a thorough analysis of procedures used in relation to the results attained.

277. West, Robert. A symposium on stuttering. *Quarterly journal of speech*, 17: 301-20, June 1931.

A report of the annual meeting of the American society for the study of disorders of speech held in December, 1930. The meeting was devoted to a symposium on stuttering, in which numerous individuals working in the field expressed their views as to cause and treatment of that difficulty. The various schools and methods of speech correction are represented.

SUBNORMAL AND BACKWARD

278. Butterfield, E. W. Two bright, six dull. *Illinois teacher*, 19: 398, 408-13, May 1931.

A plea for adequate attention to be given to those who are "school dull," but who have a real contribution to make to the world's work. "Public secondary schools are for all children between 12 and 18 years, and these children differ greatly in many abilities. The community has places for all these children, but for work in diverse fields."

279. Eriksen, Edith. A project combining social science and English for slow pupils. *Hawaii educational review*, 19: 202, 220-23, April 1931.

A suggestive account of a travel project used in the junior high school for pupils of low academic ability.

280. Hogoboom, Grace W. Remedial reading for the slow-learning pupils of the junior high school. *Educational research bulletin (Los Angeles, Calif.)*, 10: 13-16, April 1931.

An account of the work being done in a junior high school of Los Angeles to meet the needs of retarded children. Describes methods used and objectives sought. "If the slow-learning child is consistently carried through his three years of junior high school under such a régime, he will arrive at senior high school, not penalized, as some would have us think, but strengthened. He will have gained methods of attack, means of using his humble powers to their best advantage."

281. Kuenzel, Myra W. Case record system at the Vineland laboratory. *Training school bulletin*, 28: 41-52, May 1931.

A description of the equipment and procedure used in the organization of case-history files. Illustrative plates are included.

282. Mogridge, George. Institution for feeble-minded [Iowa] Midland schools, 45: 289-91, April 1931.

A description of the development, organization, methods of administration, and activities of the curriculum at the State school for the feeble-minded at Glenwood, Iowa. Written by the superintendent of the school.

283. Problems of mental deficiency. *Mental hygiene bulletin*, 9: 1, 4-5, 7, March 1931.

A reprint of the report of the committee of the White House conference on child health and protection dealing with the mentally handicapped. Shows the relation of mental deficiency to poverty and dependency, to crime and delinquency, and points out the responsibility of the community to develop an adequate educational and social program as a means of therapeutic prevention. Outlines a desirable program including identification, special educational provision and supervision, prevention of reproduction, and research.

284. Rabourn, Susie McD. W. English curriculum for pupils of low I. Q. *English journal*, 20: 449-54, June 1931.

"If we can keep in mind that we are dealing with pupils of low mentality, and with pupils who are slow because they have not mastered essentials; that they lack emotional

stability; and that social adjustment is as necessary as satisfactory accomplishment of subject matter, it is easy to objectivize the work in English—to change their attitude toward school duties; to teach them confidence, self-control, and better habits of studying, reading, listening, and talking." Emphasizes the need for drill on essentials, simple literature of life interest, and development of reading ability.

285. Special schools in Scotland. *Scottish educational journal*, 14: 732-34, June 19, 1931.

Presents the development of special schools for mental defectives in Scotland, their general organization, numbers and types of pupils enrolled, curriculum, and teacher preparation.

286. Sprague, Edith M. Some problems relating to the teaching of special classes in high-school English. *Educational research bulletin* (Los Angeles, Calif.), 10: 2-5, April 1931.

A general account of the provisions made in the Manual arts high school, Los Angeles, for the student who is unable to do the work of the regular English classes. Presents the factors involved in selection of pupils for the special class and the problems involved in meeting their difficulties.

287. Wilson, Frank T. Difficulty in the learning of shorthand characters by bright and dull children. *Journal of genetic psychology*, 39: 113-22, March 1931.

On the basis of a previous study, supplemented by additional cases introduced into the investigation, the author concludes that "for such learning as was represented by the requirements of recognizing these 26 shorthand characters, difficulty is a complex combination of various elements. . . . In the aspects examined it seems that bright and dull children differ only in degree and not in kind. There seems to be every suggestion in the data that this difference in degree is the important consideration. This investigation emphasizes once more the regularly repeated conclusion of every study of the learning progress of contrasted groups, that the fundamental problem of guidance is that of fitting the learning situation to the needs of individual learners."

288. Wright, Barbara H. The ones the school called dull. *School life*, 16: 149, April 1931.

A brief résumé of a follow-up study made of 175 special-class boys who had gone out of the Minneapolis schools. "One hundred and fifty-one of the 175 special-class boys were working and either paying board, giving all their earnings to their families, or supporting families of their own; only 24 were being supported by their families—not a bad record for boys definitely subnormal. . . . Good articulation between the school and industry requires that we give more care to suitable education for the thousands of young people who do not progress from the junior high school to the senior high school but from the junior high school to community living."

See also nos. 228, 451.

EDUCATIONAL PSYCHOLOGY

M. E. Haggerty

Assisted by Herbert A. Carroll, Ruth A. Merrill, Herbert Sorenson,
S. E. T. Lund, W. S. Miller, and A. C. Eurich

HEREDITY

289. Conrad, H. S. On kin resemblances in physique vs. intelligence. *Journal of educational psychology*, 22: 376-82, May 1931.

A significant study.

290. Krout, M. H. Heredity, environment, and developmental process. *Psychological review*, 38: 187-211, May 1931.

Review of literature, including 84 titles.

291. Pintner, Rudolf. Intelligence and month of birth. *Journal of applied psychology*, 15: 149-54, April 1931.

From a study of 4,925 cases the author concludes: "We have been unable to find any influence of the month of birth upon the IQ of our cases."

292. **Steckel, M. L.** Parental age and intelligence of offspring. *Journal of educational psychology*, 22: 212-20, March 1931.

Children of young parents tend to be less intelligent than children of more mature parents. Has a socio-economic basis.

293. **Streep, B.** A comparison of white and negro children in rhythm and consonance. *Journal of applied psychology*, 15: 53-71, February 1931.

Studied 637 white and 678 negro children. Negroes were slightly superior in the two phases of musical ability tested, perhaps not a racial difference. Used children of grades 3 to 6 in New York city, ages 8-12 years, giving Seashore tests.

A review of a master's thesis at Columbia university. Author has given 10 bibliographical titles, and lists problems for further study.

294. **Wilson, P. T., and Jones, H. E.** A study of the likesexed twins. I. The vital statistics and familial data of the sample. *Human biology*, 3: 107-32, February 1931.

INDIVIDUAL DIFFERENCES

295. **Carroll, Herbert A.** The effect of intelligence upon phonetic generalization. *Journal of applied psychology*, 15: 168-81, April 1931.

Bright children show a marked superiority over dull children in phonetic generalization ability.

296. **Asburn, W. J., and Bohan, B. J.** Enriching the curriculum for gifted children. New York, The Macmillan company, 1931. xiv, 422 p.

An excellent presentation of the principles underlying the construction of a curriculum for gifted children, accompanied by a discussion of methods of instruction.

297. **Rugg, Harold.** Self-cultivation and the creative art: issues and criteria. *Journal of educational psychology*, 22: 241-54, April 1931.

Concludes that representative art and creative art are two different things, and that both are necessary in our schools.

298. **Schott, E. L.** Superior intelligence in patients with nervous and mental illnesses. *Journal of abnormal and social psychology*, 26: 94-101, April-June 1931.

After a mental examination of 450 psychopathic patients, the writer concludes that intelligence and nervous instability are independent variables.

299. **Witty, P. A., and Lehman, H. C.** A study of vocational attitude and intelligence. *Elementary school journal*, 31: 735-46, June 1931.

The writers found that the dull boys tended to choose occupations indiscriminately, while the bright choose with greater care and, on the whole, aimed higher.

STUDIES RELATING TO CURRICULUM

300. **Davidson, Helen P.** An experimental study of bright, average, and dull children at the four-year mental level. Worcester, Mass., Clark university press, 1931. 119-289 p. (Genetic psychology monographs, vol. 9: nos. 3-4, March-April, 1931)

A study which tested the reading ability of a bright, average, and dull group of children all having a mental age of four years. The young bright group learned considerably more than the average group which in turn learned slightly more than the dull group.

301. **Greene, Edward B.** Effectiveness of various rates of silent reading of college students. *Journal of applied psychology*, 15: 214-27, April 1931.

The retention of college groups that studied the same topics in psychology was tested by reading the discussion to them at different rates which incidently brought about a time factor. The length of time devoted to study seemed more important than the rate of reading.

302. **Holmes, Eleanor.** Reading guided by questions versus careful reading and rereading without questions. *School review*, 39: 361-71, May 1931.

It was found that for both immediate and delayed recall, reading guided by questions was more effective than careful reading and rereading without them. Students in a teachers college were subjects in this experiment.

303. **Bemmers, H. H.** Typical points of view on learning presented to beginning students of education. *Journal of applied psychology*, 15: 155-67, April 1931.

Based on a questionnaire sent to members of the National society of college teachers of education. The psychological viewpoints and theories of learning held by those members which showed great diversity and little or no standardization were obtained and tabulated.

304. **Turney, Austin H.** The effect of frequent short objective tests upon the achievement of college students in educational psychology. *School and society*, 33: 760-62, June 6, 1931.

One group was tested frequently by short quizzes while a control group was not. By means of a pre-test and an end-test it was discovered that frequent quizzes not only stimulated learning but were liked by the students.

305. **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.

Compares errors and successes of bright and dull nine and twelve year old children in an exercise or contest in which two players "alternately draw either one or two from a given number of pieces with the object of winning the last piece." Comparative success is greater for the 12-year-old bright children over the dull 12-year olds, than correspondingly for the 9-year olds; and boys show greater superiority by bright-dull comparison than girls.

MENTAL HYGIENE

306. **Benson, Charles E., and Altener, Louise E.** Mental hygiene in teacher-training institutions in the United States. *Mental hygiene*, 15: 225-41, April 1931.

Contrasts the findings of the present teacher-training survey with those of Doctor Burnham's survey in 1919-20. Finds among other things that emphasis is shifting from the abnormal individual to the normal one, and that the individual is becoming the focus of attention to an even greater degree than before.

307. **Crothers, Bronson.** Mental hygiene problems of children with sensory-motor defects. *New England journal of medicine*, 204: 481-86, March 5, 1931.

Calls attention to the need of experimental analysis of the different methods of training defective children. Stresses the point that the defect is not the important factor, but rather the assets that are left to work with. The administration of the children's hospital of Boston is used in an illustrative manner.

308. **Line, W.** Mental factors that affect school abilities. *Mental hygiene*, 15: 255-62, April 1931.

The application of psychological principles to the mental hygiene of school subjects.

309. **Nelson, Louise.** A medical problem that became a psychological problem. *Mental hygiene*, 15: 242-54, April 1931.

A complete case history of one boy, including attempted treatment.

See also nos. 263-272, 700.

STATISTICS

310. **Bart, A. S.** The coefficient of correlation. *Journal of educational research*, 23: 55-60, January 1931.

311. **Foran, T. G.** A note on methods of measuring reliability. *Journal of educational psychology*, 22: 383-87, May 1931.

Data were collected to compare the method of obtaining the reliability of an entire test or scale for administering the same form of the test twice and the method of securing the correlation between two forms of the test. It is concluded that if allowances are made for differences in variability, reliability coefficients are higher for repetitions of the test than for similar forms.

312. **Garvey, C. B.** The sigmas of combined distributions calculated from sigmas, means, and frequencies of component distributions. *Journal of educational psychology*, 22: 307-10, April 1931.

313. Kellogg, Chester E., and Spence, K. W. A note on the standard errors of the standard errors of estimate and measurement. *Journal of educational psychology*, 22: 313-15, April 1931.

314. Shen, Eugene. A note on the definition of the harmonic mean. *Journal of educational psychology*, 22: 311-12, April 1931.

A definition of the harmonic mean is proposed as a special case of the weighted arithmetic mean where the weights are equal to the reciprocals of the measures.

315. Spearman, C. Sampling error of tetrad differences. *Journal of educational psychology*, 22: 388, May 1931.

GUIDANCE

(See also section, Vocational Education and Guidance)

316. Achilles, Paul S. Methods of conducting and recording vocational interviews. *Vocational guidance magazine*, 11: 303-08, April 1931.

Begins with a reminder of the purpose of interviewing in general and then includes a list of nine things which should be learned from an interview. These are discussed in detail.

317. Burr, Emily T. The vocational adjustment of the mentally defective. *Psychological clinic*, 20: 55-64, April 1931.

Certain tests are suggested for measuring their vocational aptitudes and many industrial opportunities are discussed. Significance of mental age and emotional instability are stressed, with the importance of studying individual differences. A section is also devoted to experiments in vocational adjustment being tried all over the country.

318. Hutcherson, George E. What experience should the counselor have? *Vocational guidance magazine*, 11: 339-40, May 1931.

A very short article which treats in a summary form what is generally considered necessary for a counselor in secondary education.

319. Johnston, J. B. Who should go to college? *Vocational guidance magazine*, 11: 309-15, April 1931.

The article gives a short statement of the present condition in colleges with respect to selection of students. Then follows a discussion of the prognostic value of the College ability tests as given at the University of Minnesota and something of the system of advice and guidance given in Minnesota to high-school seniors and college freshmen.

320. Kitson, Harry D. What general educational and specific training should a counselor have? *Vocational guidance magazine*, 11: 341-42, May 1931.

The purpose of this article is to stress the fact that vocational guidance is a profession in itself and requires specific training. A list of courses outlined by the National Vocational guidance association is included.

321. Langdon, Grace. Home guidance for young children. New York, John Day Co., 1931. 406 p.

Designed as a parents' handbook. Describes the desirable behavior of children and how parents can facilitate such behavior. The book is divided into three parts: (1) Educational beginnings; (2) educational aspects of the child's daily living; and (3) integration of educational experience. Problem cases are not discussed because the author feels that if proper guidance is given in the beginning stubborn problems will not arise.

322. Occupational research. *Vocational guidance magazine*, 11: 354-85, May 1931.

A series of short articles as follows: 1. Bennett, Lois: History of occupational research; 2. Corre, Mary P.: An outline of the program of the coordination plan; 3. Coordination committee—outlines used in preparing the occupation studies; 4. List of technical articles dealing with occupational studies and how to prepare them; 5. Bartlett, Ruth M.: Vocational guidance material used in 13 large city school systems: material secured by questionnaires; 6. Hingten, Josephine: Uses of occupational material in small towns and cities in Wisconsin, questionnaire; 7. Wright, Barbara A.: Need of constantly revising occupational pamphlets and suggestions as to how this is being done; 8. Hanne, Joseph V.: A review and criticism of certain occupational studies already done and an account of the writer's experience with the Kiwanis club in New York City.

9. Woodhouse, Chase Going: Organization of the women's professional relations and the need for the work it is doing. 10. Rankin, Paul T.: The place of research in a guidance program. 11. List of occupational studies recently published or in the process of publication.

323. Palmer, Emily G. Why pupils leave school. Vocational guidance magazine, 11: 295-303, April 1931.

An investigation carried on in California wherein was considered intelligence, nativity, parental education, economic status, etc. Conclusions are drawn and the necessary changes of school policy and procedure outlined.

324. Smith, Fred C. How guidance should affect the individual. Vocational guidance magazine, 11: 291-95, April 1931.

Guidance conceived not as a system but as to its effect on the individual. Main problem of guidance is to integrate its various functions.

325. Smith, Homer J. Vocational education in the secondary schools. Industrial arts and vocational education, 20: 177, May 1931.

Concerned for the most part with reasons why the secondary school is the logical place for industrial training, and a discussion of some of the changes that will have to be made in our school procedures. Also discusses the place of such school training in the community with respect to the special vocational schools already in the field.

326. Stuart, Milo H., and Morgan, DeWitt S. Guidance at work. New York, McGraw Hill book co., inc., 1931. 104 p.

The educational psychology and theory which are the bases of guidance are brought out in certain chapters of this book, which presents the results of a study of the problems of student guidance at the Arsenal technical school in Indianapolis. The faculty are unanimous in agreeing that guidance is their primary function and have turned every resource of the school to furthering that aim.

327. Town, Clara Harrison. An investigation of the adjustment of the feeble-minded in the community. Psychological clinic, 20: 42-54, April 1931.

A short résumé of the history and development of the treatment of feeble-minded all over the world is given. The study reported was done in New York upon those discharged from the Rome State school. Their adjustment was studied with relation to: (1) ability for self-support; (2) ability to regulate life without assistance; (3) ability to be law-abiding. Reasons for the failure of community replacement are suggested and an alternative program submitted.

328. Viteless, Morris S. Clinical problems in the vocational guidance of the mentally deficient. Psychological clinic, 20: 33-41, April 1931.

A short discussion stressing mainly the importance of making the method of their treatment the same as it is with normal children. The significance of the mental age as such is discussed. Two case studies are included.

See also nos. 625-691.

MENTAL TESTING

329. Banker, Howard J. Mental age distribution in school progress. Journal of educational research, 23: 273-79, April 1931.

Shows mental age curve from grade one through post-graduate years. Data are from numerous studies and are transmuted to equivalent "mental ages" by Kohs-Proctor norms. The author states that two opposing forces tend to raise the mean above the theoretical and depress the mean, selection, and cessation of mental growth, respectively. The latter begins to function at grade 10, being associated with the functional changes of adolescence.

330. Baumgartner, M. The correlation of direct suggestibility with certain character traits. Journal of applied psychology, 15: 1-15, February 1931.

Data show that suggestibility may be a desirable trait and seems to be a component of several eminently desirable traits. Correlations range from $-.28$ to $+.28$.

331. Conrad, H. S. The measurement of adult intelligence, and the requisites of a general intelligence test. Journal of social psychology, 2: 72-86, February 1931.

Discusses 24 "desiderata of a valid general intelligence test." Has 70 titles, drawing many of his criticisms, wholly destructive, from bibliographical sources.

332. Conrad, H. S., and Harris, D. The free association method and the measurement of intelligence. Berkeley, University of California, 1931. 45 p. (University of California. Publications in psychology. vol. 5.)

333. Farr, T. J. The intelligence and achievement of negro children. Education, 51: 491-95, April 1931.

Gave Illinois intelligence scale, Monroe standardized silent-reading test, and Monroe general-survey test in arithmetic to 200 negro children. A small per cent of negro children remain in school until they finish the eighth grade.

334. Hendrickson, G. A useful abbreviation of Army alpha. School and society, 33: 467-68, April 1931.

Author presents data that show a high reliability for an abbreviated Army alpha test.

335. Johnson, Guy B. A summary of negro scores on the Seashore music-talent tests. Journal of comparative psychology, 11: 383-93, April 1931.

Tested 3,300 negroes, compared with results found by Seashore. In pitch, negroes below whites except in grade 5. In sense of intensity, scores about equal; in grade 5 negroes superior. In sense of time, negro adults decidedly inferior, grade 8 not so inferior, grade 5 equals whites. In sense of rhythm, negroes excel, grade 5 excels most. In tonal memory, negroes were inferior.

336. Lincoln, E. A., and Shields, F. J. An age scale for the measurement of moral judgment. Journal of educational research, 23: 193-97, March 1931.

Discussion of Shields' moral-judgment examination. Has eight groups of tests in even-numbered years from 8 to 20. Tested over 1,300 cases of various ages and types. Finds, (1) There is a gradual development of moral judgment from childhood to maturity, (say that maturity is well over 16); (2) Environment and training have a marked effect on the moral judgment of boys and girls.

337. Pintner, Rudolf. A group intelligence test suitable for younger deaf children. Journal of educational psychology, 22: 360-63, May 1931.

Presents the new Pintner primary non-language mental test, published by the Bureau of publications, Teachers college, Columbia university. The test is administered by means of pantomime and examples on the blackboard, and is thus suitable for use with young deaf children. "The results so far obtained would seem to indicate that it is discriminative for ages 4 to 8, inclusive."

338. ——— Intelligence testing: Methods and results. 2d edition. New York, Henry Holt & company, inc., 1931. 555 p.

339. Polansky, S. The association factor in intelligence testing. Journal of educational psychology, 22: 321-34, May 1931.

A study of the importance of the factor of association as it influences rate of reply in a test.

340. Washburne, Carleton. Mental age and the arithmetic curriculum: A summary of the Committee of seven grade-placement investigation to date. Journal of educational research, 23: 210-31, March 1931.

The relation to mental age of ability to learn and retain various topics in arithmetic was tested. One of the conclusions is that a "child's preceding grasp of those facts and processes that enter into the new topic he is to study is even more important than the mental level he has reached."

See also no. 687.

JUNIOR COLLEGES

Walter Crosby Eells

ORGANIZATION AND ADMINISTRATION

341. Carpenter, W. W. Records of public junior colleges of Missouri. Peabody journal of education, 8: 348-61, May 1931.

Brief discussion of records forms as used in the eight public junior colleges of Missouri. Samples of 30 of these record forms are reproduced, dealing with individual pupils, pupils in groups, teachers, business procedure, and requests to alumni.

342. Dorsey, Susan M., *chairman*. Report of the California commission for the study of educational problems. Sacramento, Calif., State department of education, 1931. 2 vols.

Contains discussion of the present and future of junior colleges in California, five major recommendations, and considerable statistical and other supplementary and supporting material. For comments on the report see entry no. 345 by W. W. Kemp.

343. Hale, Wyatt W. Comparative holding power of junior colleges and regular four-year colleges. Bulletin of the American association of collegiate registrars, 6: 305-16, April 1931. 4 tables.

Reprint of article by same author in Phi delta kappa, October 1930.

344. Junior colleges. Journal of higher education, 2: 96-98, February, 1931.

A summary and discussion of recent junior college studies by Holy (Ohio), Eells (California), Reed and Marrs (Texas), and Hale on the junior college holding power.

345. Kemp, W. W. What price Lay Commission? Junior college journal, 1: 582-84, June 1931.

A criticism of the recommendations concerning junior colleges made by the California commission for the study of educational problems.

See no. 342.

346. Lawson, Fred. State aid for public junior colleges. Junior college journal, 1: 487-93, May 1931.

A detailed study of general junior-college legislation, special legislation as enacted in each of the states, and a summary of proposed legislation.

347. The problem of the small junior college. School review, 33: 250-52, April 1921. 2 tables.

Editorial discussion of the results stated by Clara M. Wallace in "Development of junior colleges in Iowa" in the Junior college journal, January, 1931, and of a somewhat similar study by L. A. Clark, of Alta, Iowa.

348. Segel, David. Prediction of success in junior college. Junior college journal, 1: 499-502, May 1931.

Deals with the prediction, by multiple correlation technique, of success of students at Long Beach junior college in mathematics and physical sciences, in English, in languages in social studies, and in general college success as determined from their high-school record, their total score on the Thurstone test, and their scores on the four sections of the Iowa high-school content examination.

349. Snyder, William H. The degree of Associate of arts. Abridged. California quarterly of secondary education, 6: 439, June 1931.

Advocates granting the title "Associate of arts" to graduates of all California junior colleges. A motion was unanimously carried by the junior-college section of the principals' convention at which the address was given, to recommend that this title be conferred on all their graduates.

350. Thurstone, L. L., and Thurstone, Thelma G. The 1930 psychological examination. Educational record, 12: 160-78, April 1931.

Contains data on the use of the American council examination in 137 colleges, including a number of junior colleges, especially a group of Michigan institutions; and Stephens college.

