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Edited by Martha R. McCabe

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RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

Prepared in the Library Division, Office of Education, by Martha R. McCabe

NOTE

The following pages contain a selected, annotated, and classified list of educational publications for the period July to September, 1931, inclusive. It is the third of the quarterly issues of the year, following the plan instituted in 1930 whereby the selection of the significant material in the different fields is made by specialists in those fields. The name of the educator in charge of each section, together with those assisting, appears at the head of the section. An index of subjects and authors with cross references is furnished with each issue of the Record.

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

NURSERY-KINDERGARTEN-PRIMARY EDUCATION

Edna Dean Baker

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

CHILD DEVELOPMENT

PHYSICAL AND MENTAL GROWTH

1. Cunningham, Bess V. What to expect of the pre-school child. *Parents magazine*, 10: 14-16, 74-75, October 1931.

The second article in the study course concerning the preschool child deals with its physical, mental, and social-emotional traits.

2. Hurlock, Elizabeth and Newmark, Ella D. The memory span of pre-school children. *Pedagogical seminary*, 39: 157-73, June 1931.

A report on an experiment carried on with 20 kindergarten children ranging in age from 4 years 9 months to 5 years 10 months to determine memory span of child just before he enters school. Digits forward, syllables, and logical memory tests correlated high with I. Q. scores.

3. Kugelmass, I. Newton. What every baby's mother should know. *Parents magazine*, 6: 18-19, 56-57, September 1931.

Some of the facts concerning the physical status of new-born infants of which mothers should be aware.

4. McGraw, Myrtle B. A comparative study of a group of southern white and negro infants. *Genetic psychology monographs*, 10: 1-105, July 1931.

Negro and white infants of full term pregnancy, ranging in chronological age from 2 to 11 months, were selected at random. These infants were examined within two days of the monthly birthday by a scale of "baby tests" compiled and standardized by Hildegard Hetzer and Katha Wolf in Vienna.

The development level achieved by the negro babies is about 80 per cent as mature as that of the white babies. The white babies are also superior in height and weight. See also nos. 222-224, 227-228.

PROBLEMS OF BEHAVIOR

5. Bain, Winifred E. Studying teaching problems. *Childhood education*, 8: 36-42, September 1931.

A study was made to gain evidence of the levels of social adjustment of groups of two, four and six-year old children and the technique used by the teachers to bring about social adjustment. The examples given and the method suggested will be of distinct value to teachers in suggesting the use of objective technique in relation to the individual needs of children in preference to relying on theory received in classroom or from reading. A report of the difference of technique at the nursery school, kindergarten and primary level is particularly interesting.

6. Bennett, Roger H. Emergencies of childhood. *Woman's home companion*, 58: 31, August 1931.

Practical suggestions as to what to do when children swallow foreign bodies, get bruised, scratched, burned or injured in other ways.

7. ——— Handicaps of children. *Woman's home companion*, 58: 60+, September 1931.

A consideration of the psychological ills and the physical difficulties that beset young children. Physical defects are usually easier to prevent and control than psychological problems because mothers themselves handicap their children.

8. Hicks, J. Allan. Don't nag about manners. *Parents magazine*, 6: 20, 38, September 1931.

Social forms are relatively unimportant; social attitudes are developed by children in situations which call upon them to live with others of their own strength and understanding; and by imitating good examples.

9. Kenyon, Josephine H. Thumb sucking. *Good housekeeping*, 93: 114, September 1931.

Discusses the dangers of thumb-sucking and suggests ways of helping children to overcome the habit.

10. Nelson, Janet Fowler. Personality and intelligence. New York, Teachers college, Columbia university, 1931. 62 p. bibliog. (Childhood development monograph no. 4)

A study of some personality traits of preschool children, together with conclusions concerning their persistence, resistance, spontaneity and talkativeness.

11. Pilpel, Cecil. Jealous children. *Dellmentor*, 119: 32+. August 1931. Discusses what constitutes jealous conduct and what to do about it.

12. Stutsman, Rachel. The ounce of prevention. *Child study*, 9: 7-9, September 1931.

Explains how testing of the preschool child's intelligence may aid in the prevention of possible difficulties and place the child's future training on a more positive level.

See also no. 104.

CHILD EDUCATION

GENERAL

13. Eastman, Fred. Are movies fit for children? *Parents magazine*, 6: 20, 52, October 1931.

The facts about the moving picture industry as it functions in recreation and education of children to-day. "Sex and crook plays number about one-half of total number of pictures released since January."

14. Lynch, Maud Dutton. Conscripted children. *Atlantic monthly*, 148: 232-37, August 1931.

Questions the values involved in the heavily routinized day which modern education inflicts upon the child. Makes a plea for limitless time in which the child may develop his own resources.

