RECORD
of
CURRENT
EDUCATIONAL
PUBLICATIONS
JANUARY-MARCH
1932

DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION

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UNITED STATES DEPARTMENT OF THE INTERIOR
RAY LYMAN WILBUR, Secretary
OFFICE OF EDUCATION
WILLIAM JOHN COOPER, Commissioner

RECORD OF CURRENT EDUCATIONAL PUBLICATIONS
Edited in the Library Division, Office of Education
By MARTHA R. McCABE

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

The articles and books listed are selected by 13 specialists in major fields of education. Their names appear in the following contents. About 1,000,000 adults in the United States are now engaged in educational work. Each one is concerned with at least one particular phase of education. Each teacher and administrator desires, as a point of professional pride, to keep abreast of the literature of his particular field. It is to meet this personal need that the Office of Education has published the RECORD OF CURRENT EDUCATIONAL PUBLICATIONS for the last 20 years.

The RECORD now has the cooperation of leaders in American education in the selection of significant articles and books; delivery to the hands of users has been hastened; and an index of authors and subjects is supplied in each issue.
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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., June, 1932.

Sir: The Record of Current Educational Publications is once more submitted herewith, this time in somewhat different dress. I believe that this will make it easier to read than those which have been issued heretofore. We are still endeavoring to find ways and means of getting this manuscript out promptly, of maintaining its accuracy, and of continuing our policy of reporting the outstanding publications in the fields of education. Each quarter it comes out we have added whatever new forms we felt to be necessary. I respectfully recommend that it be printed as a bulletin of this office.

Respectfully submitted.

Wm. John Cooper,
Commissioner.

The Secretary of the Interior.
NOTE

This bibliography includes a classified and annotated list of significant publications for the period January to March, 1932, inclusive, which have been selected by the specialists whose names appear at the head of each section. The usual index of subjects and authors is appended.

The Office of Education can not supply the publications listed herein other than those expressly designated as its own publications. The 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 whose name is given in the entry.
NURSERY-KINDERGARTEN-PRIMARY EDUCATION
Edna Dean Baker
Assisted by Louise Farwell, Martha D. Fink, Frances Kern, M. Frances McIlroy, and Vern G. Sheldon

CHILD DEVELOPMENT

PHYSICAL AND MENTAL GROWTH


A study of 110 children, 45 girls and 65 boys, ranging in age from 17 months to 6 years was made. Red, green, yellow and blue squares of colored paper were used for both the naming and the matching tests. At two years of age, children are able to match color specimens with an accuracy of 45%; at 6 years, 97% and to name the four primary colors with an accuracy of 25% and at six years, 62%. Children of each age can discriminate more accurately between differences in hue than brightness or saturation. There is no consistent tendency to give one color precedence over the others.


A study of 50 children from 4 1/2 to 6 years of age in 17 tests to provide data for an analysis of the factors which tend to produce correlations among different tests of motor speed and dexterity. A low average correlation was found between scores on these motor tests with Stanford-Binet mental age. Tests judged to give least play to intelligence yield lowest correlations. Motor speed is specialized in about the same degree among young children as among adults.


The equal group study was conducted in 21 Pittsburgh elementary schools, with 205 pupils in each group. Seven standardized tests were administered, one intelligence test, the others, reading tests. The bases for equating groups were intelligence, reading ability, chronological age, home language, kindergarten attendance, repetitiveness of grade and attendance during period of experimentation. Results given.


An individual mental ability examination for children from 18 months to 6 years. There are two forms each having 26 different kinds of tasks with all materials produced in color.


A study to investigate the ability of three-year-old children to reproduce pitch and interval, to study the effects of training on this ability, to investigate the content of children's spontaneous singing, etc. Initial tests were given to 48 children and training was administered to 18 children over a period of six months. Each child had observed 100 minutes during his free play for records of spontaneous vocalizations. Findings are given.


A study of 22 pairs of children under 42 months of age, selected from two nursery schools, one of low and the other marked by higher socio-economic status. The pairing was based on sex, chronological age, mental age, physical status, and home background. Children included in the nursery school group were present at least 50% of the time. The children in the control group did not attend any nursery school or kindergarten. Results are given.


A problem to investigate the contention of Russian psychologists and physiologists that the formation of conditioned responses in newborn infants is impos-
18. Btu.,

13. PATRY,

12. 'HILL,

28. MATHESON,

ance if he is to "develop is training and school in

tions which should are intended for teachers;

greatest capacity. would be helpful

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Feeding

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results given.

A study (rf 28

A study of the Western Electric 4-A

correlated with

hysical

visual

to feeding

The road

Parents' magazine,

"Emotionally stable

Stresses the need

Eight newborn children

results given.

10. Viets, Louise F. An inquiry into

the significance of nail-biting. Smith college studies in social

work, 2: 128-46, December 1931.

There were 75 children in the nail-biting group as well as in the control group of children who have been cases at the Institute for Juvenile Research, Chicago, Ill. There were no I. Q.'s below 85, and one-third of the cases were from 3 to 11 years old. Interesting findings given.


A study of the Western Electric 4-A audiometer combined with new phonographic records made through the courtesy of Dr. Harvey Fletcher of the Bell telephone laboratories, which will be of interest to any educator testing young children.

See also no. 316.

PROBLEMS OF BEHAVIOR


"The social successes and failures of a child are the results of his contacts with others. They are important because they determine his future attitude toward people."


Stresses the need of studying the personality of the individual child and the means of developing each one to his greatest capacity. While the suggestions are intended for teachers, most of them would be helpful to parents. The relationship which should exist between home and school in order to have the child develop is emphasized.


"Emotionally stable parents who recog-

nize the problems of their children early and treat them impartially and judiciously need have little worry about detrimental conflicts."


Behavior problems in normal children based on complete case histories, studied with a view to diagnosis and correction. The technique of history taking, interpretation, and the treatment used to arrive at underlying cause of these problems is explained clearly.


"Social adjustment and sex education begin at birth whether the parents are conscious of the fact or not."

See also no. 279.

CHILD EDUCATION

EDUCATION IN THE HOME


This article, prepared by the Child training department, emphasizes the child's need for friendly and cheerful guidance if he is to "grow up" successfully.


Practical suggestions are given which will keep the convalescent child happy with interesting occupations and varied attractive surroundings.


Suggests that we refrain from seeking harmony as an end in family life since the harmonies essential to the
child’s welfare will obtain where there is intelligent interaction of family members.


An individual point of view of the subject, presented in the symposium on Father and parent education, at the conference of the Child study association, April, 1931.


A plea to parents to recognize capabilities of their children and to refrain from forcing them into hopeless competition. “Not every runner can win the race.”


The article “suggests a long range philosophy on which to base satisfactory relationships between parents and children.”


“Cold need not mean colds.” Practical suggestions for keeping children well physically and mentally.


In discussing the child as a person the writer has in mind “something beyond just body and learning ability,—an increasing aliveness or growing fullness and richness of life closely allied to the use made of talents and opportunities.” He illustrates by pointing out the progressive development at each level of life and then suggests how parents and teachers may help children to achieve it.


Knowledge of sex comes to every child in the natural course of daily living. Adults should interpret the child’s experiences so that he will develop wholesome attitudes toward the sex side of life.


Summarizes the major points of the conference of the Child study association on fathers and parent education, a part of a symposium presented at the April, 1931, meeting.


Material developed by the field-work committee of the Child study association leaders group in which the experiences of parents checked against scientific data available have been put into simple, usable form.


Parents are the best examples for children to emulate, but if they must serve as models for their boys and girls it is best to pick them from other days and localities.


Emphasizes parent education as something more than lecture-discussion groups carried on with parents. Stresses the need of the social worker in individual parent education.


Emphasizes the joy of the finished job which children need to discover for themselves.


“Discrimination is a virtue not to be overlooked in dealing with childhood issues—non-essentials, liberty; essentials, unity; in all things, charity. No parent guided by these principles can go far astray.”

32. **RICHARDSON, FRANK HOWARD.** When they go to school. *Woman’s home companion*, 59: 12+, February 1932.

This article gives practical suggestions for guidance in attempting to aid children in establishing right attitudes.


Stresses the duties which grow out of the child’s own maturing experiences, whether they be personal, social or civic.


A survey and evaluation of parent education in newspaper and periodical.


States that people who believe that what passes as modern is merely the wholesale granting of license to do as we please under all circumstances are laboring under a false impression.


Discusses the importance of an integrated family life where mother and father are companions and friends of the children. “In the background of every problem child lurks the spectre of a problem parent.”

See also no. 828.

The simplicity of the environment of a generation ago is discussed in relation to the ability of the preschool child, to understand his environment and to make use of his knowledge. The many changes in the environment caused by scientific inventions, the automobile, radio, etc., which are beyond the comprehension of the child, may be the cause of developing superficiality unless the curriculum is adapted to his needs in relation to the past and the present environment.


The author gives the following major goals of nature study: (1) to give such an understanding of and familiarity with the most important principles or laws of science as will insure the ability of the pupil to use them in solving the problems involving science that are bound to arise in his life; (2) to impart skill in scientific thinking; and (3) to establish certain desirable ideals, desires, tastes, attitudes of mind that impel to vigorous action.


A very useful book for teachers of social studies.


An interesting description of children's experiences with trees in the primary grades in the University elementary school, University of Chicago, Ill.


A discussion of a plan for emphasizing the quality of wholesomeness in the presentation of earth science.

44. Thompson, Frances Mae and Hadley, Thedosia. Experiences in nature-study used as the basis for other school activities. *Childhood education*, 8: 354-58, March 1932.

Description of science units in the first grade of the Western State teachers college training school, Kalamazoo, Mich.


The author's purpose is to show: (1) That we can no longer afford to be little children; (2) That the teachers in the lower grades need thorough "grounding" in science that the growing concepts, habits, and attitudes of children be sound; (3) That the child and the scientist use a common thread of procedure in the scientific method of thinking.


An editorial which deals primarily with the necessity of observing and studying children in order to meet their needs more satisfactorily; to consider the value of informal procedure in contrast to formal education and thereby promote self expression.
A description of a few of the activities of Indian children as they make their adaptations to a new environment and a new language.


Stresses the fact that Indian children have the same curiosity, the same open minds: the same truthfulness, the same sense of satisfaction in having found out something new that other children have.

50. MACLATCHY, JOSEPHINE H. Counting and addition. Educational research bulletin (Ohio State university), 11: 96-100, February 17, 1932.

Shows that the realization of number comes to the child entering first grade through his activities in the kindergarten and home. Suggestions for early instruction in number can be gained from the implications contained in the study.


Equipment and Materials


An interesting article on story telling for children of nursery school age, by a nursery-school teacher writing out of her own experience. It should prove helpful in parent-education work and for students in practice in the nursery school.


Description of a playhouse built in a first grade of the University elementary school, University of Chicago, Chicago, Ill.


A description of the opening of the first pre-school room in Biblical culture school. The type of equipment which is of value to this age level is discussed and illustrated. In addition to the benefits derived from the school by the children, the value of the work as a training center for teachers is emphasized.

Development of the Nursery School


An account of how a definite list of science activities for two groups of nursery-school children, group I, 2 to 31/2 years, and group II, 31/2 to 6 years, was planned and carried out at Western Reserve nursery school.

Religious and Character Education


A study which results in suggestions for a new standard distribution of calories for nursery-school children.

60. SMITH, ELEANOR HUBBET. A home-made nursery school. Child welfare, 26: 531-34, February 1932.

Suggestions on how thoughtful parents can produce in their own homes many of the features that make the nursery school valuable.

See also no. 708.


The article reports a discussion in one school which was motivated by a problem that provoked thinking. In another school the principal analyzed the process
and the results of thinking through questions, as giving power to make individual decisions, ability to weigh values and to support opinion with evidence, and to be tolerant and unprejudiced.


The authors show the development of a report card for rating children in citizenship, which was gradually refined through the study and cooperation of principals and teachers and through use with children. It became the basis of the character education program in the schools of Jackson, Michigan.


Reports the development of a religious education plan by the principal and teachers of a kindergarten-primary school. The plan does not follow any one creed, and points out the development of resources for, living life at its fullest, character traits essential to good citizenship, attitudes that contribute toward brotherly love and friendship. The plan is concrete, well-rounded and workable.


The writer makes an interesting comparison between the education of children in America and in the South Seas where she studied two different groups of primitive children. She points out the danger of blurring the individuality of children through continuously "herding" them in groups where all are the same age, size, and stage of mental development and sometimes from families of the same social and economic status.


The growth of character is largely a matter of making choices, so that our first problem in helping children to become self-reliant is to provide them with opportunities for making choices. Shows how a variety of simple choices may be provided for the little child, and then indicates other means of teaching self-reliance, such as care of person and possessions, sense of moral self-reliance, development of manual skills, opportunity for nurture, and growth in self-control.


Teach courage to the child by helping him to escape needless fears, some of which are concerned with physical pain. This article takes up the problem of teaching the child to insurce himself to physical pain and to avoid the usual attendant emotions which greatly magnify the fear of it.


This article is inspirational and practical. “Children, like all of us, really believe in the beautiful.” Shows how places that are not beautiful may be made so as teachers and children work together to produce beauty, and that such living together “in right relation to others and in harmony with the eternally unfolding life of God” creates the “beauty-full life.”


One of the most difficult tasks for the teacher of character education or the parent is to prepare the child to meet new situations and new problems. This article gives several practical suggestions on how children may be helped to meet the “unknown” and “untried” with poise and intelligence.


“A child acquires habits of self-reliance by learning to handle situations which become increasingly complex as his ability grows.”

**ELEMENTARY EDUCATION**

Ernest Horn


A detailed study of shoes. M. B. H.


Description of actual work carried on with the guidance of a skillful teacher.

L. B. T.

A discussion of a plan to reorganize the literature curriculum in order to be sure of genuine experiences, the securing of literary effects and values, and the preparation for real situations. F. R. D.


76. DE WATER, FREDERICK F. The unbent twig. Woman's home companion, 58: 10, March 1932.

77. DICKET, JOHN W. Much ado about zero. Elementary school journal, 32: 214-22, November 1931.

78. DUVALL, JOSEPHINE. The Crusades. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1932. 36 p. (Teachers' lesson unit series no. 26)


81. GRAMMER, MAURINE. Indians of the Southwest. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1932. 20 p. (Teachers' lesson unit series no. 27)

82. GRAY, W. S. Summary of reading investigations (July 1, 1930, to June 30, 1931) Elementary School journal, 32: 447-63, February 1932.

83. GROSFLECK, FOSTER E. How to estimate the quotient figure in long division. Elementary school journal, 32: 299-307, December 1931.

84. How to test the accuracy of the estimated quotient figure. Elementary school journal, 32: 442-46, February 1932.


86. The author reports that through the use of flash-cards in the teaching of spelling the experimental group surpassed the control group in learning efficiencies and in the amount of time needed for spelling. J. C. W.
of courses of study in writing are not "making much ado about nothing"—or little.

J. L. M.


A summary of the curriculum plan which is being sponsored by the National council of teachers of English.

P. R. D.

89. HULLEPS, H. Gordon. Educational confusion. Educational research bulletin (Ohio State university), 11: 85–90, February 17, 1932.

An analysis of John Dewey's Ingles lecture, "The way out of educational confusion," with some practical curriculum suggestions.

L. J. B.

90. HULTZ, Helen L. The Byrd Antarctic expedition. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1932. 32 p. (Teachers' lesson unit series no. 22)

A description of how a fourth-grade class made a study of lighting.

M. B. H.


An analysis of John Dewey's Ingles lecture, "The way out of educational confusion," with some practical curriculum suggestions.

L. J. B.


Describes in detail how an eighth-grade class made a study of banking.

M. B. H.


Presents evidence showing that classes in which printing was used made larger growths than were made by classes in which the teacher used cursive writing.

L. J. B.


A summary of investigations under "four general heads: (1) investigations concerning the curriculum; (2) investigations in correct usage; (3) investigations in the field of written composition; and (4) investigations in methods of teaching." L. J. B.


Presents data to show that the accomplishment quotient is an unreliable basis for diagnosis of individual cases. The data are based on the Stanford and Terman tests.

L. J. B.


This series is one of several encyclopedias for children. Suitable for both school and home. Unlike most encyclopedias the first ten volumes are arranged by large subjects, one volume dealing with Invention and industry, others with Story and art, Sports, pastimes and handicraft, etc. Such a "library of knowledge" is a contribution to school equipment. Volume 11 is addressed to parents and to teachers, acquainting them with the new school movements and helps in their work. Contributors to this volume are well-known educational leaders in the schooling of children.

J. L. M.

97. MONROE, Walter S. and ENGLEHART, Max D. A critical summary of research relating to the teaching of arithmetic. Urbana, University of Illinois, 1931. 115 p. (Bulletin no. 65)

This bulletin, as indicated by its title, is a presentation through an evaluation of all of the educational investigations...
dealing with methods of learning in the teaching of arithmetic. C. W.


A list of principles underlying the improvement of elementary education is given. They state chiefly the point of view of the supervisor as exemplified by the progressive education movement.

L. J. B.


A comprehensive discussion of the status of investigation and teaching of science. Sections on content of science course for elementary grades especially helpful.

P. R. H.


A discussion of the plan for stimulating extensive home reading in the Negaunee public schools. The report also gives the reading lists, authors, publishers, and prices of the books available for each grade.

C. W.


This is a substantial contribution to a field, the importance of which is recognized by nation-wide interest and activity. From the technical point of view, the emphasis is not so much on personnel description as on validation of samplings and on the development of a series of measures of trends, usually covering the period 1923-1930 and expressed in terms of percentages of the average for the period. This is subject to the criticism that such measures do not lend themselves readily to cumulative and continuous derivation and use. In common with all other similar studies, there is failure to develop either general or specific supply-demand ratios. It is, however, only through the projection of intensive investigations such as this in every state, that the complicated problem of teacher supply and demand will yield to control.

E. T. P.


A book list for the elementary science library.

C. W.


A pertinent criticism of the experiments of the Committee of seven in grade-placement.

R. H. E.


An opinion from a classroom teacher with a strong appeal for teachers to know more, understand more, and participate more in supervision.

R. H. F.


A valuable discussion of the problems involved in the teaching of reading, supplemented by numerous suggestions for remedial instruction.

C. W.


An excellent summary of research on pupils' interests in nature study and a report of some new experimental approaches that seem to be very promising.

L. J. B.


Splendid argument for classroom visitation with suggestions for improvement.

R. H. F.


A description of five characteristics of a good guidance program in English composition teaching.

F. H. D.


A statement of the purposes of the state curriculum program, relation between state and local divisions, and detailed outline of the organization of the work.

F. B. H.

111. Zeiligs, Dorothy F. When we were nomads. New York, N. Y., Bureau of Publications, Teachers college, Columbia University, 1932. 32 p. (Teachers' lesson unit series no. 24)

A unit on nomadic life in general and on Hebrew life in particular. M. B. H.

See also nos. 52, 747, 768, 781.
GENERAL


A discussion of the original purpose, growth in membership, and the broadening program of the National association of secondary-school principals which became the Department of secondary-school principals of the National education association.


Based on reports of the United States Commissioner of education and the United States Bureau of the census. Deals with the number of schools, enrollment, and number of pupils per 1,000 population for ten-year intervals.


Stresses need for: (1) education appropriate to the capacities, interests, and needs of every youth; (2) putting into practice in our secondary schools such philosophy as we profess; (3) developing in pupils an attitude toward subjects which will cause them to continue those studies in higher institutions or independently; and (4) a commission of educators, philosophers, economists, sociologists, and other eminent men in pertinent fields to consider the problems involved and propose a national program in which education would find its place.


Presents certain fundamental principles of secondary education. Stresses the need for a clearly formulated comprehensive set of principles developed as a result of a long period of labor and carefully controlled experimentation by the best men and women who can be enlisted in the service. Considers the near future an opportune time to launch such a program because the findings of the national survey of secondary education will soon be available and will furnish a good foundation for it.


Considers such matters as types of secondary-school organizations, housing, curriculum, staff, school schedule, guidance, discipline, instructional procedures, the principal, personnel, business, accounting, and community relationships.


Treats of the importance, characteristics, and evolution of American secondary education, also in other lands, integration of secondary school units, articulation of secondary with elementary and higher education, provisions for needs of adolescence, guidance, extracurriculum, the principal, teachers, methods of research for secondary-school teachers, grounds, buildings, equipment, methods of teaching, and curriculum.