HISTORY AND STATUS

351. Accredited higher institutions. Educational record, 12: 179-98, April 1931.

Includes a list of 75 junior colleges in 26 states (196-98).

352. Boyce, W. T. The relation of the junior college to the Pacific coast association of collegiate registrars. Abridged. California quarterly of secondary education, 6: 437-39, June 1931.

Historical résumé since organization of the association in 1928. Twelve junior colleges were represented at the 1930 meeting. "If education to-day is in a dilemma, the junior college is near the center of the dilemma . . . Junior and senior colleges can better understand their respective functions if each understands better what the other is trying to do."

353. **Bells, Walter Crosby.** The junior college at the Detroit convention. *Junior college journal*, 1: 437-40, April 1931.

Report of junior college aspects of the department of superintendence of the National education association, and abstracts of addresses given by W. C. Bells, D. S. Campbell, F. L. Whitney, G. N. Kefauver, and J. M. Wood.

354. ——— Ten representative junior colleges. *Junior college journal*, 1: 552-54, June 1931.

A selection of 10 leading institutions by a jury composed of the editorial staff of the *Junior college journal* and all past presidents of the American association of junior colleges. Institutions selected, in order, were Stephens, Pasadena, Sacramento, John Tarleton, Joliet, Ward-Belmont, Kansas City, Los Angeles, Virginia Intermont, Chaffey, Grand Rapids, Gulf Park, Johnstown, Crane, Sarah Lawrence, Christian, and Phoenix.

355. **Palmer, Archie M.** For the improvement of college administration and instruction. *Bulletin of the association of American colleges*, 7: 294-96, May 1931.

Includes summary of course on junior-college organization and administration offered in American universities in the summer sessions of 1931.

356. **Ricciardi, Nicholas.** The junior college—a radio broadcast. *Junior college journal*, 1: 546-51, June 1931.

A series of questions and answers dealing with many phases of the junior college as broadcasted over the Pacific school of the air, March 9, 1931.

RELATION TO OTHER EDUCATIONAL UNITS

357. **Brown, B. Warren.** The significance to the churches of the junior college developments. *Bulletin of the association of American colleges*, 27: 259-80, May 1931.

Considers growth of the movement, claims of protagonists and threat to senior-college type, major social factors in junior-college movement, analysis of educational factors involved, and relation of church colleges to junior-college type. The junior college stands no closer to the local church, to the religious education work and church school, or to the summer conference work than does the senior college. On the other hand, it lacks the leadership, richness of offering, completeness of equipment, well-organized environment, financial and education solidarity, and a score of lesser qualities that characterize the senior college at its best.

358. **Douglass, Aubrey A.** Relation of the junior college to the four-year college. Abridged. *California quarterly of secondary education*, 6: 431-33, June 1931.

A detailed statistical study of the educational destination of high school and junior college graduates in California. "More than twice as many fully recommended students are attending the junior colleges as are enrolling in all the liberal-arts colleges in the state." Enrollments in liberal-arts colleges have shown little if any increase since 1927. "At first the high-school graduates dislike the idea of two more years in the local institution. When the junior college has been established 10 or 15 years, however, this feeling will, to a large extent, have disappeared."

359. **Weersing, Frederick J.** A deadlock in junior-college reorganization. *Junior college journal*, 1: 469-70, May 1931.

"Higher education and higher institutions generally are suffering from a kind of modern scholasticism, a pedantic formalism which the lower schools are in the process of discarding. Hence the dissension and lack of coordination apparent to all."

See also no. 467.

FUNCTIONS OF THE JUNIOR COLLEGE

360. **Chambers, H. H.** Efficiency of the junior college. *Texas outlook*, 15: 16, June 1931.

Summary of investigation of records of 631 students in 24 Texas junior colleges who transferred to senior colleges in 1928-29. Conclusions are: (1) The work of the junior colleges of Texas is up to standard; (2) the graduates of these schools are prepared to do a higher grade of work in senior college than those students who did their freshman and sophomore work in senior colleges; (3) there are fewer failures among the junior-college graduates than those who begin their college work in senior institutions.

361. Ganders, Harry S. The junior college. *New York State education*, 18: 823-27, April 1931.

An address before the Associated academic principals of New York. A consideration of the general progress of the junior college movement and its place in American education. Suggests that ultimately the secondary schools of the state may have to expand to do junior-college work. Suggests 10 questions to be answered before this new form of education should be adopted. Notes that "there has already been formed a national association of junior colleges, and a reputable periodical, *The Junior college journal*, is being published."

362. Hullfish, H. Gordon. The opportunity of the junior college. *Educational administration and supervision*, 17: 195-204, March 1931.

An address before the Division of higher education, Ohio State university. "If the junior college persists in its intention of functioning as a specific service institution for the graduate and professional schools, and of providing particularized training of a semiprofessional sort, at the same time professing to foster a liberal education, it is hardly the act of a pessimist to suggest that such a junior college will not make a lasting contribution to our educational progress. . . . The junior college seemingly has viewed itself as an educational service station. . . . Actually, its opportunity lies in another direction. It may reintroduce us to a tenable conception of a liberal education."

363. Lillard, Jeremiah B. The misconduct of modern youth. *Junior college journal*, 1: 405-07, April 1931.

"We need to develop our administrative machinery, and at the same time recognize the fact that this machinery is not an end in itself, but only a means for helping and better understanding the young men and women in our institutions."

364. Wahlquist, John T. The junior college and teaching efficiency. *Junior college journal*, 1: 479-80, May 1931.

"If the junior college succeeds in no other respect, it has been worth while because of the emphasis it has given to better teaching at the higher levels."

CURRICULUM

FRENCH

365. Schwartz, William Leonard. Past or present in teaching French? *Junior college journal*, 1: 433-36, April 1931.

Considers goals and methods in teaching junior-college French.

HOME ECONOMICS

366. Sutherland, Elizabeth. Home economics at Ward-Belmont school. *Junior college journal*, 1: 494-98, May 1931.

Outline of the content and significance of the home-economics curriculum of junior-college grade.

LAW

367. Bentley, Byron R. Business law in the junior college. *Junior college journal*, 1: 560-63, June 1931.

An outline of the two-year course as given at Los Angeles junior college.

ORIENTATION

368. The course in orientation at Northern Montana school. *Journal of higher education*, 2: 206-17, April 1931.

Outline of the course and evaluation of it as given to freshmen at this Montana junior college.

READING

369. Touton, Frank C., and Berry, Betty. Reading comprehension at the junior-college level. *California quarterly of secondary education*, 6: 245-51, April 1931.

An analysis of the amount, causes, and possibility of improvement of reading disability based upon the records of several thousand students at the University of Southern California.

SEMPROFESSIONAL

370. **Kearns, Kenneth M.** School service. *Junior college journal*, 1: 517-18, May 1931.

Outline of the terminal course for training school-administrative assistants at Los Angeles junior college.

371. **Paige, K. A.** Community recreation. *Junior college journal*, 1: 586-87, June 1931.

An outline of the terminal course designed to train leaders for community recreation service at Los Angeles junior college.

ZOOLOGY

372. **Bauer, H. L.** Introductory course in general zoology in California colleges and universities. *California quarterly of secondary education*, 6: 327-30, June 1931.

Report of a questionnaire investigation of 75 per cent of the California colleges, including junior colleges. Outlines a junior-college course in zoology.

LIBRARY

373. **Coulter, Edith M.** The functions of the junior-college library. *Junior college journal*, 1: 481-86, May 1931.

Considers the special functions and obligations of the junior-college library to the students, to the faculty, and to the community; the desirable qualifications of librarians; extent and variety of book collections; physical equipment; and future of the junior-college library.

374. **Hester, Edna A.** Books for junior colleges. Chicago, Ill., The American library association, 1931. 194 p.

A volume compiled by the librarian of Pomona (Calif.) junior college, giving a list of 3,811 titles of books and periodicals suitable for junior-college libraries as selected by the cooperation of many university, senior-college, and junior-college professors and librarians in all parts of the country. Special symbols indicate books that are recommended for first purchase and those that are of special value to teachers. Separate lists are given for general periodicals, reference books, and all subjects of the curriculum.

375. **Steele, Katherine.** The junior-college library. *Junior college journal*, 1: 584-85, June 1931.

Includes a bibliography of 29 titles dealing with the junior-college library.

376. **Stone, Ermine.** The Sarah Lawrence library. *Junior college journal*, 1: 514-15, May 1931.

Description of the new library and equipment of Sarah Lawrence college, New York.

See also no. 483.

BUILDINGS AND GROUNDS

377. **Hill, Merton E.** Chaffey junior-college building program. *Junior college journal*, 1: 535-39, June 1931.

The elevation, floor plans, and description of the new building for Chaffey junior college, Ontario, California.

STUDENTS AND STUDENT ACTIVITIES

378. **Eells, Walter Crosby, and Jones, Hally F.** Higher education aspirations of California junior-college students. *California quarterly of secondary education*, 6: 239-44, April 1931.

Reports the proportion of 9,232 California junior college students expecting to enter each of the principal colleges and universities in the state and average Thurstone and Iowa test scores for the different groups. Introductory note by the editor discusses the significance of the data presented.

379. Frost, Inez. The yearbook of the junior college. Junior college journal, 1: 427-28, April 1931.

Value and methods of financing a junior-college annual.

380. Gilbert, Luther C. Activities of junior-college transfers. Junior college journal, 1: 418-26, April 1931.

A comparison of extent of participation in student activities of junior-college graduates attending the University of California and of students who had their entire course at the university. Based on study of 276 cases.

381. Hammond, D. K. The junior-college honor society—state and national. California quarterly of secondary education, 6: 441, June 1931.

Phi theta kappa has 39 chapters in the country. Conditions for membership outlined. There are honor societies in 16 California junior colleges. "In Santa Ana we have discovered so far no serious disadvantages in maintaining both organizations. Eventually Phi theta kappa can and should supplant the state society."

382. Miller, William Robert, ed. First the blade. Vol. 4. San Bernardino, Calif., San Bernardino Valley union junior college, 1931. 86 p.

California intercollegiate anthology of verse, containing 74 poems by student authors, selected from nearly a thousand submitted for publication. Represents 15 California junior colleges and 16 other institutions of collegiate grade.

383. Noffsinger, H. G. Sororities voted out. Junior college journal, 1: 515-16, May 1931.

Action of the students in abolishing sororities at Virginia Intermont college, Virginia.

See also nos. 485-492.

POPULARIZING JUNIOR COLLEGES

384. Robbins, C. L. Junior colleges and adult education. Junior college journal, 1: 555-59, June 1931.

Opportunity for extension work, even in the smaller institutions. Discusses possible organization, cooperating agencies, financial support, and types of activities.

TERMINAL

385. Davis, Raymond E. Semiprofessional curricula in junior colleges. Abridged. California quarterly of secondary education, 6: 484-87, June 1931.

"So far as the public junior college is concerned, I believe that it would the more quickly reach its place in the sun if it should abandon entirely the academic work of the lower division of the university and devote its entire attention to the work of semi-professional training."

SPECIAL TYPES

PRIVATE JUNIOR COLLEGES

386. Kelly, Robert L., and Anderson, Ruth E., comps. [Junior colleges] in Christian education: handbook for 1931. New York city, Council of church boards of education in the United States, 1931. 590 p.

Contains lists of junior colleges affiliated with each denomination, p. 252-67; list of teachers of Bible and religion in junior colleges, p. 389-92; standards for junior colleges, p. 410-20; and statistics for individual institutions, p. 472-79. "The 70 junior colleges enrolled 13,029 students and had a faculty of 979 teachers last year. Their grounds and buildings are appraised at \$19,036,816, and their productive funds amount to \$6,605,272, a per capita endowment of \$610. They have an indebtedness of \$2,962,552, while their total expenditures for 1929-30 came to \$4,380,406."

387. Lee, Edgar D. Contributions of the private junior college. Junior college journal, 1: 533-34, June 1931.

Discusses four distinct advantages possessed by the junior college under private control.

JUNIOR COLLEGES BY STATES

ALASKA

388. Henderson, Lester D. Should Alaska establish junior colleges? *Junior college journal*, 1: 408-17, April 1931.

Considers geographical conditions, educational conditions, junior-college needs, possible enrollment, courses, faculty, buildings, and finance. Concludes that junior colleges at Ketchikan and Juneau would be feasible and desirable for Alaska.

CALIFORNIA

389. Eells, Walter Crosby. The success of the public junior college in California. *Journal of the American association of university women*, 24: 117-21, April 1931.

A consideration of significant developments in California from the standpoint of the popularizing, preparatory, terminal, and guidance functions.

390. Hill, Merton E. Chaffey schools meet varied demands. *Journal of education*, 23: 347-48, March 30, 1931.

History and description of the work at Chaffey junior college at Ontario, Calif., especially in its Americanization, extension, and agricultural work.

391. Howard, Lowry S. The story of Menlo. Menlo Park, Calif. Menlo junior college, 1931. 23 p.

A little book giving the history of Menlo school and junior college, the objectives of the trustees in reorganizing the institution, and plans for its future development.

392. Kersey, Vierling. [Junior colleges.] In Biennial report of the State department of education, State of California, 1929-30. Part I. Sacramento, Calif., State department of education, 1931. 231 p.

Contains numerous references to junior colleges, their growth, legal status, problems and prospects by Superintendent Kersey, Nicholas Ricciardi, and others, on pages 26, 39, 43, 47, 53, 63, 85, 87, 118, 136-137, 197, 201.

ILLINOIS

393. Deam, Thomas M. Evolution of the Joliet junior college. *Junior college journal*, 1: 429-32, April 1931.

Contains details of early history of the first public junior college in the country which is still in existence.

KANSAS

394. Junior colleges showing gains. *Journal of education*, 113: 588, June 1, 1931.

Statistics of growth of junior colleges in Kansas.

MISSOURI

395. Coursault, J. H. Junior colleges in Missouri. *Junior college journal*, 1: 471-78, May 1931.

A general treatment of the development of both public and private junior colleges in Missouri, methods of accrediting, enrollment data and prospects and problems of the future in the State.

NORTH DAKOTA

396. Lawson, Fred. New law for North Dakota. *Junior college journal*, 1: 513-14, May 1931.

Analysis of the legislation passed in 1931, authorizing establishment of junior colleges in cities of over 10,000 inhabitants.

WASHINGTON

397. Littell, C. L. Junior college law for state of Washington. *Junior college journal*, 1: 579-82, June 1931.

A criticism of the article "Proposed junior college law for Washington" as published in the *Junior college journal* for March, 1931.

WYOMING

398. **Winchell, Karl F.** Junior colleges in Wyoming. *Junior college journal*, 1: 540-45, June 1931.

A study of the higher-education needs and opportunities for the state of Wyoming. Concludes that four or five junior colleges are needed in the areas centering in Cheyenne, Casper, Sheridan, and Rock Springs.

FOREIGN

399. At the benediction of the New Athens site. *Missionary herald*, 127: 208-9, 229, May 1931. 4 illustrations.

An account of exercises, and extracts from addresses given at the dedication of the new site of the American junior college for girls near Athens, Greece.

EDUCATION OF TEACHERS

E. S. Evenden

Assisted by Guy C. Gamble, Marjorie Simonson

GENERAL REFERENCES

400. **Ayer, Adelaide.** Learning educational principles through experience. *Educational administration and supervision*, 17: 357-62, May 1931.

A description of student training at State teachers' college, Milwaukee, Wis.

401. **Blauch, L. E.** An early normal college in the South. *Peabody journal of education*, 8: 297-304, March 1931.

A pioneering effort in teacher training in North Carolina.

402. **Bonser, Frederick G.** Needed changes in teacher training. *Progressive education*, 8: 271-79, March 1931.

A plea for teacher-training institutions to throw off obstructive traditions and to work out for themselves a new philosophy of education in accordance with present needs and the trends that seem best for the future.

403. **Brown, H. A.** Building a profession of education through improved teacher preparation. *School and society*, 33: 545-56, April 25, 1931.

A survey of the trends inductive to higher education of teachers with suggestions for the improvement of teacher-training programs.

404. ——— Some next steps in the preparation of teachers. *Educational administration and supervision*, 17: 161-82, March 1931.

The next position of five steps that are desirable in the preparation of teachers.

405. **Dearborn, Ned H.** Achievements in teacher training, 1929-1930. *Educational administration and supervision*, 17: 263-68, April 1931.

A compilation of the reports of 104 presidents replying to the question, "What is the most significant educational achievement in your school during 1929-1930?"

406. **Donovan, H. L.** A teachers'-college program for 1931. *Peabody journal National education association*, 20: 131-32, April 1931.

Ideals and goals of a Kentucky teacher-training institution.

407. **Evenden, E. S.** New standards of teacher training. *Journal of the National educational association*, 20: 131-32, April 1931.

A discussion together with recommendations for the improvement of standards of teacher training.

408. **Flowers, John G.** Organization of teacher-training program. *Educational administration and supervision*, 17: 362-67, May 1931.

A description of the general organization of the teacher-training program of the New Jersey State teachers' college, Montclair.

409. **Gist, Arthur S.** Important points of view in teacher training. *Educational administration and supervision*, 17: 269-78, April 1931.

A discussion of the four phases of the problem of teacher training: (a) Necessary teaching qualities which each individual possesses on entering a training institution; (b)

through academic and professional courses; (c) practice teaching in which public school conditions prevail; (d) follow-up plans to insure the success of the inexperienced teacher.

410. **Horn, Ernest.** The training of teachers for a progressive educational program. National council of primary education, 14: 11-16, April 1931.

An address given for the National council of childhood education, February 23-25, 1931, Detroit, Mich.

411. **Judd, C. H.** The training of teachers for a progressive educational program. Elementary school journal, 31: 576-84, April 1931.

This article is a defense of modern "unprogressive" education. The arguments presented are refutations of certain well-known tenets of progressive education. In addition, the author proposes a few new tenets for a new type of progressive education. In the opinion of the writer elementary teachers should find in this article certain important warnings relative to progressive education and a statement of certain values inherent in modern "unprogressive" education.

412. **Kilpatrick, William H.** The training of teachers for a progressive educational program. Bulletin, National council of primary education, 14: 16-22, April 1931.

An address given before the National council of childhood education, February 23-25, 1931, Detroit, Mich.

413. **MacDonald, Adrian.** Cultural backgrounds for teachers in training. English journal, 20: 400-06, May 1931.

A plan "to overcome intellectual reticence" by thorough organization of the expressive side of teaching and the extension of the seminar method of instruction.

414. **Morrison, J. Cayce.** The training of teachers for a progressive educational program. National council of primary education, 14: 22-23, April 1931.

An address given before the National council of childhood education, February 23-25, 1931, Detroit, Mich.

415. **Newlon, Jesse H.** The training of teachers for a progressive educational program. Bulletin, National council of primary education, 14: 1-6, April 1931.

An address given before the National council of childhood education, February 23-25, 1931, Detroit, Mich.

416. **Pollitzer, Margaret.** Growing teachers for our schools. Progressive education, 28: 247-50, March 1931.

An interpretation of the creative teacher in the new school.

417. **Roberts, Alexander C.** Teacher-training needs in California. School and society, 33: 423-26, March 28, 1931.

Next position of the six needs of California teacher-training institutions: Better facilities, better curricula, more adequate housing, better understanding of the functions of teachers colleges, better certification delimitations, and better study of proper relationships.

418. **Spaulding, Frank E.** Practicing the principles we preach. Progressive education, 8: 267-70, March 1931.

A description of the Department of education of the Yale graduate school.

419. **Steere, H. J.** The developmental trends of teachers colleges. Educational administration and supervision, 17: 191-94, March 1931.

A plea for specific professionalized training of teachers.

420. **Threlkeld, A. L.** The training of teachers for a progressive educational program. Bulletin, National council of primary education, 14: 23-27, April 1931.

An address given before the National council of childhood education, February 23-25, 1931, Detroit, Mich.

421. **Withers, John W.** Important problems for research in the education of teachers. School and society, 33: 613-17, May 9, 1931.

Address before the general session of the Department of superintendence, Detroit, Mich., February 25, 1931.

422. **Zachry, Caroline B.** Personality adjustment and teacher-training. Progressive education, 8: 261-63, March 1931.

A plea for readjustment of teacher-training curricula so as to provide for personality development.

See also nos. 306, 606.

SUPPLY AND DEMAND

423. **Mullins, Virgil B.** A summary of a five-year study of placement at Indiana State teachers college. *Teachers college journal*, 2: 131-38, May 1931. Placement phases of the supply and demand problem in Indiana.

ADMINISTRATION AND SUPERVISION

424. **Clish, Herbert.** Cooperation between training institutions and school systems. *Educational administration and supervision*, 17: 340-42, May 1931.

Comments on paper read by William C. Bagley, "The place of applied philosophy in judging student teaching," before the Supervisors of student teaching at the Detroit meeting, February 23 and 24, 1931.

425. **Ludeman, Walter W.** Certain influences in teachers college standardization. *Peabody journal of education*, 8: 362-70, May 1931.

A discussion of the history of accreditation of teacher-training institutions and the trends toward standardization and practices.

426. **McNeil, Mellicent.** A comparative study of entrance to teacher-training institutions. New York, N. Y., Teachers college, Columbia university, 1930. 104 p.

A recent study tracing the history of requirements for entrance in teacher-training institutions in various European countries, Australia, New Zealand, Canada, and United States.

427. **Sangren, Paul V.** The scholarship of faculties in American teachers' colleges and normal schools. *School and society*, 33: 642-44, May 9, 1931.

A status of scholarship of faculties in American teachers colleges and normal schools as exemplified by authorship and scholastic productivity.

METHODS OF INSTRUCTION

428. **Ayer, Adelaide M.** Freedom for the student teacher. *Progressive education*, 8: 256-60, March 1931.

A discussion of the Milwaukee plan of developing integration of work and self-activity among student teachers.

429. **Cordrey, Everett E.** Attempts to improve college instruction in teachers' colleges. *Peabody journal of education*, 8: 282-90, March 1931.

A description of attempts to improve college instruction in teacher-training institutions.

430. **Martin, John E.** Are methods overemphasized in teacher training? *Virginia journal of education*, 24: 319-21, April 1931.

An analysis and comments on the preparation of a typical group of teachers in a Virginia city school system.

431. **Mitchell, Lucy Sprague.** A cooperative school for student teachers. *Progressive education*, 8: 251-55, March 1931.

A discussion of the cooperative school-room method of providing training in practice schools for student teaching.

432. **Stratemeyer, Florence B.** Guiding the student-teacher in the development and use of "principles." *Educational administration and supervision*, 17: 346-50, May 1931.

The need for student teachers to develop guiding principles, which form the beginning of their own philosophy of education.

433. The relation of general to professional education of teachers. *In Department of superintendence of the National education association. Ninth Yearbook, 1931. p. 253-75. Washington, D. C., The Department, 1931.*

A report of the Committee on the economic status of the teacher, B. R. Buckingham, chairman. Discusses the problems of supply and demand, functions of teacher education, and the principles underlying the solution of problems related to the general and professional education of teachers.