15. Norton, John K. Education and the economic depression. *School and society*, 34: 271-78, August 29, 1931.

A thought-provoking article comparing the economic conditions of the present with those of twenty or thirty years ago and the effect of the machine on industry and on the child. Emphasis is placed on President Hoover's statement regarding the environment of the child and the fact that while the curriculum is being organized, the school days and school year are short. The organization of nursery schools, kindergartens, parent education groups is urged to the end that the school and home may work together and "develop healthy bodies as well as integrated personalities." The article is of particular interest to the teacher of young children.

16. Schweinitz, Karl de. The dangers and advantages of sex instruction for children. *Mental hygiene*, 15: 561-69, July 1931.

Points out the fallacy of mere verbal instruction of children in matters of sex. Sex is not an isolated phenomenon, and its integration with the rest of life should be the teaching goal.

17. Valentine, P. F. The art of the teacher. New York, D. Appleton and co., 1931. 289 p.

A simple, interesting treatise on the theory, philosophy and principles of education shown in new ways of learning and in new types of schools. It conceives of teaching as an art and interprets art as applying to a "large class of creative experiences having fundamental importance in social and individual growth."

EDUCATION IN THE HOME

18. Barnes, Donald J. Budgeting the baby. *Parents magazine*, 6: 17, 72-73, October 1931.

A plan is outlined which cares for the health of mother and child in adequate form with no undue financial strain.

19. Cunningham, Bess V. How heredity and environment affect your child. *Parents magazine*, 6: 22-23, September 1931.

Children differ even though they have the same parents; in greater or less degree they have possibilities of learning from experience. Parents need to provide the environment which will develop the habits and attitudes they wish their children to possess. This article is the first in the series "Study course on the preschool child."

20. Kenyon, Josephine H. Shoes to fit the foot. *Good housekeeping*, 93: 129+, August 1931.

Suggestions are given on how to keep the young child's feet in normal condition by providing shoes that fit.

21. Lackorn, Susannah L. Kitchen kindergartens. *Child welfare*, 31: 18-19, September 1931.

Assuming that the community has no kindergarten, suggestions are made as to how the mother could help the child develop in the home. Furthermore, even though there are kindergartens available, the need to help the child in the home still exists and a number of suggestions are made. While helpful in many ways, perhaps additional impetus might have been given to the establishment of kindergartens had it not been assumed that there were none available.

22. Lent, Henry B. I am a week-end father. *Parents magazine*, 6: 17, 38, 40, September 1931.

"A father describes the rare companionship he shares with his son and discusses helpfully certain matters puzzling to parents."

23. Smith, Harold Ladd. Fathers are parents. *Child welfare*, 26: 79-81, October 1931.

Suggests study groups for fathers in place of an annual Father's night. Indicates opportunities fathers have and what they can do as parents on the job by actively participating in the parents' programs of the National congress of parents and teachers.

24. Tipton, Edna Sibley. Parties and picnics for very young people. New York, Thomas Y. Crowell Company, 1931. 217 p.

This book presents practical ideas for children's parties. Specific instructions are given for planning the party, making inexpensive costumes and favors, and for the entertainment of guests. This book is especially planned for the use of parents.

EDUCATION IN THE NURSERY SCHOOL

25. Johnson, Harriet M. A nursery school health program. Practical home economics, 9: 268, 289, September 1931.

A discussion of the problem of working out a successful health program in the nursery school.

26. Russell, William F. The machine-age and the future of the nursery school. Childhood education, 8: 5-10, September 1931.

The author discusses the rapid changes in modern life and sees in the nursery school one of the best means of educating young children, which he feels will become more and more "a matter of public concern and an obligation of public education."

EDUCATION IN THE SCHOOL

Curriculum

27. Berkeley, California, Public Schools. Kindergarten curriculum. Berkeley, Calif., Public schools, 1931. 469 p. (Course of study monographs, Elementary schools, no. 16)

A very comprehensive course of study designed primarily for the kindergarten, but material for the first and second grades is suggested. It was compiled by the kindergarten teachers assisted by the various supervisors of special subjects and directed by the kindergarten supervisor. The book is divided into sections representing the activities carried on in the present-day kindergarten. Each section contains a foreword; a list of the objectives to be realized and a number of typical situations, with materials used; the probable teaching method; and the desirable outcomes. Sufficient variety is included to avoid the possibility of the course of study becoming static. A number of photographs, a list of equipment and a bibliography make the book more valuable.

28. A course of study in science and nature study for first, second and third grades. Chicago, Board of education, 1931. 92 p. (Chicago public schools, Bulletin S-123)

This course of study provides a series of problems supplemented by activities which may lead to their solution.