Considers secondary education from junior high school through junior college. Stresses articulatory procedures. Presents separate chapters dealing with the problems of the large and small high school. Treats of such matters as administrative and teaching staff, office routine, care of building, schedule-making, control of pupils, guidance, extracurriculum, library, physical education, instructional problems, direction of study, standardizing agencies, and public relations.


Abstracts of theses prepared in the Department of school administration of the Ohio State university during the period 1925–31. Studies deal with administration, supervision, administrative and teaching staff, guidance, articulation, extracurriculum, standardization, special types of secondary schools, junior high school, curriculum trends, programs of studies, and conditions and needs of libraries.

120. GRINNELL, J. E. and UMBSTATT, J. G. Abstracts of masters' and doctors' theses in education; University of Minnesota, July 1, 1926, to July 1, 1930. Minneapolis, College of education, University of Minnesota, 1931, 35 p. (Eta chapter, Phi delta kappa. Educational research bulletin no. 2)

States problem, procedure, and results of theses. One part is on secondary education and pertains to supervision of pupils during non-school hours, history of secondary education, personnel study of the student body in
private secondary schools in Minnesota, and programs of studies and training of teachers in private and public secondary schools of Minnesota.


Summarizes procedures employed, lists projects included, indicates progress made, and states policies adopted in connection with the National survey of secondary education.


Considers number of schools and pupils, organization, junior college, private secondary education, curriculum, articulation, and the various projects in the National survey of secondary education.


Raises five issues concerning relative merits of comprehensive and specialized secondary schools. Indicates kinds of information secured along such lines in connection with the National survey of secondary education.


A discussion of the general organization of the survey, the four stages of work on the projects, the inquiry forms, visits to the schools, deviations from the dominant procedure, the methods of research represented, the plans for publication, and the probable helpfulness of the survey.


A discussion of characteristics of notable high schools visited by the writer. Presents suggestions for improvement.


Traces the rise and development of the democratic American secondary school system and characterises and interprets its present functioning with respect to objectives, needs of pupils, curriculum-making, extra-curriculum, and practices of teaching. Deals with the entire secondary period, from junior high school through junior college.

See also nos. 340-342, 364, 373, 762.

JUNIOR HIGH SCHOOLS

127. CLEVELAND, OHIO. BOARD OF EDUCATION. The junior high schools. Cleveland, Ohio, Board of education, 1931. 281 p.

Superintendent's annual report. Deals with the philosophy and history of junior-high schools, the program of studies, teaching staff, classification, attendance, organization and scope of supervisory activities, various subject-fields, the library, visual education, radio, and guidance.


A presentation of findings in connection with one aspect of the reorganization project of the National survey of secondary education. Considers the characteristics of the organization of the typical junior-high school and compares it with the typical organization of corresponding grades in conventional schools.


MEASUREMENT


Report of a study involving 6,087 marks given by 96 different teachers of the Clinton junior high school at Michigan City, Indiana.


Reports findings from 93 questionnaire-replies from schools in 47 States.

117491-32—2


Illustrates and explains the use of the technique.


Describes system of marking and home
CURRENT EDUCATIONAL PUBLICATIONS

reports used in the Washington Junior high school at Mount Vernon, New York. Takes cognizance of physical condition, character traits, progress in work, and accomplishment ratio.


Classifies tests, points out values of each type, and suggests a program for their use in high school.

134. TAYLOR, J. COREY. The reliability of quarterly marks in the seventh grade of junior high school, together with the value of certain standard tests in predicting them. Baltimore, The Johns Hopkins university, 1931. p. 54 p. (Studies in education, no. 17)

A doctor's dissertation, involving measurement of ability and achievement of hundreds of pupils in Baltimore junior high schools. Eight conclusions drawn.

See also nos. 149, 169-170, 212-213, 216, 224, 229, 244, 250, 256.

SCHOOL POPULATION


Based on results of a questionnaire participated in by 113 Idaho educators.


Administrative and Teaching Staff


A report of a study concerning the number of different pupils committed to a teacher during a given semester or year, and how frequent and adequate are the teacher's contacts with his pupils. Based on replies to an inquiry form submitted to the teachers of the three junior high schools in Johnstown, Pennsylvania.


Based on 160 replies to a questionnaire. Deals with professional training, experience, and salary of dean of girls, subjects taught, the dean and the counseling program, and the organization and management of the dean's office.

See also nos. 120-127.

Supervision


An attempt to formulate, interpret, and apply a democratic philosophy of education to the problems of secondary-school supervision. Deals with the organization of supervision and the relation of the supervisor to objectives of education, teachers, and pupils.


Explains procedures employed in one of the projects of the National survey of secondary education and illustrates specific policies and practices of secondary schools throughout the United States with respect to supervision.

142. KOHLBRENNER, BERNARD J. Supervision of instruction in certain dioceses. Catholic educational review, 30: 146-37, March 1932.

Not restricted to secondary-school level. Based on questionnaire replies from eight archdioceses and dioceses.


Points out four inherent difficulties and ways of overcoming them and developing an efficient supervisory program.

SECONdARY EDUCATION

Illustrates and indicates value of co-operative supervisory projects in connection with revision of courses of study, use of visual aids, unit presentation of subject-matter, use of radio in teaching, and the use of music in appreciation lessons.

See also nos. 127, 226, 767.

TEACHING AND STUDY PROCEDURES

145. AVERY, HELENE F. The adaptation of the resources of the school to secure the most effective habits of work. High points, 14: 13-18, January 1932. Considers 17 habits of work and adaptations in the Washington Irving high school made to facilitate them.

146. BACON, FRANCIS L. The study habits of excellent and deficient pupils. Bulletin of the Department of secondary-school principals, no. 40: 107-15, March 1932. Each of 32 principals in the Chicago area made case studies of the study habits of two pupils from his senior class—one falling and one with high scholarship. Findings are reported.


148. BRUEN, G. V. An attempt to vitalize chemistry teaching in the high school through a modified form of the unit-assignment technique. Science education, 18: 209-19, February 1932. Discusses the organization of the units and presents an illustrative unit.

149. EWAN, S. N. Class size. Bulletin of the Department of secondary-school principals, no. 40: 124-29, March 1932. Eighteen paired classes were studied for a year and a half. These classes were in English, Latin, mathematics, history, science, and typewriting. By means of standardized tests, the progress of pupils in classes under fifteen in number was measured against that of pupils in classes over thirty. Results indicate that pupils in large classes achieve as well as those in small classes.

150. FONTAINE, E. CLARK. The unit plan of teaching. Educational administration and supervision, 18: 21-30, January 1932. Emphasizes the importance of organizing the subject-matter materials in such a way as to make them capable of being understood rather than of being remembered, merely. Illustrates the method of organizing units for American history and biology.


Considers such matters as present status of supervised study, reasons for unsatisfactory results, suggestions for improvement, discipline, individual differences, and the assignment.


A critical discussion.


Reports results of administering a multiple-choice test of 33 questions to 837 pupils in grades 7 to 12 before and after giving (during a two month period) some lessons concerning effective study. Teachers did not have the test questions during the training period. Found direct teaching of study techniques to be effective.


References appearing since 1927 have been selected and annotated. Not restricted to secondary-school level.

See also nos. 220, 225, 228, 245, 253, 519.

PROVISIONS FOR INDIVIDUAL DIFFERENCES

155. BILLETT, ROY O. What the high schools are doing for the individual. Bulletin of the Department of secondary-school principals, no. 40: 139-61, March 1932.

Second progress report. National survey of secondary education. "Discusses methods of investigation, three main elements in a typical program to provide for individual differences, different specific provisions, practices in highly selected schools, and problems in need of more adequate solution.


Suggests 7 ways of aiding pupil adjustment and presents results which might be expected to occur. Favor adoption of individual diagnosis, planning, and service.

157. FLEMMING, CECILE WHITE. Pupil adjustment in the modern school. New York, Bureau of Publications, Teachers college, Columbia university, 1931. xi,
CURRENT EDUCATIONAL PUBLICATIONS

94 p. [Horace Mann school studies in education, new series]
Deals with classification of pupils, problems of adjustment, integration of interests and activities of school staff, responsibility for superior children, individual pupil records and reports, and other functions of the psychological service.

158. The unit method as a means for individualizing learning activities. Charlottesville, University of Virginia, 1931. 54 p.

ARTICULATION OF SECONDARY AND HIGHER EDUCATION


ADMISSION, PROMOTION, AND GRADUATION


EDUCATIONAL GUIDANCE
activities employed in school systems and in individual schools considered to have successful guidance programs.


Based on a master's thesis. Tests of mental ability, achievement, mechanical aptitude, socio-economic status, and school habits were given to 132 pupils in grades 9 to 12 in the Windsor, Colorado, high school during the school year 1927-28. Local physicians made physical examinations of the pupils.

See also nos. 127, 157, 229, 256, 342, 373.

LIBRARIES


The first of a series of articles on the library and its uses. Discusses a tentative score card which upon completion is planned to form the basis of a set of high-school library standards. Considers housing and equipment, selection and care of materials, instruction in use of books and libraries, and financial support.


Presents certain of the preliminary findings of one of the projects of the National survey of secondary education. Describes practices in schools throughout the United States.

See also no. 127.

EXTRACURRICULUM


A description of an assembly the writer visited at West junior high school, Binghamton, New York. Student officers were selected at this assembly.


Lists and discusses 81 reasons for club failures and 12 questions which a club sponsor can use in self-diagnosis.


Describes auditorium work as taught in elementary schools, junior high schools, and senior high schools in more than 20 cities. Considers aims, organization, rooms, teachers, periods, sources and types of activities, methods, and pupil outcomes. Presents a course of study for junior high schools which has been tested in eight years of use. Gives a list of helps and deals with problems of teachers, supervisors, and administrators.


Based on 480 replies to a questionnaire sent by the principal of the Garfield high school at Terre Haute, Indiana, to 1,369 graduates of the school.


Part I is an annotated bibliography of 91 studies and a list of 15 books. Includes investigations pertaining to college as well as high school. Part II is a brief summary of selected quantitative and critical studies.

See also nos. 182, 191, 194, 230.

CURRICULUM


A summary and critical evaluation of the report of the Committee of ten on secondary-school studies appointed in 1922 by the National education association.


The second of a series of reports of committees and commissions dealing with the secondary-school curriculum. A summary and critical evaluation.

Based on reports from: (1) member schools of the North Central Association of Colleges and secondary schools for the year 1924-25 and 1929-30; (2) all high schools in Michigan for 1924-29; and (3) 800 Michigan high schools for 1930-31. Deals with courses and curricula offered, grades in which offered, courses required, and changes which principals would make if free from college-entrance requirements and regulations of standard agencies.


Presents a philosophy of education, an outline of types of content considered essential, and a core curriculum for the secondary school.


A report of an investigation to ascertain the relationship between scholarship and time spent in: (1) preparation of school subjects; (2) extracurriculum activities; (3) outside work; (4) sleep; and (5) unorganized activities. Subjects in each of three grades of the Longfellow Junior high school at Fresno, Calif., kept an account of their activities for seven days.


Based on 173 replies to a questionnaire. Recommends eight curricula.


Deals with plans for curriculum revision, investigations of changes in programs of studies, and findings of subject specialists with regard to their subject fields.

185. McCallister, James M. Determining the types of reading in studying content subjects. School review, 41: 115-23, February 1932.

Based on an analysis of the reading activities in a seventh-grade class in American history, a seventh-grade class in mathematics, and an eighth-grade class in general science in the University high school, University of Chicago.

186. SCALE, FANNIE. A correlation project—The pilgrims and the first Thanksgiving. Junior-senior high school clearing house, 6: 236-40, December 1931.

A report of a project conducted in the Rule Junior high school at Knoxville, Tennessee. All departments of the school cooperated.


For secondary-school level. Presents findings from administering tests in English, French, Latin, algebra, plane geometry, physics, chemistry, biology, general science, civics, and American history.

188. Young, Florene M. Causes for loss of interest in high-school subjects as reported by college students. Journal of educational research, 25: 110-15, February 1932.

The most prominent reasons reported were: failure to see a need for the subject, uninteresting material, monotonous methods, lack of foundation, difficulty of material, and incompetent teachers.

See also nos. 127, 137, 177.

SUBJECT FIELDS

English


Describes practice in junior high schools of San Antonio, Texas.


Based on records kept for a number of years by the writer concerning the subjects studied both in high school and college by students who have taken the course in the materials and methods of teaching English, at the University of North Carolina.


Considers such matters as aims of debating, function of the coach, building the team, gathering material, organizing the case, interesting the audience, the individual speech, refutation, advertising...
SECONDARY EDUCATION

the debate, judging the debate, and debating within the high school.


Deals with the history of Latin words in English, forms and meanings of Latin words in English, and cognate words.


A report of an investigation involving 173 pupils to ascertain how many more words an individual comprehends when he considers them in relation to their context than when he sees them isolated, either individually or in sentences.


Considers the significance of school dramatics, choice of material, types of material, types of occasions, types of activities, and suggestions for organization of dramatics.


Advocates the normalizing of English instruction by associating it intimately with life and by crossing over into other fields of learning and thus integrating educational experiences.


A report concerning the work in literature and in composition in the English programs of 257 Iowa high schools in 1929. Considers time allotment, use of textbook, selections studied, written work, and supplementary materials.


An exhibition of about 125 class books done by English classes of the Theodore Roosevelt high school, New York city, led to this description of a plan for teaching composition by centering the work of the entire class for eight or nine weeks around a large subject of general interest.


Credit in the freshman course in grammar and usage at the University of Chicago high school is deferred until the pupil shows, over a considerable period of time, that he can and will use good forms of oral and written expression in all courses. All teachers and guidance instructors cooperate in the attempt to help pupils overcome difficulties.


An analysis of grammatical errors of 726 compositions of pupils in grades four through twelve. Finds that errors in grammar are not so numerous or so serious, as errors in sentence structure or in punctuation and capitalization.


A summary of suggestions accumulated through 40 interviews and observation of 8 classes.

Foreign Language


Considers briefly the results of modern foreign-language study, sets forth the principles of the new method of foreign-language teaching, and comments on differences of opinion concerning the new method.


An analysis of the French placement tests given at the University of North Carolina, September, 1931.


An investigation conducted in the schools of Lincoln, Nebraska. Eighteen conclusions are presented.


A report of the use of the contract plan of assignment combined with the period of directed study in the Demonstration school of Peabody college.


The first four semesters of French were included in the investigation. Eight equivalent forms of a comprehen-

Illustrates ways of developing understanding and not merely ability in mechanical performance in algebra.

209. ENGLE, T. L. Developing a concept of proportion before presenting the formal work. School science and mathematics, 32: 263-71, March 1932.

Tells how proportion has been changed from the least to the most popular part of the course in geometry.


Favors spending more time in trying to give the pupil a notion of what geometry is, and in testing his understanding of the relationships among the propositions rather than his memory of specific proofs of individual propositions.


An investigation seeking to determine the best method of grouping pupils by ability for the purpose of facilitating instruction in algebra.


For years 1924-25 to 1930-31, compares marks made in algebra by rural and junior high school pupils. The two groups were not compared as to intelligence except for 1930-31.


A collection of devices to help solve the major difficulties of pupils in studying algebra.


Considers mathematics in relation to social sciences, biology, the humanities, religion, investment, agriculture, pharmacy and allied professions, statistics, and physics.


A general discussion and a description of practices found helpful in mathematics classes and clubs in the Garfield junior high school at Berkeley, California.


An investigation involving 86 pupils in algebra at the George Washington high school, New York city. Concludes that greater reliability of testing can be obtained in the middle of the year by using a teacher-made examination, based on the material covered by the class rather than by a more comprehensive standardized test.


Prepared by a committee of five and based on the idea of relationship between variables, including the methods of determining and expressing such relationship.
SECONDARY EDUCATION

Social Studies and Citizenship


An experiment in the field of modern history. A copy of the test used with different groups of pupils is included.


A description of practice in the Simon-Gratz high school in Philadelphia.


An experiment in the field of modern history. A copy of the test used with different groups of pupils is included.


A description of practice in the Simon-Gratz high school in Philadelphia.


An attempt to list authors who have made fundamental contributions to this field. References are annotated.

Science

228. Ashbaugh, E. J. General science in the eighth grade or not? _Science education_, 16: 24–33, October 1931.

Early in the year, the Powers general science test was given to 124 pairs of ninth-grade pupils, and the Ruch–Popenoe general science test to 138 pairs. The control groups did not have general science in the eighth grade, the experimental groups did.


An investigation involving two high-school chemistry classes in the Dearborn, Michigan, high school. Purpose was to compare two measures of prediction, namely, the Terman I. Q. and the results of the Iowa chemistry aptitude test, with three measures of achievement in high school chemistry.


Deals with variability of school marks, uses of measurements, athletic achievement test, analysis of results obtained from testing high school boys in seven motor activities, and homogeneous grouping.
245. IRWIN, LESLIE WILLIAM and KIRBY, THOMAS J. The construction of twelve units in physical education for secondary school boys. *Iowa City, University of Iowa*, 1931. 56 p. (University of Iowa extension bulletin no. 275. College of education series no. 29, September 1, 1931.)

Based on an analysis of the publications, both articles and books, of eleven specialists in the field of secondary physical education. Deals with objectives, pupil activities, teacher procedures, and evidences of mastery.


The activities have been selected from those listed in college catalogues and special training schools, choosing those considered most practical for adaptation to high-school conditions.


A description of practices in junior-high schools in Toledo, Ohio.


Describes an intramural program organized around homerooms and enrolling 78% of the pupils.


Describes 18 games.

**PRACTICAL AND VOCATIONAL ARTS**


States that over a hundred prognostic, diagnostic, and achievement tests have been constructed in commercial education.


An experiment in which were used a camera for photographing eye movements and an attachment for synchronizing the action of the typewriter with the film record. Fourteen conclusions are given.


Reports findings of studies from 1904 to the present. Treats of curves of learning, effect of environment, kinds of error, and classroom investigations.


Eleven schools in five States having well-recommended teachers assisted in this experiment. The sentence method was found to give superior results on all tests administered.

254. HOMNER, MARY FINGR. Objectives in teaching family relationships. *Journal of home eco-


Prepared by teachers of commercial work under the direction of a state committee. Presents general and specific objectives, methods of instruction, suggested schedule of assignments, books, equipment, and supplies.


A study involving 219 pupils in Bookkeeping 1 classes in the Sacramento high school. Correlation between arithmetic scores on three tests and bookkeeping grade was .539 and between intelligence quotient and bookkeeping grade was .778.

257. PECK, ISAAC. Frequency and range word lists according to the dominating principles in Isaac Pitman shorthand. *High points*, 14: 5-9, February 1932.

An analysis and arrangement of the words of greatest range and highest frequency as determined by the works of Thorndike, Horns, Ayres, and others.


A tentative syllabus, prepared by various committees of teachers.
ART AND MUSIC


263. —— General art courses for high schools. North central association quarterly, 6: 425-32, March 1932. Based on analysis of fifty published courses of study in art from prominent cities. 351 items of subject matter were compiled and classified as projects, art history, and creative and manipulative activities. One hundred twenty two teachers and supervisors of art in junior-high schools checked the items which they considered should be included in a general art course for junior-high schools. Results are presented.

EXCEPTIONAL CHILDREN

Elise H. Martens

assisted by Beatrice McLeod and Florence E. Reynolds

GENERAL REFERENCES


A second report of a special commission appointed in 1928 which rendered its first report of findings in 1929. The present volume deals with the following topics: an adequate program of public recreation for children; provision for care and treatment of emotionally unstable children; a constructive plan for the training of the feeble-minded; clinical study and guidance of children; better coordination of community agencies. Includes bibliography.

266. Courses for teachers in the field of special education. Massachusetts teacher, 11: 187-89, January 1932. Announcements and descriptions of courses offered by the Division of university extension of the Massachusetts Department of education. These include courses in speech correction, in the theory and methods of teaching retarded children, in handwork for special-class pupils, and in the education of crippled or physically handicapped children.


The program presented herewith is the outgrowth of the work of the Committee on the physically and mentally handicapped of the White House conference on child health and protection. Considers the four phases of successful vocational adjustment of the handicapped involved in guidance, training, placement, and follow-up. Emphasizes the importance of prevention in dealing with the problem.


Excerpts taken from a bulletin issued by the Battle Creek public school department. Describes the purpose of the school, the building and equipment, the scope of its program, and the special rooms which take care of various types of exceptional children. Information is also given regarding the W. K. Kellogg foundation, which is responsible for the establishment of this school.