434. **Ullman, R. E.** The prognostic value of certain factors related to teaching success. *Ann Arbor, Mich., University of Michigan, 1931.*

Doctor's dissertation

STUDENT TEACHING

435. **Anthony, Katherine M.** The development of student teaching. Virginia teacher, 12: 98-100, April 1931.
An historical presentation of the development of student teaching at State teachers college, Harrisonburg, Va.
436. ——— The Harrisonburg program. Educational administration and supervision, 17: 351-57, May 1931.
A description of the training of student teachers at Harrisonburg, Va.
437. **Bagley, William C.** The place of applied philosophy in judging student teaching. Educational administration and supervision, 17: 330-35, May 1931.
A plea for the use of subjective tests as well as objective tests in judging student teaching.
438. **Douglass, Harl B.** Methods of student-teacher rating. Educational administration and supervision, 17: 342-45, May 1931.
A description of the use of the detailed check list for the purpose of diagnosing teacher procedures and effectiveness.
439. **Engleman, J. O.** The place of objective standards in judging student teaching. Educational administration and supervision, 17: 321-29, May 1931.
A plea for the use of subjective tests as well as objective tests in judging student teaching.
440. **Mead, A. R.** Progress in the study of laboratory school work for the preparation of teachers. Educational administration and supervision, 17: 370-75, May 1931.
A committee report on progress made in the study of laboratory school work for the preparation of teachers.

CURRICULUM

441. **Bruce, William F.** The place of philosophy in teacher-training programs. Educational administration and supervision, 17: 213-23, March 1931.
Philosophy and its place in the curricula of training teachers.
442. **Cairns, W. D.** The training of teachers of mathematics with special reference to the relation of mathematics to modern thought. Mathematics teacher, 24: 269-76, May 1931.
An address given at the annual banquet at the National council of teachers of mathematics at Detroit, Mich., February 21, 1931. A plea for the extension of educational horizons of teachers of mathematics.
443. **Carrothers, George E.** Selection of optimum candidates for high-school teaching. High-school quarterly, 19: 151-62, April 1931.
A plan for an effective program in selecting candidates for high-school teacher training.
444. **Davidson, H. Carter.** Our college curriculum in English. English journal, 20: 407-20, May 1931.
A statistical survey of current practices in English curricular construction and proposal for an ideal curriculum in the teaching of English.
445. **Gavit, John Palmer.** Lo, the poor college? Progressive education, 8: 264-66, March 1931.
A description of the conference on curriculum for the college of liberal arts held under the auspices of Rollins college at Winter Park, Fla., January 1931.
446. **Grinnell, J. E.** Securing adequate training for junior high-school teachers. Educational administration and supervision, 17: 279-86, April 1931.
An inquiry into the provisions for training of students with junior high-school-teaching in view.
447. **Réymert, Martin L., and Arnold, H. J.** Survey of conditions and facilities for the teaching of psychology in the State of Ohio. Psychological bulletin, 28: 342-66, May 1931.
Report of the study undertaken by the psychology section of the Ohio college association. Data are given concerning personnel of the psychology department and material.

448. **Sayers, E. V.** Some considerations preliminary to the building of an integrated education course. *Educational administration and supervision*, 17: 287-93, April 1931.

An article proposing unification of the several courses ordinarily known as Education.

449. **Schaaf, William L.** Mathematics for junior high-school teachers. Richmond, Va., Johnson publishing company, 1931. xiii, 439 p.

Considers subject matter, pertinent backgrounds, educational values, and teaching procedures in connection with each of the following: Direct measurement, geometry of form, geometry of size and position, demonstrative geometry, numerical trigonometry, graphic representation, arithmetic in home, arithmetic of community, arithmetic in business, money and banking, investments, insurance, directed numbers, the formula, principles of algebra, the function concept, roots and powers, and problem solving. A teacher-training textbook for mathematics department in preparing secondary teachers.

450. **Ullrich, Fred T.** Science instruction in four-year curriculums for prospective elementary-school teachers. *Elementary school journal*, 31: 697-707, May 1931.

A survey of the opinions of various college and normal-school administrators in regard to the construction and modification of curricula in science for students who expect to complete four years of study in elementary education.

451. **Wallin, J. E. Wallace.** The Baltimore plan of training special-class teachers and other workers in the field of special education. *Elementary school journal*, 31: 607-18, April 1931.

Outlines the principles in operation regarding general requirements for election as a special-class teacher, salaries of teachers thus elected, and accepted training courses which may have bearing on salary schedule.

452. **Zachry, Caroline B.** Mental hygiene in a teacher-training program. *Childhood education*, 7: 409-10, April 1931.

A justification of a program of mental hygiene in a teacher-training program with its implied effects on curricula and personnel.

TRAINING FOR SPECIAL TYPES OF TEACHERS

453. **Boas, Belle.** Teaching of principles to art students. *Educational administration and supervision*, 17: 367-69, May 1931.

A description of the development of creative power and the growth of appreciation.

454. **Dykema, Peter W.** How shall we train our teachers? *Chicago schools journal*, 13: 320-22, March 1931.

A discussion of the selection of students to be trained for teaching music, and the training, in public-school work.

455. **Fediaevsky, Vera.** Kindergarten teachers' training in Soviet Russia. *Childhood education*, 7: 487-91, May 1931.

A description of the teacher-training program of kindergarten teachers in Soviet Russia.

456. **Punke, Harold H.** Professional organizations of teachers in Germany. *Elementary school journal*, 31: 514-23, March 1931.

A description of the German teachers union and the operation of the local unit in the State of Hamburg.

TEACHER-TRAINING SCHOOL BUILDINGS

457. **Judd, Charles H.** The graduate building, School of education. *University record*, 17: 112-15, April 1931.

Address given at the laying of the corner stone of the new graduate building, School of education, Chicago, Illinois, January 22, 1931. An historical presentation of the University of Chicago, School of education, with plans for its future.

TRAINING-IN-SERVICE

458. Garretson, Oliver Kelleam. In-service training of teachers in high schools in Oklahoma. School review, 39: 449-60, June 1931.

Based on 64 replies to a check-list covering five groups of activities. Classroom visitation and demonstration teaching, teachers' meetings, additional college preparation, professional reading, and experimentation and publication.

459. Institute for administrative officers of higher institutions. The training of college teachers, including their preliminary preparation and in-service improvement; edited by W. S. Gray. Chicago, Ill., The University of Chicago press, 1930. 242 p.

A series of discussions by college administrators and instructors on the pre-service and in-service training of college teachers.

COLLEGES, UNIVERSITIES, AND GRADUATE SCHOOLS

Arthur J. Klein

Assisted by M. M. Chambers

GENERAL REFERENCES

460. Boardman, H. S. The arts college in a State university. *In Transactions and proceedings of the National association of State universities*, 1930. p. 123-128.

Discusses the functions and relations of the arts college in a State university. The statement of these functions and relations is prefaced by a historical sketch of the development of higher education in the United States. In this sketch, naturally, a prominent place is given to the land-grant colleges. The writer conceives the functions of the arts college in the State university to be two, viz: Service to other colleges; and the development of its own curriculum.

461. Clark, Judith. Education at the college level for marriage, parenthood, and family life. *Journal of the American association of university women*, 24: 182-35, April 1931.

Reports the results of a survey which shows lack of provision for development of personality at the college level. The suggested remedies include: general administrative attitude, health service, orientation courses, observation of children, redirection of curricular courses, and redirection of extracurricular activities.

462. Crawford, Albert Beecher. Too much knowledge. *Educational record*, 12: 144-59, April 1931.

Thinks there is too much division of subject matter for undergraduates, caused by specialization in narrow fields on the part of instructors; the humanities have been dehumanized; too many young professors are forced, in order to win promotion, to consider publication first and teaching second; there should be two kinds of instructors: "teachers" and "scholars"; and liberal arts colleges should not become vocational schools, but should be cultural institutions.

463. Eurich, Alvin C., ed. The changing educational world. Minneapolis, Minn., University of Minnesota press, 1931. 311 p.

This series of papers read on the occasion of the twenty-fifth anniversary of the College of education of the University of Minnesota comprises twenty-five chapters, by nearly as many authors, grouped into the following five major divisions: Education and the new world; The University school of education; Educational trends; Educational pioneering in Minnesota; and The College of education at the University of Minnesota. Of especial interest to students of higher education is the second division, a stimulating symposium by M. G. Neale, C. H. Judd, W. C. Bagley, and M. E. Haggerty. The same is true of L. D. Coffman's paper "Educational trends in a university," and the editor's final chapter, "Training doctors of philosophy in education."

464. Kane, Thomas F. Report of the delegate to the National conference of Canadian universities. *In Transactions and proceedings of the National association of State universities, 1930.* p. 72-75.

President Kane of the University of North Dakota spoke chiefly of public relationships but also regarding points of difference between the American association and the Canadian association of universities, namely: the Canadian association is not limited in membership to State institutions, and is not an association of university presidents solely, being represented also by deans or even professors.

465. Potthoff, Edward F. Who goes to college? *Journal of higher education, 2: 204-97, June 1931.*

This article shows the selective character of education at the collegiate level. Increased enrollment in colleges and universities from 1890 to 1928 was 613 per cent, while increased population for the same period was 92 per cent. In 1890, 2.4 per cent of those of college age entered a university. In 1928, 11.8 per cent entered college. The selective character depended upon 3 factors: occupation of fathers, mortality of fathers, and the university training of fathers. A table showed that the wealthiest occupational group, the proprietors, comprised 7.8 per cent of the population, but 42.3 per cent of all students entering the university. The opportunity for securing a college education was conditioned markedly by the occupational status of the father.

466. Rees, Robert I. The needs of business for college graduates. *In Transactions and proceedings of the National association of State universities, 1930.* p. 89-99.

The author, chairman of a committee of the American management association, discussed seven essentials in determining the needs of business for college-trained men. Accurate data are not available for prognosis purposes, hiring being on the basis of immediate demand. There is no shortage now nor likely to be during the next decade. There is a need, however, for more engineers than are now being graduated annually. Discusses also the chances of college-trained men for success in business organizations.

467. Sproul, Robert Gordon. Inaugural address as president of the University of California. *Educational record, 12: 104-124, April 1931.*

President Sproul, in this inaugural address, recites the history of the founding of the University of California; cites the advantages of a single State university, but points out that the State university should not necessarily be the only State institution of higher education; discusses the problem of higher education as a community, economic, and psychological problem; mentions the effect of tradition and the need to stimulate scientific attitude towards progress.

468. Vinson, Robert E. The emerging American university. Columbus, Ohio state university press, 1931. 16 p.

An address on Scholarship day at the Ohio State university. Surveyed the current chaotic condition of American higher education. Four factors are involved: a heterogeneous, conglomerate life; vocational and professional demands; an expanding universal secondary education; and a growing consciousness of native strength to face for the first time our own educational problems. He thinks an American system is emerging, and as supporting evidence he points to the differentiation of functions in the junior and senior divisions; to the professional schools requiring 2 years of college work; to the 2 universities that have ceased instruction on the lower level; and to the fact that "The old self-satisfaction is giving way slowly to reflection and becoming humility."

469. Wallace, M. W. The representative from the National conference of Canadian universities. *In Transactions and proceedings of the National association of State universities, 1930.* p. 75-79.

The principal of University college, University of Toronto, discussed the problems of Canadian universities, and made clear that these problems are quite the same as those in American institutions. He mentioned, for example, the immaturity of our students going to Europe for graduate study as compared with the better students of European universities. This difference is due to the lateness with which our students begin their secondary education.

See also no. 301, 319, 444-445.

ADMINISTRATION

470. **Chambers, M. M.** Conflicting theories of social control of higher education. *Phi delta kappa*, 13: 186-92, April 1931.

A discussion of the theory of higher education as a subdivision of the executive branch of the State government, which underlies the current practice in State administration of higher education in a majority of the States; The theory of higher education as an independent function of government coordinate with the executive, legislative, and judicial functions, which is now practiced in a few States; and the theory of higher education as a function of society, coordinate with government and industry.

471. ——— Law and administration. *Journal of higher education*, 2: 195-203, April 1931.

The author sets forth some court decisions dealing with the administration of college dormitories, with reference to the means of financing construction, the maintenance of proper discipline therein, and the tort liability of the institution for injuries to students resulting from housing conditions.

STANDARDS

472. **Boyd, Paul P.** Standards and standardizing. *Journal of higher education*, 2: 247-53, May 1931.

A report as to how standards are met or not met and some criticisms on faculty, teaching, class size, length of high-school year, and college marking. Raises question of reducing standards to a few, such as good buildings, good equipment, good teachers, good administration, with no minute specifications as to class size or teaching loads.

473. **Capen, Samuel P.** The principles which should govern standards and accrediting practices. *Educational record*, 12: 93-103, April 1931.

The philosophy of education has changed, and further changes may be expected; therefore standards should be changeable. "A standard is a law" that may be enforced by an extra-legal agency. But standards of accrediting agencies are too inflexible and tend to be detrimental in that there are no "principles" back of them. Publicity against malpractice is better than prescriptions. Standards of accrediting agencies are not educational standards at all. Educational principles should alone be criteria for judging worth of educational institutions.

TEACHING

474. **Brown, Edwin J., and Baldwin, Maxele.** The term paper in college. *Educational administration and supervision*, 17: 306-13, April 1931.

This is a summary of a questionnaire sent to 150 junior and senior students in Kansas State teachers college and to 25 faculty members. The data of this report have no importance except as they may be considered suggestive. The faculty give term papers to increase the student's knowledge in a special field, to arouse interest, and to develop a technique of research.

475. **Hullfish, H. Gordon.** The student rates the teacher—officially. *Educational administration and supervision*, 17: 314-16, April 1931.

"Wherever students gather, there instructors are rated." At present it is not uncommon to gather student judgment. "The whole procedure, however, is fraught with dangers. If the students are not forced to sign their names to their ratings, personal animosities may easily enter the picture. If they are forced to accompany their ratings with a signature, there can be little hope that students will speak frankly to one who has final authority in giving them a grade." Unless the technique can be used to improve teaching that is already going on, it is doubtful that it should be used at all. Two other criticisms are raised. The article tends to show student rating of no great value.

476. **Root, Alfred B.** Student ratings of teachers. *Journal of higher education*, 2: 311-16, June 1931.

Presents an account of the development of a new type of rating scale of teachers by students. In interpreting adverse criticism of the instructor on the basis of this critique a definite relationship has been shown to exist between lack of school success and the item criticizing the type of examinations given by the instructor. It seems possible for the instructor to get valuable information from the students' opinions and attitudes as revealed by this critique.

See also no. 459.

CURRICULUM SUBJECTS

477. **Bennion, Milton.** Orientation through social ethics. *Journal of higher education*, 2: 255-58, May 1931.

A consideration of the value of social ethics as an orientation course at University of Utah for college freshmen. Main objective to develop creative thinking, with main object of development bases for moral and social obligation. Stresses human conservation and responsibility of individual as citizen.

478. **Bergen, L. M., and others.** Objectives of science teaching. *School science and mathematics*, 31: 550-59, May 1931.

Some objectives set up by a group of students taught by Prof. Ira C. Davis during the Summer of 1930 at the University of Wisconsin.

479. **Cederstrom, J. A.** Gains of the highest and lowest. *Journal of higher education*, 2: 320-24, June 1931.

Describes an attempt made to measure the gains in information made by college students in a semester's course in zoology. The results revealed that the students having the highest initial attainments tend to make lower gains than those having the lowest initial attainments, but in spite of their somewhat greater gain, the lowest 10 per cent can not reach the final attainment of those having the better start. This conclusion is in direct contrast to the rather commonly held notion that many college students who know most about a subject tend to gain most from the study of it.

480. **Downing, Elliot R.** Methods in science teaching. *Journal of higher education*, 2: 316-20, June 1931.

This article summarizes 15 investigations of the Demonstration method *versus* the Laboratory method in the teaching of science. The measure was made through immediate and delayed tests given in terms of four major headings: what was the purpose of the experiment? What does the experiment prove? What happened in the experiment, and how was the apparatus set up? The Demonstration method proved superior in the first two of these major headings.

481. **McPherson, William.** The history of the department of chemistry of Ohio State university. *Journal of chemical education*, 8: 640-51, April 1931.

The growth of the department of chemistry with respect to buildings, equipment, and number of students enrolled is given from the time the institution was established in 1872.

482. **Miller, E. L.** College-entrance requirements in English. *North central association quarterly*, 5: 553-69, March 1931.

"The high-school course in English should be organized primarily with reference to basic and social needs." Time devoted to English in grades 7-12 should not be less than 5 units. The rest of the report is given to division of composition from literature, composition aims, school situations demanding oral and written expression as well as life situations, plan for maintaining school standards in English, literature aims, results of literature study, individualization, and flexible courses.

483. **Palmer, Ardie M.** Summer opportunities. *Journal of higher education*, 2: 331-37, June 1931.

A review of the offerings of courses in higher education by the universities of the country during their summer sessions. These offerings have become popular only very recently. Last year (1930) a total of 20 institutions offered such courses. This year, 24 institutions are offering courses in the various phases and problems of higher education, including junior college, teacher-training, management, personnel, organization, curricula, tendencies, policies, etc.

484. **Parr, F. W.** Teaching college students how to read. *Journal of higher education*, 2: 324-30, June 1931.

Report of a study at the University of Iowa, in which a group of students who ranked low in reading tests, were taken in a special remedial group by the instructor. They not only improved in their reading ability, but improved in their work in educational psychology and also in their general grades, 45 per cent receiving the highest average grades they had ever received.

STUDENTS

485. **Converse, Paul D.** Time studies in the university. *Journal of higher education*, 2: 258-62, May 1931.

A study showing value and place of time as an element in student preparation. Sets serial charts bearing directly on points of study and application. The question is considered as to whether high marks and other factors aid a student to use his time to the best advantage.

486. **Hall, Arnold Bennett.** Aptitude testing and the administration of sectional courses. In *Transactions and proceedings of the National association of state universities*, 1930. p. 170-179.

This paper explains the use of certain aptitude tests used in the School of business administration of the University of Oregon. Students are sectioned into three groups and given differentiated subject matter. Advisement of students and supervision of instruction are based on the results of the tests.

487. **Lingley, Charles R.** Does college develop character? *Journal of higher education*, 2: 177-82, April 1931.

Relates the substance of student fireside discussions on character at Dartmouth. Includes the following agencies as having some relation to character development: the administrative officers; the faculty and faculty committees; the religious, athletic, and social organizations; and the dormitory and campus contacts.

488. **McConn, Max.** The cooperative test service. *Journal of higher education*, 2: 225-32, May 1931.

Statement of cooperative test service of the American Council on education, including statements of proposed work and amount of money donated for the purpose. A general set-up of the proposed nation-wide testing of college sophomores during the Spring of 1932 and coordinating results throughout many colleges.

489. **Meriam, J. L.** Examinations and the honor system. *Bulletin of the American association of university professors*, 17: 338-41, April 1931.

This article is an adverse criticism of methods employed in colleges for the prevention of cheating. The author does not "outline a substitute for the traditional examination system," but implies that he would dispense with the system and "for some time... rely upon other means of securing grades for students, which, for our academic, non-real life purposes, would probably be no more laden with errors than [is] our present system."

490. **Reeder, C. W.** Report of director of freshman week and evaluation committee, Ohio State university. Columbus, Ohio State university, 1930. 75 p.

A complete program of Freshman week at Ohio State university is given, together with the report of the Evaluation committee. Of special interest is the Master schedule, bringing the entire program together on one sheet. The place and function of the various events are listed. The report of the Evaluation committee is made under the headings, (a) Recommendations, (b) Criticisms on the part of students and faculty, (c) Suggested changes in events for next year. The report is concise and definite, and recommends the continuance of Freshman week.

491. **Worcester, D. A.** Purpose of college attendance. *Journal of higher education*, 2: 190-94, April 1931.

The difference between the marks of Latin and non-Latin students is attributable to other things than intelligence, among which is the "persistence of a definite objective"—the purpose of attending college while yet in high school. Of two groups studied, Latin and non-Latin, the "Latin group as a whole had throughout their educational history been definitely pointed toward college." Other influences favorable to the Latin group were better-educated parents, larger access to good literature, and more contacts with college people.

492. **Younger, John.** Student self-government. *Journal of higher education*, 2: 204-06, April 1931.

The author contrasts the practices of industry with those of the college with respect to freedom and independence of the undergraduate. He charges universities with paternalism to the detriment of the student. Should he not "be trying out his own wings and learning the real measure of liberty?" asks the author. Students, he thinks, should have a decisive voice on matters affecting their own discipline; second, they should have a voice in matters respecting their use of automobiles and parking.

See also nos. 378-83.

ATHLETICS

493. **Ruthven, A. G.** Control and development of athletics in State universities. In *Transactions and proceedings of the National association of state universities, 1930*. p. 148-165.

Outlines the situation of athletics in colleges and universities, and then offers some suggestions relative to administrative control. The extended discussion which followed the presentation of the paper indicates even more clearly than does the paper, the exact athletic problems which university presidents are facing.

ALUMNI AND GRADUATE WORK

494. **Hughes, J. M., and Melby, E. O.** An evaluation of graduate teacher-training program. *Journal of educational research*, 23: 394-403, May 1931.

Five types of graduate curricula for the education of high-school teachers are identified, compared, and evaluated. The evaluations are based upon the opinions of high-school teachers and department heads, principals, superintendents of schools, and college professors of education and of history. As the training period for high-school teachers tends to be extended into the graduate school the problem of graduate curricula designed for this purpose becomes acute.

495. **Oldfather, W. A.** The character of the training and of the thesis for the degree of Doctor of philosophy in the classics. *Classical Journal*, 26: 580-88, May 1931.

Consideration of the character of the reading and the general nature of the thesis required at the University of Illinois for the Ph. D. in the classics. Recommends a thesis subject that is worthy of further research, giving the values of continued research to one who has the doctorate.

496. **Thompson, William Oxley.** The movement for a national university. In *Transactions and proceedings of the National association of State universities, 1930*. p. 81-87.

Relates how the organization of State universities, aided by land grants, led to the idea of a great national university in the minds of many leaders in the state university field, especially a graduate school of the upper level—that is, for students beyond the master's degree. This proposed university, to be located at Washington, D. C., has not materialized, possibly because of opposition of great institutions in Washington.

497. **Webb, Honor A.** What wise men study in science. *School science and mathematics*, 31: 388-94, April 1931.

Shows the number of Ph. D. degrees granted in the different fields of science in 1930.

LEGAL EDUCATION

498. **Dickinson, John.** The aims and methods of legal education. *American law school review*, 7: 133-41, April 1931.

Because of the specialization in the field of law there is a danger of extending required courses in the law curriculum and crowding-out electives, with the result that law students do not get a broad view of the whole field. The objective of "getting an initial understanding of the legal system" and revision of the curriculum by reducing some required courses and extending the elective courses are suggested.

499. **Hughes, Edwin H.** The duty of the law school to the profession. *American law school review*, 7: 102-08, April 1931.

Urges lawyers in practice to approach more nearly the ideals of the profession. Several instances are mentioned where ideals are forsaken. The force of public opinion in keeping the profession on a high plane is given consideration.

500. **Olander, Victor A.** The duty of the law school to the profession. *American law school review*, 7: 112-20, April 1931.

Says lawyers should be more than expert pleaders for particular clients. In order to have a broad understanding of the applications of law, lawyers must have full understanding of such conditions as labor unions, industrial corporations, and the use of injunctions in labor disputes. They should be able to see causes in society as well as effects merely.

501. **Raymond, Anan.** The duty of the law school to the profession. American law school review, 7: 108-12, April 1931.