29. Jacob, Nina. Five hens go to summer school. Childhood education, 8: 10-14, September 1931.

This article describes the experiences of first-grade children with five hens. They are of great interest to children and therefore furnished meaningful material for reading, conversation, writing, composition, and nature-study. This article is a challenge to every teacher of young children to find a way for them to have contacts with living things.

30. Physical and psychological examination of school children. School and society, 34: 116, 117, July 25, 1931.

A report of a comprehensive program which the Belgian correspondent of the Journal of the American medical association made at the Congress of the international association for the protection of children. School inspection by doctors is suggested and visiting nurses are to give aid to each child, while a record of the development of the child will be kept from the day the child enters the "day nursery" up to the time he finishes his studies. Mental and pedagogical examinations are to be given and the pupil advised in connection with his vocational interest. A very comprehensive program which is of particular interest since it suggests beginning with the preschool child and continuing through high school.

31. Roberts, Jane. The kindergarten child has a start in learning. American childhood, 17: 12-14, 52, September 1931.

A description of the organization of the kindergarten and primary grades in Gary with examples of the first reading material. This would be especially helpful for the teacher of the foreign-born child.

32. **Stevens, Marion Paine.** The activities curriculum in the primary grades. Boston, Mass., D. C. Heath & company, 1931. 444 p.

The author presents her material in three approximately equal divisions, supplemented by an appendix of 35 pages: Part I. The educational theory underlying the activities curriculum; Part II. The typical activities; Part III. Descriptions of units of work, similar to those found in modern social studies curriculum for the primary grades. The appendix contains a list of equipment for an activities curriculum, suggestions for the classroom, the library, a classified bibliography for the teacher, and addresses of firms where instructional materials of all kinds may be secured.

Arts and Skills

33. **Burgess, Marie L.** Majoring in music in the primary grades. *Childhood education*, 8: 15-28, September 1931.

This article describes creative work in music in a high first and low second grade that were distinctly "unmusical." Part 2 presents the rhythmic orchestra as a unit of activity.

34. **Crawford, C. C. and Gray, Lillian.** Measured results of activity teaching. *Journal of the National education association*, 20: 270, October 1931.

Standardized reading and language tests were given to a group of fifth-grade children (average I. Q. of 108) in September and January, whose work in those fields was centered around the staging of a puppet show. The average gain for the class was 7.8 months in reading and 8.1 months for language usage, or 60 per cent more than the normal gain.

35. **Donovan, John J.** Selecting primers for non-English-speaking children. *Elementary school journal*, 32: 30-33, September 1931.

A comparative study of the vocabularies of six modern primers with Gates list was made to establish the relative difficulty of words in each book. The active vocabularies of 150 first-grade children were tested by informal tests to separate those with very adequate or most inadequate vocabularies. Since the foreign group had the most difficult time with vocabulary, the primer chosen for them was the one with the least difficult vocabulary. The findings are given.

36. **Meriam, J. L.** Difficulties in learning to read. *Childhood education*, 8: 29-35, September 1931.

The author reviews current methods in beginning reading and challenges supervisors with the problem, how can teachers help pupils really to read, and do so with comparatively little effort? He asserts that too many devices for the teaching of reading are the results of a failure to understand and appreciate real objectives of reading in child life.

See also no. 274.

Religious and Character Education

37. **Courtis, S. A.** Character training and the school curriculum. *Religious education*, 26: 504-12, September 1931.

In the opinion of the writer of this article the failure in many quarters "to capitalize the activities and potentialities of secular education for character education and spiritual development is almost criminal." He gives a convincing discussion of the place of the school teacher in the character-forming process, and of the use which can be made of the regular school curriculum for this purpose.

38. **Hendrickson, Gordon.** Character education in the schools. *Ohio schools*, 9: 256-58, September 1931.

This article gives a concrete picture of the character-education problems in one school-room and how they were solved by an alert teacher. It emphasizes the teaching of character as more fundamental than the teaching of any school subject and shows it as a function of the total environment. The lower public-school grade levels are involved in the study.

39. **Shields, Elizabeth McEwen.** Guiding kindergarten children in the church school. Richmond, Va., The Onward press, 1931. 224 p.

As a textbook and a source book for constant reference on the part of teachers and prospective teachers in the kindergarten department of church schools, this book will meet a cordial welcome. It is especially helpful in defining the objectives for the teaching

of the four- and five-year old in the church school and for his religious development in the home. It clearly applies the psychology involved in the learning of children to the church-school situation and procedure.

40. **Smither, Ethel L.** Teaching primaries in the Church school. New York, The Abingdon press, 1930. 251 p.