The normal children of the community also attend the school. The normal children of the community also attend the school.


Any adequate study of crime must include the customs and attitudes of a people, the laws under which they live, and their intellectual status. The report is particularly concerned with the crime of youth. It surveys the legal machinery which has been set up in the various States to care for juvenile delinquency and discusses factors as revealed through experience and recent studies of delinquency, such as: Relationships with the family; intelligence; prevalence of psychopathic personalities; place of residence; vocational guidance and placement.


A description of the David W. Smouse opportunity school for physically handicapped children. Discusses the plant, equipment, and the work being carried on in the departments for the deaf, the partially seeing, and the crippled.

274. BLANCHARD, PHYLLIS. Educational disabilities and emotional adjustment. Vocational guidance magazine, 10: 165-69, January 1932.

The psychologist of the Philadelphia Child-guidance clinic summarises briefly a few cases handled by the clinic to illustrate the fact that an emotional maladjustment is often the underlying cause of failure in school subjects.


Describes the treatment given to a number of children whose characters had been damaged by encephalitis. Conclusions are based upon the records of 48 post-encephalitic cases admitted to the special hospital school at the Pennsylvania hospital, compared with those of 14 children also showing behavior difficulties but having no history of encephalitis. Forty-six of the 48 post-encephalitic children and 13 of the controls improved while at the hospital. The authors describe the organisation of the school and methods of treatment, and discuss the application of hospital methods to community situations.


Report of a study, commenced in September, 1928, and still in progress, conducted at the Preston school of industry in California to determine the important factors in the life of delinquent boys between the ages of 16 and 21 years, and to ascertain their comparative significance. Techniques were devised and applied during the first year to 320 delinquent and 53 nondelinquent boys. The developed technique was then applied to 63 delinquent and 53 nondelinquent boys, none of whom was included in the first part of the study. The battery of tests and questionnaires used covered factors of intelligence, achievement, emotion, behavior, home environment, and personal history. The author evolves a tentative "adjustment index" by which to compare individual boys as to their adjustment possibilities.


Summarises the important facts growing out of the recent Nation-wide survey of mental hygiene facilities made under the auspices of the National committee for mental hygiene. Six hundred and seventy-four clinics are reported as providing mental health service for children. Attention is called to the directory of clinics compiled on the basis of this survey and published by the Commonwealth fund.

A philosophical discussion from the University of Bologna of the factors involved in the development of delinquency, with some consideration given to modern means used to combat the problem. The author concludes: "It appears that the youths who have not become criminals owing to any disease, but who on the contrary are intellectually normal, have for the most part been urged toward criminality by the abandonment to which they are left by their families, and by the lack of education of any kind; that all that is necessary is to direct their interest and their natural tendencies toward useful ends and they will gladly become once more useful members of society."


Discusses from the standpoint of parents the manifestation of night terrors and their possible causes. Describes an actual case in which threats of mutilation made by adults to correct habits were the exciting factor. Presents the mental hygiene of the situation and urges sane and truthful handling of the child with psychological or psychiatric service in extreme cases.


Describes the work of the Thomas Edison school in which the problem boys who do not fit happily into the activities of the regular schools of Cleveland are transferred. The curriculum includes much shop work and extra curricular activities of many types. Personal contacts between teachers and boys help to win the confidence of the boys. Contacts are made between home and school through the home visitor.


Describes the development of child guidance activities of the public-school system of Newark, New Jersey. Since its inception in 1918 as a "psychological clinic," manned by two psychologists and one clerk, it has grown into a "department of child guidance," with a directing psychiatrist, four psychologists, thirteen visiting teachers, and five clerks. Various statistics as to types of problems handled, examinations given, and disposition of cases.


The Northwestern university psychological clinic is conducted as an advanced course in the psychology department. It offers its facilities for advice to parents and teachers on the adjustment of the educational and personality problems of children. It also offers opportunity to advanced students for practical experience and observation of cases, and contributes to the Department a large mass of data for research.


Discusses problems of play in children's institutions and reports on an observation study of a recreational program carried out with the younger boys of the Whittier State school under the direction of Dr. Norman Fenton, Director of the California bureau of juvenile research. A study of recreational methods and devices used in 14 representative boys' boarding schools in and around Los Angeles is also presented. Lists the types of play activities which were found successful.


Presents a point of view developed from a survey of experimental and theoretical literature and checked by clinical experience with children suffering from a variety of emotional upsets. Uses the following headings: Complexity of diagnostic situation; Explanation of related factors in studying emotional maladjustments and behavior disorders; Nature of the disturbances; Treatment of emotional upsets and conduct disorders; Relation of success of treatment to treatment of emotional attitudes of persons contacting the case; Types of children subject to maladjustments.


A subcommittee of the Committee on medical care for children gives its report on psychology and psychiatry, their relationship to each other, to medicine, and to social work as all these fields affect the child's mental and physical health. Opinions of individual psychiatrists, psychologists, medical practitioners, and social workers are cited. Outlines are given of the work of certain typical child-guidance clinics.


Report of a study of maladjustment in the elementary schools of New York city, based upon teachers' judgments of the characteristics of 200 children from whom they considered "problems." Data suggest: (1) that teachers fail to recognize as problems many children who are problems from the mental-hygiene point of view, but whose behavior is not disturbing to the teacher; and (2) that the schools are "making problems out of those children who learn with difficulty." The author concludes that "teachers may be developing children with problems."
Points out the value of sight-saving classes and tells what is being done along this line in the State of Massachusetts.

Sets forth the aims of biology as applied to the blind and describes exercises and projects developed in a biology class at Baltimore City College in order to meet the needs of the blind students who enroll from time to time as members of the class. The teacher's aim has been to make the blind student "the doer of the act" throughout the course.

Explains plan of Pratt-Smoot law making available federal funds for library work with the blind. Lists principal Braille presses, and location of regional libraries with publication plans.

Describes activities of the Red Cross both for the prevention of blindness and for helping those already blind. Gives list of libraries which loan books in Braille.

Shows how Canada is meeting the responsibility to guard the eyesight of her citizens. Discusses eyesight of Canadian school children, and work of sight-saving classes.

The American library association has made available a list of books printed in large type for readers who need that kind of book. All those in the list are printed in type as large as 14 point; some of them are in type as large as 24 point. Books of fiction, biography, travel, and general literature, and a list of books for young people are listed.

The first installment of an article attempting to define the problem-conference method: "to discuss its value and use among seeing children in the public schools; and to show how it can be modified to serve the needs of blind children, calling attention to special points in its technique, and to material for hypothetical problems suitable for discussion."

Presents requirements which should be met to assure good artificial illumination in the modern school building. Presents lighting as an important aspect of the prevention of blindness.

This directory provides a list of activities offered by the different communities for the welfare of blind persons of all ages, needs, nationalities, and circumstances. The names and addresses of organizations indicate where specific information may be obtained. Lists cities in which Braille classes and sight-saving classes have been established in the school system.

A review of major activities during the past year in the struggle for conservation of vision. Presents results attained in the fields of caring for the eyes of preschool children and conserving the sight of school children.

**Crippled Children**

Discusses the recreational, medicinal, orthopedic, and educational values furnished by a method of music training carried to the physically handicapped children in the home and in institutions.

An account of the special problems met in the rehabilitation of physically handicapped people in rural communities and of work being done in that field, by the Assistant director of re-education and disabled persons, of Minnesota.

A description of the Wisconsin Orthopedic hospital school at Madison, Wis. recently opened as a part of the State's scheme for the care and education of its crippled children. "It is the aim of the State of Wisconsin to physically care for and educate every crippled child in the State so far as is possible." Children are received in this school from homes, from the eight orthopedic schools, and from the public and parochial schools within the State.
301. PECK, WILLIS S. The relation of physical therapy to physical education. *Journal of health and physical education*, 3: 10-17, 45, February 1932.

A general discussion which emphasizes the fact that physical therapy is a distinct branch of medical practice and as such presents excellent opportunities for those who acquire the necessary training. Outlines special phases of work in the field of physical therapy and its place in the discovery, treatment, and after-care of the crippled child.


Girl-scout activities provide a valuable means of development and happiness for the crippled girl.


The author, from personal experience, shows the possibilities of normal, happy activities and social relationships for the physically handicapped child.

See also nos. 398, 409.

DEAF AND HARD-OF-HEARING


Outlines projects, based upon the children's own experiences, which were developed in two grades of a school for deaf children.


Describes the special training given to mentally retarded pupils in the handicraft course at the Minnesota School for the deaf. Baskets, furniture, weaving, seat-caning, leather-craft, brush-making, simple upholstery, and toy-making, are among the activities included in the course.


Outlines the plan of help for the deaf-blind which has been worked out by a joint committee from the American foundation for the blind, the American federation of organisations for the hard of hearing and the American association to promote the teaching of speech to the deaf.


Describes ways in which educational films are used in creating visual images in teaching various subjects in the Iowa school for the deaf.


Report of the Committee on visual education, presented at the business meeting of the American association to promote the teaching of speech to the deaf, in Baltimore, July 10, 1931. Contains: (1) Introduction, by Nettie McDaniel; (2) General review of the value and use of visual education in schools for the deaf and an outline of recommendations of the report; (3) Visual education in city public schools, by Elsie V. Spicer; (4) Visual education equipment data, public residential schools in the United States, by Mimi Fandrel; (5) Sources of information and supplies helpful in visual education, by Nettie McDaniel.


Points out the necessity of special attention and training for the child who becomes deaf after speech is well established. Gives some constructive suggestions to parents, teachers and pupils for preserving the command of speech which the child already has attained.


Lists schools for the deaf in which Girl-scout troops are found, and describes ways in which the scout program is adapted to the needs of the deaf.


A discussion of the value of vocational training in schools for the deaf, the objectives which should govern such training, and problems met in building up an effective course. Describes a cooperative experiment between the Saskatchewen (Canada) School for the deaf and the Saskatoon Technical college, whereby the school for the deaf was enabled to use the up-to-date and adequately equipped shops of the Technical Institute.

313. SCOTT, ELIZABETH V. The use of slides in primary classes. *Volta
review, 34: 56-58, February 1932.

Discusses the value of visual methods of instruction in enriching the work in primary classes for the deaf. Presents exercises, illustrations, and slides from actual lessons in a classroom with deaf children.


Describes Girl-scout activities among deaf girls. Finds them a valuable source of training and an excellent opportunity for enriched experiences. Information is given regarding troops organized in special schools.


"There are so many things that everyone should know about the little deaf child, so few that people in general do not know, so much that those who are best acquainted with him have still to learn."


Points out many causes of early deafness in children, such as colds, falls, various children's diseases, improper diet, adenoid and tonsil troubles. Suggests methods of protection against these difficulties.


An account of the modern application of Mr. Wright's theories of auricular training. It includes suggestions and exercises which should prove helpful to parents of deaf children in their efforts to make use of such remnants of hearing as the children may possess.

See also nos. 11, 371.

GIFTED CHILDREN


"Under conditions prevailing in public schools, the recreational reading activities offer the best opportunity to make special provision for bright children. The article includes a discussion of the possibilities of such reading, suggestions to the teacher for making provision for it in her school program, and a recommended list of books for the purpose.


"The educational waste due to compelling pupils of undoubted superiority to submit to the treadmill routine of curricular tasks is appalling." Points out ways of identifying gifted children and outlines units of instruction and activity which should be followed in providing a program that will take care of their special needs without interfering with the educational advancement of normal pupils and without segregation into special classes.


From the records of intellectually superior children referred to the Bureau of children's guidance of New York city, fifty cases were chosen for intensive study relative to factors involved in school success or failure. Concludes that "granted superior intellectual endowment, school success is more fully assured if (1) the child's experiences at home, while satisfying, nevertheless induce him to face weakening experiences from an early age in order to insure social independence; and (2) if he is encouraged to be active, interested in the world outside him, and eager to make contact with the people in it." Underlying concepts of mental hygiene therapy are considered, and case studies are described in detail.

See also no. 690A.

MENTAL HYGIENE AS APPLIED TO EXCEPTIONAL CHILDREN


Address before the Maryland Mental-hygiene society, May 1931. Traces the history of man's struggle with the problem of crime and considers the significant lessons to be drawn from it. Discusses the value of mental hygiene and the importance of prevention through child-guidance clinics. Emphasizes also the professionalization of the work of those who administer justice, penal and correctional institutions, departments or probation, etc. To this end the newly organised Institute of criminal law of Harvard Law school plans to provide a thorough training curriculum for college graduates desiring to enter this field. This will insure their recognizing the value of mental hygiene as an instrument for coping with crime.


Discusses the need and the possibilities of cooperation which may obtain between
psychiatrist and physician in a school system. Points out the clinical and the educational phases of the problem and the contributions which the psychiatrist may offer.


Analyses the contribution which the social worker can make to each of five functions of the community clinic: i.e., administrative, clinical, educational, community organizing, and research activities.


Address before a joint session of the Child hygiene and Public health nursing sections of the American public health association meeting, Montreal, Canada, September, 1931. Describes development of the program of mental hygiene in Syracuse, N. Y. and makes recommendations for the development of a similar program in cities not yet ready to establish a full-time clinic.

See also no. 484.

SPEECH DEFECTIVES


Discusses the cause of stammering from the standpoints of heredity and environment, and presents a method of treatment based on the personal experiences of ten years' research and its practical application. Describes the investigations of case studies from the physical, psychological, and environmental points of view. The application of the principles of mental and physical relaxation in treatment is emphasized as fundamentally important.


Author is clinician in charge of stutters in State University of Iowa speech clinic. On the basis of his experience, he gives practical suggestions to teachers as to causes and remedial treatment of stuttering. It is conceived as a "profound disorder of the nervous system" in which the functional balance of the brain is disturbed. "In the treatment of stuttering, the aim is to build up the normal inequality between the two sides of the brain."


Presents case studies illustrating various types of speech disorders and outlines methods used in correcting them. Causes of such disorders are discussed and the need for more intensive study in this field is pointed out.


Points out the importance of early detection and correction of speech defects in children. Analyzes in some detail the causes of a number of types of speech defects and gives suggestions for their correction. Written especially for parents.


Reviews the speech defects most commonly found in children and some of the causes; makes suggestions as to treatment. Includes a consideration of hearing dullness, stammering and stuttering, hoarseness and falsetto voice.

THE SUBNORMAL AND BACKWARD


Describes an experiment which is being carried on in Western high school of Baltimore, Md., to care for the middlings those children who, in spite of every effort, are unable to master the content of a standard curriculum. It is planned that the course, if completed, shall lead to a certificate and qualify the students for high-school diplomas. All that is required of the pupils enrolled is regular attendance and a willingness to put forth their best effort. If they do this, they are marked 'satisfactory' and are promoted to the next subject unit. The content of the course at present consists of practical English and arithmetic, hygiene and physiology, office practice and typewriting, art, home economics, physical education, and music.


A report by the director of guidance of the Wilkes-Barre, Pa., city schools, of the causes of retardation of candidates for the special classes in Wilkes-Barre, and of their reactions to a special curriculum experiment. Of the group of 45 children examined the following distribution of cases was made: Definite feebleminded, 6; questionable, 4; poor home conditions, 10; lack of self-confidence, etc., 7; defective attitude, 7; malnutrition, anemia, 5; poor academic basis, 8. The author holds that the methods of individualized instruction and tutoring classes
for remedial help are preferable to special classes for mentally retarded children.


Discusses the equipment needed for clinical work, the scope and technique of investigation, the facilities for treatment and training, and the personnel. The author emphasizes the importance of developing in the entire professional staff of an institution the spirit of clinical investigation and observation of human behavior in the every-day life of the individual.

EDUCATIONAL PSYCHOLOGY

M. E. Harkavy

assisted by Alvin C. Earich, Herbert Carroll, Frank H. Finch, John M. Jacobsen, S. E. T. Land, Ruth Merrill, Claud L. Nemzek, and Herbert Sorensen

GUIDANCE


A brief discussion of four steps in personal counseling: (1) the approach, (2) winning the confidence of the pupil, (3) the joint working out of the problem, (4) the pupil's departure with a feeling of satisfaction.


Presents a three-day program of counseling service for the small public secondary school.


The guidance program in the state of Virginia has been set up to fill two important needs: (1) the provision for reliable information concerning the world of work; and (2) the provision of the individual conference. Particular emphasis is being placed on the organization of county programs to reach the rural children.


Author reviews development of guidance movement and its relationship to contemporary sociological and educational changes. Accepting a definition of guidance formulated by Professor Jones of the University of Pennsylvania, namely, “guidance is concerned primarily with the choice of habits and skills to be developed and not with the formation of habits,” he discusses in some detail the features of the school which achieve guidance, (1) the curriculum, (2) the extra-curriculum, (3) measurement and analysis of pupils, (4) pupil records, (5) personnel and organization for guidance and counselling.


Preliminary statement of an investigation being made by the author on a grant from the Carnegie corporation through the Carnegie foundation for the advancement of teaching. First step in study has been an investigation of the objectives of guidance in secondary schools, as reported under title “Measurements of outcomes of guidance in secondary schools.” Teachers college record, January 1932. Plans for next step call for an intensive study of guidance programs in a small number of selected states.


This is “a statement of measures considered for use in an investigation of outcomes of guidance being made on a grant from the Carnegie corporation through the Carnegie foundation for the advancement of teaching.” A discussion of the need of guidance in secondary schools and its investigation, functions, measures of outcomes resulting from proper discharge of functions, measures of intermediate outcomes associated with information and judgment of students, and importance of measurement of outcomes to justify support of an adequate program.


The authors present a concept of guidance which has two main phases—the distributive and the adjutative, the two phases being complementary. As they define guidance, it is not the whole of education or “a beneficent synonym for education.” A program in line with their concept of guidance is indicated.


Recommends a central bureau of guidance and research in each large city, closely related for best functioning to state departments of education.


Brief summary of a study of the expressed interests of 920 boys and girls in the 8th grades of three large junior high schools in Philadelphia.


A questionnaire study of the attitude of young college students toward early entrance to college. The data indicate rather strongly that rapid acceleration, especially through the elementary school, is preferred by gifted young people.


A general discussion urging the necessity of a longer period of training before employment.


A description of an adult guidance clinic, and a statement of factors considered in guidance and of problems of adult guidance.


A plea for vocational counselling as preventive social work. Case illustrations from the work of the Women’s occupational bureau of Minneapolis, Minnesota.


Description of a guidance program organized on a four-unit basis for a four-year high school, each unit to cover two months’ work during the year. In operation at the Indiana State teachers college high school at Terre Haute.

See also nos. 667, 669, 672.
EDUCATIONAL PSYCHOLOGY


Discuss some facts regarding six cases of identical twins reared apart. Results indicate that the environment distinctly modifies some physical characteristics, such as weight, general health, etc., but does not after others such as eye color, hair color, teeth, features, etc. Environment profoundly modifies characteristics described as intelligence and personality. After full credit is given to the modifying effect of environment, hereditary resemblances remain most strikingly close.

352. Mental and physical traits of identical twins reared apart.

**INDIVIDUAL DIFFERENCES**


An interesting discussion of some of Thorndike's and Gates's pronouncements in the light of genetic and physiological experimentation.


Compares psychogalvanic reaction of 100 gifted, 110 normal, and 100 feebleminded children, all white, and also 100 children of Negro blood. Sex, age, race, etc., all carefully controlled. Normal group significantly above both gifted and feebleminded; Negro group significantly higher than normal white; gifted only slightly above feebleminded.


From his discussion the author concludes "that (1) most studies so far reported are worthless as indicating anything regarding the comparative mental ability of races; (2) most of our present techniques give measures of differences due to weaknesses in educational opportunities rather than of differences in mental ability; (3) there is need for a re-evaluation of the problems and methods of these studies pertaining to racial differences."


Three paired groups of boys and girls ranging in age from 11 to 19 years were tested to learn how much they retained from reading short articles. In one instance the girls were superior and in two instances the boys were slightly superior. All in all, the sexes were found to be equal.


Stabilimeter records of white and Negro infants show "that sex and race are negligible factors in the general bodily activity of the new-born child."

**LEARNING**


1. In alternating between two tasks, the general level of performance in each task, as well as the fatigue decrement developing in each task, will be proportional to the number of identical elements in the two tasks. The foregoing principle operates even when the reduction in number of identical elements involves the substitution of more and more antagonistic or conflicting elements.


The author presents data which indicate that the amount of Latin taken in high school is the only language which shows any traceable relationship with the scholarly interest, amount of college work done during the first year, and that in this group at least, a knowledge of the amount of high school Latin is of little value in forecasting college success."