Criticizes the legal profession for lagging too far behind the social and economic order. Says the law schools should train men who know ordinary business processes, who are better workmen in their own fields, and who are able to give the community aid in foreseeing its social and economic problems.

502. **Sunderland, Edson B.** The law schools and the legal profession. American law school review, 7: 93-101, April 1931.

Discusses the responsibility of the law schools to the profession of law and mentions three shortcomings of the law schools in this respect.

503. **Wickser, Philip J.** The law schools and the law. American law school review, 7: 121-32, April 1931.

Says law should be defined in terms of the whole life rather than in terms of itself. Three agencies are responsible for producing lawyers: schools, the bar politic, and examiners. A number of questions and problems are raised in reference to the relations and functions of these agencies.

MEDICAL EDUCATION

504. **American medical association.** Council on medical education and hospitals report. Journal of the American medical association, 96: 1498-1504, May 2, 1931.

Names the accrediting associations for approving premedical colleges and gives the essentials of an acceptable medical college.

DENTAL EDUCATION

505. **Skinner, E. W.** Physics for the pre dental student. School science and mathematics, 31: 431-38, April 1931.

Explanation of how to interest the pre dental student in physics and what to teach him.

NURSING EDUCATION

506. **Minnigerode, Lucy.** Nursing education in the United States. Journal of the American association of university women, 26: 122-25, April 1931.

Reviews briefly the development of education for nurses, points out some problems in this type of education at present, and suggests that universities take a leadership in establishing it on a firm basis.

SPECIAL TYPES

507. **Dannelly, Clarence M.** The denominational college. Journal of higher education, 2: 183-89, April 1931.

The years between 1820 and 1880 are known as "the period of great denominational effort." Since this date the state has increasingly sponsored and financed higher education in America. According to the author's opinion, the function of the church college is the development of Christian character through the medium of a liberal-arts curriculum administered by a faculty whose members are actuated by lofty purposes.

508. From a graduate's window. Harvard graduates' magazine, 39: 337-48, March 1931.

The poetic title given above gives no description whatsoever of this article. The title should have been "Plutocracy at Harvard university," for the article is a criticism of the excessive cost of attendance at Harvard. The author states that the chief requirement for entrance to Harvard is a family income of \$10,000 annually, and that the scholarships provided for poor but worthy young men are entirely inadequate to care for the number that the institution should have. It is claimed that Harvard is thus being administered on a caste system.

509. **Hanchett, Davis S.** The extramural school of Antioch college. California quarterly of secondary education, 6: 233-38, April 1931.

Antioch college has been thought by some to be a trade school. It is just the opposite. Its extramural school has been instituted for the benefit of alumni and former students. A list of aims of the extramural school is given.

510. **Hartmann, George W.** Economy of time in college instruction. *Journal of educational research*, 23: 404-09, May 1931.

An attempt to discover the effect of differences in teaching time upon student ability in an academic subject. The results suggest that undergraduate college class sections perhaps meet oftener than is necessary for maximum learning efficiency. The article reports an experiment recently conducted by the author with his classes at Pennsylvania State college.

511. **Hutchins, Robert Maynard.** The university of utopia. *Yale review*, 20: 456-68, March 1931.

The first two thirds of this article presents arguments for a closer contact between university instruction and contemporary life. The remaining one-third presents the general organization of "The university of utopia," which is, of course, the plan which has been heralded over the country as the new Chicago university plan. "The university of utopia is divided into the professional schools and five divisions in arts: The humanities, the social sciences, the physical sciences, the biological sciences, and the college."

512. **Pendleton, Ellen F.** Changes and experiments in colleges for women. *Journal of The American association of university women*, 26: 113-21, April 1931.

Considers changes taken place recently in colleges for women, some of which were initiated by Women's colleges. Consideration is given to health, freshmen work, housing of students, student government, personnel bureaus, and the curriculum.

513. **Quintana, Ricardo.** The new curriculum at Wisconsin. *Journal of higher education*, 2: 233-38, May 1931.

Deals with report of the curriculum committee in revision of the curriculum of Wisconsin for the last ten years. States broad problem of education and deals with the three following major problems: (a) Problem of raising Wisconsin's standards; (b) Problem of bringing unity in program of individual student; (c) Problem of encouraging exceptional students to reap a rich harvest during four undergraduate years.

LAND-GRANT COLLEGES

514. **Johnson, Palmer O.** Students of land-grant colleges. *Journal of higher education*, 2: 239-46, May 1931.

A check-up and report from results of questionnaires sent graduates of land-grant colleges of periods of 1889-92, 1889-1902, 1909-12, 1919-22. A report is made as to occupation and results from those trained in professional courses. Shows also the per cent of distribution in charts of present occupations of former students.

515. **Klein, Arthur J.** Survey of land-grant colleges. *Journal of higher education*, 2: 169-76, April 1931.

The relationship that exists between the land-grant colleges and the other state-supported institutions is discussed. Brief comment is made on the three parts of the survey, which include: general institutional activities, subject-matter and professional fields, and special organizations within the land-grant colleges. The technique of determining the scope of the survey and of organizing the data is briefly explained.

516. ——— The survey of land-grant colleges and universities. *In Transactions and proceedings of National association of state universities*, 1930. p. 63-72.

Discussed matters connected with the land-grant survey that do not appear in the report, for instance, the tendency to eliminate liberal-arts colleges as teacher-training institutions, the influence of state departments of education, and coordinated public higher-educational service.

RESEARCH

517. **Gortner, Ross Aiken.** The university and fundamental research. *Journal of chemical education*, 8: 679-82, April 1931.

An address delivered at University of Minnesota convocation, briefly discussing the advances of science and the men and women who have made scientific contributions to the world. The university and its duty to carry on research work as a contribution to society is generally accepted.

518. **Jessup, W. A.** Some significant problems in educational research. *In Transactions and proceedings of the National association of state universities, 1930.* p. 179-184.

A general discussion of the need to go beyond surveys of our higher institutions and set up experiments to test out the practices found to be prevalent; also to set in motion some of the recommendations of the surveys.

519. **Spenser, M. Lyle.** Problems in educational research. *In Transactions and proceedings of the National association of state universities, 1930.* p. 165-170.

The study deals with revision of curriculum in institutions of higher learning. The writer states that the public is becoming increasingly dissatisfied with the offerings and that there is great need to eliminate courses of high-school caliber, trade or industrial subjects, and detailed courses. Says the departments and schools of education are the worst sinners, but that sociology is a close competitor for first place in this respect. History, English, household economics, and the schools of commerce also receive some criticism.

EDUCATION EXTENSION

520. **Rightmire, George W.** Educational broadcasting. *In Transactions and proceedings of the National association of state universities, 1930.* p. 128-146.

This paper presents a summary of the history, principles governing, and problems involved in educational broadcasting. The presentation is made largely by means of excerpts from articles, speeches, and reports on radio activities.

LIBRARIES

521. **Walter, Frank K.** Libraries in land-grant colleges. *Journal of higher education, 2:* 305-11, June 1931.

This report shows that while a few of these institutions are satisfactorily developing their libraries (10 adding from 10,000 to 27,000 books per year) a large portion of them are pitifully behind in number of volumes, periodicals, salaries of staff, and equipment. Ten out of the 52 surveyed spend less than \$40 per student per year on the library.

PUBLIC-SCHOOL ADMINISTRATION

Carter Alexander

Assisted by N. L. Engelhardt, W. B. Featherstone, Paul R. Mort, Jesse Newlon, John K. Norton, George D. Strayer, and C. J. Tidwell

[Includes references to April and May literature; June literature will be included in the next issue]

GENERAL REFERENCES

522. **Alexander, Carter.** A professional library for a city superintendent of schools. *Teachers college record, 32:* 724-29, May 1931.

Consists of thirty-eight carefully selected references, many of them by the use of a score card with competent scorers, the result of months of work.

523. **Briggs, Thomas H.** Jeremiah was right. *Teachers college record, 32:* 679-95, May 1931.

An analysis of the ills of education generally, and secondary and higher education in particular. He finds no generally accepted philosophy of education to guide the efforts of practical workers in the field or to point the way for significant scientific research. Some of the research being carried on in education deals with interesting but unimportant matter, while the really crucial needs are unmet because of lack of vision as to the way education should move forward. The author holds the view that education is an investment by the state for its own preservation and improvement, and as such state and nation should begin to recognize the need for a nation-wide study of the really important problem of education, to the end that all may move forward in terms of some comprehensive program.

524. Carr, William G. Public education in the South. School and society, 33: 488-95, April 11, 1931.

An analysis of the educational opportunities in Southern states as shown by various items of expenditure, attendance percentages, length of school terms. Discusses the probability that these opportunities may be further curtailed through ill-advised legislation and warns against those who would use the present economic depression as an excuse for retarding the development of public education.

525. Chicago. University. Department of education. Education in the year 2031. School review, 39: 337-49, May 1931.

A series of nineteen prophecies by as many prophets, outlining the scope and character of education a century hence. Most of them are projected from recent developments in education and society. Relatively few of the elements are purely speculative, unsubstantiated by present trends.

526. Deffenbaugh, W. S. School administration in State educational survey reports. Washington, United States Government printing office, 1930. 34 p. (Office of education. Bulletin, 1930, no. 35)

This bulletin gives statistics and analytical discussion of the machinery of State educational administration in those States which have been surveyed since 1920. The appendix contains an article by Commissioner of Education Cooper, reviewing the most significant experiences and experiments of the States in school administration.

527. Goodrich, T. V. Is the work book a necessity or a luxury? School executives magazine, 50: 359-51, 396, April 1931.

A questionnaire report which pools the opinions of 245 users of work books on such matters as the strength or weakness of this form of instructional material, and conditions favorable or unfavorable to its successful use. This report should be helpful to prospective buyers of work books or to users who want to make a more critical appraisal of their value.

528. Judd, Charles H. How can American educational forces cooperate more effectively? School and society, 33: 352-56, March 14, 1931.

This article stresses the idea that cooperation can not be had for the asking, but requires constant effort on the part of all concerned. Coordination with the educational system demands clearly recognized differentiation of functions of the various units, discovery of natural sequences, broad vision, and true adjustment of the school régime to the facts of life as a whole. The price of cooperation is intelligent endeavor.

529. Ohio. State department of education. The learning and teaching of algebra. The report of the every-pupil test in algebra. Columbus, Ohio, The F. J. Heer Printing co., 1931. 29 p.

Reports the results of a standardized test in algebra administered to 5,557 high-school pupils in Ohio. Analyzes responses to show the proportion of correct and incorrect solutions for each of the 50 problems of the test, and suggests reasons for errors. Offers valuable suggestions for improving instruction in algebra.

530. O'Shea, M. V. Educational issues of the hour. Nation's schools, 7: 65-68, March 1931.

A critique of the Detroit meeting of the Department of Superintendence. Calls attention particularly to the emphasis on problems of articulation within the school, but regrets the fact that more attention was not given to articulation with the whole of society. Little attention was given to the financial difficulties of education, the far-reaching sociological changes and their implications for education—too much to commonplace and generalizations.

531. Smith, H. L., and Franzen, C. G. F. Cooperative studies in secondary education. Bloomington, Ind., Indiana university, School of education, Bureau of cooperative research, 1930. 121 p. (Bulletin of the School of education, Indiana university, vol. vi, no. 4, March 1930)

This bulletin reports eight studies as typical of a group of studies in various fields of secondary education carried on by teachers in the field under the direction of the School of education of the State university of Indiana. The studies, containing elements of research and original investigation, are offered as evidence of what may be done by graduate schools of education in fostering the spirit of investigation and research among members of a high-school teaching staff.

See also no. 527.

SCHOOL BUILDINGS

CONSTRUCTION

532. Coburn, Ira W. The construction of schools from a contractor's point of view. *American school board journal*, 82: 79, 82, May 1931.

The contractor discusses some essential factors in the construction of schoolhouses, with special reference to the selection and work of the architect, and the type of service rendered by the building inspector.

533. Engelhardt, N. L. Planning elementary classrooms. *Architectural record*, 69: 429-34, May 1931.

The modern concept of the elementary classroom is contrasted with the traditional schoolroom. Floor and wall plans of classrooms in modern schools accompany the text and illustrate the newer features.

534. Garfield, Abram. School-building competitions. *American school board journal*, 82: 60, April 1931.

Herein are found some of the expressed opinions of the American Institute of architects on various methods of selecting architects. The text is centered on a criticism of the open-sketch competition plan of selection.

535. Harrison, W. K., and Dobbin, C. E. School buildings of to-day and to-morrow. New York city, Architectural Book Publishing co., 1931. 233 p.

Part I of this book describes and discusses the design of the school building of yesterday and the school of to-morrow. Part II presents plans and illustrations of a group of modern schools in foreign countries. Part III discusses the advantages of standardization and submits plans and illustrations to show how this system operates in the New York city schools. The volume is replete with attractive illustrations, detailed plans, and diagrams.

536. Martin, A. J. Schoolroom daylighting. *American school board journal*, 82: 65, 138, May 1931.

A technical discussion of daylighting classrooms as effected by window height, window width, the width of piers, walls, or mullions between windows. Statistical charts illustrate the degree to which these various factors influence natural lighting.

537. Moehlman, Arthur B. Appraising the existing school plant. *Nation's schools*, 7: 84, 86, 88, 90, March 1931.

This article explains methods of appraising a school building by means of certain criteria. The criterion of constructional efficiency is treated at length in this installment. For the completed building, maintenance and operation costs are the only true appraisals.

538. The unethical in the school architectural service. *American school board journal*, 82: 69, May 1931.

Some criticisms and cautions concerning the employment of educational consultants in the planning and construction of school buildings.

EQUIPMENT

539. Engelhardt, N. L. Studies in school equipment. *School executives magazine*, 50: 426, May 1931.

Summarizes printed studies on equipment and supplies made in the school systems of Berkeley, Calif., and Atlanta, Ga.

540. Holy, T. C., and Sutton, D. H. Determining essential apparatus. *Educational research bulletin (Ohio State university)*, 10: 171-77, 196, April 1, 1931.

Describes the plan of the State Department of Education of Ohio to secure some objective data upon the relative importance of items of science apparatus. The techniques and methods of obtaining reliable evaluation are explained. The actual list of essential apparatus does not appear.

541. In research of a chair. *Journal of the National education association*, 20: 155-56, May 1931.

Reprinted from the *Atlantic monthly*, March 1931, Contributors' club.

The writer, in a humorous vein, describes an attempt to buy two dozen folding chairs for a children's room in a library. The buyer is cautioned to seek the advice of a

research expert. The collection and statistical analysis of data attendant upon the scientific selection of folding chairs is a trifle exaggerated, but the writer opens a real issue.

542. **Jarvis, E. D.** Radio education. Article V, Immediate preparation for radio lessons. *American school board journal*, 82: 63-64, 150, May 1931.

Radio-program reception in the schools is discussed mainly with reference to educational content and value. The comparative desirability of classrooms and auditoriums as reception places is considered with conclusions favoring the classroom. Disadvantages in typical classrooms and methods of correcting them are pointed out.

543. **Lovejoy, Philip C.** Many improvements feature new school equipment. *Nation's schools*, 7: 76-78, 80, 82, March 1931.

The exhibit of school supplies at the annual meeting of the Department of superintendence, National education association, is described at some length. The writer centers attention on the items of equipment and supplies that have been notably improved.

544. **Morris, Lyle L.** Equipment procedure for new schools. *School executives magazine*, 50: 403-06, 434, May 1931.

This article offers practical suggestions on selecting, buying, and installing equipment. The importance of checking equipment specifications against building plans, bidding procedures, and performance bonds is stressed.

545. **Poore, Earl Y.** Learning's new tool: radio and the public address system. *Nation's schools*, 7: 58-61, March 1931.

This article consists of a brief collection of authoritative statements from eminent sources, dealing with the general and specific advantages of radio and public address equipment as a tool for the educative process.

546. **Rupert, Frank F.** How to judge blackboard crayons. *School executives magazine*, 50: 409-411, 445, May 1931.

The author discusses the requirements of blackboard crayon under the following heads: brightness of mark, ease of writing, completeness of erasing, freedom from dust, hardness, strength, and economy.

BUILDING FINANCE

547. **Goodrich, T. V.** Financing the building program. *Nebraska educational journal*, 11: 142-44, March 1931.

Executives facing the need for greater school facilities will find much of interest in this history of Lincoln's building program. An experience with a pay-as-you-go plan is explained; schedules for bond retirements are outlined; and trends over periods of depression and prosperity are described.

548. **Murray, George Stephen.** Building-depreciation plan for small school system. *American school board journal*, 82: 56-57, April 1931.

The writer insists that some plan for building-depreciation allowance must be made if the true cost of providing educational service is to be calculated. A scheme, adapted to the small school system, is presented and its operation described.

549. **Smith, James H.** Legal limitations on bonds and taxation for public-school buildings. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1931.

A significant inquiry into legal restrictions in bonding and taxing for school-building purposes. The scope of the investigation was national and the analysis is presented for each state.

BUILDING MANAGEMENT

550. **Broadhurst, Jean.** Simplified control of swimming pools. *Teachers college record*, 32: 730-41, May 1931.

A non-technical presentation of the aims and principles involved in the sanitary management of swimming pools. The appendix describes three simplified tests for swimming pools that can be administered by any attendant.

551. **Butsch, Russell L. C.** Equipment, duties, and salaries of school janitors in Wisconsin. *American school board journal*, 82: 43-44, 127, May 1931.

A report of a questionnaire study to determine the amount and character of work required per janitor, type of equipment provided, how supplies are obtained, and certain facts on janitor tenure. Several tables are included to show variety and tendency in practice.

552. **Reeves, Charles E.** Promoting efficient janitorial service. *Nation's schools*, 7: 37-42, April 1931.

A clear presentation of the problems involved in securing efficient janitorial service. Instructional as well as cleaning equipment and materials are evaluated from the standpoint of facilitating cleaning operations.

BUILDING PROGRAMS

553. **Holy, T. C.** Making a scientific school-plant survey. *Nation's schools*, 7: 21-27, April 1931.

Types of surveys as to the personnel employed are discussed and evaluated. The survey by a staff from the State department of education is favored and the author outlines its operation in the State of Ohio during the past year. The details in collecting, organizing, and interpreting data are explained.

554. **Moehlman, Arthur B.** How to determine the building's instructional efficiency. *Nation's schools*, 7: 84, 86, 88, April 1931.

The author concludes that since no direct method exists whereby the effect of a building on the efficiency of instruction can be measured, it is necessary to judge a building indirectly by three other factors: Health, curricular fit, and the mechanical factors related to the teaching program. Each of these factors is discussed separately.

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

A brief presentation of the most significant portions of an investigation of the determinants of the size of high school and of the popularization of high-school education in the United States. Statistical measures of the relation between hypothetical determinants, or density of population, and size of high school are submitted. The same procedure is used to secure relation of factors of popularization and size of high school.

556. **Pesman, M. Walter.** How landscaped grounds satisfy educational needs. *Nation's schools*, 7: 27-34, March 1931.

The author points out the contributions that properly landscaped school grounds make toward educational objectives. To make the case specific he shows how a pleasant environment may aid in the attainment of the seven cardinal objectives of education. Several attractive illustrations are included.

557. **Smith, Harry P.** The school-building program of Syracuse, N. Y. *American school board journal*, 82: 66-67, 140, 142, May 1931.

A summary of the planning of a school-building program in a typical American city. The major factors involved are briefly discussed. Methods and technique are described in the text and maps are included to show location of schools and population trends.

BUSINESS ADMINISTRATION

558. **Brunstetter, M. R.** Business management in school systems of different sizes. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1931. 135 p.

This investigation analyzes, in terms of established criteria, variations in business procedures of different-sized school systems, and develops standards and procedures adopted especially for smaller systems.

559. **Conrad, C. W.** School supply management. *School executives magazine*, 50: 416-17, May 1931.

A report of an investigation to determine the most efficient and economical procedure to be followed in the administration of school supplies. The recommendations and suggestions submitted are based upon the opinions of a large number of individuals directly and indirectly connected with supply management.

560. **Fowlkes, John Guy.** Insuring high-school athletes in Wisconsin. *Nation's schools*, 7: 92, 94, March 1931.

The material presented in this article is a summary of the report of the Wisconsin Interscholastic athletic association's limited accident-insurance plan, its purposes and provisions, and how it has operated in actual practice.

561. ———. Protecting public-school funds at all times. *Nation's schools*, 7: 90-92, April 1931.

A detailed account of an actual situation in which school-board funds and school-children's savings deposits were threatened with loss. Complications were encountered

In trying to find a means of safeguarding that would be fair to the school and to the depository. The various plans considered and the final adopted plan are described.

562. Greene, G. W. Voting school bonds during a period of depression. American school board journal, 82: 58, April 1931.

A brief but interesting review of the high points in a bond-election campaign plan as it was organized and carried out in a Washington town of about 7,000 population. The pronounced success of the plan in the face of hard times is evidence of its soundness.

563. Ketler, Frank C. Reserve funds in public-school finance. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1931. 77 p.

This study sets forth for school administrators the practical and economic limitations on the employment of the different forms of reserve fund and demonstrates the existence and extent of these limitations. The following reserve funds are treated separately: The interim reserve, building and depreciation reserves, sinking-fund reserve, insurance reserve, and the contingency reserve.

564. Linn, H. H. Safeguarding school-board deposits—II. American school board journal, 82: 43-44, 130; 47-48, 128, April-May 1931.

Specific legal safety measures and local preventatives are discussed in relation to their effectiveness as safeguards for public-school funds. An analysis of statutory provisions throughout the states of the union for safeguarding school funds is included. In general these are: security for the deposits, some sort of guarantee fund, the bonding of officials, and preference given to public funds in case of bank failure.

565. Lovejoy, Philip C. Saving money by the concentration of service. Nation's schools, 7: 75-78, 80, 82, April 1931.

In the administrative, supervisory, instructional, and clerical service of the public schools much economy can be effected by reducing the staff and reorganizing techniques. The writer explains clearly how this may be done and illustrates by real cases. An interesting departure is the reproduction of several news-clippings bearing on financial retrenchment with special reference to school support.

566. ——— Saving money in the personnel budget. Nation's schools, 7: 96, 98, 100, 102, March 1931.

This article considers the current-expense phase of the school budget. This is approached through a consideration of personnel; how to reduce the pay roll by dropping certain departments, by eliminating high-salaried teachers, by reduction of salaries. The author considers these false economies and submits further plans that will effect real savings.

567. Wynkoop, John B. In defense of the business manager. Nation's schools, 7: 7-49, March 1931.

Consists of a defense of the dual system of control, with the superintendent of schools and the business manager operating in coordinate positions, both responsible directly to the Board of education. The author frankly admits he is taking issue with the majority point of view.

CLASSIFICATION AND PROGRESS

568. Brumbaugh, H. E. Reducing failures by a plan of alternative dismissal. Holding failing pupils for additional instruction. Journal of educational research, 23: 240-45, March 1931.

Results in reducing failures in high school by means of holding certain pupils for a longer school day are reported. The plan is a method of "coaching laggards" in a systematic manner.

569. Butterfield, E. W. The school and the community. School and society, 33: 383-90, March 21, 1931.

Substantially the same article appears in the Journal of the National education association for April, 1931, under the title "School-dull and life-bright."

570. ——— School-dull and life-bright. Journal of the National education association, 20: 111-14, April 1931.