The author stresses the need for the newer type of experience centered teaching. She presents in a definite and interesting way a combination of materials and methods which make possible experience-centered teaching on the part of those teachers and parents who study her book.

See also section, Educational psychology.

ELEMENTARY EDUCATION

Ernest Horn

assisted by Dorothy Bradbury, Frances R. Dearborn, J. L. Meriam, Mabel I. Snedaker, Myron J. Wilcox, Clifford Woody

41. American library association. Committee on library work with children. Children's library yearbook, number three. Chicago, American library association, 1931. 80 p. plates.

Charles J. Finger's evaluation of what a child's book should be sets the pace for a most interesting series of articles concerning children's books, library work with children, and newer trends in children's reading. This is a book which will be found helpful and stimulating by every worker in the field of children's literature, whether teacher or librarian. M. I. S.

See also, no. 149.

42. ——— Education committee. School library yearbook, number four. Chicago, American library association, 1931. 278 p.

Part I of this volume is a compilation of the school library laws and standards under which the college, secondary, and elementary school libraries of the different states are organized. Part II is a report of library progress in the United States, Canada, and Hawaii. A useful volume for purposes of comparison and as a basis for "future study on the essentials of a good school library law." M. I. S.

43. **Atkins, Ruth Ellen.** The measurement of intelligence of young children by an object-fitting test. Minneapolis, University of Minnesota press, 1931. xii, 89 p.

In this monograph the author presents an object-fitting test to be used as a non-verbal intelligence test with young children, the striking characteristics of which are that the material is unique and within the experience of young children, and that the test can be administered without the use of language either for instruction or for reacting. The study is divided into two parts, the first of which describes the development and standardization of the test; the second is a manual for its administration. Percentile scores are also given. D. B.

44. **Bamberger, F. E. and Broening, A. M.** A guide to children's literature. Baltimore, Md., The Johns Hopkins press, 1931. 113 p.

A book which may be used as a guide to teachers of grades one through eight or as a basic text for courses in children's literature. Based upon research and experience. Excellent bibliographies, suggestions, and lists of problems for further research. F. R. D.

45. **Broadhurst, Jean and Lerrigo, Marion Olive.** Health horizons. New York, Silver, Burdett and co., 1931. 516 p.

Helpful digests of data relating to personal and public hygiene. Each digest is followed by a reference giving more detailed information. The index is excellent as is also the bibliography. E. H.

46. **Buswell, Guy T.** Summary of arithmetic investigations—1930. Elementary school journal, 31: 756-66, June 1931.

This study represents an annotated bibliography involving investigations or critical studies in arithmetic published in 1930. This summary should be of value to teachers and supervisors of arithmetic. C. W.

47. Carr, William G. and Waage, John. The lesson assignment. Stanford university, Calif., Stanford university press, 1931. 100 p.

A valuable treatment of the data and theories concerning the assignment. While the full significance of problems and purposes is not adequately presented and the recommended procedures fall short of the best modern practice, the book undoubtedly represents a distinct advance over common practice. The data and discussions are challenging. A valuable bibliography is appended. E. H.

48. Childs, John L. Education and the philosophy of experimentalism. New York city, The Century company, 1931. 268 p.

A critical and constructive study of the philosophy and method of experimentalism. It treats experimentalism in education in relation to the nature of man, the individual, and as a member of the group; and it traces the evolution of experimentalism as the philosophy indigenous to the American people. F. R. D.

49. Cole, Percival R. A history of educational thought. London, Oxford university press, 1931. 315 p.

Although this book is a general history of education, liberal space is given to educational thought concerning elementary education. The almost complete neglect of the changes brought about by research in education distorts the view of the last fifty years, but the treatment of the modern period is nevertheless most stimulating. E. H.

50. Davis, Sheldon Emmor. Teaching the elementary curriculum. New York, The Macmillan company, 1931. xiii, 549 p.

Fourteen chapters deal with special methods for teaching elementary school subjects, three with the elementary curriculum, the activity curriculum, the elementary school library. Reports of research are omitted, the methods presented being based upon accepted practices, as viewed by the author, and his interpretations of recent educational literature. M. J. W.

51. Hillegas, Milo B. The elements of classroom supervision. Chicago, Laidlaw brothers, inc., 1931. 224 p.

Sane reflections upon supervision by an educator who is widely known for his many years of effective supervising. J. L. M.

52. Keelor, Katherine L. and Sweet, Mayme. Units of work. New York city, Teachers college, Columbia university, 1931. 314 p.

Two teachers present procedures in carrying out two units of work, "Indian life" and "The Dutch colonial settlement," in two third-grade classes. The keynote is expressed in the preface: "... to find a way of teaching that will utilize the drive that comes from children's interests..." In other words, how to teach reading, writing, and arithmetic more effectively, are problems discussed. J. L. M.