Tested immediate and deferred retention of facts read in terms of chronological age, mental level, and vocabulary. There was little improvement with age after adolescence of memory for facts of an article read a single time. Memory for things read correlated with mental age about .50 on the average but increasingly less as the interval between reading and testing was increased. Partial and multiple correlations are given.


The author presents the results of an experimental study showing that college freshmen enlarge their vocabularies by a series of drills. Delayed retention tests reveal that the experimental group contains a higher average score three and six months after the training period.


Studies are summarized showing the improvement that college freshmen make while pursuing a course in composition, the effect of devoting part of each class period to extraneous work, the subsequent achievement of students exempt from freshman composition and the relation of the knowledge of formal grammar to composition. The suggestion is made that instruction in composition be definitely related to the work within a student's major field of study.


The results of this study show that boys engaging in more than one sport receive marks approximately the same as those of nonathletes of equal mental ability.


Rachitic rats required fewer trials and made fewer errors in learning the maze than did normal or underweight animals, but consumed almost three times as much food. It is suggested that differences in learning ability do exist in normal, rachitic, and underweight animals, the usual maze technique is inadequate for their demonstration.


Intelligence was measured by the Army Alpha test. Five distinct findings are given, showing various sex differences.


The author discusses an experiment involving 19 boys and 16 girls. The incentive was a chocolate bar. The learning task was two-place multiplication problems. Marked influences were noted.


The author discusses an experiment involving 19 boys and 16 girls. The incentive was a chocolate bar. The learning task was two-place multiplication problems. Marked influences were noted.


An experiment which assessed 1. "students' attitudes toward the introductory course in psychology," and 2. "the relative efficiency of the lecture-and-quiz and all-lecture methods of teaching introductory psychology." It was discovered that the students achieved equally well by either method.


Maximal delay period obtained in this study was 11½ seconds, which was median time when animal made 50% correct responses over 40 consecutive trials. Reaction not on basis of gross bodily attitudes, since these were disrupted by activity during period of delay. Visual, auditory, and kinesthetic stimuli were all effective in learning, the first two more important than the last.


Forty-six hard-of-hearing children were paired with 46 children of normal hearing on the bases of race, sex, age, and parental occupational status. Binet I. Q.'s showed a significant difference in the means in favor of the normal hearing group. However, an analysis of the test items did not show a verbal handicap on the part of the hard-of-hearing children. The correlation between auditory loss and intelligence with age constant was -.152-.059.

Two groups of children, one deficient in hearing and the other normal, were matched, with the factors of age, race, sex, parental occupational status, and the I. Q. on Stanford-Binet held constant. Thorough tests of achievement in reading, spelling, and arithmetic show no differe-
ence in these respects." The correlation between achievement and auditory loss with intelligence constant is not significant. Teachers' ratings show normal hearing children to be superior in leadership. The hard of hearing were significantly more shy and solitary. The two groups were much the same in attentive-ness, attitude, and quickness of obedience.


"In a problem which involves the ability to combine two isolated experiences, the performance of rats less than ninety days of age is inferior to that of rats more than one hundred and twenty days old." This is contrary to most of the results in this field.


"Scholastic success in high school can be predicted from age at entrance with as much reliability as from intelligence based on a standard intelligence test. In neither case is the correlation high enough for individual prediction, but it may be useful for the purpose of classification." 


An experiment with high-school students. There is a substantial relationship between pupils' interests and abilities in these subjects. On the basis of averages, students achieved in subjects according to the extent that they liked them.


A very stimulating and vigorous refutation of an article previously published in this journal by Dr. J. R. McGeary.


An experimental test indicating six findings which are stated in the text on page two.


In a repetition of Köhler's experiment, the author found that chickens selected the same colored paper from which they had been trained to eat over 80 per cent of the time, regardless of the variation in the colors of the accompanying papers. This does not support Köhler's results, and the author is disposed consequently to question the configuration theory of learning.

378. Wheat, Leonard B. Free association to common words: A study of word associations to twenty-five words picked at random from the five hundred most commonly used words in the English language. *New York, N. Y., Bureau of publications, Teachers college, Columbia university*, 1931. 46 p. (Contributions to education, no. 498)

The author presents a free association test of substantial reliability which correlates slightly with intelligence. "There is a need for association frequency tables for children and adults, these tables to be based on responses to about five-hundred words which are commonly understood and used by different classes of English-speaking persons." 


One-half of the class expected a complete comprehensive final examination in the course, while the other half came to the final examination with the information that it would not be given. It was discovered that the prepared students did better on the examination than did the unprepared, to the extent of 51.15 per cent.

See also nos. 75, 609.

### Measurement


Reviews and append a bibliography of 189 titles.

### Educational


Essay examination questions are classified in the following three groups: simple-recall questions, short-answer questions, and discussion questions.

### Mental Tests


A study of 10 methods of validating elements of the type used in the McCall multi-mental scale.

Data for grades 6-9, as well as for ages 11-16, show that the reliability coefficient of Dearborn examination C is about .90. The probable errors of measurement average about 2.5 score points.


Mental tests and batteries of school achievement tests in the intermediate grades of the elementary school validate each other to a higher degree than do mental age scores yielded by mental tests.


The authors show that abstract intelligence has little if any relationship with critical ability in art on the college level; that abstract intelligence at the extremes appears to affect art judgment ability; and that gifted children are superior to borderline children in art judgment ability, but not as superior as they are in abstract intelligence.


From an analysis of Army data, the author shows that the "personal equation" element seems to have been overemphasized because the attempted elimination of the personal equation has led to no appreciable improvement in the ratings.


Correlations between test scores in the American council on education psychological examination and grades were higher after instructors had knowledge of the students' mental classification. The data suggest that the scholastic grades given by instructors are influenced by knowledge of students' scores on a previous test of mental ability. The present study does not investigate the cause for the change in relationship.


The author states, "The intelligence quotient of a subject may be obtained by dividing his mental age by the average mental age of subjects of his chronological age." p. 91. He presents a chart for the convenient calculation of intelligence quotients with Otis' mental ages as the divisors.


For 50 cases selected because of significant progress in reading, the author found an average increase in I. Q. of 11.75 points. The facts suggest that reading is an important factor in increasing the I. Q. as found by the Otis intermediate examination.

390. MILES, CATHERINE COX and MILES, WALTER H. The correlation of intelligence scores and chronological age from early to late maturity. American journal of psychology, 44: 44-78, January 1932.

The first 60 items of the Otis self-administering test of intelligence, higher examination, form A, as a 15-minute test, were administered individually to 823 subjects in two cities. From City A there were 122 adults (38 male, 84 female) ages 50-90; from City B, 134 children and youths (48 male, 86 female) ages 7-19; and 567 young adults and adults (249 male, 318 female) ages 20-94. Many correlations between test scores and age are presented; in practically all instances the r's were negative.


The author concludes from the administration of Ballard's Columbian mental test to 308 children in Buenos Aires "that the crossing of European stocks has very little effect on the intelligence of their descendants."


A summary of 179 titles appearing during 1930.

393. SNEDDEN, DONALD SCOTT. Practice effect. Journal of educational research, 24: 376-80, December 1931.

Results from giving two group intelligence tests to ten sixth grades at an interval of one week indicated that: "1. Where the same group test was repeated, the practice effect is fairly large, being in the neighborhood of 7 points I. Q. 2. Where another form of the same test was given after the week interval, the practice effect was smaller, being not more than 5.6 points I. Q. 3. Where an entirely different test was given after one week, the estimated practice effect was less than 2.5 points I. Q."

Conclusions: “A linear relation is found to exist between the absolute variability and the mean-test performance of successive age groups of the test items scaled in this study. The distributions of test ability of the adjacent age groups are normal. The absolute zero of intelligence for this particular set of data is defined at 57. The mental growth curve for the age range covered is negatively accelerated.”


Although the author does not find general deterioration or improvement in the average mental ability of children entering the first grade over a ten-year period, there is considerable variation. Different testing instruments complicate the situation.


The author summarizes a part of his work during the last 12 years. Some of his data obtained from group tests cast doubt upon the distributions of Binet I. Q.'s previously arousing so much enthusiasm. The influences of selection are well shown by the data presented.


The author purposes to discover reasons for the low correlation between intelligence and achievement, and states, "Academic success correlates rather with definite specialized aims than with broad general interests. It might be argued that a general intelligence test tends to give more weight to general interests than to special abilities required for success in university examinations: and this would be one reason for expecting some discrepancies between the two sets of marks." Various other factors, including interests, health, amount of time devoted to study, and personality traits, are given some attention and significance.


"All computations point conclusively to the fact that the intellectual status of these crippled children is noticeably below that of unselected children, as well as somewhat below that of the blind."

PERSONALITY AND CHARACTER


A study of the relationship to age and intelligence to personality and conduct difficulties of 4,592 children. The author concludes "that many other factors in addition to age and intelligence are potent in the etiology of children's undesirable behavior."


Deals with adult-child relationships. Contains suggestive material for parent education, child psychology, and child development and training.

401. BURNHAM, WILLIAM H. Mental hygiene in the schoolroom. Mental hygiene, 16: 26-36, January 1932.

Suggests a fundamental principle on which mental hygiene of the schoolroom should be based. "Students of education are beginning to demand a thorough reorganization of our schools on the basis of somatic and mental hygiene and genetic and experimental pedagogy."


A practical discussion of the subject with the emphasis on the prevention of abnormalities, with suggestions for healthful activities, positive productive methods. Points out the peril that may be encountered in developing wholesome personality, defining the latter. Summarizes with six essentials of the hygiene of personality, and appends bibliographies.


"In summary, the child must learn to make contributions without compulsion, to enjoy freedom without license, and to find serenity without complacency."

404. DRAKE, CHARLES ARTHUR. A study of an interest test and an affectivity test in forecasting freshman success in college. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1931. 60 p. (Contributions to education, no. 504)

The author concludes that the Pressey X-O test and an Interest test devised for the present study are of practically no value as predictive instruments.

By means of a rating study, the author concludes "that women are positive, more expressive than men as determined by the judgments of both men and women; that expressiveness has little significant relation to pleasingness of personality. On the other hand a pleasing personality means one that is socially well adjusted, and in which, whether expressive or inexpressive, the general tendency of the emotional response can be depended upon."

**406. Harvey, O. L.** Some statistics derived from recent questionnaire studies relative to human sexual behavior. *Journal of social psychology, 3: 97-100, February 1932.*

The author tries to reduce the data of various studies to comparable and meaningful bases.


"Partial correlations indicate that extroversion is positively related to achievement and negatively related to intelligence for boys in the fifth and sixth grades, and is practically unrelated to these factors in the case of girls. When the pupils who are at neither extreme of introversion or extroversion are sorted out, however, they are found to surpass both extremes in achievement and intelligence."

**408. Holsoaple, J. Q.** The social adjustment of delinquents who are unable to inhibit old automatic perceptual responses. *Journal of social psychology, 3: 91-96, February 1932.*

The author discusses some mirror-drawing experiments with criminal recidivists. The greatest criminal offenders, those having the most imposing recidivistic records, made the poorest mirror-drawings.


The author reports various correlations between (1) intelligence, (2) behavior, (3) mechanical interest, (4) mechanical ability, (5) industrial grades, and (6) academic grades. The data were collected from measuring 203 SB pupils. The values of the six variables for prediction are shown by zero order, partial, and multiple correlations. Intelligence was the best single measure for predicting academic success. The facts suggest that the behavior score is about as important as any of the other variables.


From an analysis of the errors made by 321 women graduate students who took the George Washington Social Intelligence test the author concludes: "While, in general, the recognition of names, faces, and emotional states in the facial expression or utterances of individuals, and the knowledge of topics of current interest might reasonably be factors in social intelligence, the detailed items in this test seem to have little relationship to the overt sociability of an individual."


The author discusses the construction of his persistence scale. A copy of the scale is reproduced in his article. The scale was used in testing college students. A correlation of .05 - .04 between it and scores on the intelligence test of the American council on education was found.


Reviews studies; 171 references given. *See also nos. 19, 278.*

**JUNIOR COLLEGES**

Walter C. Bell

**ORGANIZATION AND ADMINISTRATION**


Quotations (and brief discussion) from many writers pointing out dangers in the junior college movement and objections to it. Under the heads: organization, administration and curriculum; location and support; equipment and facilities; faculty and teaching; students.


Report of the organization of personnel work at Johnstown, Pennsylvania, junior college.


Presents a detailed analysis of various population and financial data for the
twenty-three largest communities in the state. "Washington at present has logical use for thirteen or at the most seventeen district junior colleges. State aid or student tuition seems necessary. These seventeen districts have 80 percent of all the high school students in the state."


Suggests three important "lines of defense" for the junior college if it is "to avoid serious set-back during the next five or six years." They are the closer identity of the junior college with the rest of the public-school system, intensive improvement of the curriculum, and a policy of strictest economy.

HISTORY AND STATUS

GENERAL


Reports essential data for each of 480 junior colleges with enrollment of 99,543 students.


Summary of developments of the movement in New England and of the curricula and offerings and enrollments.


Reports authors, titles, dates, and institutions for 151 dissertations in the junior college for forty-two American colleges and universities since 1915.


Summary of growth over ten years and comparisons with four-year college and university enrollments as reported by Raymond Walters in an earlier issue of the same journal.


Analysis of development over a five-year period as revealed by comparisons of successive junior-college directories.


Reviews legislation enacted since 1927 in Maine, Louisiana, Texas, Nebraska, North Dakota, Utah, Iowa, Kansas, California, Michigan, and Arizona; and legislation defeated in Colorado, Arkansas, Idaho, and Ohio. "On the whole, the junior college is not only holding its own as an educational institution recognized by state statute but is becoming more firmly entrenched in the commonwealth where it has already been provided for."

BY STATES

California


Complete tabular presentation of facts regarding staff, students, plant, and finances for the California district and high-school departmental junior colleges for school year ending June 30, 1931; also historical resume of principal comparative data since 1916-17.

Michigan


A summary of the legislation in the state affecting junior colleges as enacted in 1917, 1923, 1927, 1929, and 1931.

Pennsylvania


Discussion of the antecedents, clientele, and general character of the seven junior colleges in Pennsylvania.

RELATION TO OTHER EDUCATIONAL UNITS

TO COLLEGES AND UNIVERSITIES


Bloomington, Indiana, Indiana university, 1932.

Reviewed the development and significance of the junior-college movement throughout the country and suggests...
eight reasons why the junior college may in many cases take over the work originally inaugurated by the University extension movement. Followed by discussion by H. E. Mahan, T. H. Shelby, H. G. Inman, C. D. Snell, T. J. Grayson, A. M. Harding, and the author. p. 66-75.


428. Shockley, Frank W. The junior college and university extension.


It is clear that the junior college period is rapidly being allocated to the secondary school. This movement is being accompanied by an increasing tendency in the higher institutions, especially the larger ones, to effect the separation of the first two years from the upper years of higher education.


States that “the junior college should be an institution distinct from the university and the high school. Its function is collegiate—in the proper sense of that term.”


Paper presented at the Washington meeting of the Department of secondary school principals of the National education association.

FUNCTIONS OF THE JUNIOR COLLEGE


Duplicate of address before the Detroit meeting of the Department of superintendence of the National education association, 1931.

PREPARATORY


A summary of the author’s doctoral dissertation at the University of Michigan. Based upon a study of 200 junior-college transfers in the engineering college of the University of Michigan. The results show a persistent and sometimes varying but none the less consistent superiority of the junior-college students during their engineering courses over the classmates from other institutions or from the lower division of the university.


Records of 1,040 junior-college transfers at Stanford university from 1928-24 to 1930-31 investigated, and comparisons made with various other groups.


A statistical study based upon the records of students at the Southwest Texas State teachers college at San Marcos, Texas.
Stresses the importance of the development of terminal courses of various types in Southern institutions.

A strong plea for an extension of semiprofessional offerings in junior colleges. I confidently hope that with the passing of another ten years we may see the type of training offered by junior colleges quite different from that which is commonly being offered today.

Describes and evaluates various practices in use at Christian college, Columbia, Missouri.

Describes need for a variety of semiprofessional courses as worked out at Los Angeles. Emphasis on the course for secretarial and laboratory assistants and for banking and finance. "The preparation of the semiprofessional curricula ... has proceeded from certain convictions as to a neglected area in the American scheme of education."

A concise summary of history, objectives, and methods. Reports 2,113 graduates since organization. Outline of proposed experimental curricular changes given.

An address before the Northern California junior college association, October 17, 1931, and before the Southern California junior college association, October 24, 1931. Discusses the demand for technical institute training as compared with college training, and similarities and differences of technical institute and junior-college education.

Makes the suggestion that the American association of junior colleges undertake a large-group cooperative attack on the junior-college curriculum problem.

States the number of junior colleges giving various types of courses in the fields of economics and business, and discusses the number and preparation of the instructors offering them.

First of a series of achievement tests designed especially for junior college use. Norms available for both freshman and sophomore accomplishment.

Based upon the experience of the author with classes at Compton junior college, Compton, California.

"An illustrated symposium of the Los Angeles junior college semiprofessional
40  CURRENT EDUCATIONAL PUBLICATIONS

curricula." Contains attractive illustrated descriptions of the work in accounting, aeronautics, art, banking, general business and business law, civics, health, civil engineering, community recreation, drama, electricity, liberal arts, mechanics, music, nursing, publications, radio and sound, secretarial, school service, and social arts.

LIBRARY


A paper presented before the American library association, June, 1931. Describes especially the work being done at Bay City junior college, Emmanuel missionary college, Flint junior college, and J. Sterling Morton junior college.

BUILDINGS AND GROUNDS

449. Chamberlain, Leo Martin. The housing of thirty public junior colleges of the Middle West and tentative standards and principles relating to buildings, equipment, and associated administrative problems. Lec-


A critical discussion and evaluation of the three-year experiment in a Texas public junior college. "In spite of severe handicaps, every reasonable effort is being made at Hillsboro to make a full-fledged, four-year junior college and to erase lines which tend to prevent complete consolidation."


Outlines the development, status, and present equipment of this Texas junior college.


Information regarding the plant, enrollment, curriculum, and other matters regarding the oldest public junior college in the country.


General survey of the development of the junior-college movement, with special consideration of the reasons for private junior colleges for women, their opportunities, obligations, and accomplishments. Concludes that "it is now clearly evident that the junior college for women has been accepted as a permanent feature of our educational system."


Discussion of the aims, equipment, and curriculum of this Virginia junior college.


An article by the president of this junior college controlled by the P. E. O. sisterhood. Considers especially clarification of intentions regarding the future of the college, scholarships, and other financial aid to students, securing of accreditation by the North central association, and increase of enrollment.

STUDENTS AND STUDENT ACTIVITIES


The secretary of the junior college National honor society discusses its development, objectives, plan of organization, and present status. List of fifty-one active chapters given.


An account of the history, purpose, and plans of the National honorary forensic society for junior colleges by its national founder. Contains list of thirty-seven active chapters of the organization.


Concise, practical suggestions of special value to the junior-college student.
ADMINISTRATIVE PROBLEMS


Description of a method that will guarantee to teachers in an official way a recognized channel for this suggestion in the determination of school policies.


A study of 61 State teachers colleges.


A description of an attempt to evaluate the training of new teachers in California for the school year 1930-31.


Suggestions helpful to those charged with the responsibility of organizing and conducting teachers' meetings as one of the techniques of supervision.


A recommendation that liberal arts colleges train teachers for high school, and for teachers colleges; to train junior high school teachers and elementary school teachers for urban communities, and for rural schools.


Supervisors rated the frequency, the need for training, and the value of 422 activities. Student teachers indicated the help provided by critic teachers and suggested activities that the critic teachers might have performed.


Organisation of material on the evaluation and improvement of instruction with emphasis on supervisory aspects.


Principles offered to State departments for certification of teachers of physical education.


What school-board members should know about the selection and retention of teachers.

See also nos. 621, 701, 773.

CURRICULUM


A plea for provision of a cultural background for teachers-in-training.


Method employed at Harrisonburg State teachers college in giving students experience in curriculum construction by the following four steps: (1) Getting a common basis for thinking in education; (2) Setting up objectives; (3) Planning activities; (4) Testing, checking, and revising results.


Specific regulations regarding the securing of diplomas and degrees from New Jersey teacher-training institutions.


What shall be the criteria for the doctor's dissertation in education?

A description of the type of research leading teachers to work out, present, and evaluate units for the new curriculum.