An arraignment of some of our school practices and techniques, particularly of intelligence tests and such other elements of modern formal education as seem directed toward the discovery of individual differences in terms of the I. Q. rather than in terms

of individual capacities, aptitudes, and interests. Hypothetical cases are used for illustrative purposes.

571. Cooper, William John. Shall we look the other way? School life, 16: 121-23, March 1931.

The findings of the White House conference on Child health and protection are applied to an average school system of 5,000 children in order to show concretely that little provision is made for the 22 per cent who need special attention to their physical well-being. Neglect of the gifted as well as the delinquent child presents additional problems.

572. Leal, Mary A. Personality traits and maturing in children of normal IQ. Journal of educational research, 23: 198-209, March 1931.

A study in the mass actions of pupils to determine whether certain types of changes that take place in children as they grow up are merely passing phases of maturity or are definite modifications permanent enough to be reckoned with in education.

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

This article reports an attempt to submit the personal interview to an experimental test in order to evaluate its usefulness in educational guidance. Two types of results are presented, those obtained from activities indirectly related to scholastic achievement and those pertaining directly to scholastic achievement of pupils.

574. Oosthuizen, P. J. Efficiency of the Vineland adjustment score card for measuring social behavior. Journal of educational research, 33: 280-87, April 1931.

This article reports the results of an investigation, carried on in a South African school, to test the efficacy of a method purporting to measure quantitatively the social behavior of an individual in relation to his environment.

575. Stetson, Paul C. A suggested reorganization to improve articulation and promotion. American school board journal, 82: 40, 127, May 1931.

Suggests a thoroughgoing overhauling of our present educational machinery, particularly along the line of the elimination of all grade distinctions up to grade nine with a recasting of these years into three divisions, and the organization of the content of subject matter upon the basis of the Winnetka technique, the Dalton plan, or any other basis which allows for individual progress at the maximum rate for each pupil.

576. Symonds, Percival M. Homogeneous grouping. Teachers college record, 32: 501-17, March 1931.

This article reviews four studies, all of which, by placing emphasis on the specificity of abilities and by a plea for consideration of the whole child, question the wisdom of homogeneous grouping. The author points out the value of these studies in making it clear that classification of pupils does not wholly care for individual differences, but questions their attack on homogeneous grouping since they contain no positive suggestions for grouping, although education is committed to group instruction. A number of excellent arguments favorable to homogeneous grouping are presented.

577. Vaughan, W. A. The unit method of teaching and the individual differences of pupils. American school board journal, 82: 59-60, 132, May 1931.

This article describes a plan which has been worked out and used in the schools of Charlottesville, Va., under the supervision of the Department of education of the University of Virginia, in which an attempt is made to provide for individual differences through individualization of instruction without sacrificing group advantages.

578. Watzel, William A. Large-group instruction. School review, 39: 288-92, April 1931.

A discussion of various factors bearing upon the question, "What is a class of normal size for instructional purposes in a secondary school?" The writer submits a number of principles which may be helpful in directing a program of large-group instruction in any high school.

See also nos. 10, 112, 329.

FINANCE, COSTS, AND ECONOMIES

579. Alexander, Carter. Educational finance studies. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1931. 92 p.

Summaries and evaluations for school administrators of 19 recent educational finance dissertations at Teachers college, Columbia university.

580. **Chambers, Jay L.** Thirteen principles of public-school financial accounting. *American school board journal*, 82: 61-62, 135, May 1931.

The emphasis of this article is centered on certain large principles in accounting. The unusual feature is the discussion of the state's participation with special reference to the audit. Cases are cited to illustrate violations of good practice.

581. **Crossman, G. W.** An experiment in instructional saving. *American school board journal*, 82: 41, April 1931.

How a fast section of beginning algebra for boys saved the teaching time of one semester in geometry in Grand Forks, N. Dak.

582. **Denny, Winfield A.** A discussion of costs. Anderson, Ind., board of education, 1931. 66 p. (Public school education bulletin no. 31)

Includes cost comparisons with 16 other Indiana cities.

583. **Mort, Paul B.** Tax relief in the financing of public schools. *Teachers college record*, 32: 628-34, April 1931.

Shows how "the reconstruction of the system of financing public schools now in process over the nation bids fair to play an important rôle in the whole movement for tax reform and tax relief."

LEGISLATION

584. Current school legislation. *Journal of the National education association*, 20: 177, May 1931.

Two paragraphs on 1930 and a brief summary of new and proposed legislation for 1931.

585. **Edwards, Newton.** Legal authority of boards of education to enforce rules and regulations. II-III. *Elementary school journal*, 31: 504-13, 619-27, March-April 1931.

Judicial opinion and court decisions are quoted and discussed with special reference to authorities and powers of boards of education in enforcing health measures or vaccination, pupil conduct off the school grounds and out-of-school hours. Authority of school boards to require pupils to pursue particular subjects is also considered from the legal viewpoint.

ORGANIZATION

586. **Caswell, H. L.** A study of Nashville's all-year school. *Peabody journal of education*, 8: 323-47, May 1931.

"The all-year organization is not justified as a means of rushing children through school."

587. **Newlon, Jesse H.** The status of the new school. *Teachers college record*, 32: 608-18, April 1931.

Describes and appraises the new school; discusses its failures and the four most important tasks before it.

588. **Boe, Warren A.** Comparative costs of integrated all-year schooling and of part-time schooling. *Educational method*, 10: 350-58, March 1931.

Shows lower unit cost of all-year organization, using mainly Newark, N. J., statistics.

RURAL ADMINISTRATION

589. **Atkinson, Carroll.** The county superintendent as a school supply distributor. *School executives magazine*, 50: 413-14, May 1931.

Describes the county purchasing plan, discusses its operation, its advantages, and submits figures to show the savings to individual schools.

590. Improving school transportation. *American school board journal*, 82: 45, 138, May 1931.

An interesting description of the organization of the control of bus transportation in Sandusky County, Ohio. The essence of the article is the spirit of cooperation exhibited by individual districts and the improvements being effected by the pooling of experiences.

591. **Morrison, J. Cayce.** Clarifying the aims of rural-school service. *Nation's schools*, 7: 21-26, March 1931.

An analysis of the functions of the district superintendent in New York State and the way the character of rural education has changed due to economic and social changes.

Points out that there is no longer any significant difference between rural and urban education and suggests various modifications in administrative and supervisory organization to meet changed demands.

592. **Pittman, M. S.** Transportation methods that succeed in Michigan. Nation's schools, 7: 53-57, March 1931.

Objections to bus transportation are classified roughly as: Danger, expense, inconvenience, discipline, and poor management. Each of these objections may be met, and the writer explains how this was achieved by the Lincoln consolidated school, just south of Ypsilanti, Mich.

SOCIAL ASPECTS OF EDUCATION

593. **Briggs, Thomas H.** Why do we do it? Teachers college record, 32: 589-98, April 1931.

This article presents an analysis of social psychology with respect to the financial support of secondary and higher education, proposes basic principles which should govern the development of better secondary schools, and indicates some ways in which individuals and groups may further the development of a genuinely useful and dynamic educational philosophy and practice.

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

Based on a questionnaire sent high-school administrators of four Northwestern states, the study demonstrates that in their opinion the advantages outweigh the disadvantages of clubs in their schools. The questionnaire covered types of clubs, relative importance, relationship to scholarship, and educational values.

595. **Snedden, David.** The culture of John Doe. Teachers college record, 32: 619-27, April 1931.

The writer protests against the attempts of philosophers to merge vocation and culture, since many vocations are routine and uninteresting. He pleads for "specialization of production, generalization of utilization," and outlines the cultural possibilities of the latter.

596. **Walker, Helen M.** Democracy and statistical method. Teachers college record, 32: 599-607, April 1931.

This article traces something of the development of statistical procedures under the impetus of democratic types of government and points out the contribution of statistics and statistical method to more adequate understanding and ordering of social progress.

See also nos. 82, 118.

THE SUPERINTENDENCY

597. **Engelhardt, Fred.** Selecting the superintendent. American school board journal, 82: 37-38, April 1931.

Discusses the ill effects of certain unfortunate appointments to superintendencies and uses this discussion for a foundation on which to build his argument for more careful scientific procedures in personnel selection. School boards do not have adequate means for judging, selecting, and testing professional leadership. It is the responsibility of professional leadership to bring to the attention of school boards the most satisfactory standards that can be devised.

598. **Hand, H. C.** Vocational histories of city school superintendents. American school board journal, 82: 47-48, 132; 57-58, 132, April-May 1931.

Two articles showing definite type avenues of advancement in the profession. Those who had their earliest educational responsibilities in larger communities have enjoyed some advantage in the competition for more desirable superintendencies over those who began in smaller towns.

TEACHER PERSONNEL

GENERAL

599. **Anderson, Earl W., and Morrill, J. L.** Do you want to teach? Suggestions for students. Revised. Columbus, Ohio State university, 1931. 27 p.

Briefly covers these topics: Knowledge of what teaching is—its advantages and disadvantages; individual fitness for this profession; capability of becoming a good teacher; and real personal satisfactions or annoyances which teaching may bring.

600. Authority of boards of education to refuse to employ teachers who are members of teachers' unions. *Elementary school journal*, 31: 481-83, March 1931.

This is a report of case law on the authority of boards of education to refuse to employ teachers who are members of teachers' unions. The consensus of opinion is that school boards may hire whom they please.

601. Cammack, James W., jr. Are public-school teachers and administrators public officers? *American school board journal*, 82: 61-62, 140, 142, April 1931.

This article represents an attempt to throw light on the question as to which persons connected with the public schools are public officers, through a study of case law.

602. Teacher personnel. Review of educational research, 1: 65-159, April 1931.

Briefly surveys investigations, presents selected bibliographies, bearing upon 13 topics in the field of teacher personnel, such as teacher supply and demand, training, salaries, load, legal status, etc. An important contribution to the field.

CERTIFICATION

603. Dynes, John J. How certification is practiced in the various states. *Nation's schools*, 7: 67-71, April 1931.

A detailed study of teacher-certification situation in the various states. Certification function is passing from local to state authorities.

TEACHERS' SALARIES

604. Norton, John K. Major trends in teacher-salary scheduling. *Teachers' college record*, 32: 719-23, May 1931.

Discusses planning, emphasis on training, increasing the period of increments, adjusting to teaching efficiency, and increase toward a professional level.

605. Scott, Zenos, and Granrud, John. Program for the revision of teachers' salaries in Springfield. *American school board journal*, 82: 39-40, 127, April 1931.

Describes program followed in Springfield, Mass.; in increasing salaries of teachers without increasing school costs and without decreasing school efficiency.

TEACHER TRAINING

606. Anderson, Earl W. Graduates and positions they fill. *Educational research bulletin* (Ohio State university), 10: 87-94, February 18, 1931.

A statistical study of positions secured by 1,867 graduates from courses for secondary school teachers from teacher-training departments of Ohio colleges, September, 1928, to September, 1929.

See also, section, Education of teachers, nos. 400-404, 406-459.

TEACHER TENURE

607. Decision dismissing a teacher. *Education bulletin* (New Jersey Department of public instruction), 17: 668-71, April 1931.

Presents the decision of the State board of education in dismissing a teacher under tenure.

SCHOOL REPORTS

608. National education association, Department of superintendence. Official report of the meeting held at Detroit, Mich., February 21 to 26, 1931. Washington, D. C., Department of superintendence, 1931. 316 p.

The usual printed report, stressing articulation problems.

609. Then and now in public education in Montclair. Annual report of the Board of education for the school year ended June 30, 1930. Montclair, N. J., Board of education, 1931. 123 p.

A beautifully printed and illustrated annual report which shows progress, particularly in the last 30 years, on an evidential basis. Supports the position that when a residential suburb demands and obtains the best in schools, it not only gets these but also obtains steadily increasing property values and prosperity for merchants.

ADULT EDUCATION

Alonzo G. Grace

610. Adams, J. Menace of leisure. School and society, 33: 651-56, May 16, 1931.

A discussion of the need for the profitable use of leisure.

611. Adult education in Jugoslavia. World association for adult education, 47: 7-15, February 1931.

A description of the Adult education program of Jugoslavia.

612. Ali, A. Y. Adult education in India. World association for adult education, 47: 1-6, February 1931.

The extent of adult education in children.

613. Baker, Newton D. The answer is education. Journal of adult education, 3: 261-67, June 1931.

A plea for the sort of education that promotes disinterested thinking and suspended judgment. A presentation of the problems of adult education, a most important one being the ability to keep pace with current knowledge and the development of the times.

614. Barnard, Seymour. Education's dark continent. Journal of adult education, 3: 181-84, April 1931.

The "dark continent" is defined as the great group of American people designated as the "nonstudious."

615. Bittner, Walton S. Individual instruction. Journal of adult education, 3: 173-80, April 1931.

A discussion of home-study methods and "some facts about university study."

616. Eddy, H. N. An intelligence study of adult students. Adult education, 6: 3-6, March-April 1931.

The ability of adults as revealed by the Detroit advanced test form V & W. The study was made in the Detroit evening schools.

617. Hansomé, Marius. World workers' educational movements. New York, Columbia university press, 1931. 594 p.

An analysis of present-day workers' institutions. A study of the problems of workers' education and their social implications.

618. Overstreet, H. A. The enduring conquest. New York, W. W. Norton co., 1931. 283 p.

A philosophy of life. A thoughtful study of the changes that have taken place in philosophic thinking as a result of new discoveries and theories.

619. Pangborn, W. W. Leisure and the seven objectives. Journal of the National education association, 15: 121-22, April 1931.

A discussion of the wise use of leisure and training for leisure in the light of the seven cardinal principles.

620. Parent education as a factor in educating boys and girls. Adult education, 6: 14-18, March-April 1931.

A suggested procedure for the education of parents with respect to school organization and problems.

621. Proceedings and reports of the National commission on the enrichment of adult life. *Adult education*, 6: 1-48, January-February 1931.

Committee reports and proceedings of the meeting of the National commission on the enrichment of adult life.

622. Report on adult immigrant education. *Adult education*, 6: 1-32, May-June 1931.

Adult immigrant education in California.

623. Russell, William F. The frontier within. *Journal of adult education*, 3: 283-89, June 1931.

Education in a changing social economic order.

624. Waples, Douglas, and Tyler, Ralph W. What people want to read about. Chicago, University of Chicago press, 1931. 314 p.

The report of an elaborate investigation of the nature of adult reading. The volume includes data on what adults like to read about, variations in interests of special groups, and techniques for investigating reading interests. Valuable not only to those interested in adult education, but also to those interested in the problem of reading and the problem of the course of study in public schools.

VOCATIONAL EDUCATION AND GUIDANCE

Edwin A. Lee

GENERAL REFERENCES

625. Frank, Glenn. Business defeatism and economic recovery. *Management review*, 20: 163-72, June 1931.

A penetrating article on the current depression, which should be read by every vocational educator.

626. Love, John W. Some aspects of technological unemployment. *Personnel journal*, 10: 38-44, June 1931.

A thought-provoking discussion of the problem faced by men whose vocation is lost because of machines, motion study, or mergers.

627. Mays, Arthur B. An introduction to vocational education. New York city, The Century co., 1930. x, 323 p.

A general text covering the field of vocational education of secondary grade, but including a chapter dealing with professional education.

628. Williams, Whiting. There is no substitute for work. *Trained men*, 11: 51-53, 65, Summer 1931.

A plea for vocational education and the right to work.

629. Wright, J. C. The evolution of education for work. *Agricultural education*, 3: 167-68, May 1931.

A stimulating résumé of the ebb-and-flow of production as it relates to vocational education, by the Director of the Federal board for vocational education.

630. ——— How vocational education may relieve unemployment. *American vocational association news bulletin*, 6: 14-15, May 1931.

A common-sense statement which every vocational educator should take to heart.

See also nos. 817, 325, 509, 886.

AGRICULTURAL EDUCATION

631. Graham, E. C. School shops for vocational agriculture. *Industrial education magazine*, 32: 331-35, April 1931.

Plans and lists of equipment for farm mechanics as developed by the associate professor of Shop practice, Kansas State agricultural college.

632. Howell, David J. Agriculture for the deafened. *Auditory outlook*, 2: 225-28, May 1931.

The opportunities of orcharding as a vocation for the deafened.

633. **United States. Federal board for vocational education.** Progress in agricultural education. Agricultural education, 3: 152-64, April 1931. illus., diags., plates, tables, charts.

Brief reports by regional federal agents of material to be found in more extended form in the current annual report of the Federal board for vocational education. A. P. Williams, Federal agent North Atlantic region: Methods of teaching. W. A. Ross, Specialist in agricultural education: Subject-matter for instruction in vocational agriculture. H. B. Swanson, Specialist in agricultural education: Teacher-training. R. D. Maltby, Federal agent, Southern region: Supervised practice. James H. Pearson, Specialist in agricultural education: Evening and part-time school. F. W. Lathrop, Specialist in agricultural education: Studies and investigations. H. O. Sargent, Federal agent, Southern region: Negro schools.

COMMERCIAL EDUCATION

634. **Abrams, Ray.** Is office machinery changing the scope of commercial education? American shorthand teacher, 11: 307-12, May 1931.

An analysis of the place of the machine in business education, based on several surveys of business houses in New Orleans.

635. **Brewer, John M.; Hurlbut, Floyd; and Caseman, Juvenilia.** Workbook for elements of business training. Boston, Ginn & co., 1931. 111 p. illus., diags., plates, charts, forms.

A revised edition of the workbook to accompany the authors' Elements of business training. See Bulletin, 1931, no. 9, item no. 683.

636. **Cocanower, C. D., comp.** A business counselor's reference books. Journal of business education, 6: 30-31, 45, April 1931.

A helpful list of references for the counselor faced with the need for information concerning business occupations.

637. **Cole, M. S.** A descriptive research investigation and study of the commercial educational needs of Marion, Indiana, based on the tabulated results of a questionnaire. Ball state commerce journal, 2: 19-25, May 1931.

The last of a series of reports dealing with the commercial educational needs of Marion, Ind.

638. **George, Guy G.** Prognostic typewriting tests have not always succeeded. Journal of business education, 6: 17-18, 28, April 1931.

A review of certain studies to discover what, if any, relationship exists between "maze" learning and "typewriting" learning.

639. **Gregg, John Robert, ed.** Spending a month in twenty vocations. Gregg writer, 33: 355-56, 360-62, April 1931.

A technical vocabulary for stenographers, arranged in 20 groups of 25 words each.

640. **Jessup, Eva M.** Overcoming beginners' difficulties in typewriting. Balance sheet, 12: 301-04, 342, May 1931.

A helpful discussion of an important phase of teaching typewriting.

641. **Kirk, John G.** Are you insured against teaching deterioration? Journal of business education, 6: 14-15, 19, May 1931.

A challenge to the commercial teacher to keep professionally improving. by the director of commercial education of Philadelphia.

642. **Malott, J. O.** Procedure for determining the objectives of commercial education. Ball state commerce journal, 2: 3-9, May 1931.

An extract of address delivered at the Eleventh annual conference on commercial education at Ball state, February 21, 1931.

643. **Moore, William L.** Our curriculum emphasizes training for the job. Journal of business education, 6: 16-18, 34, May 1931.

A vocational commercial curriculum presented in some detail by the principal of the John Hay high school of Cleveland, Ohio.

644. **National association of commercial teacher training institutions.** Commercial teacher training. School and society, 33: 702-04, May 1931.

A report of the fourth annual conference of the National association of commercial teacher training institutions.

645. **Ramsbottom, J. W.** England favors part-time business curricula. *Journal of business education*, 6: 23-24, 26, 35, 42, May 1931.
The English point of view of part-time education in business.

646. **Smith, Harold H.** Design in typewriting. *Gregg writer*, 33: 383-88, April 1931.

A splendid article dealing with an aspect of letter writing all too frequently disregarded by teachers of typewriting.

647. **Wood, Hester C.** Objectives of teaching shorthand. *Ball state commerce journal*, 2: 18-18, May 1931.

The report of an investigation which sets forth specific objectives for four semesters work in shorthand.

HOME ECONOMICS

648. **Baylor, Adelaide S.** Training leaders for education in relation to home and family life. *Journal of home economics*, 23: 411-17, May 1931.

An important article based on part of a report of the White House Conference on child health and protection.

649. **Cooper, William John; Leib, Karl E.; Todd, Arthur J.; and Lancelot, William E.** A symposium on home and family life in a changing civilization. Washington, U. S. Government printing office, 1931. vii, 34 p. (Office of education. Bulletin, 1931, no. 5)

Addresses delivered at the Second regional conference on home making held at Ames, Iowa, November 10 and 11, 1930.

Contains: 1. William John Cooper: Introduction, p. 1-5. 2. Karl E. Leib: Recent economic changes and their effect on home and family life, p. 5-20. 3. Arthur J. Todd: Social trends and their effect on home life and family relationships, p. 21-25. 4. William E. Lancelot: Education for home and family in the light of recent economic and social changes, p. 25-33.

650. **MacBride, Sarah, and McGowan, Ellen Beers.** Fabrics and clothing. New York city, The Macmillan company, 1931. viii, 225 p.

A text in the teaching of fabrics in junior-high schools and upper elementary grades "adaptable to any course of study in connection with technical work in clothing construction."

651. **McGowan, Ellen Beers, and Walte, Charlotte A.** Textiles and clothing. rev. ed. New York city, The Macmillan company, 1931. xii, 344 p. illus.

A revised edition of a text first published in 1919. Deals with the study of textiles as related to clothing.

INDUSTRIAL ARTS

652. A course in furniture. Sketches and drawings by Lurette Guild. *American home*, 6: 16-17; 110-11; 194-95, April-June 1931.

A series of articles dealing with fine furniture. No. 1, The furniture of Thomas Chippendale, p. 16-17; No. 2, The furniture of Thomas Sheraton, p. 110-11; No. 3, The furniture of George Heppelwhite, p. 194-95.

653. **Day, O. H.** Standard shop equipment lists. *Industrial education magazine*, 33: 320-23, April 1931.

The standard list of equipment for shops in Kansas City, adopted after extended study and research.

654. **Elwood, F. G.** Architectural drawing plates. Peoria, Ill., The Manual Arts Press, 1931. 14 p. plates.

"The purpose of this series of plates is to present, in a compact form for the use of students, a collection of the common details or elements which compose a house."

655. **Lacour, Albert A., and Shaeffer, Glenn N.** Introductory mechanical drawing. Milwaukee, The Bruce Publishing co., 1931. 23 p.

A three-chapter pamphlet which the authors designate "An elementary course in mechanical drawing, which is prepared primarily for students of junior high-school age."

656. Nash, Harry B., and Van Duzee, Roy R. Tests and the classroom teacher. *Industrial arts and vocational education*, 20: 117-22, April 1931.

A careful treatment of the use and interpretation of new-type tests as applied to shop teaching.

657. Selvidge, R. W. A cooperative analysis of trade and industrial-arts subjects. *Industrial education magazine*, 32: 395-97, June 1931.

The first article in a cooperative project. Includes woodworking and sheet-metal work for high schools.

658. ——— A cooperative analysis of trade and industrial-arts subjects. *Industrial arts and vocational education*, 20: 189-91; 232-33, May-June, 1931.

The first and second articles in a cooperative project. Includes summary of plan and analysis of woodworking and sheet-metal work.