53. Lacey, Joy M. What effect has the emphasis on social studies had on the content of readers? Educational method, 10: 532-37, June 1931.

This study deals with the analysis of the content of the first four books of ten different sets of readers. C. W.

54. Linell, Adelaide. The school festival. New York city, Charles Scribner's sons, 1931. 124 p.

Emphasis is laid upon the festival as the representation of historical culture and as the medium of activity for all rather than for a few children. Sources of festival material, descriptions of festivals, and suggestions for integration with character are given. The book shows how the schools may keep to the original intent of the festival. F. R. D.

55. Merriam, Charles E. The making of citizens. Chicago, University of Chicago press, 1931. 372 p.

The concluding and summary volume of the series Studies in the making of citizens. A comparison and interpretation is made of the plans of civic education in France, Germany, England, Italy, Switzerland, Russia, Austria-Hungary, and the United States. This is perhaps the most important single reference on civic education. E. H.

56. Overman, James R. An experimental study of certain factors affecting transfer of training in arithmetic. Baltimore, Md., Warwick and York, inc., 1931. 235 p. (Educational psychology monographs, no. 29)

This study deals with the amount of transfer effects obtained from teaching three types of examples in two-place addition upon the pupils' ability to handle closely related types of two- and three-place addition and subtraction. In teaching the two-place addition,

four different types of instruction were used: 1, teaching the examples as specific examples; 2, teaching the examples and consciously trying to generalize a method of procedure; 3, teaching the examples and trying to rationalize the process; 4, teaching the examples and trying both generalization and rationalization. The author presents evidence to show that the amount of transfer is a function of method of teaching. C. W.

57. Pitkin, Walter B. How we learn. New York city, McGraw-Hill book company, 1931. 263 p.

A professor of journalism condescends to write a book in the field of education. It does not smack of pedagogy at all beyond the title, but it has the ear-marks of an investigation by one who observes young life in its progress. On the title page appears: "A book for young people." Let all teachers assign themselves to that group. J. L. M.

58. Reeder, Edwin H. Simplifying teaching. Chicago, Laidlaw brothers, inc., 1931. 192 p.

This title rightly implies a great need of improving the teaching in the elementary schools. The book is a primer in teaching. The subject needs a much stronger and more extended treatment. J. L. M.

59. Storm, Grace E. The social studies in the primary grades. New York city, Lyons and Carnahan, 1931. 596 p.

A presentation of units and lessons in social studies, samples of children's work, suggested bibliographies for teachers and pupils, lists of illustrative material. The accuracy in content given to primary children is especially commendable. The material is accessible and well organized. F. R. D.

See also nos. 132, 143, 276, 334-368, 382-383, 385-386, 410, 413, 568.

SECONDARY EDUCATION

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

GENERAL

60. Abstracts of unpublished masters' theses, Indiana State teachers college, 1920-1930. Teachers college journal, 2: 161-74, July 1931.

States problem, method, and findings of 16 theses. Six of these studies deal with secondary education—mathematics in the junior high school, a case study of the monotone problem in the junior high school, value of the various subjects included in the high-school curriculum, extracurricular activities in the high school, curriculum in music for the junior high school, and financial control of athletics in the high schools of Indiana.

61. Coxe, Warren W. and Cowen, Philip A. Educational needs of pupils in small high schools. Albany, University of the State of New York press, 1931. 63 p.

Considers size, subject matter, holding power, pupils, and communities of small high schools in the State of New York.

62. Graduate theses in education. Cincinnati, Teachers college, University of Cincinnati, 1931. xxv, 396 p.

Abstracts of doctors' and masters' theses (1924-31) compiled and edited by Carter V. Good, Walter L. Collins, and Chester A. Gregory. Those bearing on secondary education deal with such matters as: Retardation, elimination, socio-economic status of pupils, pupil progress, school records, teacher load, teacher training, history curriculum, physical sciences, industrial arts, physics, general science, Latin, general language, exploratory courses, written composition, use of reference books, voluntary reading of pupils, student leadership, extracurriculum activities, high-school curriculum, and principles of secondary education.

See also nos. 247, 369, 413, 426, 561.

JUNIOR HIGH SCHOOLS

63. Briggs, Thomas H. The fetish of the physical. School and society, 33: 677-83, May 23, 1931.

An address delivered April 25 at a meeting of the Junior high school principals' association of New York city. Urges those responsible for junior high schools to provide not only for the physical aspects of education, but more especially to reshape education to the needs of the life of to-day and of to-morrow, adapting it to the abilities of all.