A catalog study of status, tracing changes from the normal schools of 1870 to the teachers colleges of 1930.


An exposition of certain social issues which should form the major content of educational sociology.


The author selects the following four bridges to be erected between philosophy, taken in its traditional academic sense, and the philosophy of education: Dialectics: (1) The individual and society; (2) The validity of human knowledge in relation to methods of learning and teaching; (3) The problem of good and evil, of the changing and the permanent in relation to methods of character building and education for citizenship; (4) The significant present-day philosophical and sociological theories and their influence upon educational objectives and methods.


A tentative list assembled partly from the Commonwealth teacher-training study and from reports of students, teachers, and supervisors suggested as a basis for problems in first year English.


A recommendation that English be taught in all courses for which the student enrolls, but principally in relation to the major subject he has selected. See also no. 581.


Description of requirements for the degree of Doctor of modern languages, a teaching degree primarily.


Since the M. S. or M. A. degree has been established as a teaching degree and since the master's degree is awarded under so many different conditions, it would be better if education courses were transferred from college to graduate level, and three or four semesters were required for the master's degree.


Points out the need for objective tests in the field of health instruction.


Second part of the report on an inquiry into the fields of professional courses of training teachers in England. First part was given in the November, 1931, issue of the above magazine.


An excerpt from a report of the Dean of Teachers college, Columbia university, describing the educational innovation of a special program for critic teachers in normal schools.


The place of the teacher of handwriting in promoting character education.


To those who conceive education as an adjustment, mental hygiene furnishes a point of view and background of knowledge which can be effectively utilized in a curriculum of teacher training. See also nos. 206, 446, 704.

GENERAL THEORY AND PRACTICE


Criteria for a profession applied to teaching.


A comparison of modern objectives of teaching compared with those of thirty years ago.

A discussion of principles that should underlie the education of rural teachers.


Some fundamental objectives in the training of teachers are: (1) Selection and orientation of prospective teachers; (2) Development of social consciousness and culture; (3) Provision for ample opportunity for student teaching under expert guidance and direction; (4) That a college engage in a program of placement and follow-up.


The philosophy of Indiana State teachers college in terms of legislative enactment.


Application of the tendencies cited by Dr. F. J. Kelly in the study of the liberal arts college which was substantiated by the Commonwealth fund and applied to teachers colleges.


The philosophical principles utilized in professional training of teachers in Indiana.


Discusses the high ethical values in literature and maintains that teachers without exception should be students of ethics. He also maintains that character building should be the main objective in the home, in the school and in the community.


An exposition of teaching concentrated upon quality in students rather than upon content.


The first requisite for good teaching is a teacher who has a knowledge of and a firm belief in the greatness of his work; the second, preparation for work; and third, definite objectives.


The three backgrounds of philosophy are as follows: 1. to train the prospective teacher into the proper relationships with his professor and with his professional group; 2. to train the prospective teacher into the proper relationships with society and its institutions; 3. To train the prospective teacher into proper relationships with himself.


Address delivered at the Annual convention, Virginia education association, Richmond, November 26, 1931.

See also nos. 188, 775.

### HISTORY AND STATUS


A general discussion of the development of teachers colleges with recommendations as to problems of development.


A brief survey of teacher training in Pennsylvania based on a questionnaire addressed to teacher training institutions and on statistics and reports of the State Department of public instruction, Harrisburg.

### REFERENCES TO INDIVIDUALS


A list of centennial dates in the history of education considering 1932 as a centennial year.
METHODS OF INSTRUCTION


A description of a method of teaching language skills developed as a result of experimentation over a period of years.


Remedial work in English on a secondary level in Chicago.


Techniques for the improvement of instruction.

504. BLAIS, CLARA M. How shall we obtain our objective in a two-year French course? High school, 9: 106-11, February 1932.

A series of recommendations covering the attainment of objectives in a two-year French course.

505. BRAUN, MARY S.; GAREIS, MARGARET S.; and WALKER, EDITH V. Teaching the social sciences now and then. Baltimore bulletin of education, 10: 85-87, January 1932.

A comparison of the method of teaching social science in 1894 in Baltimore and the present day.


A description of the method to be used in teaching economic geography.


The result of a questionnaire study answered by 81 State teachers colleges and normal schools in 35 different states, and seeking information concerning the means and methods used to improve instruction.


A summary of the report of the Columbia Committee on graduate training for collegiate teaching.

509. DAVIS, EVA M. A plan for vitalizing the teaching of two courses in education. Educational administration and supervision, 18: 175-84, March 1932.

A description of a report of the attempt to carry out principles of learning and teaching in two classes in education conducted during the 1931 summer session at New Mexico State teachers college.


The purpose of this paper was to analyze studies reported in periodicals and monographs with a view to noting trends, and to determine the lines along which research in learning is now being formulated.


A description of fallacious procedures in the traditional methods of teaching language usage and suggestions for improved practices based upon experimentation and recommendation.


Methodology in reading from the kindergarten through junior high school.


A discussion of the development of mathematical abilities of students in solving problems of dairy technology by the use of practice exercises.


A description of techniques utilized in making instruction sheets.


An experiment to discover the advisability of teaching current events in the middle grades, and methods of teaching current events.

516. MCDOWELL, HAZEL A. Methods of teaching biology. School sci-
EDUCATION OF TEACHERS


Description of an experiment in education utilizing the summer period in a Chicago elementary school.


The report of a carefully controlled experiment to test the effectiveness of four teaching procedures: (1) informal lectures, (2) interview and review method, (3) test-teach-test method, and (4) the committee technique. The authors contend that educational engineering can improve instruction, that graduate students can be used with profit in such a program, and that the program has valuable factors in training instructors for the profession of teaching.


Standards of teaching and learning on the secondary level presented as bases for courses in general methods and observation and practice teaching.


An exposition of the method of the direct attack on various subjects presented in the school curriculum.


A description of the methods used in teaching history by the laboratory method.


An inspection of 1930 studies in the field of mathematical methods.


Results of tests of laboratory drill in a new environment suggest that many of the possibilities of the laboratory have been hitherto neglected or overlooked.


Objectives of industrial-arts courses on the intermediate school level.

PERSONNEL


The author presents a series of inter-correlations showing the relation between six various measures, as a means of predicting teaching success. The results are negative in so far as finding a criterion for predicting teaching success is concerned.


A comparison between the ratings of a certain teacher of mathematics by four supervisors and four different groups of students, suggesting the possible use of students' ratings for administrative purposes.


Suggestions to improve the voice of the teacher.


Development of a unit "urbanness." The author compared the achievements of rural students with urban students in the East Central Oklahoma teachers college.


Recommendations made on teachers ratings by the Committee on organization and administration of the Teachers council of New York city to the New York Board of education.


The utilization of a technique which assumes that the achievement of a group furnishes a better basis for evaluating a pupil's achievement than a standard set up arbitrarily by the teacher.


A report on correlation data on eleven variables. The marks which students
PRACTICE TEACHING


A summary of the principles which should underlie the organization of practice work in arithmetic.


Practice teaching of rural teachers in the Bemidji State teachers college, Bemidji, Minnesota.


The philosophy of the Trenton State teachers college in preparation for student teaching.


A summary of institutional data in the State of Ohio pertaining to the finances directly and obviously expended for the work of student teaching, participation, and observation.


A workbook to accompany the companion text "Standards for high-school teaching" by same author.

TEACHER TRAINING; SCHOOL BUILDINGS


A description of the new building of the State teachers college at Buffalo, N. Y., dedicated December 17, 1931.


A description of the new Graduate education building of the University of Chicago. Given to the University by the General education board for the support of scientific study of educational problems.


A description of standards that should be considered in planning teachers college library buildings.


Description of the administration building of the Central Michigan normal school, Mount Pleasant, Mich.

See also no. 647.
EDUCATION OF TEACHERS

SUPPLY AND DEMAND


This study comprises: (1) The available annual supply of beginning teachers in secondary schools accredited by the Association of colleges and secondary schools of the Southern States; (2) The annual demand for beginning teachers in this area; (3) The training and teaching assignments of beginning teachers in this area.

SPECIAL TYPES OF TEACHERS


Report of a survey of 25 State reports of personnel within a State. An estimate is presented that teachers of home economics comprise approximately 7% of secondary-school personnel.


Modern educational administration reasonably expects of teachers of mathematics preparation in mathematics; both academic and professional; it anticipates ability to contribute to curriculum construction, to pupil guidance and to related school activities; and finally, it presupposes that teachers will lead normal social and civic lives in the interests of themselves and their pupils.

TRAINING IN SERVICE


An evaluation of extra-mural courses by superintendents, directors of extension, and State department of education officials, with suggestions for the improvement of this type of work.


A plea for the cooperative effort of professional educators and practical administrator.


This study is an attempt to find: (1) The sources from which rural, white elementary teachers in service seek aid in teaching and school management; (2) The sources from which these teachers receive aid; (3) The kinds of aid sought from and afforded by each source; (4) The difference, if any, in the aids sought and received by teachers in counties rated by State Departments of Education as more progressive, less progressive, and average; (5) The difference, if any, in the aids sought and received by teachers in small and large rural schools; (6) The differences, if any, in the aids sought and received by teachers in counties employing rural supervisors or assistant county superintendents, and in those without such specialists.
COLLEGES, UNIVERSITIES, AND GRADUATE SCHOOLS

Arthur J. Klein

assisted by W. Ray Smith

GENERAL REFERENCES


Publicity programs have often been conducted by the public relations officer which attract attention but which are at odds with the dignity and responsibility of an educational institution.


A study of enrollment in 96 colleges and universities since 1890, noting growths trends and the deviations from these trends. Finds, that contrary to the common assumption, periods of economic depression in the past and the present do not tend to increase enrollments in institutions of higher education. The marked exception is enrollment in the graduate school.


The writers describe how they constructed an index of distribution based on the proportion of people dwelling in the nine United States census districts.


An inaugural address delivered at the University of North Carolina, November 11, 1931. The place and function of each of the units of a university, the relation of the university to the people, and the freedom of the university are discussed by the president.

567. JOHNSON, PALMER O. Benefactions of philanthropic foundations and who received them. School and society, 35: 284-68, February 20, 1932.

Compiles data to show total benefactions 1923-1929 for "five of the older and more prominent foundations." Completely analyzes the character of activity so subsidized. Concludes that these funds are predominantly allowed private institutions. If this is an indication of a policy, then certain implications arise. These implications are stated but not discussed.


Immediate uses of surveys are: (1) to give currency to standards of educational procedure and practice that are developed scientifically by specialized workers; (2) to develop new techniques of judgment of educational procedure and serve themselves to develop new standards; (3) to present new conceptions and untried proposals in the light of specific situations; (4) to bring new viewpoints to local situations and agitate administrations and faculties to new thought and action; (5) to serve as an effective measure of education.
of higher education. 3: 83-90, February 1932.

The author discusses the many changes that have been made in college presidencies within the last three years. He considers the number removed by death, breakdowns, administrative conflicts, age, and other causes and indicates the fields from which the new presidents have come.


Points out that college presidents come historically largely from four sources: the ministry, professorships, deanships, and former college presidents.

573. WALTERS, RAYMOND. The Association of American colleges.


A brief report of the sessions of the Association of American colleges which was held at Cincinnati, Ohio, January 21-22, 1932. Summaries are given of the work of certain standing committees of the association.

See also nos. 91, 177, 518.

ADMINISTRATION

574. ASHBOURNE, W. A. The Board of directors. Journal of higher education, 3: 8-10, January 1932.

This study of the status and trends in the number of members on boards of control of institutions of higher education shows that: "The number of members on a board of trustees varied with the type of support which the institution enjoys. It suggests seven chief causes for change in the size of memberships. Finally it compares the recommendations of the principal survey commissions with the actual composition of boards in four types of institutions.

575. BRANNON, M. A. The Montana system of administering higher education.

School and society, 35: 269-77, February 27, 1932.

State institutions have been located with reference to political barriers rather than to the "greatest good for the greatest number." This is true for Montana as for every state. However, Montana in 1926 created centralized, coordinated control which is evaluated in this article as an instrument to overcome the difficulties imposed by the earlier political methods of location and control.

576. BROWN, WILLIAM M. Receiverships for colleges and universities.


An account of two institutions, Atlantic University, Virginia, and Hardin college, Missouri, which have been forced into bankruptcy by action of certain members of the faculties.

577. CHAMBERS, M. M. State systems of higher education.

Educational law and administration, 1: 9-10, January 1932.

578. DEWEY, JOHN. Political interference in higher education and research.


Summarizes and classifies typical attempts at political interference in American universities from the recent dismissal of Professor Herbert Miller at Ohio State university, to wholesale dismissals and reorganizations in the higher education of Mississippi. Notes the legal restrictions of some states upon the political activity of professors.

579. HUDSON, EARL. Class-size standards at the college level.


The author after making 67 class-size experiments at the University of Minnesota comes to the conclusion that class size bears no significant relationship to educational efficiency as measured in terms of student achievement or other measurable outcomes.

580. HYDE, MELVIN W. Standards for publicity programs in state-supported colleges and universities.

New York city, Teachers college, Columbia university, 1931. 80 p. (Contributions to education, no. 506)

Contains: (1) Responsibility of a state-supported institution for reporting its activities to its constituents; (2) the most effective media for reporting the activities; (3) standards for publicity programs.
COURSES OF STUDY


Since freshmen often show very little increase in ability to write effectively, a plan is suggested whereby better results may be obtained.

See also no. 477.


The historical background of the present status of science offerings in colleges and universities, and the aims, content and methods of such courses, are outlined.


A description of an experiment to find out just how good or how bad the course in freshman English really was. The author describes the use of the Pressey diagnostic tests in English composition to show the deficiencies and gains. He laments the fact that many persons go through the course without making any substantial gain.


A discussion of unnecessary duplication of college curricula and a proposal for reorganization.

FEDERAL GOVERNMENT AND EDUCATION


This bulletin gives brief summary reports of the following surveys of the Office of education: (1) land-grant colleges and universities; (2) Negro colleges and universities; (3) national survey of secondary education; (4) national survey of the education of teachers; (5) national survey of school finance.

GRADUATE WORK AND ALUMNI


A supplement to previous studies published under the same title in January and February, 1930, and February, 1931. The fellowships, scholarships, loans, and assistantships available to students doing advanced work in higher education are published in this mimeographed bulletin.


A comprehensive report regarding the number, value, and types of scholarships and fellowships in institutions of higher education in the United States.

See also no. 479.

INTERNATIONAL ASPECTS


The various educational opportunities on the college level that Geneva has to offer are shown for both summer schools and the regular college year.


The activities of the Institute of international education for the year 1931 are presented by the Director. Assistant director, the Secretary of the visiting lec-

An amendment of the immigration laws is suggested whereby foreign professors under contract to teach in American schools may be allowed to enter on a non-quota basis when approved by the Secretary of labor.

LIBRARIES AND READING


The standards adopted by this Committee and printed in the report are: 1. Buildings; 2. Staff; 3. Book collections; 4. Classification and cataloging; and 5. Training in the use of the library.

MARKS AND MARKING SYSTEMS


Marks systems in which percentage or letter values are assigned, when statistically evaluated, have proved most unreliable. Professor Nicol suggests in this article a scheme of ranking which seems a more satisfactory method.

MEDICAL EDUCATION


Descriptions of medical clinics, laboratories, and methods of teaching in different parts of the world are presented in this study. The material should be of assistance to those planning improvements in buildings and methods.

RELIGION IN HIGHER EDUCATION


A statistical study of religious preferences in 95 small colleges, 1930–31, located in 32 states and the District of Columbia. Of 34,472 enrollments, 94.3 per cent express a denominational preference. In independent colleges 94.1 per cent express preferences. Complete data of expressions are given in the article.


It is the plan of this article that the religious volumes of the Christian college should permeate the whole institution.


Sketches the Chinese background of the question: "Religion and education: do they mix or not?" Specific government regulations prohibit departments of religion in colleges in China. These colleges are built upon the American plan. The evidence submitted is followed by the conclusion that "Perhaps religion does not belong to liberal education after all."

RESEARCH


The antagonism between teaching and research is not a natural one. The research man needs to do some teaching to keep in contact and the teacher needs to do some research because research is constantly modifying the materials he uses.


This bibliography, prepared by the librarian of Teachers college, Columbia university, "aims to indicate the major sources for checking on [research] studies completed or under way." (1) Comprehensive bibliographies; (2) sources for determining research undertaken by individuals; (3) theses and dissertations; (4) abstracts and review of educational research.

SPECIAL TYPES AND INSTITUTIONS


The author discusses the adjustment toward an increased flexibility of under-class program of study and closer coordination of the upper class work at Princeton. The organization of the 4-

The new plan eliminates departments and courses that are not an integral part of a liberal-arts college and divides the liberal-arts college into four schools. The first two years, appealing to general interest in the various arts and sciences, constitute the (1) School of arts and sciences. The degree of Associate in arts is awarded for the satisfactory completion of the two years' work in this school. Upon it as a base are built the three advanced schools of (2) Letters and fine arts, (3) Social sciences, and (4) Natural sciences. The normal number of courses to be carried by a student each year in four-year courses is 120 semester credit hours.

603. SMITH, JAMES MONROE. The State university—a service institution. *School and society, 35: 71-73, January 10, 1932.*

The author traces the history of a state institution from early times to the present. In addition, he gives the changes in organization that have taken place and summarizes the services which a state university should render.

### SPECIAL TYPES

#### LAND-GRANT COLLEGES


The purposes and duties involved in developing student relations and programs of student welfare in the landgrant colleges are discussed by the author.


A critical and analytical analysis of the salaries paid in land-grant universities and colleges, by institutions, major divisions, departments and ranks.

#### LIBERAL-ARTS COLLEGES


The liberal-arts college founded on the aristocratic traditions of New England, now finds its complacency shaken and its independence challenged. States a purpose of the liberal arts college as the "training for enlightened and morally guided social cooperation." Gives five distinctive advantages of the liberal arts college for training toward this purpose.

607. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. *Thirty-first yearbook, Part II. Changes and experiments in liberal-arts education.* (Prepared by Kathryn M. McHale, and others)


Contents: (1) Introduction; (2) current changes and experiments in liberal arts college; (3) one hundred twenty-eight outstanding changes and experiments; (4) the major phases of experimental change with significant illustrations; (5) college work and adaptation of the intellectual life; (6) American and English college practices; (7) some notes on the technique of experimentation in a liberal college; (8) liberalizing a liberal education; (9) future possibilities in liberal arts education; some expert opinions; (10) a selected bibliography on changes and experiments in liberal arts education.

#### STANDARDS AND MEASUREMENTS


Two ways by which the accrediting associations enforce their edicts are through printed standards and printed lists. The surrender of the schools to the credit system is responsible for most of the evils of standardization. If standards are to be used the author suggests that educational standards should be used and not engineering standards as is now the case. He mentions the fact that universities are hedged about by half a dozen different agencies and decries the fact that there is so little freedom left for the institution in its program of education.


Summarizes the result of an attempt in the year 1920-1931, at the University of Minnesota, to aid probation students by means of a program involving testing, special exercises, and supervised study. It was found that students on probation had poor reading ability, that they improved during probation periods, but that the improvement could not be attributed to the program of special training.

Discusses the results of tests given to freshmen, sophomores, juniors and seniors in various colleges in the state of Pennsylvania during the years 1928 and 1930. The tests included 3,500 questions in the whole liberal-arts field and showed a range of scores from 200 up to 1600.


The Dean of students in the college, the University of Chicago, in the first of a series of articles on "Counseling students on the college campus" proposes that the scope of a counseling program include "educational, vocational, health, financial, and the more intimate personal adjustments, such as religion, ethics, and social adjustment." He gives a summary analysis of each of these items and uses data available from several thousand students to substantiate his conclusions.


The author discusses the organization and handling of a senior study-camp by Wabash college at Turkey Run State park. Among the results which have come from the activities at this camp, the author notes increase of interest in school work; increase in friendships; discovery of unsuspected bases of respect; and the accomplishment of more work in a given time.


Four things that should make the student adjustment effective are: (1) understanding of student background; (2) the suitability and capacities of students; (3) the part the student is made to feel as his in the institution; (4) the degree to which the members of the faculty have sincere and understanding interest in the student.


The author has studied the occupations of the parents of students at Pennsylvania State college for four representative years. He shows that since 1927 there has been an increase in attendance of students whose parents are in nonprofessional occupations.