Personnel of the American vocational association committee on standards: William T. Bawden, chairman; Charles F. Bauder, Clyde A. Bowman, Emanuel E. Ericson, Maris M. Proffitt, William E. Roberts, Robert W. Selvidge.

659. Van Westrienen, Harold J. Planning a school-building program. *Industrial arts and vocational education*, 20: 159-65, May 1931.

Emphasizes the need and present plans for adequately providing for shops in any school-building program.

660. Yager, Sylvan A. Cement and concrete work for junior or senior high schools. *Industrial arts and vocational education*, 20: 197-99, June 1931.

Objectives, equipment, and outline of a course in cement and concrete work.

TRADE AND INDUSTRIAL EDUCATION

661. American vocational association. Coordination in trade and industrial education. Indianapolis, Ind., The association, 1931. 67 p. (Bulletin no. 7)

A comprehensive study of the place of coordination in trade and industrial education by the committee on part-time education of the American vocational association.

662. Bowen, R. Sidney, jr. Flying from the ground up. New York city, McGraw-Hill Book co., 1931. vi, 234 p., diags.

A chatty text for the person just beginning or contemplating beginning to fly, by the managing editor of "Aviation."

663. Brady, George S. Materials handbook. New York city, McGraw-Hill Book co., 1931. xxiii, 588 p., tables, charts.

A second edition of a handbook designed to "give in convenient form the chief distinguishing data on the raw materials of engineering and manufacturing."

664. Bruner, Carl G. A study of the possible and achieved values of printing instruction in the public schools. *Printing education*, 7: 114, 117-25, May 1931.

A careful evaluation of the present problem of printing education, together with a reasonable solution.

665. Dingman, Charles F. Estimating building costs. New York city, McGraw-Hill Book co., 1931. xv, 277 p., illus., tables.

A second edition of a standard handbook dealing with estimating.

666. Ewing, Claude H., and Clark, Arthur L. Instruction manuals for paper hangers. Subtitle, Unit II: Hanging side-wall and ceiling paper. New York, McGraw-Hill Book co., 1931. xiii, 58 p. illus. (McGraw-Hill vocational texts. Edward A. Lee, consulting editor)

The second of a series of manuals dealing with the trade of the paper hanger. The material was organized and arranged by means of a trade analysis. See Bulletin, 1931, no. 3, item 1978.

667. Hebb, George K. Developing man power for the printing industry. *Journal of adult education*, 3: 201-06, April 1931.

A concise description of the educational program of the United typothetae of America.

668. Holland, Harvey H. Avigation. New York city, McGraw-Hill Book co., 1931. vii, 272 p. illus., diags., tables.

A text which presents the principles and methods of avigation practice.

669. **Karch, B. Randolph.** How to teach layout work to printing students. *Industrial arts and vocational education*, 20: 175-77, May 1931.
A provocative study of the upgrading needs of vocational instructors which should be met by teacher trainers.
670. **Miller, I. W.** The aircraft mechanics' handbook. New York city, McGraw-Hill Book co., 1931. viii, 174 p. illus., tables.
A book adequately described by its title.
671. **Moyer, James A., and Wostrel, John F.** Practical radio. New York city, McGraw-Hill Book co., 1931. ix, 410 p. illus., diagrs., tables, charts.
The fourth edition of a text dealing with radio. Includes a chapter on television.
672. ——— The radio handbook. New York city, McGraw-Hill Book co., 1931. x, 886 p. illus., diagrs., tables.
A comprehensive and up-to-date reference dealing with radio, comparable in form and excellence to the publishers' Machinist's handbook.
673. **Oliver machinery company.** Installation, care, and operation of "Oliver" circular saw benches. Grand Rapids, Mich., Oliver Machinery company, 1931. 35 p.
A complete manual for the operation of circular saw benches, available for the asking.
674. **Stone, William H.** The place and importance of research in vocational industrial education. *American vocational association news bulletin*, 6: 36-38, May 1931.
A plea for adequate recognition of the need for basing industrial-education programs upon the solid foundation of research.
675. **Tarbell, Robert W.** Providing effective shop training for apprentices. *Industrial arts and vocational education*, 20: 200-02, June 1931.
The first of a series by a member of the staff of Milwaukee vocational school.
676. **Thayer, H. C., ed.** The electricity unit: Part II. New York city, McGraw-Hill Book co., 1931. 21 p.
Process and information sheets devised for use in an exploratory course in electricity.
677. **Thomason, C. C.** Foreman job analysis. *Personnel*, 8: 11-15, May 1931.
A comprehensive analysis in outline form which should be in the hands of every conference leader.
678. **Towne, Harriet E.** Service clubs and vocational guidance. *National altruism*, 8: 3-6, March 1931.
A timely discussion of the vocational guidance activities carried on by nine nationally organized service clubs, six of which are women's organizations.
679. **Weaver, G. G.** Some problems of cooperative education. *Industrial education magazine*, 32: 352-55, May 1931.
A careful analysis of the obligations and opportunities of both parties involved in a cooperative vocational program.

VOCATIONAL GUIDANCE

680. **Allen, Richard D.** Child growth and school wastes. *Journal of the National education association*, 20: 205-06, June 1931. ☺
An argument for more understanding on the part of administrators concerning the functions of guidance.
681. **Commonwealth club of California.** Section on occupational restrictions. Harvey D. Miller, chairman. *Legislative occupational restrictions*. San Francisco, Calif., Commonwealth club of California, 1931. 49 p. (Transactions, vol. XXVI, no. 1)
A section report to the Commonwealth club of California concerning the legislative restrictions surrounding those who wish to enter certain vocations. The study covers 18 states.

682. **Corre, Mary P.** The coordination plan. Vocational guidance magazine, 9: 355-61, May 1931.

An article including the standard forms for occupational research as approved by the Occupational research section of the National vocational guidance association.

683. **Gallagher, Edward J.** Vocational guidance and success. Milwaukee, Wis., The Bruce Publishing co., 1931. xi, 201 p. illus.

A book which, according to the author, "should be placed in the hands of pupils at least a year before the age at which the law allows them to go to work."

684. A handbook for counselors. California quarterly of secondary education, 6: 287-305: 331-3, April-June.

A handbook developed through a series of conferences of California high-school principals and counselors. Chapter 2: A guiding philosophy of secondary education. Chapter 3: The functions of counseling. Chapter 4: Training program for counselors. Chapter 5: Technique of counseling.

For chapter 1 of the handbook, see the January number of the California quarterly of secondary education, page 211.

685. **Hutson, Percival W., comp.** Measuring the need for guidance in Western Pennsylvania. University of Pittsburgh School of education journal, 6: 115-54, May 1931.

An issue devoted to reporting three studies carried on in a class at the University of Pittsburgh in an attempt to answer the question implied in the title.

686. **Institute of women's professional relations.** Occupations for college women. A bibliography. Greensboro, N. C., North Carolina college for women, 1931. 22 p. (Supplement no. 2, February 1931, to Bulletin no. 1, October 1929)

Supplement no. 2 to Bulletin no. 1 of the Institute of women's professional relations. Covers books and magazine articles which appeared in 1930.

687. **Jones, Walter B.** Traits of vocational counselors. Vocational guidance magazine, 9: 348-53, May 1931.

A study attempting to determine essential traits and their order of importance for successful counseling.

688. **Lapp, John A., ed.** Careers. Chicago, the Institute of Research, 1931. 11 v.

Additional monographs in this series include: 9. Publishing. 13. Landscape architecture. 29. Hospital management. 31. Banking. 36. Mechanical engineering. 38. Acoustical engineering. 41. Dietetics. 43. Social work. 46. Clay working. 49. Dramatic art. 50. Recreation leadership.

For previous numbers in the above series, see Bulletin, 1931, no. 3, item no. 2007; and Bulletin, 1931, no. 9, item no. 743.

689. **Myers, George E.** What should be the duties of the counselor? Vocational guidance magazine, 9: 343-47, May 1931.

A comprehensive list of the counselor's responsibilities, presented by the president of the National vocational guidance association.

690. **Smith, Fred C.** Vocational guidance in American colleges. Personnel journal, 10: 34-38, June 1931.

A report by the editor of Vocational guidance magazine, concerning the techniques of vocational guidance used in sixty American colleges.

691. **Stuart, Milo H., and Morgan, DeWitt S.** Guidance at work. New York city, McGraw-Hill Book Co., 1931. viii, 104 p., illus. (McGraw-Hill vocational monographs, Edwin A. Lee, consulting editor)

Deals with the organization and administration of the various guidance agencies of the Arsenal technical school, Indianapolis, Indiana, giving a description of the plan, with courses of study, personal records, employment opportunities, etc.

See also nos. 143, 229, 328, 378, 578.

NEGRO EDUCATION

Ambrose Caliver, assisted by Theresa A. Birch

692. Bullock, B. F. The present status of agricultural education in Negro schools. Bulletin (organ of the National association of teachers in colored schools), 11: 4, 17-18, 24, April-May 1931.

Only the beginnings have been made in agricultural education in Negro schools, particularly in land-grant colleges, in which the major portion of this work is done. The author gives four precautions: (1) Warning against premature development; (2) need for placing emphasis where it is most needed; (3) possibility of the existence of a lack of sincerity; (4) the danger of making agricultural education too academic.

693. Cooke, Dennis H. The negro rural-school problem. Southern workman, 60: 156-60, April 1931. tables.

This article reports a study of 25 counties in North Carolina to ascertain the facts on school availability for Negroes. It was found that: (1) The problem of poor school attendance is greater in counties whose population is dominantly Negro; (2) as the per cent of Negroes in the total population decreases, the problem of the average per capita cost of instruction increases; (3) the per cent of 1-room Negro schools and the percentage of Negroes in the total population vary inversely; (4) it is a greater financial burden per pupil enrolled for counties having less than 10 per cent Negro population to provide buildings commensurate with larger per cent of Negro population in other counties; (5) library facilities are slightly better in counties having 10 per cent Negro population than in other counties with greater Negro population.

694. Dabney, Charles. William Penn school, St. Helena Island. Southern workman, 60: 277-281, June 1931. illus.

A description of the events of April 15, 1931, at Penn school, the date upon which a bas-relief memorial of Doctor Frissell of Hampton was unveiled, and the new building given by the General education board was dedicated.

695. Davis, Jackson. The Phenix school. Southern workman, 60: 264-8, June 1931. illus.

An address delivered at the cornerstone laying of the Phenix demonstration school, erected by Hampton institute and the General education board as a practice school for teacher-training, and dedicated to George P. Phenix.

696. Kidd, A. L. The Florida agricultural and mechanical college. Bulletin (organ of the National association of teachers in colored schools), 11: 13-14, 28, April-May 1931.

The writer summarizes the recent developments at the Florida state college and predicts an even greater usefulness than has been characteristic in the past.

697. Magic yeast of Tuskegee. Literary digest, 109: 23, May 9, 1931.

The spirit of the work of Booker T. Washington has been the "magic yeast" which has aided both racial groups in America by systematizing industrial education.

698. Martha Schofield and Negro education. Southern workman, 60: 150-51, April 1931.

A description of the work of Martha Schofield, founder of Schofield school, Aiken, S. C.

699. President Hoover's address at the Tuskegee institute. School and society, 33: 571-72, April 25, 1931.

The President's address commemorating the fiftieth anniversary of the founding of Tuskegee institute. "The greatest single factor in the progress of the Negro race has been the schools, private and public, established and conducted by high-minded, self-sacrificing men and women of both races and all sections of our country, maintained by the states and by private philanthropy, covering the whole field of education from primary school through to college and university.

700. Sumner, F. C. Mental health statistics of Negro college freshmen. School and society, 33: 574-76, April 25, 1931. tables.

Reports the results of the administering of S. Daniel House's Mental hygiene inventory to 203 freshmen at Howard university. The writer found, (1) the mental health of Negro freshmen is approximately normal; (2) the Negro is slightly more psychoneurotic in childhood and slightly more mentally healthy in maturity; (3) the male Negro college

freshman is slightly less normal than the female in childhood and more noticeably super-normal in maturity; (4) the more intelligent the freshman the less normal in mental health he was in childhood, and the more intelligent the freshman the more mentally healthy he is in maturity.

701. **Whiting, G. W.** The present status of elementary education among Negroes in West Virginia. *Bulletin (organ of the National association of teachers in colored schools)*, 11: 21-2, 26-7, April-May 1931.

After summarizing the topics, Qualification for principals, Supervisory duties of principals, Types of schools, Length of term, Enrollment and attendance of pupils, Equipment, and Salaries and training of teachers, the writer concludes that West Virginia has one of the best outlooks of any state South or North. The observation is made that closer supervision with a good scientific technique, trained elementary principals with a corps of teachers thoroughly acquainted with the child and his problems, are needed to keep pace with modern development in elementary education.

See also nos. 333, 335.

FOREIGN EDUCATION

James F. Abel

INTERNATIONAL

702. **Abbott, Mary Allen.** Children's responses to the motion picture "The Thief of Bagdad." A study of the fifth and sixth grades, Horace Mann school, Teachers college, Columbia university. *International review of educational cinematography*, 3: 65-80, 157-64, 241-64, 469-82, January, February, March, May, 1931.

A careful study, not yet fully reported, of children's responses to a motion-picture film. Bibliography.

703. **Brainerd, Heloise.** Intellectual cooperation between the Americas. *Bulletin of the Pan American union*, 65: 383-99, April 1931.

A historical, descriptive sketch including statements about interchange of students and professors, Pan American studies, medicine and public health, international law, geography, history and archeology, science, fine arts, the press, libraries and bibliography, women's organizations, the Inter-American institute, and the Pan American union.

704. **Drummond, Margaret.** The mental health of the preschool child. *New era*, 12: 191-94, June 1931.

The author reviews the work of Watson and Pavlov and points out the value of the nursery school.

705. **Findlay, Leonard.** The study and teaching of pediatrics. *Revue internationale de l'enfant*, 11: 219-41, Mars 1931.

An address delivered in Belgrade by the former professor of pediatrics of Glasgow university, in which the main argument is for much better training of all physicians in diagnosing and treating the diseases of children.

706. **Galdames, Luis.** El instituto Panamericano de geografia e historia. *Anales de la Universidad de Chile*, 8: 1907-40, Cuarto Trimestre de 1930.

An account of the founding of the institute and of its purposes; includes its statutes.

707. **Harley, John Eugene.** International understanding. Agencies educating for a new world. Stanford University, Standard university press, 1931. 604 p.

This is a guide book of precise and useful information about the recent developments in higher international education, particularly in the field of social sciences. It includes data about international houses, official international organizations, academic institutes with yearly programs relating to international relations, summer or vacation schools and institutes, special institutes or associations of a permanent nature, and major endowments and foundations.

708. **Institut International de Coopération Intellectuelle.** *Activité de l'organisme de coopération intellectuelle.* Bulletin de la coopération Intellectuelle, 5: 213-35, Mai 1931.

An account of the work of the International Institute of intellectual cooperation which includes the response to a request of the Chinese government for help in reorganizing education in China, new appointments to the staff, announcements of meetings, the international rôle of pedagogical museums, etc.

709. **International bureau of education.** Plan for the classification of educational documentation intended for current use. Bulletin of the International bureau of education, 5: 46-57, April-1931.

This is an abridgement of a complete plan of decimal classification of educational material that is being developed and used in the documentation section of the International bureau. The hope is that it will eventually bring about a standardization of the bibliography of education.

710. **Marlatt, Abby L.** "Foreign day" at the practice cottage. Journal of home economics, 23: 418-22, May 1931.

The author states that studying foreign foods as a means of enlarging the international horizon began at the cottage in the University of Wisconsin during the war. At present on one day each week a bill of fare typical of some foreign country is prepared and served in conformity with the customs of that country. Genuine educational worth comes from the discussions thus started. Good menus for Cornish, Norwegian, Japanese, and Syrian days are outlined in the article.

711. **Richard, E.** Tabular survey of the present state of commercial schooling in various countries. 2nd ed. Glarus, Switzerland, Typ. Glarner Nachrichten, 1931. 42 p., tables.

This tabular survey printed under the auspices of the International society for commercial education gives tabulated data for 22 countries on commercial education in those countries. It is an unusually valuable synopsis and is presented in German, French, and English.

712. **Rossello, P.** Le bureau international d'éducation. Genève, Bureau international d'éducation, 1931. 20 p. illus.

A brief account of the history, activities, and organization of the International bureau of education, Geneva, Switzerland.

See also nos. 399, 611.

AFRICA

713. **Hoernle, A. W.** An outline of the native conception of education in Africa. Africa, 4: 145-63, April 1931.

An attempt to outline certain fundamental aspects of the African cultures as a basis for aiding their educational development.

714. **Yousef, Nagib.** The evolution of commercial education in Egypt. International review for commercial education, second series, 10: 698-701, May 1931.

An expository account of commercial education in Egypt.

ALBANIA

715. **Burgess, Aline.** Home economics in an Albanian school. Journal of home economics, 23: 532-34, June 1931.

In the Albanian-American school at Kaja the courses are being developed around plans for a model village into which the students will move as rapidly as cottages are completed. The aim of the work in home economics is to show the students how, with the tools and materials at hand, they may build for their Nation a more beautiful, healthful, and happy life.

AUSTRALIA

716. **Adelaide University.** Manual of the public examinations board, 1931. Adelaide, At the Halsell Press, 1931. 297 p.

The manual contains the regulations and syllabus for the year 1931, the examination papers for 1930, the report for 1930.

717. **Australia.** Commonwealth bureau of census and statistics. Official yearbook of the Commonwealth of Australia. Melbourne, H. J. Green, 1930. 805 p. (No. 23, 1930)

Chapter X of the Yearbook is devoted to education in Australia. It is largely a statistical summary, the data being for the year 1928.

718. **New South Wales. Legislative assembly.** Report of the Minister of public instruction for the year 1929. Sydney, Alfred James Kent, 1931. 35 p.

The annual official report on education in New South Wales, with appendices.

BELGIUM

719. **De Laet, Maurice.** La physio-pathologie du travail dans l'enseignement universitaire. Revue de l'Université de Bruxelles, 36: 273-90. Décembre 1930-Janvier 1931, 1931.

The inaugural address delivered at the opening of the free clinic on the physio-pathology of work at the University of Brussels, October 27, 1930. The speaker outlined the history of legislation for the care of workers in Belgium and announced that the work of the clinic will include the physiology of labor, a study of the pathological states due in general to labor or to accidents, the early diagnosis and treatment of professional maladies and the laws from 1903 to 1927 concerning the practice of medicine as it relates to labor.

See also no. 257.

BRITISH COLUMBIA

720. **British Columbia.** Education department. Fifty ninth annual report of the public schools of the province of British Columbia, 1929-30. Victoria, Charles F. Banfield, 231 p.

The annual official report of education in British Columbia.

BULGARIA

721. **Piryov, G. D.** Osnovnitè Problemi na nasheto srèdno obrazovanie. Uchitelska Mis' (Sofia, Bulgaria), 7: 440-50, March 1931.

New problems of secondary education in Bulgaria. The author advises that the curriculum should include vocational courses for those students who do not intend or are unable to continue their higher education.

CANADA

722. **Cahn, Gaston.** L'Enseignement commercial au Canada. International review for commercial education, second series, 10: 689-95, May 1931.

An expository account of commercial education in Canada.

723. **Quebec (Province) Bureau of statistics.** Statistical yearbook, 17th year. Quebec, Redempti Paradis, 1930. 456 p.

The Yearbook contains an excellent account of education in Quebec with historical statistical tables.

724. **Toronto [city] Board of education.** Annual financial statement and educational statistics, 1930. Toronto, B. M. & F. M. Brown, Ltd., 1931. 134 p. illus.

The annual official report for the school system of Toronto, Canada. Among other good data are detailed figures on unit and per pupil costs.

CHINA

725. **China foundation for the promotion of education and culture.** Fifth report. Peiping, The Commercial Press, Ltd., 1930. 109 p., illus.

The report covers the period from July, 1929, to June, 1930, inclusive, giving a detailed account of the foundation and of its activities.

726. **Meng, Chih.** Recent educational events in China. Educational review, 45: 142, March 1931.

A brief summary of the larger phases of educational reform in China.

COSTA RICA

727. Costa Rica. Secretaria de educacion publica. Plan de estudios programas y reglamento de los colegios de segunda enseñanza. San Jose de Costa Rica, Imprenta nacional, 1929. 110 p.

The plan of studies for the secondary schools of Costa Rica.

CZECHOSLOVAKIA

728. Školska organizace a reformy. Vestník Pedagogický, 8: 254-57. September 1930.

The article describes reorganization of the Pedagogical academies at Bratislava and Brno in force since 1930-31.

729. Štorch, Ed. Školní farmy. Vestník Pedagogický, 8: 241-46. September, tember 1930.

The school farms in Czechoslovakia are organized through the country to provide vacation places for city children. In 1930 about 10,000 pupils spent their summer in these farms under supervision of physical directors.

730. Tchécoslovaque République. Office de statistique. Aperçu statistique de la République Tchécoslovaque. Prague, Office de statistique, 1930. 320 p. maps and charts.

The official statistics of Czechoslovakia. Contains those for education for the school year 1927-28.

731. Ziskal, J. Nová učebná osnova pro obchodní akademie. Vestník Pedagogický, 9: 152-55. April 1931.

The author gives a brief account of the new curriculum of the four-year commercial schools in Czechoslovakia, known as Academies of commerce, which will be in force in 1931-32. The main benefit of this curriculum is compulsory study of two foreign languages and a more extensive course in accountancy.

DENMARK

732. Forslag til Lov om Lønninger m. m. for Folkskolens Lærere. Folkskolen, 48: 277-83, April 16, 1931.

A law of March 30, 1930, to be put in force July 1, 1931, governing public school teachers' salaries in Denmark.

ENGLAND

733. Burnham committee. The Education minister inaugurates the new negotiations. Schoolmaster and Woman teacher's chronicle, 119: 826-28, April 30, 1931.

Teachers' salaries in England and Wales have for the last 12 years been fixed by negotiations carried on before a committee, of which Lord Burnham is chairman, by representatives of the teachers and of the local authorities. A new scale must come into force in April, 1931. The article is an account of the opening meeting for beginning the work of setting the scale.

734. Cambridge University. Local examinations [school certificate and junior] Examination papers, December 1930. Cambridge, Cambridge University Press, 1931. 302 p.

These examination questions used by the University of Cambridge in its local examinations cover a wide variety of subjects. They are suggestive to teachers and very valuable in making comparisons. They include religious knowledge, English, history, ancient and modern languages, the sciences, and mathematics. In all, 56 papers are set for the school certificate and 44 for the junior local examinations. Such subjects as Sanskrit, Arabic, Hindi, Malay, handicrafts, needlework, art, and music are included.

735. Education estimates. Schoolmaster and Woman teacher's chronicle, 119: 548, March 26, 1931.

A brief analysis of the civil estimates for education in England for the year 1931, includes a comparison with those for 1930.

736. Eleven to fifteen. Times educational supplement, 21: 137, April 18, 1931.

The division of adolescents for purposes of secondary education is working out in England by allotting them to (a) secondary schools, (b) central (selective) schools, and (c) senior (nonselective) schools. The division is to be made when the child is 11-plus years of age. He doubts whether it can be made fairly at that time. He suggests a very few schools for the plainly supernormal, a few for the obviously subnormal, and a four-year school for the average. The first two years of the four-year school would offer a common curriculum for all pupils; in the last two years a bifurcation would be made to take care of the stronger pupils.