64. Junior high school situation in Illinois. Springfield, State department of public instruction, 1931. 20 p. (Circular 249. Revision of circular 206)
Tabulated data concerning the organization of junior high schools in Illinois.
See also nos. 60, 65, 70, 74, 99, 113, 186, 364, 472, 561.

ARTICULATION OF SECONDARY AND HIGHER EDUCATION

65. Fowlkes, John Guy. Should colleges require junior high school grades for entrance? *Nation's schools*, 8; 78-80, August 1931.

Favors college-entrance requirements affecting senior high schools only.

66. Study of the relations of secondary and higher education in Pennsylvania. New York city, The Carnegie foundation for the advancement of teaching, in cooperation with the joint commission of the Association of Pennsylvania college presidents and the State department of public instruction, 1931. 20 p.

Progress report III. Memorandum of proposals for the treatment of the secondary inquiry group in the senior high school, 1931-1934. Deals with home-room organization, school recognition of self-directed work, and treatment of special groups.

67. Thayer, V. T. Wholesome living and preparation for college. *Junior-senior high school clearing house*, 5: 595-601, June 1931.

States that criteria for admission to college are still subject-matter requirements that leave little opportunity for differentiation of secondary-school courses of study. Advocates specific changes to bring about the harmonization of wholesome living in high school and preparation for college.

See also no. 87, 102, 110.

SCHOOL POPULATION

68. Buckner, Mabel A. A study of pupil elimination in the New Haven high school. *School review*, 39: 532-41, September 1931.

Based on the records of a random sampling of the pupils entering the school during the years 1923-27 who left before the completion of their courses. Compares those who left with those who remained to graduate, and attempts to find out why pupils leave school before graduation.

69. Corbally, John E. Pupil mobility in the public schools of Washington. Seattle, University of Washington press. July 1930. 95-180 p. (University of Washington publications in the social sciences, volume 5, no. 5)

Based on questionnaire-replies from 160 principals and superintendents of schools of various sizes in all parts of the state and from eighth-grade and twelfth-grade pupils in certain Seattle schools. Considers extent of mobility, effects of mobility on retardation, failure, social adjustment of new pupils, and provisions being made for the mobile pupil.

70. Durost, Morley J. Eliminating subject failures in the junior high school. *Nation's schools*, 7: 72-73, June 1931.

Describes the use of a combination of remedial measures.

71. MacNitt, Reginald De Koven. Introversion and extroversion in the high school. Boston, Richard G. Badger, 1930. 224 p.

Investigates the relation of introversion and extroversion to age, sex, academic success, and leadership of pupils in high school. A doctor's dissertation.

72. Roberts, Mary E. Elimination from the public high schools of New Jersey. Philadelphia, University of Pennsylvania, 1930. 251 p.

Compares pupils permanently lost, those transferring to other schools, and those remaining in school. Presents the situation for State as a whole, two widely separated counties, and a single class that entered one New Jersey high school. Finds the same trends in individual high school, county, and State. A doctor's dissertation.

See also nos. 61-62.

ADMINISTRATIVE AND TEACHING STAFF

73. American research association; Committee on teacher personnel. Teacher personnel. *Review of educational research*, 1: 65-159, April 1931.

A summary of investigations up to November 1930 concerning teacher supply and demand, recruitment for teacher training, preparation of teachers, teacher selection and

placement, teachers' salaries, teaching load, teacher rating, ethics of the teaching profession, health of the teacher, the legal status of the teacher, teacher tenure, teachers' organizations, and pension or retired pay for teachers. Deals to some extent with teachers at the secondary level.

74. Colton, Albert S. and Campbell, H. Ward. The work of the junior high school principal with respect to the organization of the school and supervision of instruction. *California quarterly of secondary education*, 6: 425-30, June 1931.

Replies to a questionnaire were received from principals of 95 schools having grades 7-9, and 6 schools having grades 7-10. Deals with attendance, duties of vice-principal, duties of counselors, activities of principal, curricular activities, classroom visitation, measurement of instruction, supervisors, librarian, and extracurricular activities.

75. Ludeman, Walter W. What college freshmen think of their high-school teachers. *School executives magazine*, 50: 527-28, July 1931.

A check list of teacher qualities was sent to freshmen of two private and two state institutions. They were asked to check the three strongest and the three weakest characteristics of their high-school teachers. Findings are presented.

76. Williams, Lewis Ward. Turnover among secondary teachers in Illinois. *Phi delta kappan*, 14: 37-39, August 1931.

An investigation of turnover in the high schools of Illinois, except in Chicago, accredited by the University of Illinois. Study covers years 1921-1931, and aims to discover extent of turnover, tendencies, and causes of turnover.

See also nos. 82, 257, 262, 419.