Studies the determining factors which influence students in their choice of an institution in the University of Kentucky and seven denominational colleges with a total of 4,432 students. He finds the chief factors are: nearness of the institution, acquaintances of students, subject matter interests, parental wishes, cost, influence of friends and relatives, influence of high-school faculty, and literature from the college.


Contains: (1) The problem of student self-support; (2) collection and treatment of the data; (3) relationship between earnings and economic needs; (4) extent and nature of student self-support; (5) the effect of student self-support; (6) attitudes of students toward self-support; (7) summary and implications.

FRESMEN


Procedures in launching the freshman at Columbia university include: Admission records, freshman week, placement tests, achievement tests, advisement program, and orientation courses.


Among the things that a freshman hopes to get in college are: "knowledge of what others talk about," "knowledge for its own sake," and "contacts." Few come primarily to study. Some hope to prepare themselves to earn more money in later life and some find it necessary to have an A. B. degree in order to prepare for a profession.


Mr. Shumway describes the practical handling of the large freshman class during the activities of freshman week.


Proceedings of the Ohio State educational conference, 1931. Procedures whereby the faculty at Ohio State university and the freshman class become acquainted are outlined by the author of this article.
TEACHERS AND TEACHING


This is the description of an experiment in which the undergraduates of the University of Washington appraised each of their classes and instructors on a rating blank containing thirty-five topics. These questions were framed to ask for the opinions of the student rather than an objective appraisal. See also no. 492.

HIGHER EDUCATION OF WOMEN

622. YOUNG, ELIZABETH B. A study of the curricula of seven selected women's colleges of the Southern States. New York City, Teachers college, Columbia university, 1932. 220 p. (Contributions to education, no. 511)

MILITARY TRAINING


THEOLOGICAL EDUCATION


PUBLIC-SCHOOL ADMINISTRATION

Carter Alexander

assisted by W. B. Featherstone, F. W. Hart, Paul R. Mort, J. H. Newlon, John K. Norton, George D. Strayer

GENERAL REFERENCES

625. ALEXANDER, CARTER. The young educator and the depression. School and society, 35: 342-46, March 12, 1932.

The first chapter presents a brief sketch of the life of Henry Barnard. The following nine chapters contain selections from his writings on nearly every important phase of education. Chapter X is devoted entirely to the peculiar problems of educational administration.


PUBLIC-SCHOOL ADMINISTRATION

contains: Part one: Background, foundation, alms and programs of Salem, Judson, Wesleyan, Sophie Newcomen memorial, Goucher, Agnes Scott, Randolph-Macon colleges; Part two: A comparative study of modern programs; Part three: Summary.

A questionare study of the opinions of 10,166 graduates of 54 colleges and universities, regarding the value of military training in institutions of higher education.


A discussion of the value to preachers of a Ph. D. degree, of the lack of provision for granting it in theological seminaries, and of suggested and tried ways out of the difficulty.

629. HUNKINS, R. V. Two things wrong with the literature of public-school administration. American school board journal, 84: 40, 100, 102, March 1932.

Points out first, that the literature of school administration is confined almost completely to a treatment of the principles of school organization all but ignoring the principles of operative technique or managerial art; second, that the literature to-day slights the smaller school administration, in which work by far the greater number in the profession are engaged.

Critical, at times faintly ironical discussion of the new school, beginning with its historical relation to other new businesses in education and social life in the present century, and proceeding to the implied conclusion of certain major inadequacies. Chief among these is the failure to evolve a social philosophy or to produce socialized individuals. Superior thinking about current practices.


A conservative yet optimistic and constructive consideration of the present and probable future effects of the economic depression from the standpoint of education.


ATTENDANCE

Comparative statistics for all states.


AWARDS

A project to improve scholarship ratings by offering monetary awards and scholarships.


Discussion of the sources and limits of the power of the Board to pass resolutions: the procedures to be followed which give legality to the form of the resolutions as well as to their substance; and the requisite legal observance to be made in recording resolutions and proceedings in order that the records of the Board may be complete and legal.


The first article analyses the bonding of school officials with special reference to weaknesses and limitations in the law, types of bonds, bond liability under law, personal versus corporate surety bonds, and presents authoritative opinion regarding the use of personal bonds; the second gives a rather technical treatment with special reference to legal aspects, including approval of bonds, liability limitation and termination, receipts versus expenditures, etc.


A review of a pamphlet by George W. Grill, "The minutes of a board of education." Is concerned with the mechanics of the minutes, subject matter considered in meetings, procedures, and presents typical cases in illustration. Published by the Bruce Publishing Company, New York, Milwaukee, and Chicago.

639. PETERSON, J. A. Should a bank cashier act as a school treasurer? American school board journal, 83: 24, 90, December 1931.

RELATES THE INTERESTING AND UNFORTUNATE EXPERIENCES OF A SCHOOL DISTRICT IN FAILING TO PROPERLY SAFEGUARD ITS FUNDS.


SIGNIFICANT CRITICAL EVALUATION OF CURRENT PRACTICES IN BONDING SCHOOL OFFICIALS AND THE SELECTION OF RELIABLE DEPOSITARIES FOR SCHOOL FUNDS. PERTINENT STATISTICS ON BANK FAILURES AND OPERATIONS.


The author draws a fine distinction between the recognized liability of a school district when acting as a corporation, and the district's nonliability when acting as a governmental unit.
CITY SCHOOL ADMINISTRATION


Unusual features of the organization and operation of the public-school system of the District of Columbia.

643. Improved administrative policies for Youngstown, Ohio. American school board journal, 84: 78, 80, March 1932.

Summarizes the administration section of the survey of the Youngstown, Ohio, school system made recently by the United States Office of Education.


Numerous short articles by various members of the school staff describing specific phases of the educational program in Chicago.

BUILDINGS

CODES


Reports the requirements on: site, approval of plans, heating, ventilating, lighting, toilets, water supply, corridors, orientation of building, type of construction, and construction materials, light courts, fire prevention, and means of egress.

CONSTRUCTION


A general description of a large city high school, with special reference to important structural features and certain facilities.

647. BETELLE, JAMES O. Ways and means of increasing school facilities in times of business depression. American school board journal, 84: 29-31, 63, January 1932.

Discusses increased utilization of existing plant, minor changes and alterations, additions, and new construction.


This extensive list is of practical value in school building construction to the architect as well as the school executive.


A brief discussion of the planning of a group of one-story buildings. Location, design, and purpose are considered: plans and illustrations given.


An architect sets forth certain economies which may be effected by careful...

A scientific discussion of the factors involved in securing good acoustics in music rooms, gymnasiums, swimming pools, and auditoriums, with diagrams and illustrations.


The educational planning of the school at Ovid, Colorado, by T. H. Buell and company. Blending the building into its setting and providing for future additions were problems discussed.


Discusses and reviews the final conclusions of the New York Commission on ventilation.


Significant methods in economizing on construction by rehabilitating old buildings. Discusses problem of altering and modernizing these structures so as to preserve them for years of future service.


FINANCIAL AND ECONOMIC ASPECTS


A text description and plans and illustrations of a school building designed by James H. Ritchie and associates the style of architecture in keeping with the surrounding architectural atmosphere.


Explains how organized and systematic methods of assembling the various structural elements may become definite and material factors in lowering construction costs.


Describes the functional planning of a modern junior high school, by H. C. Wetzel and Company. Includes a treatment on acoustical problems, floor coverings, and heating system.


"Plans and illustrations of one of the country's most significant school administration buildings."

See also no. 271.

EQUIPMENT AND SUPPLIES


Evaluates all the details of planning and equipping the school lunchroom and kitchen. Special emphasis is placed upon relating the physical provisions to the service anticipated.


Reports the opinions of forty school administrators on the effectiveness of sound-distribution systems as used by them. Canvas indicates general satisfaction.

666. MATHEW, JOHN MAHISILO. Codification of expenditures for school supplies. *Educational research record (University of Nebraska)*, 4: 1-4, October 1931.

Summary of an unpublished study which "will ultimately be a part of a financial accounting handbook for superintendents of schools in Nebraska."


Basic considerations which should chart our course for the increasing development of education by radio.


An analysis of various types of telephone service equipment of the school, including standard requirements and pertinent suggestions.


Discusses what rural schools need most: radio, the assistant superintendent and teacher; and an English experiment in radio.
FINANCE


A survey of building needs provides the basis for a bond issue amounting to $12,720,000. Allocation of funds to the various organization units of the system.


The numerical growth of attendance in the public schools, with special emphasis upon the accompanying trends in school organization and curriculum offerings. Significant cost figures to indicate the increasing expenditures necessary to adapt the physical plant to the expanding educational program.

672. MOEHLMAN, ARTHUR B. Methods that may be employed in financing new buildings. *Nation's schools*, 9: 74-77, January 1932.

The advantages and disadvantages of the following three plans are set forth: Pay in advance, pay-as-you-go, and the credit plan.


"A mimeographed bulletin setting forth the problem and its importance, commercial and municipal depreciation practices, the depreciation of school buildings, principles of depreciation, the technique for computing depreciation allowance, and conclusions."

MAINTENANCE AND OPERATION


The advantages and disadvantages of centralized administration, the organization of the food department, and the system now in use in various schools.


Statistics on financial losses due to school fires, and the causes of these fires. Preventative measures and controls given.


Investigates 139 of the largest high schools of twenty North Central states to determine the status of the cafeteria. Includes a discussion of the rooms included, arrangement of rooms, equipment provided, and policies of administration.

682. JANITORIAL MAN-POWER IN A HIGH-SCHOOL BUILDING. *American school board journal*, 83: 56, December 1931.

Presents tables showing the numerous types of jobs that are required of school janitors and a reasonable time allotment for each job in terms of units of work.


Emphasizes the co-insurance plan with suggestions for economy, appraisal, depreciation, reduction in rates, length of term of policy, and type of policy.
PLANNING


Sets forth the main steps in a building program begun with a survey in 1922 and completed in 1930. The plans for the junior high schools show significant trends in the adaptation of the physical plant to the needs of pupils of junior high school age.


Explains and evaluates different methods employed in presenting a school plant program to the Board of education. Many local factors, the composition of the board, and the nature of the program are considered in the selection of a plan for presenting the program.


A complete description of a modern junior high school, including a detailed step-by-step account of the development of the plans.


Describes the various units and provisions of a combined junior-college and senior high school building. Plans and illustrations given. See also no. 449.

CLASSIFICATION AND PROGRESS

HOMOGENEOUS GROUPING


In this article are implicit warnings of danger to the superior child of homogeneous grouping too narrowly conceived. See also no. 75.

INDIVIDUAL INSTRUCTION


Brief discussion of efforts being made in Ohio to supply correspondence instruction to high-school pupils in rural areas.


Recommends individualized instruction materials for the "facts and processes which have been traditionally set up on the minimum essentials to be mastered so that the "teacher will be free to develop group activities for their own sake.

and need not be burdened by the requirements of proving that definite items are being learned."

693. The unit method as a means for individualizing learning activities. Ed. by W. R. Smithley. Charlottesville, University of Virginia, 1931. 54 p. (University of Virginia record. Extension series, vol. xvi, no. 5, November 1931)

Eight papers on the unit method in relation to individual instruction. Presented as the Proceedings of the Conference of the Virginia Committee for research in secondary education.

SPECIAL CLASSES

694. Gray, Howard A. and Hollingworth, Leta S. The achievement of gifted children enrolled and not enrolled in special op-

Raisen question as to whether advocates of special education for the gifted child are not preaching dangerous social doctrine.


This book is a comprehensive study of the psychology of all kinds of exceptional children, based chiefly on studies already available. Chiefly useful as a textbook. Certain aspects of the psychology of exceptional children are treated in the book more adequately than in any other general textbook.

CURRICULUM.


Crystal clear discussion of what is involved in teaching government to children. An excellent argument for the audience addressed, the American political science association, giving an idea of good pedagogy for the subject matter in which the audience is presumably interested.


This bulletin outlines the purpose of the state curriculum program, sets forth the relationships between the state and local divisions of the organization affected, and explains the administrative organization. Emphasis on the duties of the individuals and committees in charge.


Interesting account of the program of educative recreation carried on by the municipal authorities of Milwaukee and reaching an attendance of more than a million and a quarter. Important factors seem to be the quality of leadership, good records, and real enjoyment.


Detailed description of analytical practices and division of specific labor in curriculum improvement. Suggestive of good organizing in this field. Shows influence of activity analysis movement and illustrates good features of this type of attack.


An evaluation of the West Virginia plan of prescribing subject combinations, known as first and second teaching fields for secondary school teachers. This is from the standpoint of average grades made in first, second, and nonteaching fields by thirty-five seniors at Marshall college.

See also no. 515.

The work of 122 foundations during their last fiscal year, their financial status and fields of interest.


Description of factors underlying this problem and an analysis of changes needed in the finance system and the administrative practices.


A statistical study of four-year high schools with enrollments under 1,400 to determine the influence of size on the cost per pupil and the curricular and extracurricular offerings. Summary and conclusions.


Indicates how the professional educator can serve in this crisis to avert false economies. Provides definite plans point out ways of cooperating in economy, indicates popularizing a program for a better type of education and justifying before the public the necessary expenditures for what is of most worth.


Indicates the fallacies underlying the common attacks on the schools and those issues which must be clearly understood and intelligently defended. The average citizen and school board member does not know the relative value of the school services, but is more interested in times of crisis than ever before.


A questionnaire report of recent school economies which, it is claimed, do not greatly sacrifice educational values.

Suggestions for the revision of the New Jersey revenue system based on presented statistics relative to the yield of different forms of revenue and a description and criticism of these various forms.


To be continued.

A comprehensive survey of all the states to determine by raw data and indices their relative educational rank on various items. Study based on data concerning numerous types of school costs and expenditures, population, wealth, literacy, school attendance, and length of school terms. Continues the author's previous index presentations.


A plea for adequate support of our schools and the improvement of educational services.


Useful data on school costs, taxes, teachers' salaries, and some accomplishments of American education, in 1928.


A layman defends the thesis that increased enrollments and increased cost of commodities for schools do not any longer affect the cost of education. Our schools seemingly have been laboratories experimenting with teaching techniques, class size, and the curriculum. The public needs to be more intelligently informed of these changes.


If economies must be made, certain phases of the educational program, including length of school term, must not be curtailed, lest we revert to practices of earlier decades and nullify the work of many years past.


Canvasses opinions of administrators and supervisors regarding instructional economy practices, and assemblies im-
important possible methods of reducing the cost of the instructional program.


STATE SUPPORT


- Issues affecting North Carolina's plan for complete State support for the six months school terms required by State constitution.


- "Contains: a statement of the problem, wealth, duty, and effort; the economic factors as bases of taxation; the suggested plan of taxation, and an appendix."


- A discussion of how the principle of equalization of educational opportunity and educational support may be developed and brought into effect.

LEGISLATION


- Indicates, by states, a wide variety of recent educational activities, experiments, and plans for school support.


- A valuable study in educational finance of the relation between local and State support for education in New York from 1928 to 1930. Attempts to ascertain to what extent the new State aid since 1925 has contributed to educational expansion and to tax relief.


- A practical view of an ethical and legal issue frequently met by school executives, illustrated by a specific case.


- "The majority of the United States courts hold that... public school property which is actually being used for school purposes can not be assessed for local improvements."

Strong argument in support of the thesis that the greatest benefit is to be derived from our educational system by giving each level or stage of the system complete freedom to work out its own program.

730. Judd, Charles H. What should the Federal government do for

ORGANIZATION

731. Harrington, H. L. A score card for school organization. University of Michigan School of education bulletin, 3: 59-60, January 1932. Review of an unpublished dissertation at the University of Michigan. This score card has to do with junior high schools.

732. Lane, Elias N. The all-year school—its origin and development. Nation's schools, 9: 49-52, March 1932. Historical résumé, giving reasons for and against the lengthening of the school term.

PRINCIPALSHIP


PUBLIC RELATIONS


736. Underhill, Ralph I. Earmarks of a good principal. School executives magazine, 51: 156-58, 180, December 1931. Discusses personal traits, relations with teachers, handicaps of a principal. See also no. 147.

737. Clark, Zenas Read. The recognition of merit in superintendents' reports to the public. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1931. 124 p. (Contributions to education, no. 477) Discovers the elements necessary to make the superintendent's report to the public an interesting and attention-retaining document in the educational interpretative plans, and to indicate ways and means whereby these reports can be an effective instrument conveying vital information about the schools. The 25 reports studied are recent and representative and include all types of superintendents' reports to the public. Bibliography.

738. Conner, Jay D. An informed public, the best guarantee of the school. School executives magazine, 51: 212, January 1932. Summarizes frequently-used ways of disseminating information, and outlines a plan for improving the bulletins sent out by the principal of each school.


740. MoeHLMAN, Arthur B. How the plan can best be presented to the Board and the community. Nation's schools, 9: 70-82, February 1932. Eight definite steps in the development of a public relations program in a building project. The steps include the sociological survey, the formulation of policies, the education of the board, the adoption of the policies, establishing the confidence of the public, and developing further methods of procedure.

741. Interpreting the secondary school to its community. Nation's schools, 9: 51-54, January 1932. Emphasizes the importance to the secondary school principal who plans a public relations program, of considering the economic, social, and ethical factors that influence his school. See also no. 175.
REPORT CARDS


Types and uses of report cards based primarily on a recent study of child-accounting practices in Wisconsin.


A very good study of the type of report cards necessary for adequate interpretation of modern tendencies in education. Gives numerous illustrations. Emphasizes the need of mutual reporting between home and school.

RESEARCH BUREAUS


Makes a strong defense for intelligence and standard tests, research, and the importance of reorganizing the curriculum. Answers a previous article against certain "frills and fad."


RURAL ADMINISTRATION


A complete, organized treatment of rural supervision in one volume. The fundamental principles of all supervision are applied to the special conditions and problems of rural schools.


Discusses the discovery, training, and characteristics of desirable rural leadership.


Presents an analysis of statistics from the standpoint of six criteria of school success of ten county-unit states and ten other states still under district organization. Proposes legislation which aims to modify rather than reorganize the present district system of organization.


RURAL ADMINISTRATION


Presents some findings of a recent study of a large Southern city from the standpoint of the educational relationships of surrounding rural areas, and suggestions for integrating rural and urban educational programs.


An unusual type of service furnished by the State Department to rural districts in the planning of rural schools.


Describes by grades the educational program in a small rural school in Kentucky which attempts to base its program on its immediate surroundings and to provide activities similar to those outside the classroom.

STATE SCHOOL ADMINISTRATION


An analysis of the power, duties, and composition of State boards of education.
SUPERINTENDENCY


An analysis of the optional distribution of powers and duties between the board of education and the superintendent of schools.


A discussion of the small-town superintendency as a career. Concludes that the outlook has a tendency to become brighter.

SUPERVISION


"Is an attempt to formulate, interpret, and apply to the problem of secondary school supervision a democratic philosophy of education... The primary task of supervision is that of encouraging and assisting his teachers to organize the details of teaching in harmony with the larger purposes of the secondary school." Discussion of scientific and objective supervision.


Includes historical sketch for the United States: significant changes involved in the reorganization of the kindergarten-primary grades of the San Francisco schools over a six year period; and evidence of desirable outcomes.


Discussion of what teachers want to know, problems submitted to the principal, what brings principals and teachers together, the principalship as a professional goal, and winning the teacher's confidence.


Discussion of: (a) A more active participation of teachers in a supervisory program. (b) The acceptance of supervisory problems by teachers, as their own problems, and vice versa.

Discussion of personal and subjective supervision. Also the necessity for applying common sense to this important phase of instruction.


The values to be derived from supervisory activities and the methods of evaluating the effects of such activities. Represents group thinking rather than the thinking of an individual member preparing a given chapter. In part theoretical, in part a summarization of published investigations, and activities undertaken by the members of the department.


Among the major topics treated are: the concept of creativeness, the principles of supervision which aim at creativeness, practical procedures, and case studies and interpretations at the several levels of instruction—primary, intermediate, junior-high, senior-high, and rural school grades. Bibliography.


Reports four types of state-wide conferences of county supervisory officials in Iowa.

TEACHERS

GENERAL


Report of an investigation of the present and desirable extent and form of teacher participation in the administration of small city high schools in Missouri.


Reproduces policies, rules, and records pertaining to the teaching staff adopted in Lexington, Kentucky, following a survey made by the Bureau of school service of the University of Kentucky.

SELECTION


Brings up to date previous research studies by the Research Division of the National education association on practices affecting teacher personnel. Reports practices and summarizes opinion on the selection and appointment of teachers from the standpoint of training and experience requirements for newly appointed teachers. Also treats of the employment of married women, local residents as teachers, and routine procedures in the selection of teachers.