737. Great Britain. Board of education. Elementary education [England and Wales]. Cost per child. London, His Majesty's Stationery Office, 1931. 35 p.

These data are for the years 1927-28, 1928-29, and 1929-30, and based on the actual net expenditures of the local education authorities. The expenditure is analyzed under six heads: Salaries of teachers, loan charges, administration and inspection, other expenditure, special services, and employers' contributions under the teachers' superannuation act of 1925.

738. ——— Report of the consultative committee on the primary school. London, His Majesty's Stationery Office, 1931. 290 p.

In 1926 the consultative committee issued a report on the education of the adolescent, a report that was widely read in many countries and probably will long be considered a standard work on that subject. In that report the committee held that primary education should end when the child is between 11 and 12 years of age. The report on the primary school comes as a natural sequence to that on the education of the adolescent. It deals with children between the ages of 7 to 11 and with special reference to the rural area. An unusually fine study.

739. ——— University grants committee. Returns from universities and university colleges in receipt of treasury grant. Academic year, 1929-30. London, His Majesty's Stationery Office, 1931. 22 p.

The annual descriptive and statistical report for those institutions that receive aid from National funds in the United Kingdom.

740. Howard, B. A. Coeducation in state secondary schools. New era, 12: 153-55, May 1931.

A brief article on coeducation in public schools in England. This number of the New era is largely a symposium on the question of coeducation. Articles other than the one cited are: The difficulties of coeducation in England; Coeducation as training for living by living; The advantages of coeducation; Coeducation in practice.

741. The infant school. School government chronicle, 123: 290-96, April 1931.

This is the second of a series of articles on school types; the first was on the nursery school. The author sketches the history of the infant school, offers good plans for a building, and describes well the work of the school.

742. Lloyd, J. Typical school curricula and time tables. IV. A junior technical school. Journal of education (London), 63: 229-30, April 1, 1931.

The fourth of a series of articles dealing with typical school curricula and time tables in England.

743. Lunn, H. P. Typical school curricula and time tables. V. A coeducational secondary school. Journal of education (London), 63: 295-97, May 1, 1931.

This is the fifth of a series of articles on types of school curricula and time tables in England. The school described, Yardley secondary school, Birmingham, has some 520 pupils, boys and girls in about equal numbers. The teaching staff is 25. The sexes are grouped together in all the subjects taken by both, with the exception of science.

744. The nursery school, its development, characteristics, and future. School government chronicle and education authorities gazette, 113: 254-57, March 1931.

The first of a series of articles to be presented on school types. The author states that the nursery school is gaining repute as the true foundation of the educational process and a generation hence is likely to be accepted as a desirable thing for all children. He deals with its development and aims, the curriculum, buildings and equipment, size, staff, and social relations. A good bibliography is included.

745. **The primary school.** School government chronicle and education authorities gazette, 123: 321-24, May 1931.

The third of a series of articles on school types. It is of special interest because of the Consultative committee's recent report on the primary school. The author sketches the history of the elementary school and gives its general characteristics as they are at present. The article is illustrated.

746. **Roberts, Angus.** Current educational questions. Schoolmaster and woman teacher's chronicle, 119: 647-50, April 10, 1931.

This is the presidential address delivered at the opening of the sixty-first annual conference of the National union of teachers, held at Yarmouth, England, during Easter of 1931. It deals with the pressing problems of education in England. The entire number of the Chronicle is given to the proceedings of the conference.

747. **The Senior school. I. Organization and curriculum.** School government chronicle and education authorities gazette, 123: 360-68, June 1931.

An excellent descriptive article, the fourth of a series on school types in England and Wales.

748. **Sharp, Evelyn.** A boys' university—Abinger Hill, Holmbury St. Mary, Surrey. New era, 12: 135-39, April 1931.

An account of a school for boys in England in which a combination of the tutorial system with a few fixed classes is practiced.

749. **Ten years of the Burnham scales.** Times educational supplement, 21: 121, April 4, 1931.

The adoption of the Burnham scales of salaries for teachers in England was one of the very important educational developments immediately following the war. The article is a review of how the scales have worked out.

750. **Wood, G. S.** Typical school curricula and time tables. VI. A rural school, Brampton County secondary school. Journal of education, (London), 63: 375-76, 381, 384, June 1931.

The sixth article of a valuable series on schools in England.

FINLAND

751. **Finland's officiella statistik. IX. Lärdomsskolorna. 56. Statistik översikt av lärdomsskolornas tillstånd och verksamhet under läsåret 1929-1930.** Helsingfors, Statsrådets tryckeri, 1931. 139 p.

The annual statistical survey of secondary schools in Finland. Contains many historical tables.

FRANCE

752. **Cañon, Marguerite.** Cinquante ans de vie de l'enseignement secondaire féminin (1881-1931). Revue universitaire, 40: 398-409, Mai 1931.

The year 1931 is the fiftieth anniversary of public secondary education for women in France. The article listed deals with the history and present status of that phase of education in that country.

753. **Les carrières de nos enfants.** [Enquête de l'Éducation] L'Éducation, nouvelle série, 22: 385-415, Avril 1931.

This entire number of Education is devoted to an inquiry on the careers that are open to young people. It includes articles on the military career, university careers, the magistracy, business, and positions in the colonies. Short descriptions of each of the great schools in France that prepare for careers are given.

754. **Georget, L. M.** Périodiques Français traitant de questions d'enseignement et de pédagogie. Bulletin du Musée Pédagogique, 4: 108-115, Février 1931.

A list of 192 French periodicals dealing with questions of education and pedagogy. For each the title, the name of the publisher, and the publisher's address is given.

755. **Guenot, Helene.** A propos du cinquantenaire de l'École normale supérieure de Sèvres. Revue universitaire, 40: 410-33, Mai 1931.

The year 1931 is the fiftieth anniversary of public secondary education for women in France. The article listed deals with the history and present status of that phase of education in that country.

756. **L'Hopital, Ch.** L'enseignement musical dans les écoles primaires et les classes élémentaires et moyennes des lycées et collèges. *L'Enseignement public*, 105 : 193-214, Mars 1931.

The first of a series of excerpts from the report of the Inspector general of public instruction in France to a commission appointed to reform and develop the study of music. The entire report, consisting of five parts, was presented in October, 1930. The second, third, and fifth parts will be published in *L'Enseignement public*.

757. ——— L'enseignement musical dans les classes les plus élevées des lycées et des collèges et dans les universités. *L'Enseignement public*, 105 : 289-315, Avril 1931.

The second part of a report presented by the inspector general of public instruction to the commission for the betterment and development of musical studies.

758. Instructions pour le nouveau programme de l'enseignement secondaire. *L'Information universitaire*, 10 : 5-6, 9 Mai, et 16 Mai, 1931.

By an arrete of April 30, 1931, the hours of study in the secondary schools were somewhat changed in the matter of their distribution among the different subjects. The article explains the changes and gives the table of hours under the new régime.

759. **Lacroix, Maurice.** Le budget de l'instruction publique devant le parlement. *Revue universitaire*, 40 : 321-41, Avril 1931.

An account of the discussions in the parliament of France over the budget for public instruction. This article deals particularly with the report made by M. Hippolyte Ducos, deputy for Haute-Garonne. It is a discussion of the general educational policies of France and the present attempts at reform, not a mere analysis of the budget.

760. **Laicité.** *L'Enseignement public*, 105 : 385-408, Mai 1931.

The first part of an article in defense of lay public education in France.

761. **Ozouf, René.** Les lois scolaires et leur histoire. *Journal des instituteurs et des institutrices*, 77 : 493-500, 2 Mai 1931.

This number of the journal is dedicated to the fiftieth anniversary of the lay school and the centenary of the birth of Jules Ferry. The article cited is a concise account of the history of the school laws of France.

762. **Parmentier, A.** Jules Ferry. *L'Ecole et la vie*, 14 : 537-39, 2 Mai 1931.

A short sketch of the life and work of Jules Ferry. This number of *L'Ecole et la vie* is largely devoted to the fiftieth anniversary of the lay school in France. Besides the article on the life of Jules Ferry, there are: Why France honors Jules Ferry; The development of the lay school; Gratuity; Laicity; and Conclusion.

763. **Wallon, H.** L'Étude du caractère chez l'enfant. *Revue de l'enseignement secondaire des jeunes filles, nouvelle série*, 4 : 210-14; 225-29; 246-49, 15 Avril, 15 Mai 1931.

A series of three articles on character in little children.

See also no. 247.

GERMANY

764. **Abramson, J.** Notes sur quelques visites à des laboratoires d'orientation professionnelle. IV.—Stuttgart. *Bulletin de l'Institut National d'Orientation Professionnelle*, 3 : 69-72, Mars 1931.

This is the fourth of a series of articles describing laboratories of professional orientation. The one described at Stuttgart is the centre of 35 offices for such work in south-west Germany. In it many tests are tried out, especially those for determining aptitudes.

765. **Bosch, Franz.** Die Stellung der Mathematik am Gymnasium. *Monatschrift für Höhere Schulen*, 30 : 425-43, 28 Mai 1931.

A discussion of the place of mathematics in the gymnasium. This number of the *Monatschrift* contains other good articles on the teaching of mathematics in secondary schools.

766. **Brossmer [Oberregierungsrat].** Die geistigen Grundlagen des Jugendherbergswerkes. *Körpererziehung*, 9 : 77-81, März 1931.

An illustrated, descriptive article on the hostels for youth in Germany.

767. Erlacher, Carl. Vergleichende Untersuchungen über die Alkoholwirkung bei Schülkindern. Zeitschrift für Pädagogische Psychologie, 32: 185-96, April 1931.

An account of an experimental psychological investigation into the effects of alcohol in boys 10 to 14 years of age.

768. Fadrus, Viktor. Das neue schulhaus. Neue erziehungsstätten im Deutschen Reich. Schulreform, 10: 301-14, Mai 1931.

A well-illustrated article on the new schoolhouses and schoolhouse plans in Germany.

769. Fischer, Von Aloys. William Sterns personalismus. Zeitschrift für pädagogische psychologie, 32: 209-20, Mai-Juni 1931.

A sketch of William Stern's personality, the occasion being the sixtieth anniversary of his birth. This number of the Zeitschrift contains also an article on the conception and significance of introspection in the personality system of Stern.

770. Gremminger, O. Die Klassenwanderung und ihre Beziehung zum Unterricht. Schweizerische lehrerzeitung, 76: 207-11, 9 Mai 1931.

A discussion of the advantages of class excursions in secondary schools.

771. Hagan, John B. The Arbeitsschule in Germany. Catholic educational review, 29: 257-65, May 1931.

The author discusses the changes made in the elementary schools of Germany after the war and describes the workings of the activity method in a special school for backward children which he visited in Cologne.

772. Hildebrandt, Paul. Das Wesen der Schüler selbstverwaltung. Monatschrift für höhere schulen, 30: 249-74, März 1931.

A careful discussion of pupil self-government as it is developing in Germany.

773. Lüdtkke, Friedrich Wilhelm. Über das staatsbürgerliche Wissen und Denken von Volksschulkindern. Borna-Leipzig. Robert Noske, 1930. 74 p.

This report gives the results of an investigation into the civic thought and knowledge of children in the final classes of the folk schools in an average German city. It was prepared for a doctor's thesis in the psychological-pedagogical seminary of the University of Königsberg.

774. Mies, Paul. Fünf Jahre neuer Musikunterricht. Monatschrift für höhere Schulen, 30: 299-306, 25 März, 1931.

A review of the teaching of music in the secondary schools under the programs that have been in effect for five years.

775. Müller, Kurt. Neuere Untersuchungen zum Milieuproblem. Wissenschaftliche Beilage der Leipziger Lehrerzeitung, 61: 481-88, April 1931.

A careful analysis of the environment problem in the development of children.

776. Pafford, J. H. The German library system. Minerva-Zeitschrift, 7: 1-6, Januar-Februar 1931.

The first instalment of notes on a short visit to the libraries of Germany, made by a librarian from Birmingham, England.

777. Preussen. Staatsministerium. Handbuch über den Preussischen Staat . . . für das Jahr 1930. Berlin, R. von Decker's Verlag, 1931. 1,251 p.

The official annual handbook of Prussia.

778. Schappi, Emilie. Das Wandern auf der Elementarstufe und seine Beziehungen zum Unterricht. Schweizerische lehrerzeitung, 76: 223-25, 16 Mai, 1931.

A discussion of the value of class excursions on elementary school levels.

779. Unsere Frankfurter Versammlung. Allgemeine Lehrerzeitung, 60: 433-37, 4 Juni, 1931.

An account of the Frankfurt meeting of the German Teachers' union (Deutschen Lehrerverein).

780. Urbach, Fritz. Einfluss der Berufserfahrung auf den Erfolg des kaufmännischen Unterrichts. Freiberg, Ernst Mauckisch, 1929. 75 p.

A study of the influence of professional experience on the results of commercial instruction. Made by a student in the faculty of philosophy of the Albert university at Königsberg, Germany.

See also, no. 456.

GUATEMALA

781. **Guatemala. Ministro de Educacion Publica.** Memoria de las labores del ejecutivo en el ramo de Educacion Publica durante el ano administrativo de 1929, presentada a la Asamblea Legislativa en sus sesiones ordinarias de 1930. Guatemala, La Tipografia Nacional, 1930. 103 p.

The official report of the Minister of public education made to the National assembly in 1930. The data are for the year 1929.

782. ——— **Estatutos de la Universidad Nacional de Guatemala.** Guatemala, Tipografia Nacional, 1930. 68 p.

The statutes of the National university of Guatemala promulgated December 20, 1929.

783. ——— **Plan de estudios de la escuela normal de maestras para parvulos y programas para las mismas.** Guatemala, Tipografia Nacional, Enero de 1930, 32 p.

The official program of studies for the normal school for teachers of infants in Guatemala, effective from January 1930.

784. ——— **Plan de estudios para las escuelas nacionales comercio y programas para las mismas.** Guatemala, Tipografia Nacional, Enero de 1930, 44 p.

The official plan of studies and programs for the national commercial schools in Guatemala.

785. ——— **Plan de estudios y programas para las escuelas normales de preceptores.** Guatemala, Tipografia Nacional, 1930. 75 p.

The official plan of studies and programs for the normal schools for teachers in Guatemala.

786. ——— **Plan de estudios y programas para las institutos de enseñanza secundaria—en vigor desde el 1o de enero de 1930.** Guatemala, Tipografia Nacional, Marzo, de 1930. 148 p.

The official plan of studies and programs for the schools of secondary education in Guatemala, in force from January 1, 1930.

787. ——— **Plan de estudios y programas para las escuelas normales integrales—en vigor desde el 1o de enero de 1930.** Guatemala, Tipografia Nacional, Febrero de 1930. 192 p.

The official plan of studies and program for the normal schools in Guatemala, effective from January 1, 1930.

788. ——— **Secretaria de Educacion Publica.** Plan de estudios y programas detallados de las escuelas preparatorias y primarias urbanas. Guatemala, Tipografia Nacional, Diciembre de 1929. 64 p.

The present plan of studies and programs to be used in the preparatory and city primary schools of Guatemala.

HUNGARY

789. **Radits, Margherita.** L'educazione nazionale del popolo ungherese secondo la riforma Klebelsberg. Rivista Pedagogica, 24: 79-120, 227-50, Gennaio-Febrario, Marzo-Aprile, 1931.

An account of the recent reforms of education in Hungary, a publication of the school of pedagogy in the University of Rome.

INDIA

790. **McKee, William John.** New schools for young India. A survey of educational, economic, and social conditions in India with special reference to more effective education. Chapel Hill, University of North Carolina press, 1930. 435 p. illus.

This volume consists of four parts, each taking up some phase of Indian life with reference to curriculum making. They are: A review of education in India, present-day educational practices, social analysis of village life, and modern social and educational ideals. The author has carried on a successful school at Moga and is acquainted with the things of which he writes.

See also no. 612.

ITALY

791. **Volta, Ricardo Dalla.** L'insegnamento commerciale superiore in Italia. International review for commercial education, second series, 10: 681-89, May 1931.

An expository account of higher commercial education in Italy.

MEXICO

792. **Mexico. Secretaria de educacion publica.** Boletin de la secretaria de educacion publica. Tomo X. Noviembre y diciembre de 1930, enero y febrero de 1931. Nums. 1 a 4. Mexico, Talleres graficos de la nacion, 1931. 209 p.

The official bulletin of the Secretariat of public education in Mexico for the months named. It comprises reports from the eleven divisions of the secretariat, such as administration, rural schools, cultural missions, secondary education, psycho-pedagogy and school hygiene, fine arts, and libraries.

793. ———. **Noticia estadística sobre la educación pública en México correspondiente al año de 1927.** Mexico, Talleres graficos de la nacion, 1929. 1,077 p. graphs.

In 1925 the Secretariat of public education in Mexico undertook to gather and publish annually statistics on education throughout all that country. The volume cited above is the third of the series. It is comprehensive and ranks well among the reports of this nature that are issued by national ministries of education.

793 A. ———. **Noticia estadística sobre la educación pública en México correspondiente al año de 1928.** Mexico, Talleres grafico de la nacion, 1930. 775 p. graphs.

The fourth of the series mentioned above.

NEW ZEALAND

794. **New Zealand. Taranaki education district.** School surveys, 1927 and 1929. Arranged by N. R. McKenzie. New Plymouth, North and South Taranaki branches of the New Zealand educational institute, 1930. 60 p.

A summary of pioneering attempts in the Taranaki District to apply modern scientific measurements to the products of school education.

NORWAY

795. **Egge, Karl.** Undervisningsplanen for laerarskulane. Skolebladet, 34: 195-98, April 18, 1931.

The author gives a brief account of the new four-year normal schools in Denmark.

NOVA SCOTIA.

796. **Nova Scotia.** Annual report of the Superintendent of education for Nova Scotia for the year ended July 31st, 1930. Halifax, King's Printer, 1931. 191 p.

The regular official annual report of education in Nova Scotia.

797. **Statistical survey of Nova Scotian schools.** Journal of education, 2: 18-27, March 1931.

A résumé of the annual report of the Superintendent of education for 1929-30.

PANAMA

798. **Panama Asociacion de maestros.** Memoria de la asociacion de maestros de la Republica de Panama. Panama, Star and Herald, 1930. 128 p.

The reports of the president and the treasurer of the Association of teachers of Panama, for the period 1928 to 1930.

799. ———. **Panama. Instituto nacional.** Boletin informativo [para el curso de 1928-1929] Panama, Imprenta Nacional, 1928. 10 p.

The prospectus of the National Institute of Panama for the school year 1928-29.

800. **Panama. Instituto nacional.** Documentos historicos sobre la independencia del Istmo de Panama. Panama, Imprenta Nacional, 1930. 562 p.

A collection of the documents relating to the independence of the Isthmus of Panama. Valuable for students of American history.

801. ——— Historia del instituto nacional: 20 años de labor educativa. Panama, Imprenta Nacional, 1930. 148 p.

An historical illustrated account of the National Institute of Panama.

802. ——— La Antorcha, organ oficial del Instituto nacional de Panama. Anuario publicado por las clases del '30. Panama, 1930. 150 p. illus.

The class annual of the National Institute.

POLAND

803. **Bureau international d'éducation.** L'éducation en Pologne. Genève, Bureau international d'éducation, 1931. 259 p. illus.

This is a collection of articles by different authors on education in Poland. Among other titles are: Progress and problems; psychological research on children; esthetic education; professional preparation of teachers; moral education; and school hygiene.

804. **Chrzczonowicz, L.** Zasady organizacji szkolnictwa zawodowego. Oświata i Wychowanie, 2: 473-94, Czerwiec 1930.

Principles of the organization of professional education in Poland. An official publication from the Ministry of religious cult and public instruction, at Warszawa, Poland.

805. **Grunwald, Thaddeus, and others.** The blind in Poland. Warsaw, Organizing committee of the Polish delegation to the World conference on the blind, 1931. 47 p. photographs.

This study includes general numerical data, education, assistance, social provision, and prophylactics.

806. **Hensel, G.** Ustrój szkolnictwa technicznego w Polsce i jego reorganizacja. Oświata i Wychowanie, 2: 494-507, Czerwiec 1930.

Organization of technical education in Poland and its reorganization. The author describes especially the trade and industrial schools of lower secondary grade. He says that in 1929-30 the handicraft schools enrolled 12,500 students. A publication of the Ministry of religious cult and public instruction.

807. **Kultura wsi.** Warszawa, Poland, Ministry of religious cult and public instruction, 1930. 179 p.

A bulletin of the 13th educational conference devoted to problems of rural education in Poland.

808. **Rocznik Statystyki Rzeczypospolitej Polskiej.** Warszawa, Poland, Główny Urząd Statystyczny, 1930. 637 p.

The official annual statistical handbook of Poland. Chapters XVI and XVII, p. 367-444, give good statistical survey of education in Poland.

809. **Roman, Marie.** Home economics in Poland. Journal of home economics, 23: 32-38, January 1931.

In dealing with this subject the author treats two phases: Home economics in the schools, and the work of other organizations, especially those of women. An excellent descriptive article.

810. **Wieniewski, Ignacy.** "Dla dzieci i młodzieży dozwolone." Oświata i wychowanie, 2: 60-65, Styczeń 1930.

The sign "Dla dzieci i młodzieży dozwolone," which means *For children and young folks allowed*, is seen in moving-picture theaters in Poland. The Ministry of public instruction at Warszawa, Poland, censurés carefully all films before they can be shown. The author states that improper films are destructive to the psychology and morals of children; and that it is the obligation of the nation to cooperate with school authorities.

PORTUGAL

811. Macandrew, Ronald M. Portuguese studies: cultural and commercial. *Scottish educational journal*, 14: 437-38, April 17, 1931.

The author calls attention to statistics that show the Portuguese language to be spoken by fifty-five millions of people, an exact per capita equality with the French; to its unexplored literary fields and to its great use in world trade. He thinks that the value of Portuguese studies are little understood and much understated.

UNION OF SOCIALISTIC SOVIET REPUBLICS

812. Dmitriyev, N. K. O parnykh slovosochetanyakh v Bashkirskom yazyke. Leningrad, U. S. S. R. *Izvestya Akademii Nauk of the U. S. S. R.*, 7: 501-22, October 1930.

Synonyms of the Bashkir language, which belongs to the Ural-Altai group, with their phonetic and semantic relationships.

813. Dragunov, A. The hPhags-pa script and ancient Mandarin. Leningrad, U. S. S. R. *Izvestya Akademii Nauk of the U. S. S. R.*, 7: 627-48 [I part], 775-97 [II part], October-November 1930.

Gives comparative tables of the ancient Chinese, ancient Mandarin, and hPhags-pa languages. It includes 703 specific characters.

814. Reed, Ferdinanda W. Going to school in Russia. *South Indian teacher*, 4: 83-86, March 15, 1931.

A brief account of an educational experiment begun in 1905 in the Kaluga District, Russia, by a young man named Schatsky and continued and widened under the Soviet régime.

815. Vseobshcheye obucheniye, likvidatsiya negramotnosti i podgotovka kadrov. Moscow, U. S. S. R., Plankhozgiz, 1930. 164 p.

Statistical review of compulsory education and the abolishment of illiteracy in the Soviet Union. Compulsory education was introduced in 1930. The study contains: organization, administration, and supervision of illiteracy classes; the qualifications and preparation of teachers; and specific aims and organization of instruction.