SUPERVISION

77. Brown, Edwin J. Suggestion and its relationship to supervision. *American school board journal*, 83: 41-42, September 1931.

Deals with the reading of professional literature, attendance at summer sessions, development of a professional attitude, improvement of discipline, neatness and modesty in dress, and promotion of good health in the teaching staff.

78. Newlon, Jesse H. Supervision at the crossroads. *School executives magazine*, 50: 9-10, September 1931.

Aims to raise questions rather than to answer them. Deals with process of supervision, philosophy of supervision, the artisan teacher, close supervision, vertical supervision, unification, and inconsistencies.

See also no. 74.

TEACHING AND STUDY PROCEDURES

79. Barton, William Alexander, jr. Outlining as a study procedure. New York, Bureau of publications, Teachers college, Columbia university, 1930. 115 p.

An experiment involving outlining in the study of geography, American history, and ancient history. There were 94 secondary-school pupils in 5 experimental groups and an equal number in 5 control groups. Experimenter constructed an objective test for each unit of subject matter studied, which was given to each experimental group and its control group just before beginning and immediately after completing the study of the unit. The larger gains were made by the groups which made outlines. Doctor's dissertation.

80. Crawford, Claude C. Teaching of how-to-study courses. *High-school teacher*, 7: 169-70, May 1931.

Considers practical problems involved. Presents 13 suggestions.

81. Cummings, F. L. Unit teaching under the hour period as an aid to curriculum making. *California quarterly of secondary education*, 6: 359-62, June 1931.

Presents suggestions for the outlining of a unit, indicates teaching procedures to use, and lists advantages of the unit plan under the hour period.

82. Knudsen, Charles W. and Stephens, Stella. An analysis of 57 devices for rating teaching. *Peabody journal of education*, 9: 15-24, July 1931. bibliog. Not restricted to secondary-school teachers.

See also no. 122.

PROVISIONS FOR INDIVIDUAL DIFFERENCES

EDUCATIONAL GUIDANCE

83. A handbook for counselors. Chapter V. Technique of counseling. California quarterly of secondary education, 6: 331-36, June 1931.

Discusses the technique of counseling under the headings: preview, integration, group guidance, interview, research, and placement and follow-up.

84. **Hinderman, Roy A.** Introducing a guidance program in the secondary school. Nation's schools, 8: 57-62, July 1931.

Considers individual and general guidance and presents a guidance plan for each of grades nine to twelve, inclusive.

85. **Kambour, Theodore.** Guidance in the small high school. Nation's schools, 8: 27-30, August 1931.

Describes plan in use in Montpelier, Vt.

86. **Morehead, E. B.** Guidance in the Monterey Union high school. California quarterly of secondary education, 6: 397-400, June 1931.

Deals with: (1) The collection of data bearing on the family, physical, emotional, ethical and educational life of the student previous to his entrance into high school; (2) cooperation between counselor, pupil, and parents; and (3) the use of the home-room, student's handbook, assembly period, and vocational information for purposes of guidance.

87. **Reinhertz, Julian S. and Stewart, Olive M.** Counseling seniors for college entrance. University high school journal, 11: 127-35, June 1931.

Describes plan used in the University high school of the University of California to give aid to seniors in selecting future vocations, training schools, universities, and colleges, and in planning training courses.

88. **Sullivan, F. D.** The pitfalls of adolescence. Catholic school journal, 31: 322-25, September 1931.

Treats of healthful exercise, growth of emotions, guidance from parents, modern dangers, time of religious emotion, power of good example, and work for educators.

See also nos. 66, 106, 108-109, 115, 140, 214, 511.

EXTRACURRICULUM

89. **Draper, Edgar Marian and Smith, George Mimms.** Intramural athletics and play days. New York, A. S. Barnes and company, 1930. xii, 137 p.

Discusses origin, objectives, program, organization, administration, and present status of intramural athletics.

90. **Fretwell, Elbert K.** Extracurricular activities in secondary schools. Boston, Houghton Mifflin company, 1931. xix, 552 p.

Sets up seven sign-posts and discusses class organization, home-rooms, pupil-participation in school government, assemblies, clubs, pupils' handbooks, school publications, commencements, athletics, and extracurricular finances.

91. **Hayes, Wayland Jackson.** Some factors influencing participation in voluntary school group activities. New York, Bureau of publications, Teachers college, Columbia university, 1930. vi, 82 p.

A case study of the Cliffside Park high school at Grantwood, N. J. Investigates the following with respect to participation in voluntary school group activities: Nationality, occupation of parent, leisure time activities, home duties and work for wages, and school experience. Considers extent of participation in glee clubs, orchestra, publications, basket ball, and dramatics.