Report of qualifications for teachers, as requested of the employment offices of three Minnesota teachers' agencies.


Discussion of six factors used in the selection and retention of teachers: training and experience, letters of application and photographs, scholarship, professional tests, and pupil achievement.

SUPPLY AND DEMAND


A tabulation and analysis of the number and percentage by major fields of the 1930 and 1931 graduates of the College of education, Ohio State university, who secured teaching positions, and a consideration of the outlook for the future.


A combined picture of the results of fourteen factual investigations of supply and demand of teachers and one description of techniques reported since Novem-
PUBLIC-SCHOOL ADMINISTRATION  
67

780. EVENDEN, E. S. The demand for and supply of junior-high school teachers. School life, 17: 132-33, March 1932.

Data are presented for each of the forty-eight states, bearing on these two questions: (a) Reasons for demand for new senior-high school teachers, (b) Sources of supply meeting demand for new teachers. The questions were answered by 45,000 teachers.

781. —— The supply of and demand for elementary teachers. School life, 17: 112-14, February 1932.

Findings of the National survey of the education of teachers considered from the standpoint of twenty vital factors.


Data for each of the forty-eight states, bearing on these two questions: (a) Reasons for demand for new senior-high school teachers, (b) Sources of supply meeting demand for new teachers. Forty-five thousand teachers answered these questions.


TEACHER TENURE


Considers the present scope of teacher-retirement legislation and practice in the United States and suggests principles for governing the retirement of teachers.


Discusses controlling the chief factors operating to cause unemployment among competent teachers and suggests contributions that teachers can make to the solution of the problem.

See also no. 188.


A list of cities, classified by population, that have maintained or increased their scheduled teachers' salaries in 1931-32.


As a part of the general problem of determining the proper division of the total income from economic activities of the entire social population which promises to raise and maintain the total national income at the highest possible level, this doctoral dissertation attempts to determine the position and amount of the salaries of elementary teachers in such a scheme. He thus shows that a level of salaries for elementary teachers lower than the determined amount is detrimental to the total national income and therefore economically unsound.


Discusses technique and purpose of the personal budgeting of the teacher's income.


An analysis based on a confidential questionnaire study of the administrative and teaching staffs of the schools of Pasadena, Calif., setting forth the relationships existing between expenditures and salaries at different levels.

Findings of a study made by the Office of education of salaries paid to teachers employed in land-grant universities and colleges.


Mr. R. S. Jewett answers eight questions propounded by Dr. W. H. Pillsbury.


Summarizes the results of a study of the relationships existing between salaries, training, and experience of 1,327 Ohio school administrators.

TESTS AND MEASUREMENTS


Utilizes the psychological approach to the development of a concept of measure-


An investigation: Who should select and print text books for use in the state? Discusses state printing, state adoption of uniform series, reasons for and against state printing, and for and against allowing state superintendents of schools freedom in their choice of tests.


Points out the need and desirability of reducing the loss through wasteful sampling of textbooks. The public pays three to ten per cent of the cost of books for this practice. Some superintendents follow the practice of purchasing all sample copies of textbooks needed.


An overview of conditions which have greatly limited the number, quality, and adaptability of schoolbooks being used today.


Numerous criteria are set up for judging the basal readers in the elementary grades. Emphasis on the teacher's manual, vocabulary, and content. Directions for scoring.

ADULT EDUCATION

Alano G. Grace


An effort to defend the lecture method of instruction.


The implications of over specialization. An analysis of the case for education and the part it must play in the wise use of leisure.


Real security means the ability to meet and adapt one's self to changes which may occur and use them to advantage. Specialization has proved a handicap during the present period of economic stress.


The relationship of the wise use of leisure to the unemployment problem.


A report of an investigation of adult reading interests based upon the personal interview technique of research.


A study in which the fact that grades earned in correspondence courses were consistently higher than those earned in residence courses is explained.

A summary of the extent of illiteracy in the South. The author states that the problem is one of importance to the South since there is a direct relationship between illiteracy and rank in school attendance, wealth, culture, health and public security.


An analysis of the forces entering into the present economic situation and a plea for an organized program of adult education, administered by educational authorities with experts such as may be found in formal school training for children.


This is a series of twelve articles on the ways and means of adult education. Twelve fields of study are mentioned.


A discussion of the various types of non-credit courses.


The data cited tend to show that the average ability of extension students is well up to that of regular college students when the average is considered. The variation is greater among extension students, however.


A description of the progress of adult education in the Czechoslovakian Republic.


A plea for broad cultural courses, professional courses and research courses. The demand for broad cultural courses will exceed the demand for the others in an industrial age such as the present.


A presentation of the case for adult retraining.


Description of requirements or "educational qualifications" laid down by the Polish government applicable to all artisans, and requirements of trade schools for full license.


A examination of the interests of over 2,000 men between the ages of 20 and 60. Eight different professions were represented. An excellent study of adult life, useful to counsellors.


A description of the extent of the adult education movement in Turkey. The meaning of adult education in Turkey.

See also no. 348, 882.

VOCATIONAL EDUCATION AND GUIDANCE

Edwin A. Lee

GENERAL


A challenging set of themes concerning the number of people there should be in each occupation.


A splendid example of a progress report covering five years of vocational education in Madison, Wis. (1925-1930)


Discussion of the veto of bills for a National employment system and the reorganization of the employment service of the Department of labor from its beginnings through the present activities of President Hoover.
Agricultural Education


A stimulating paper setting forth some methods of educating the urban public to the needs and rights of agriculture in a national economy plan. (Reprinted from Rural America, December, 1931)

Commercial Education


The place of commercial curricula in the school program, both the metropolitan and the small-town high school.


An article adequately described by the title.


An interesting article on the business side of the National hero indicating points which made him unusually successful in business as well as politics and on the battlefield.


General aspects of an office-practice plan where recognition is given to proper mechanical equipment, and all students receive office practice as best suited to particular needs.


The procedure and results of a survey of commercial occupations in Hartford made with the cooperation of the faculty, alumni, and students of the Hartford commercial school.


First attempt to make a complete survey of teaching commercial subjects in the New Mexico schools.


A representative view of commercial night-school work in cities having a population of 280,000 average, with problems, method of procedure, summary of objectives and advantages resulting from the survey.


List of theses in business education, bookkeeping and social business subjects. This is the third installment of the list which began in the October number.


A survey, with the voluntary cooperation of office managers and commercial teachers, to determine the type of person an office worker is, the duties he performs, and the training necessary.
HOME ECONOMICS

Written as an introduction to the study of homemaking as a profession.

A common-sense approach for the child to the problem of spending money.

An argument in favor of disregarding the question of a woman's marital state when considering her retention in any field of teaching so long as service rendered is satisfactory.


INDUSTRIAL ARTS

Built upon the assumption that there are certain fundamental concepts that apply to homemaking, and that high school students should have them.

Suggests vocational training for borderline cases (girls) as given in Grand Rapids (Mich.) with emphasis on character training. Summarizes need for educational care of handicapped students of junior high school age.

The report of the Subcommittee on housing and home management of the White House conference on child health and protection, Martha Van Rensselaer, chairman.

Report of the significant luncheon in New York honoring men now in positions of leadership who began teaching before 1900, including brief biographical sketches of the twenty-four men thus honored.

A series of articles dealing with fine furniture: no. 10, Mediterranean furniture, p. 206-7; no. 11, French provincial furniture, p. 258-59; no. 12, The furniture of the three Louis, p. 334-35.

A scale which every teacher can, with profit, apply to himself.


A paper adequately described by the title, which gives suggestions for teachers in high schools.

Emphasizes the necessity of research in industrial-arts education and includes a suggestive list of one hundred problems.

An illuminating and helpful article dealing with the part an industrial arts teacher may play in school dramatics.
To be continued.

851. Lewis, Melvin S. and Dillon, John H. Electricity instruction sheets for the general shop.


Also in Industrial arts and vocational education, 21: 69-70; 100-1, February-March, 1932.

TRADE AND INDUSTRIAL EDUCATION


An industrialist's idea of a good vocational teacher, and one which will be difficult to surpass.


Setup of a cooperative training plan for industries in Kalispell, Montana, the population being 6,000.


A report based upon a practical demonstration with the officers of the city fire department of Miami, Florida, full of suggestions for teacher-training and conference leading.


Gives a number of practical tests to determine ability in the machinist's trade.


Reviews the literature of industrial and trade education and provides the reader with selected excerpts from that field of vocational education.


A digest of a comprehensive study conducted under the auspices of the Society for the promotion of engineering education, concerning what is known in continental Europe as the "technical middle schools."

See also no. 846.

VOCATIONAL GUIDANCE


Specific suggestions along the lines indicated by the title, by the director of vocational guidance of Providence, R. I.


A study carrying some important implications for vocational guidance.


Defends his favorite thesis "occupational distribution is correct when people of the same ability receive the same wages in all occupations."


The effects that social planning by educators and society in general should have upon problems of education and society, with reference especially to occupational choice.


An excellent handbook designed to give radio listeners an understanding of the basic problems of vocational guidance.

864. EARLE, F. M. and MYERS, CHARLES S. Methods of choosing a
VOCATIONAL EDUCATION AND GUIDANCE


The purpose of this study is to estimate the value of vocational psychology in determining the occupational aptitudes of adolescents. A publication of the National Institute of Industrial Psychology, London, Eng.


An experiment, highly successful, in which seven carefully selected individuals partially supported by scholarships, worked for one year in various guidance or personnel agencies in several cities.


A workbook devised for use with the authors' text, "Our world of work."


A helpful article setting forth the total program of guidance in a Connecticut Junior-High School.


Volume 3 of the author's studies of occupational information based on the census classification. Deals with manufacturing and mechanical industries.


A sample of the kind of follow-up study which should be continuously a part of every guidance program.


Reports reliability of vocational advice given to young adults and students 16-18 years of age.


Report of a study which indicates the limited dependence a counselor can place upon the results of the Seashore tests of musical ability.


A description of the plan of vocational guidance followed by the Western Union telegraph company.


An authoritative bulletin intended for the use of vocational counselors and of students who may be interested in teaching.


Suggestive ways of conveying vocational information organized through fifteen direct channels possible within the school.


A survey of commercial experience of all pupils graduated, and the preparation given them by the Oakwood High School over a period of four years. Charts of findings and recommendations. The average enrollment was 650.


Vocational guidance recommendations by the Committee on vocational guidance and child labor, Anne S. Davis, chairman.


The comprehensive report of the subcommittee on vocational guidance of the White House conference on child health and protection, M. Edith Campbell, chairman.

See also the publications in the series, Guidance leaflets, nos. 1074-1078, issued by the U. S. Office of Education, on page 84 of this bulletin.

See also nos. 487, 492, 587, 632, 816, 831.
NEGRO EDUCATION

Ambrose Caliver


Reports the progress of the three national surveys being conducted by the U. S. Office of education, viz. The National survey of secondary education, the National survey of the education of teachers, and the National survey of school finance, as they relate to the education of Negroes. The facts revealed by these studies should contribute much toward the advancement of education.


The author analyzes the following major conditions: (1) Have the environmental opportunities been approximately the same for all the individuals compared? (2) Does the testing set-up permit valid racial comparisons? (3) Are the data presented in the basis for comparison significant when subjected to statistical treatment for reliability and variability? In the light of these basic conditions, a check list is given which is desirable to use as a criterion for accepting an experimental study as valid for generalization regarding comparative differences in mental ability of races.


Since 1924, the date of the accreditation of the first Negro high school meeting requirements, fourteen public and fifteen private schools for Negroes have been accredited. The General Education Board, the Anna T. James Foundation, the John F. Slater fund, the Rosenwald fund, and the Commission on Interracial cooperation have contributed much to the development of Negro education in Georgia. School buildings are well equipped: teachers’ homes, vocational buildings, transportation, libraries, and aid from various sources are available to those interested enough to inquire about them.


"Extending far beyond desk and blackboard, the influence of the Negro teacher reaches out into the homes of the pupils and often makes all the difference between a good and a bad community."

882. McDavid, Mary Foster. Ways by which illiterate adults are taught. Southern workman, 61: 82-87, February 1932.

A description of the opportunity schools for Negro adults of Alabama with illustrations of textbook materials, desk work, informal tests, and supplementary work.


The author describes a conference of Jeanes supervisors and workers which was held at Tuskegee Institute, October 1931. The writer feels that this was a vital and significant conference both for education in general and for the cause of the half million under-privileged children whom these Jeanes supervisors serve.

884. Mehler, O. M. Education and racial adjustment. High school teacher, 8: 11-12, January 1932.

Reports briefly the Conference on dual education held at George Peabody college, Nashville, Tenn., July 20-23, 1931. This conference was financed by the Carnegie corporation. Discussions were held on contributions made by Southern colleges to improved race relations by courses offered or investigations made, equalization of educational opportunity, and the need of an objective attitude.


Reports progress made in education for Negroes in North Carolina during the past ten years, including the accreditation of the five institutions for higher learning, the accreditation of 104 high schools, increase in number of classrooms, and the higher level attained in teacher preparation. The challenge presented suggests that Negro parents can help the situation by causing increased daily attendance, acquainting themseives with school laws, and actively cooperating with the school officials in a program designed for continued advancement.


After a pre-test was given to determine attitudes with regard to Negroes in a problems-of-democracy course in the South Philadelphia high school for girls, an assignment was made embracing a study of Negro characteristics, effects of reconstruction, geographical and social conditions, economic status, contributions to American life, and proposed constructive solutions. Quotations are cited from the examination papers of the girls indicating extent of changes in viewpoint.


The writer sought to discover whether the lessons taught in the classrooms were being translated into the home and habits of the people in the poorest county in Alabama. In his opinion the progress made by the community could be explained by the influence of the personality of the principal of the Calhoun school. Miss Charleston.


894. Lamme, Margaret. The foreign teacher: his legal status as shown in treaties and legislation, with special reference to the United States. New York, Institute of international education, 1932. 103 p. (Thirteenth series, Bulletin no. 1, February 1, 1932)

An excellent study written to advocate the conclusion of treaties on international education between the United States and other countries.


The President and the Minister of public instruction and fine arts, of the Republic of France, were present at the celebration of the close of 56 years of work by the French school at Rome, one of the seven schools opened by France within the past 80 years for the study of great civilizations. All have made notable contributions to the world’s knowledge of itself. The library of the French school contains about 60,000 works on archeology and history.


Having completed a tour of seven South American countries under the auspices of the Carnegie endowment for international peace, the author makes suggestions for clearing the obstructions from the road of Pan American understanding. His findings are given.


Points out the fundamental difference between institutional, education, and group education. Though institutional education may be no longer regarded
favorably, general opinion approves group education in semi-institutional establishments, kindergartens, day-nurseries, etc., which, without depriving the child of his family life, helps him to develop the social sense. Emphasizes the following principles: (1) Superior value of family education for the physically and mentally normal child; (2) Advantages of kindergartens, day-nurseries, etc., as a means of group education and of completing family education—which is often defective; (3) Advisability of employing institutional education as a last resort and when it is not possible to place the child with another family.


On January 6, 1932, the governing Board of the Pan American union approved the program of the Conference which will meet at Montevideo, Uruguay.


An interesting description of the Spanish summer schools that are to be held in Mexico City, June 28-August 20, in Lima, Peru, July-August, and in Guatemala City, Guatemala, and Rio Piedras, Porto Rico. The Committee on cultural relations with Latin America will hold a "Seminar in Mexico" in July, to give information regarding Mexican problems and culture to citizens of the United States.

See also nos. 589-592, 598.

### BY COUNTRIES

(Arranged alphabetically)

#### AUSTRIA

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<tr>
<td>904.</td>
<td>Svensson, Gunnar</td>
<td>Intryck från Welns folkskolor. Folksskolans Tid., 48: 63-67, 97-99, 3 febr.-19 febr. 1932. The first article is devoted to observations on primary training in Vienna. The second is particularly concerned with the activities of parent-teacher associations as a means of cooperation between school and parents for the benefit of the child.</td>
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#### BELGIUM

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#### BERMUDA

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#### BRAZIL

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FOREIGN EDUCATION

The new National council of education for Brazil has no administrative duties, but its opinion is final on technical and pedagogical problems. The Council meets twice a year and the Minister of education and public health presides. It is composed of a representative from the Federal or equalized university, law, medical, and engineering schools not incorporated into universities, State and private equalized higher educational institutions, and representatives from Federal, State equalized, and private equalized institutes of secondary instruction.


Commercial education in Brazil, the development of which had been brought about through private initiative, was, by the law of August 23, 1923, provided with an official program. Regulations were published in a decree dated May 28, 1926. More than forty subjects, those taught in the different courses in England, Switzerland, and Germany, were found in the courses. Under the reorganization required by the decree of June 30, 1931, a preparatory course of one year (12 years being the minimum age for admission), is followed by intermediate and higher courses. An advanced course in administration and finance is for the preparation of commercial school teachers.


By decree of November 11, 1931, Dr. Getulio Vargas, the provisional president of Brazil, reestablished the Library science school in the National library in Rio de Janeiro which had been suspended September 6, 1922. The new school will be under the guidance of the director of the library. The subjects of the 2-year course include bibliography, paleography, diplomacy, history of literature, iconography and cartography, and technical library work.

CANADA


Father Lejeune, Oblate, has published a “Dictionnaire général de l’histoire du Canada” in two volumes. The history is condensed, classified, and grouped in alphabetical order, and is the result of 30 years of work.


Professors in science of Laval university and affiliated institutions have organized for the purpose of assisting the Canadian Naturalist in its work of helping both the scientist and the amateur in their study of natural history and biology. Young naturalists have formed about a hundred clubs—near Montreal for the most part—and it is expected that dozens of similar societies will be organized in the vicinity of Quebec.


The annual official report made up largely of brief reports from various schools, and statistical data.

CHILE


CHINA


The National child welfare association, organized in April, 1928, is a social organization launched and supported by interested citizens, assisted by a few foreign friends. The declared purpose is to “advocate, protect, and insure the rights of the children of China, and promote in every possible way their well-being.”

The child welfare board, which was recently created by the National legislature, consists of five life members serving without salary, with the duty of investigating conditions pertaining to childhood, promoting the establishment of child welfare agencies, watching over the enforcement of child welfare laws, and making recommendations to the Government for child welfare legislation.


The Scientific society of Costa Rica has been organized in San Jose. Members will dedicate part of their time to scientific studies and investigations.

CZECHOSLOVAKIA


A descriptive statement of the budget for 1930 and 1931 for educational and cultural institutions in Czechoslovakia.


Gives data about three Government pedagogical academies and university courses for teachers in Czechoslovakia. Students are admitted who have completed a strong secondary-school course and passed a maturity examination (zkoušku dospělosti na střední školu) with a one-year intensive normal course. Its aim is to prepare teachers for elementary schools.


Ministerial decree of January 19, 1932, no. 179.393/31-III, relating to the maturity examinations of the secondary commercial schools in Czechoslovakia.


Ministerial decree of August 18, 1931, no. 79.757-IV relating to the Government examinations of the Commercial university of Prague, Czechoslovakia.

DENMARK


The present use of lantern slides and films as aids in instruction in Denmark.

926. Light, Valentine A. The transition of students from school to industry in Great Britain. Revue Internationale de l’Enfant, 12: 165-81, September-October 1931.

Foreigners visiting England are impressed by the amazing interest shown in the welfare of the adolescent, particularly since the War. This article is an outline of the methods that have been adopted to help the young person starting out into industry and of the ways of keeping in touch with him during the first four years of his industrial life.

ENGLAND


The author points out the modern adaptation of the basic ideas upon which the early folk high schools were founded.


Courses in educational administration are not common in England. The author sketches the history of school administration in Great Britain and believes that the time has come to provide some form of basic training for the administrator.


The author writes of the relative merits of the public schools and the secondary schools, and of the cost of maintaining the two systems of secondary education. He hopes that the ideals of the two can be fused and feels that if they can be, England has nothing to fear in its educational future.

See also nos. 936, 943.


The writer states that England can accommodate only about half a million students in recognized secondary schools and that there is little hope for immediate increase of accommodation. He advocates selective secondary schools to train the children of proved ability.


This is a supplement to the March issue of the Journal of education. It lists in alphabetical order the educational associations of Great Britain.


Comments on Dr. Spencer’s report on “School children and the cinema” and surveys the efforts made in England and Scotland to improve cinema offerings.