See also no. 455.

SAN SALVADOR

816. San Salvador. Ministerio de instrucción pública. Programas de educación primaria, 1930. San Salvador, Talleres Tipográficos del Ministerio de Instrucción Pública, 1930. 31 p.

These are the detailed programs for social, æsthetic, scientific, and economic education.

817. ——— Subsecretario de estado. Ramo de Instrucción Pública. 1931. San Salvador, Imprenta Nacional, 1931. 37 p.

The official report on public instruction in San Salvador made by the subsecretary to the National assembly.

SCOTLAND

818. Bernard, Agnes M. An experimental study in spelling. *Scottish educational journal*, supplement no. 5, June 1931. 12 p.

The author wished to ascertain whether the Winnetka Plan as applied to the learning of spelling is suited to Scottish schools and to estimate its value as compared with certain other methods. The conclusions are generally in favor of the Winnetka Plan.

819. Edinburgh merchant company schools. Session 1930-31. Edinburgh [Scotland], A. and D. Padon, 1931. 101 p.

The calendar for the four schools maintained by the Company of merchants of Edinburgh. The schools are Edinburgh ladies college, George Watson's college for boys, George Watson's ladies college, and Daniel Stewart's college for boys.

820. In praise of local dialect. *Scottish educational journal*, 14: 495, May 1, 1931.

This is an approving comment on the Consultative committee's statement in "The Primary school" that "teachers must boldly face the fact that there are many varieties of the English language. It is not the duty of the school to decry any special or local variations. The best dialect words have a picturesque value, especially for literary purposes. An easy turn of the native speech, even if it is colloquial, is preferable to any stilted phraseology." From this he writes in defense of the move to make Scots once more a medium of major literature.

821. Jaques, Arthur. Teaching of science. The need of a broad philosophical attitude. *Scottish educational journal*, 14: 381-82, April 3, 1931.

The first installment of an article which gives a brief history of the development of science and argues for a broad philosophical attitude in its teaching.

822. Jessop, J. C. Education in Angus. An historical survey of Scottish education from earliest times up to the Act of 1872 from original and contemporary sources. London, University of London Press, Ltd., 1931. 328 p.

This is an attempt to trace the various types of educational institutions in a particular district of Scotland.

823. M'Cluskey, Margaret C. Why children leave the secondary school. Edinburgh, Neill and Co., Ltd., 1931. 8 p.

The brief study was published as a supplement to the *Scottish educational journal* by the Scottish council for research in education. The study shows that out of all the pupils that enter the first year of the six-year secondary school course not more than 10 per cent reach the sixth year. The author finds that the percentages of pupils who fail to complete the course vary inversely with the intelligence quotients of the children. She concludes that there seems little doubt that lack of mental ability is the most potent cause of failure to finish the first three years of the course.

See also no. 285.

SOUTH AMERICA

824. Argentina. Ministerio de justicia e instruccion publica. Instituto de psicotecnica y orientacion profesional. Memoria acerca de la labor del Instituto correspondiente al periodo desde el 1 de abril de 1930 hasta el 31 de marzo de 1931. Buenos Aires, 1931. 12 p.

The annual report for the sixth year of the work of the Institute of psychotechnics and professional orientation, in Argentine.

825. Uruguay. Direccion de ensenanza primaria y normal. Enciclopedia de educacion. Tomo VII., Nos. 1 y 2, Junio de 1930. Montevideo, Imprenta nacional, Junio de 1930. 396 p.

This entire number of the encyclopedia is given to the subject, "The use of mental tests" by O. Decroly and R. Buyse; in reality a translation of a book by that title written by those two authorities.

SWEDEN

826. Sweden. Sveriges officiella statistik. Undervisning. Yrkesundervisningen, läsåret 1928-1929 av Kungl. skolöverstyrelsen. Stockholm, P. A. Norstedt & söner, 107 p.

The annual official report on complementary professional instruction in Sweden for the year 1928-29. The schools giving such instruction are divided into five groups: Technical and commercial lycées, primary professional schools of the communes, private professional schools, and special technical schools. An excellent descriptive and historical summary is followed by 86 tables of statistical data.

827. Vennerström, Ivar. The Brunnsvik folk high school. *American Scandinavian review*, 19: 209-17, April 1931.

An illustrated, descriptive article on Sweden's most famous and most discussed folk high school.

TASMANIA

828. Fletcher, C. E. Annual report on State high schools for 1930. Educational record, 27: 54-56, March 15, 1931.

The official report on secondary education in Tasmania.

PROCEEDINGS, REPORTS, AND OFFICE OF EDUCATION PUBLICATIONS

Martha R. McCabe

829. American federation of organizations for the hard of hearing, incorporated. Proceedings of the eleventh annual meeting, New York, N. Y., June 16-19, 1930. Auditory outlook, 1: 301-454, October 1930.

The Education session contains: 1. Caroline F. Kimball: The education of the deafened child, p. 367-70; discussion, p. 370-73. 2. J. A. Glassburg: The ear, an organ of speech, p. 373-77; discussion, p. 377-79. 3. G. O. Russell: How shall we use hearing aids in the education of the deafened child, p. 880-81; discussion, p. 381-82.

830. American student health association. Proceedings of eleventh annual meeting. New York, December, 1930. [Ithaca, N. Y., Grace printing co., 1931:] 165 p. (Dean F. Smiley, Cornell university, Ithaca, N. Y., secretary) (Bulletin no. 14)

Contains: 1. Raymond Franzen: Objective tests in health education, synopsis, p. 10. 2. Clara Greenough: Aims and objectives in the freshman hygiene examination at Skidmore college, p. 12-30. 3. Frances Scott: Report of the health knowledge test given at Smith college to the class of 1934, p. 30-34. 4. A. A. O. DeVeeze: A study of the health habits of college freshmen in Kent State college, p. 34-37. 5. James F. Rogers: Corrective and restricted exercise, p. 41-57; discussion, p. 57-67. 6. Edward Fauver: Relation of the department of student health to the department of physical education, p. 67-75. 7. Ruth Boynton: The tuberculin reaction among college girls, p. 98; discussion, p. 99-103. 8. Wendell Phillips and Hugh G. C. Rowell: The conservation of hearing in high school and beyond, p. 103-111; discussion, p. 111.

831. The association of college and university unions. The eleventh annual conference . . . held at Brown union, Brown university, December 5 and 6, 1930. 71 p. (Edward S. Drake, secretary, Ohio state university, Columbus, Ohio)

Contains: 1. George W. McClelland: Changing aspects of undergraduate life, p. 14-21; discussion, p. 21-24. 2. Charles Kennedy: (What the Unions can do to improve the sportsmanship standards in the colleges) p. 24-31. 3. Clarence A. Barbour: (Personality) p. 37-43. 4. Paul B. Hartenstein: German student houses, p. 54-57.

832. Curriculum conference held at Rollins college, January 19-24, 1931. [Report], together with the reports of Rollins college committees on curriculum, John Dewey, chairman. The curriculum for the liberal arts college. Winter Park, Fla., Rollins college, 1931. 40 p. (Rollins college bulletin, vol. 26, no. 3, February 1931)

Contains: Part I. The functions of the liberal arts college, and the place of the liberal arts college in education; Student interest, organization of material in the curriculum, teachers and teaching, appraisals of achievement, etc. Part II. Rollins college committee reports on curriculum from faculty and student committees etc.

833. Department of elementary school principals of the National education association. The tenth yearbook: The principal and supervision. Bulletin of the Department of elementary school principals, 10: 132-852, April 1931.

Contains: Viewpoints on supervision, supervisory phases of administration, influencing the teacher, influencing the pupil, vitalizing the curriculum, applications of measurement and research, training the principal through supervision, and evaluating the principal's work.

834. Department of superintendence of the National education association. Ninth yearbook [1931] Five unifying factors in American education; studies in pupil promotion, community relationships; teacher preparation, finance, prin-

ciples of articulation. Washington, D. C., Published by The Department, 1931. 543 p. tables, diagrs.

This report is in six parts. Part I. Pupil promotion problems; Part II. The articulation of the schools and the community; Part III. The relation of general to professional education of teachers; Part IV. The fiscal aspects of articulation; Part V. Principles of articulation and functions of units; Part VI. Official records.

835. Illinois vocational association . . . A report of the convention at Hotel Sherman, Chicago, November 7 and 8, 1930. Edited by Drew W. Castle, secretary. Joliet Township high school, Joliet, Ill. [Joliet, Ill.? The Association, 1931?] 63 p. (1931 bulletin, no. 2)

Contains: 1. Earl Bedell: The program in the Detroit intermediate schools, p. 12-15. 2. W. N. Pelouze: The industrial art school of Chicago, p. 15-18. 3. E. W. Barnhardt: Commercial education as vocational education, p. 18-29. 4. Arthur B. Mays: A new kind of school teacher, p. 29-37. 5. J. W. Thompson: Some of the trends of trade and industrial education in Illinois, p. 40-42. 6. Lee J. Quasey: Farming, to-day, p. 42-44. 7. Paul W. Chapman: Activities of the National advisory committee on education, p. 44-47. 8. Hamilton Holt: Rollins conference plan of instruction, p. 47-58.

836. Institute for administrative officers of higher institutions. Proceedings, 1930. volume II. The training of college teachers, including their preliminary preparation and in-service improvement. Edited by William S. Gray . . . Chicago, Ill., The University of Chicago press, 1930. viii, 242 p. diagrs.

Contains: 1. Frederic Woodward: The problem of the Institute, p. 1-4. 2. L. B. Richardson: Deficiencies in current college teaching, p. 5-18. 3. Henry Suzzallo: Academic and professional elements in the training of prospective college teachers, p. 19-26. 4. L. B. Richardson: Desirable types of graduate training for prospective college teachers, p. 27-41. 5. Gordon J. Laing: The newer educational program and the training of teachers, p. 42-60. 6. Henry Suzzallo: The reorganization of postgraduate work for prospective college teachers, p. 61-69. 7. Ernest H. Wilkins: The enlistment of prospective college teachers, p. 70-79. 8. W. S. Gray: Survey of current methods in training prospective college teachers, p. 80-90. 9. C. H. Judd: The nature of the general professional training needed, p. 91-102. 10. H. S. Gale: The training of prospective college teachers of science, p. 103-12. 11. H. S. Barrows: The specific professional training at the University of Chicago of prospective teachers of geography in colleges, universities, and teacher-training institutions, p. 113-19. 12. Algernon Coleman: Notes on the training of college teachers of modern languages, p. 120-32. 13. F. W. Reeves: Survey of current methods in the in-service training of college teachers, p. 133-46. 14. G. W. Rightmire: Efforts to improve teaching in fundamental courses at the Ohio State university, p. 147-64. 15. F. J. Kelly: Improving instruction in the University of Idaho, p. 165-77. 16. P. C. Packer: The selection and development of college teachers at the University of Iowa, p. 178-89. 17. M. E. Haggerty: The improvement of college instruction through educational research, p. 190-216. 18. Reports on current methods of training college teachers in various higher institutions, p. 217-37.

837. The international council of religious education. Yearbook, 1930. Reports, minutes, and directory. Chicago, Ill., The International council of religious education, 1930. 281 p.

Contains: Part I. Officers, committees, and reports. Part II. Minutes of the annual meeting. Part III. Directory. The latter includes a directory of international staff and office force, cooperating denominations, State and provincial council of religious education, city and county councils of religious education, related agencies, professors of religious education, directors of religious education.

838. International federation of university women. Report of the fifteenth council meeting, Prague, July, 1930. London, S. W. 3, The International federation of university women [1931]. 111 p. (Bulletin no. 12.)

Contains: Standing committees of the Federation, international clubhouses and hotels, national associations and federations, reports of the council meeting, etc.

839. National council of childhood education. Proceedings . . . February 23-25, 1931, Detroit, Mich. Bulletin National council of primary education, 14: 1-44, April 1931.

Contains: 1. The training of teachers for a progressive educational program, by Jesse H. Newlon, p. 1-6; Charles H. Judd, p. 6-11; Ernest Horn, p. 11-16; William H. Kil-

patrick, p. 16-22; discussion, p. 22-27. 2. Studies of children's paintings made at the Merrill-Palmer school, by Winifred Harley, p. 31-34. 3. How is it done, by Rebecca Coffin, p. 35-39. 4. Creative experience essential as an education of the Spirit, by Mrs. Florence Cane, p. 39-44.

840. Oregon high-school principals' conference. Second annual report. House of representatives, Salem, Oregon, October 17 and 18, 1930. Under the joint auspices of the Oregon high-school principals' association . . . and the State department of education . . . Salem, Oreg., State department of education, 1930. 38 p.

Contains: 1. Paul T. Jackson: The five great contributions to education since 1890, p. 7-12. 2. E. D. Towler: Report of the committee on Class size and efficiency, p. 12-17. 3. H. W. Adams: Report of the committee on Unit system of instruction, p. 17-21. 4. V. D. Bain: Report of the committee on Uniform records, p. 20-23. 5. James M. Burgess: Research materials in the State department of education, p. 24-26. 6. B. W. Wheatley: Report of the committee on Fundamental processes in high schools, p. 26-30. 7. C. G. Smith: Report of the committee on Pupil guidance, p. 30-35.

841. Southern conference on education. Proceedings of the third conference, 1930. Chapel Hill, N. C., The University of North Carolina press, 1931. 137 p. tables. (University of North Carolina extension bulletin, vol. x, no. 9, May, 1931)

Contains: 1. Robert M. Hutchins: Towards Utopia, p. 5-13. 2. W. Henry Smith: The Georgia college placement office and its value to industry in Georgia, p. 38-45. 3. Robert I. Rees: The college graduate's value to industry, p. 46-51. 4. William E. Dodd: The university and the public, p. 95-103. 5. John W. Abercrombie: Problems and trends in education in the South, p. 106-13. 6. Edward H. Reisner: Education in a changing economic order, p. 121-31.

REPORTS, SURVEYS, ETC.

842. American library association. Annual reports. Bulletin of the American library association, 25: 175-330, May 1931.

Contains: Secretary's report, new developments in education for librarianship, current projects in adult education, progress and needs in library extension, committee reports, and financial reports.

843. California commission for the study of educational problems. Report. . . . Sacramento, California state printing office, Harry Hammond, state printer, 1931. 2 v. illus., tables, diagrs.

The commission consisted of: Arthur J. Brown, Marshall de Motte, Samuel Leaske, James W. Mullen, Mrs. Maynard Force Thayer, Mrs. Frederick C. Turner, Julius Wanguenheim, Mrs. Julian C. Whitman, Mrs. Susan M. Dorsey, chairman, Stuart R. Ward, executive secretary. The report includes: Student problems, teacher problems, school organization problems, school costs and revenue, miscellaneous school problems, character training in the public schools, selecting high-school textbooks, state printing of textbooks, compulsory part-time education law, junior colleges, teachers and teacher tenure, reorganization of the State department of education, county school superintendents, the larger unit, school costs, bonds versus taxes, school funds, etc.

844. California taxpayers' association, inc. Report on the University of California, an analysis of the growth of the University from 1918 to 1929, and of the unit cost of instruction during the Fall and Spring semesters 1928-29. Los Angeles, California taxpayers' association, inc., 1931. 52 p. tables, diagrs. (Association report no. 88, Part II)

Contains material on the income, disbursements, and endowments, student enrollment in California colleges and junior colleges, unit costs of instruction, functions of the university other than instruction, and the derivation of unit costs of instruction.

845. Campbell, Doak S. Libraries in the accredited high schools of the Association of colleges and secondary schools of the Southern States. A report of the status of high-school libraries with respect to the new library standards of the Association. Nashville, Tenn., George Peabody college, 1930. 72 p. 28 tables [fold.].

The purpose of the study was to determine the status of the libraries in the accredited high schools of this Association, and to suggest problems for further investigation. Six

standards were set for the study, and included: I. Books, periodicals, and newspapers; II. Librarian; III. Appropriations; IV. Course in use of library; V. Organization; VI. Equipment. The appendix A contains table of enrollments in the library schools of the Southern States.

846. **Delp, I. W.** A survey of the secondary school-building facilities of Canton, Ohio, for the determination of needs of readjustment and expansion. Canton, Ohio [Board of education], 1931. 95 p. tables, diagrs., maps.

Because of the rapid growth of the school population as well as the growth of the city of Canton, this survey of conditions as to present housing and future needs was determined upon, and the writer, principal of one of the high schools, was asked to undertake the study. He presents a comprehensive plan for the guidance of the Board of education in the future.

847. **Fordson school district, Dearborn, Mich.** Board of education. School building survey and program . . . Dearborn, Mich., Bureau of research and statistics, Fordson public schools, 1931. 72 p. illus., tables, diagrs.

This report furnishes: I. an analysis of school-building requirements, involving the population growth, distribution of school membership, distribution of schools, locating school sites, the birth-rate, age group, etc.; II. report on the present school plant; III. report of the contemplated program for school building in the future.

848. **Houston, Texas, Independent school district.** Board of education. Some activities in the Houston schools, 1924-30. Houston, Tex. Board of education of the Houston independent school district [1931]. 106 p. illus.

This is volume three of the report of the work and progress of the schools of Houston for the period mentioned. It is an attempt to show graphically what activities are being carried on, why they are being done, and how well they are done. The subjects considered deal with achievement of the schools at all levels, the failures and causes of failures, special classes, creative work, vocational education, etc.

849. **National bureau for the advancement of music.** National survey of harmonica bands and classes. Digest and summary of the experience of those who have conducted them. New York, National bureau for the advancement of music [1930?]. 104 p.

On account of the rapid spread of the harmonica's popularity in recreation centers and public schools, this study was made in an effort to discover what its value is, in the minds of those who have had experience with it, especially as to its influence on the study of more serious musical instruments. The data contained in the report are based upon questionnaires; the results are of interest to music educators.

850 ——— National survey of piano classes in operation. A study made and published by the National bureau for the advancement of music. New York, The Bureau [1929?]. 95 p. maps.

The introduction of piano classes in the public schools and the remarkable growth of the project has brought about the need for investigation as to the value of group instruction, its adaptability to the schools, the relative merits of the various published courses, dangers to be avoided, and definite results obtained. The information was secured by the questionnaire method and the results are tabulated and set forth in the report.

850A. ——— Supplement to National survey of piano classes in operation. New York, National bureau for the advancement of music [1930?]. 22 p.

The purpose of the supplement is to furnish additional information on the subject of group instruction in piano in the schools, with comments from the local school authorities.

851. Report of conference with the Los Angeles fire department Fire college, conducted at Fire college, Los Angeles, Calif., March 16 to May 11, 1931, by the Division of vocational education, Los Angeles city schools, in cooperation with the State department of education division of vocational education, University of California at Los Angeles, Federal board for vocational education, and the Los Angeles fire department. Los Angeles, Calif., Fire department, 1931. 34 mimeographed pages.

Gives an outline of the proposed course of training for firemen, to be conducted in seven meetings, or lessons, the outline for each lesson being given.

OFFICE OF EDUCATION: PUBLICATIONS

852. Accredited higher institutions. Supplement to Bulletin, 1930, no. 19. Changes in the notified lists of national and regional associations, 1930-31. Washington, United States Department of the interior, Office of education, 1931. 9 p. (monotyped).

853. The activity program and the teaching of reading. Manual for kindergarten and primary teachers. Developed under the direction of the California curriculum commission. California State department of education. Washington, United States Government printing office, 1931. 95 p. illus. (Bulletin, 1931, no. 2)

854. Biennial survey of education in the United States, 1928-1930. Chapter VII. Agricultural education. By H. M. Hamlin . . . Advance pages. vol. 1. Washington, United States Government printing office, 1931. 26 p. (Bulletin, 1931, no. 20)

855. Biennial survey of education in the United States, 1928-1930. Chapter VIII. Art education. By Royal Bailey Farnum . . . Advance pages. vol. 1. Washington, United States Government printing office, 1931. 26 p., tables, diagrs. (Bulletin, 1931, no. 20)

856. Biennial survey of education in the United States, 1928-1930. Chapter XI. Education of exceptional children. By Elise H. Martens . . . Advance pages. vol. 1. Washington, United States Government printing office, 1931. 38 p. (Bulletin, 1931, no. 20)

857. Biennial survey of education in the United States, 1928-1930. Chapter XII. Adult education. By L. R. Alderman . . . and Ellen C. Lombard. Advance pages. vol. 1. Washington, United States Government printing office, 1931. 38 p. (Bulletin, 1931, no. 20)

858. Biennial survey of education in the United States, 1928-1930. Chapter XIII. College and university education. By Walton C. John . . . Advance pages. vol. 1. Washington, United States Government printing office, 1931. 44 p. (Bulletin, 1931, no. 20)

859. Biennial survey of education in the United States, 1928-1930. Chapter XVI. Engineering education. By F. L. Bishop . . . Advance pages. vol. 1. Washington, United States Government printing office, 1931. 7 p. (Bulletin, 1931, no. 20)

860. Biennial survey of education in the United States, 1928-1930. Chapter XXI. Educational boards and foundations. By Henry R. Evans, editorial division. Advance pages. vol. 1. Washington, United States Government printing office, 1931. 9 p. (Bulletin, 1931, no. 20)

861. Biennial survey of education in the United States, 1928-1930. Chapter XXIII. Review of educational legislation, 1929-1930. By Ward W. Keesecker, associate specialist in school legislation . . . Advance pages. vol. 1. 30 p. (Bulletin, 1931, no. 20)

862. Careers; Law. By Walter J. Greenleaf . . . Washington, United States Government printing office, 1931. 13 p. (Leaflet no. 5)

863. Current practices in the construction of state courses of study. By Mina M. Langvick . . . Washington, United States Government printing office, 1931. 84 p. tables. (Bulletin, 1931, no. 4)

864. How boys and girls can help in the drought emergency. [By] Mina M. Langvick, senior specialist in elementary school curriculum . . . and Clyde B. Schuman, director of the nutrition service, American Red cross. Washington, United States Government printing office, 1931. 12 p. illus. (Pamphlet no. 18, February 1931)

865. Organization and functions of research bureaus in city school systems. By Edith A. Wright, Library division . . . Washington, United States Government printing office, 1931. 14 p. (Leaflet no. 2, February 1931)

866. Record of current educational publications. Quarterly January 1-March 31, 1931. [compiled by Martha R. McCabe] Washington, United States Government printing office, 1931. 105 p. (Bulletin, 1931, no. 9)

867. School administration in state educational survey reports. By W. S. Deffenbaugh, chief, division of American school systems . . . Washington, United States Government printing office, 1931. 34 p. tables. (Bulletin, 1930, no. 35)

868. School health activities in 1930. Summary of information collected for The White House Conference on child health and protection. Compiled by James Frederick Rogers . . . Washington, United States Government printing office, 1931. 33 p. (Pamphlet no. 21, May 1931)

869. The speech defective school child. What our schools are doing for him. By James Frederick Rogers . . . Washington, United States Government printing office, 1931. 31 p. (Bulletin, 1931, no. 7)

870. State aid for school consolidation and pupil transportation. By Timon Covert, specialist in school finance . . . Washington, United States Government printing office, 1931. 9 p. (Leaflet no. 2)

871. Statistics of public, society, and school libraries, 1929. Prepared in the Statistical division with the cooperation of the Library division. Washington, United States Government printing office, 1931. 365 p. (Bulletin, 1930, no. 37)

Completes the 1930 series of the Office of Education bulletins.

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