A summary of the civil estimates class IV, education (England, Wales and Scotland) for the year ending March 31, 1933. The net estimates for 1932 show a decrease of £8,371,157 as compared with 1931.


The author became an inspector of schools in 1877. He traces the development of school inspection in England and Wales from 1833, and draws a clear picture of its present status, especially in the secondary schools.

See also nos. 931, 941.


Written to stimulate the schools to make better use of the four hundred or more museums in the British Isles that are open to the public.


The author has other articles in this series of eight in the periodical for January 14, 21, 28, February 4, 11, March 3, 10, 1932.


A brief pointed article on the qualifications of the teacher, subjects suitable for lectures, presentation of the subject, illustrations and apparatus, and the value of constructive teaching.


A summary of educational developments in England during 1931.


The author argues that if teaching becomes a branch of the civil service in England it will be through motives of economy. He opposes such a plan because “the change might stereotype pre-suppositions about national education” which he distrusts and dislikes and regards as harmful to the “instinctive good sense which the English people have not yet lost.”

See also nos. 931, 936.


An unusually clear, well-written article on secondary schools in England with discussions of their size, buildings and accommodation, and curriculum.


The annual official report of the schools of Sheffield, England.


The civil estimates in Great Britain provide for a cut of nearly six million pounds in the amount to be expended for education in 1932. The article is an appeal to teachers to feel the worth and realize the dignity of the profession of teaching and to defend it.

945. A sixty-one-year-old record. School government chronicle and education authorities


Contains much valuable statistical data on education in Finland.

FRANCE


An account of the history, principles, aims, methods and results of the French group in the New education.


A composite of tests in science as applied to agriculture, proposed in July, 1930, for use in normal-school courses in 40 localities in France.


In view of the general confusion pertaining to the terms used in writing on physical education, the author defines ten of the expressions most current.


The address delivered by the Minister of public instruction and fine arts of France on the occasion of conferring the cross of the Legion of honor on the parents of Stephane Pitard, a teacher who gave his life to save the children under his care.

FRENCH INDO-CHINA


A well-written, illustrated study of education in Annam. This, and a number of others in the series, were prepared for the International colonial exposition held in Paris in 1931. The others will appear in the next issue of the Record.


A dissertation for the doctorate in philosophy from the Albertus University at Königsberg, Prussia, on the history of the struggle concerning the language of instruction in the schools of Lithuania with special consideration of the reform period 1855-1864.


A doctoral dissertation from the Albertus University at Königsberg in

A presentation of the educational ideas of Wilhelm Humboldt and their significance to day.


Every German child must attend the first four years of the elementary school, but the "Waldorf" school, at Stuttgart, the Steiner school at Essen, and the "Goetheschule" at Hamburg, all guided by the principles and programs of Rudolf Steiner, the anthroposophist, are the only schools in Germany that have realized the idea of the unity school, Einheitschule. Established in 1919, Steiner schools are found outside of Germany, in Holland, England, Switzerland, and Portugal. This article is an analysis of the Steiner aims and methods.


The place of grammar in learning a foreign language.


Is the future of the secondary schools in Prussia threatened because of the economic regulation?


Economy school legislation in Prussia and consequent dangers to its secondary schools.


A discussion of what personality really is and the problem of its development.


A discussion of Goethe as an educator.

HUNGARY


The secondary school principal has kept the Hungarian secondary schools free from the excessive fatigue that has plagued those of neighboring countries. Besides controlling the programs and the harmonious development of the different subjects of study, the school principal is charged with maintaining discipline. The writer considers the lower section of the Italian secondary school as better arranged than the corresponding Hungarian section, but that the introduction of the osztillyfönbök into the idea or upper section of the Italian secondary school would be most advantageous.


A history of Hungarian cultural ideals from 1777 to 1848, written by the secretary in the Royal Hungarian ministry of religion and education.
A well-written, detailed discussion of education in Hungary since the world war. The author is secretary to the Royal Hungarian ministry of religion and education.

Giulio Drôzdy is director of the elementary teachers' review published by the Ministry of public instruction in Hungary, and was the principal collaborator of Count Klebelsberg in the reform of 1925. His ideas in teaching the beginner in the elementary school the rights and duties of a member of the community are given in detail by the author.

The new vocational school which follows the first four elementary classes, as in Italy, will be compulsory everywhere in Hungary after November 1, 1935. All phases of elementary and secondary school life are described and commented upon in these articles by Dr. Radits.

A brief account of the present status of education in Hungary with a statement of the budgets for 1930-31, showing the reduction of the National grants for education in that country.

ICELAND

Rapid progress is being made in this country. Iceland's university has been complete since 1911, and the island has a full line of cultural organizations of recent date. Icelanders place great stress on the continuity of their literature. The language has changed very little and the oldest forms are now easily understood.

INDIA

The official annual report on education in Burma.

An unusually good discussion of the fundamental problems of India, including education.

IRISH FREE STATE

A brief sketch of the history of the introduction of Irish as a subject of study in the schools of Ireland.

ITALY

A discussion of the budget to be asked for education for the coming year, with detailed items.

The 5-year school for vocational training, with its three divisions, agricultural, industrial, and commercial, has discarded the word "work" from its name. This school is to receive the majority of the graduates of the 5-year elementary school and to prepare them for immediate work or for further technical instruction. The commercial section has largest attendance as it is less expensive, but subsidies from the Minister of corporations are bringing about a greater equilibrium. Because the Minister of public instruction has authorized the inclusion of Latin in the curriculum, the author suggests that many students are evidently in the wrong school; he advocates better selection.

Description of the Fascist academy of physical education in Italy, inaugurated on February 5, 1928, and now recognized as an institution of University rank. The Academy has two courses; one may obtain the certificates of instructor in physical education at the end of a course of two years; at the end of four years of study he may obtain the degree of doctor of applied studies in physical education.

The Central statistical institute publishes the school and cultural statistics compiled in conformity with the program arranged by the International Institute of intellectual cooperation. The 12th volume of the Annali di Statistiche (Series VI) recently published, includes statistics of the secondary schools for the school year 1926-7, a particularly interesting period because the trends initiated by the school law of May 6, 1923, are made evident.


Asks the regional school superintendent to bring the Almanacco della scuola elementare to the notice of each school teacher, because of its literary, historic, and scientific content and general information, valuable for the teacher.


Announcement of the program for the Ninth International congress of agricultural education, to be held at Rome in November, 1932, shows the following: Higher instruction in agriculture, diversified; middle and secondary school programs; popular and post-school instruction; general instruction and propaganda in rural sections, and domestic instruction for the farm. The present administration is giving special attention to its schools for the training of teachers for farm children.


One of a series of articles criticizing the text-books published for elementary school use, without adjutants, by the State, which articles have appeared every week since the issue of December 13, 1931.


The public health act of 1886 made school medical inspection compulsory in Italy. The outline given in this article of the organization of the school medical service of Genoa provides a clear idea of the methods generally in use. Subjects discussed are: The staff of doctors and nurses, school buildings, prevention and combating infectious diseases, medical inspection, record cards, specialists and specializing dispensaries, open-air schools, camps, school meals, physical training, National Bailla Society, vocational guidance, schools for the mentally abnormal, and health education in school.


The regulations of the National association of the Fascist Party were published on March 5, 1932. One of the components in the School association which has sections for the university, secondary school, elementary school, and libraries.


The new criminological museum recently installed at Rome on the initiative of the Minister of Justice is not for the use of the public. One of its directors says: "A school of criminology should not be an exhibit that may become a school of crime." The courses held are for the police, prison functionaries, and university students of penal law. The objects are threefold: the first concerns crimes and their execution; the second, the efforts of the State toward the repression of crime; and third shows the punishments and other measures of repression.


The school was founded in 1868 and for many years was supported by the income of two legacies; it is now maintained by the commune of Venice and is a modern school largely of home economics.


A review of an article published in L’Altremeria, which while recounting the undoubtedly satisfactory results attained by the native schools, holds that training schools for native teachers are indispensable, particularly in the interior of Eritrea and Somaliland. The chief of the school office of the Colonial ministry presented this subject to the Congress on colonial studies held in Florence recently, and the project may soon become an actuality.

JAPAN


An excellent account of the development of factory legislation in Japan. It includes discussions of compulsory school attendance and maternity protection and welfare work. The texts of the amended factory acts of 1929 and the ordinances relating to it are given.
MEXICO


Reprinted from El Universal, Mexico City, issue of October 2, 1931; an announcement that on October 16, 1931, the Secretary of public education would inaugurate an antialcoholic hour in the 18,000 public schools of the Republic. The pupils are taught that alcoholism is a gross immorality, they are shown its disastrous effects, and are trained to abhor the degrading scenes it provokes.

NETHERLANDS


Ministerial circular No. 4, dated January 16, 1932, presents a request that all university rectors and the directors of the higher institutes in Italy, bring to the knowledge of all professors and students notice concerning the course in international law to be given at The Hague from July 4 to August 27, 1932; also information concerning 10 scholarships of 400 florins each, to be distributed among foreign students who attend the law course.

NORWAY


A report on the laererskoler of Norway resulting from a proposed change in the required period of training for primary teachers.


Proposed temporary changes in the folk school laws for the sake of economy.


An address on the need of a new school of child psychology.


A doctoral dissertation from the Royal Frederiks university at Oslo giving the results of an investigation of the question as to whether or not the length of time between the presentation and review of subject matter has any appreciable effect on the power to reproduce it after the lapse of a period of time. Also answers a number of other questions based on the results of his investigations.


Consideration of the question whether or not a leaving examination in the folk school is desirable.

PALESTINE


An interesting discussion of education in Palestine.

PERSIA


An analysis of the present educational system of Persia. Contents: Persia, the country, the people; Contact with the Western World—its bearing on the life of the country; Educational traditions; Administration of the educational system; The school system; Criticisms and needs of Persian education—proposals for meeting those needs; Bibliography.

PERU


Under a resolution issued by the President of the Governing board of the republic of Peru, dated September 30, 1931, the committee on the practice of medicine is to be composed of a delegate from each of the following organizations: Health, which delegate will preside at the meetings; Faculty of medicine at Lima; National academy of medicine; Medical society; School of pharmacy and applied chemistry; Pharmaceutical society; Institute of odontology; Dental society; and Obstetrical association.


School monitors now bear the designation of school sanitary visitors. In the provinces of Lima and Callao, the school medical service was ordered to collaborate with the school health visitors.
1003. Protection de l’Enfance au Portugal. Revue Internationale de l’Enfance, 12: 219-20, September-October 1931. A recent decree largely increases guardianship jurisdiction of children. On penalty of a fine for the benefit of guardianship funds, children under 16 years of age may not enter a road house for other purposes than to procure lodging or food, and this with the authorization of or in company with their parents or guardians. Press accounts of suicides or violations of law by minors under 18 years of age are prohibited.

EL SALVADOR


SANTO DOMINGO


SCOTLAND


A continuation of the series of articles by a Scotch exchange professor who spent some time teaching in the United States. Articles no. 1-5 are found in Bulletin, 1932, no. 4, no. 1930.


The history and outline of a bill that was introduced in the English Parliament in January.


An excellent brief report on the school-health service in Glasgow. Contains valuable tables on the physical condition of the school children; housing conditions of the children examined, and other good data.


A discussion of the improvements in the schools buildings of Scotland.


SEYCHELLES


The official report on education in Seychelles.

SOVIET UNION


The author visited the Soviet Union three times, in 1917-18, 1928, and 1930, and spent in all twenty months of life with Russians. He traveled over much of the country and writes with an attitude of "friendly skepticism." The moderation of statement and the evident intention to observe and report honestly make the reader feel that this book is one of the most reliable published on education in the Soviet Union.

A discussion of co-education, with the titles of more than 360 works which the author says contains and amplify his views published in the monograph. He cites authority to the effect that there is a growing aversion to co-education in the United States.


A good descriptive and historical account of education in Spain.


Normal schools are provided with ten professorships each, their subjects being: geography, history, Spanish language and literature, physics and chemistry, mathematics, natural history and agriculture, needle-work and pedagogical science. Where normal schools for both men and women exist, one is to be suppressed, and the courses made coeducational.


States that the former régime had 35,716 primary schools and that 27,151 more are needed. During its first ten months, the present Republic opened 6,280 primary schools, raised the teachers' salaries, and the standard of pedagogical training; instituted traveling schools for numerous villages that are shut off from the great lines of communication, utilizing the phonograph, moving pictures, and radio. The communes second the efforts of the National government.


The 11th issue of the annual pedagogical bibliography by the Ministry named contains 1,982 items, neither subjects nor sources given. New York has the largest representation, 264 items, and Madrid next with 158 items.


This is a list of 40 decrees on education issued between April 27 and July 24, 1931, approved as of date of issue by the Cortes Constituyentes. The decree of May 4, 1931, reorganized the work of the Council of public instruction; that of May 29, 1931, created an office in the Ministry of public instruction entitled "Patronato de Misiones Pedagógicas" with the duty of extending general culture. The remaining decrees deal with different phases of educational interest.


A brief summary of the outstanding questions concerning the folk schools of Sweden during the year 1931.


A brief discussion concerning proposed changes in the entrance requirements to the Gymnastic Central Institute.


An article concerning proposed changes in the entrance requirements of the Gymnastic Central Institute and concerning the advisability of providing for military gymnastic instruction in a separate institution.


The article suggests the establishment of a practical four-year real school either independent of or connected with the existing real schools in which vocational training shall be stressed.


A brief article containing a list of seminars for the training of teachers for the Folk and Infants' schools according to the proposed reorganization.


An extract from the Royal board of education in Sweden concerning the reorganization of teacher training at the seminars for training primary teachers.


The author discusses the advantages, under certain conditions, of locating vocational schools in available places within industrial plants.


A series of four articles by the author and others on the productive value of teaching as compared with the productive value of other work; and the probable causes for the numerous cases of early physical breakdown and over work among those engaged in teaching.

SWITZERLAND


This is a description of the origin and development of the Institute of educational sciences annexed to the University of Geneva, Switzerland, located at No. 44 Marzichs, which it shares with the Maison des Petits and the International bureau of education. The writer expresses admiration for the work of the Institute but suggests that there should be a course in the philosophy and sociology of education with a special professorship, or that these studies should be combined with the present general pedagogical course.

1033. WIDMER, MARIE. Schools and school life in Switzerland. All about Switzerland, 9: 3-6, February 1932.

A brief outline of the educational system of Switzerland.

TANGANYIKA


The regular official report on education in the Territory.

URUGUAY


Historical sketch of activity schools in other lands as well as in Uruguay, by a former Director of education for Uruguay. The writer states that the principal new-school movements were initiated in Europe during the present century, mostly since 1910. Adolfo Ferrere declared the elementary school that he visited recently in Montevideo to be one of the finest in the world; the writer affirms that there are scores of schools there that are equally good.

YUGOSLAVIA


The author gives a good account of the present status of education in Yugoslavia with a brief statement of the budgets for 1930-31 and 1931-32. The article includes: Higher and professional schools, their history; and the cultural life of Yugoslavia.
PROCEEDINGS OF ASSOCIATIONS


1039. ASSOCIATION OF VIRGINIA COLLEGES. Addresses delivered at the annual meeting held at the Jefferson hotel, Richmond, Virginia, February 13-14, 1931. [Charlottesville, Va.: The Association, 1931.] 50 p. (John L. Manahan, Secretary-treasurer, University of Virginia, Charlottesville, Va.)


The subject is presented in 5 parts: 1. General principles of education; 2. Application of the principles of education to the teaching of business subjects; 3. Demonstration lessons in business subjects; 4. Modern methods of teaching machine clerical training; 5. Modern methods of teaching penmanship. The 85 chapters which compose the study are contributed by specialists in those subjects.


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1046. DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS. PROCEEDINGS OF THE SIXTEENTH ANNUAL MEETING ... WASHINGTON, D. C., FEBRUARY 22, 23, AND 24, 1932. 380 P. TABLES. (EDITED BY H. V. CHURCH, SECRETARY, 3129 WENONAH AVENUE, CHICAGO, ILL.) (BULLETIN NO. 49.)


This number contains the Report of the committee on academic freedom and tenure; report of the committee on pensions and insurance, income tax questions; the annual meeting; constitution and by-laws; etc. Also the annual meeting addresses.

1051. COLLEGE ENTRANCE EXAMINATION BOARD. Thirty-first annual report of the secretary, 1931, including the sixth annual report of the Commission on scholastic aptitude tests. New York. Published by the Board, 1931. 206 p.

This bulletin contains the usual reports of the commission on the requirements in the various subjects of the curriculum, the results of the examinations of June, 1931, lists of examiners and readers, classification of candidates by place, by residence, by age, and with reference to the institutions they wished to enter. The last section is devoted to a general report on the Scholastic aptitude test.


Reports on the work of public health, the division of education, mental hygiene, child guidance in Great Britain, legal research, etc.


Describes briefly the work of the survey commission in connection with several surveys of colleges under its control; gives tabulated information regarding the assets of its colleges, their budgets of current expenses, student enrollment, students preparing for full-time Christian work as ministers, missionaries, etc., the number of teachers in these colleges, and a list of the institutions cooperating with the Board.


This study is more than the usual biennial report, for it gives a survey as well of the vocational educational work of the State for the past 14 years. It is profusely illustrated and containing many charts and diagrams. Of unusual interest is the section showing the economic aspect of vocational education and how it "pays for itself" in the State.

1056. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. The thirty-first yearbook. Part I. A program for teaching science; Part II. Changes and experiments in liberal-arts education . . .


Part I. A program for teaching science, prepared by the Society's committee on the teaching of science. S. Ralph Powers, chairman, assisted by other members of the society, with critical comments by F. N. Freeman, J. C. Morrison, and E. Laurence Palmer.

Part II. Changes and experiments in liberal-arts education, prepared by Kathryn M. McHale, with the collaboration of a number of college presidents, and comments from a second group of college executives.


Reports upon the following: The elementary school in transition; Some adjustments in the child's school environment; Unit teaching; The gifted pupil.

1058. SEARS, JESSE B. Marysville elementary school survey. Report of a study of the instructional, supervisory and administrative programs and service of the
schools. Marysville, Calif., Marysville school district Board of education, 1931. 65 p. tables.

The procedure of the physician called in to diagnose a case, has been applied in this survey, viz., the discovery of the weak and the strong points in the school system, their careful interpretation, and a prescription given, of what should be done to remedy the situation, with emphasis placed upon the last named point.


1062. Mathematics. Issued by the Department of public instruction, Agnes Samuelson, superintendent. Des Moines, Published by the State of Iowa, 1931. 125 p.

(Howard T. Smith, Executive secretary, Milton, Mass.)

Reports from the various committees composing the Board are presented, as follows: 1. Committee on transfer from elementary to secondary schools, p. 36-42. 2. Committee on English, p. 43-51. 3. Committee on classical languages, p. 82-99. 4. Committee on modern foreign languages, p. 100-103. 5. Committee on mathematics, p. 154-172. 6. Committee on natural science, p. 173-180. 7. Committee on social studies, p. 186-198. 8. Committee on religious and ethical education, p. 199-215. 9. Committee on music, p. 216-222. 10. Committee on shop and shop activities, p. 223-231. 11. Committee on home economics, p. 232-233.


In addition to the usual outlines for beginning and advanced algebra, plane and solid geometry, material is given on methods of study, and study habits, debate, recitation, mathematics clubs, a short list of mathematics plays, and the college entrance requirements in mathematics.


While this volume is not a course of study, it may be used to advantage in building courses of nature study. In addition to general information for planning activities and plans of study, valuable data are given regarding the training of specialists in nature education, with a list of special schools, etc. The various biological disciplines, plants, animals, birds, insects, mammals, reptiles, etc., have all been presented in sufficient detail to furnish useful material in this course of study. A list of science museums by States is given, and a classified bibliography of nature study.

Contains: Purposes of science in the elementary school. The method of instruction: Method illustrated; Outline of other units of the course. Eleven units are given, as follows: Rocks, magnets, thermometers, air pressure, green plants as starch and sugar factories, fish, snails, conduction of heat, bacteria-yeasts and molds, bird migration, and seeds and gardening.

1066. Tod, Jessie M. Drawing in the elementary school. Chicago, The

OFFICE OF EDUCATION PUBLICATIONS


1073. Good references on Nursery education. Compiled by Mary Dabney Davis and Martha R. McCabe. Washington, United States Government printing office, 1932. 8 p. (Good references. Bibliography no. 5)


1079. Record of current educational publications, October-December 1931. By Martha R. McCabe. Washington, United States Government printing of-
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