92. **Johnston, Edgar G.** Point systems and awards. New York, A. S. Barnes and company, 1930. xv, 161 p.

Considers point systems and awards from the standpoint of guidance, stimulation, and limitation of pupil-participation in extracurricular activities. A doctor's dissertation.

93. Jones, Gertrude. Commencement in the senior high school. Junior-senior high school clearing house, 5: 620-24, June 1931.

A digest of themes by 260 freshmen in the University of North Carolina in which they (1) described the events of their commencement week in high school, (2) commented upon the activities, (3) suggested improvements in the graduation exercises, and (4) stated the meaning and significance of commencement.

94. Joseph, D. Activity periods and clubs in the high schools. Catholic school interests, 10: 65-66, 71, June 1931.

A discussion of activity periods, principles underlying clubs, types of clubs, and their evaluation.

95. Russell, R. D. Determining the status of the high-school assembly. Nation's schools, 8: 69-73, August 1931.

Based on 310 questionnaire-replies from schools in Idaho, Oregon, Montana, and Washington. Deals with frequency and time of assemblies, method of arranging programs, types of assemblies, some programs found successful, and suggestions for improvement.

96. Wilds, Elmer H. Extracurricular activities in the school program. High-school teacher, 7: 186-88, 195, May 1931.

Advocates initiation of activities by pupils out of real natural interests, activities in which they can make decisions, design plans, assume responsibilities, and practice leadership and cooperation. Is opposed to the absorption of extracurricular activities in the curriculum.

See also nos. 60, 62, 74.

CURRICULUM

97. American educational research association. Committee on the curriculum. Henry Harap, chairman. The curriculum. Review of educational research, 1: 1-64, January 1931.

Reviews of scientific studies. Considers curriculum-making in general, objectives, learning activities, time allotment and grade placement, measurement of ability and achievement, evaluation of curricula and texts, and public and private school curricula. Deals to some extent with the curriculum at the secondary-school level.

98. Bowhay, A. A., jr. The building of high-school curricula with teacher participation. California quarterly of secondary education, 6: 417-24, June 1931.

A progress report of a project in the Santa Maria union high school.

99. Coxe, Warren W.; Baer, Joseph A.; VanCott, Harrison H.; and Wiley, George M. Courses of study and curriculum offerings in junior high schools in New York state. Albany, University of the State of New York, 1931. 330 p.

Analyzes junior high-school courses of study and presents progressive practices.

100. De Sales, Francis. The Catholic high-school curriculum. Washington, D. C., The Catholic university of America, 1930. 62 p.

Traces the curriculum of Catholic high schools from the colonial period to the present. Present status is studied by use of a questionnaire. Two hundred and fifty replies are represented in the findings. Doctor's dissertation.

101. Dewey, John. The way out of educational confusion. Cambridge, Harvard university press, 1931. 41 p.

The 1931 Inglis lecture in secondary education. Proposes an approach in organization and selection of curriculum materials which the author believes will contribute materially to clarification of the current confusion in secondary education.

102. Hawks, Lena James. Certain relationships between scholarship in high school and in college. Baltimore, The John Hopkins press, 1931. viii, 58 p. (The Johns Hopkins university studies in education, no. 15)

Seeks to determine (1) what subjects in the high school and what combinations of subjects form the most effective basis for predicting scholastic success in college, and (2) whether or not college success can be predicted from a record of the last three years in high school as well as from the four-year record.

103. **Jensen, George C.** Curricula-building in the Sacramento secondary schools. *California quarterly of secondary education*, 6: 365-67, June 1931.

Discusses basic principles of construction of curricula, guiding objectives of secondary education, and participation of teachers in curriculum-making at Sacramento.

104. **Proctor, William Martin.** Problems of the curriculum in small high schools. *California quarterly of secondary education*, 6: 383-84, June 1931.

States that the greatest divergence between the problems of the large and small high school with reference to the curriculum relates to the number and variety of courses offered. Presents principles to be followed in curriculum-making for small high schools.

105. **Roberts, William P.** Needed changes in the high-school curriculum. *High-school teacher*, 7: 192-94, May 1931.

Advocates no graduation requirements in mathematics or foreign languages, intensified elective courses in these subjects in the junior and senior years, and specific changes in other subjects.

106. **Rutledge, Richard E.** Curriculum adjustments in secondary schools as a means of provision for individual differences. *California quarterly of secondary education*, 6: 313-32, June 1931.

Discusses significant movements which have necessitated radical curriculum adjustments in secondary schools, how the secondary school can meet these demands, examples of new offerings, and some problems raised by consideration of the topic.

107. **Snedden, David.** American high schools and vocational schools in 1960. New York, Bureau of publications, Teachers college, Columbia university, 1931. vi, 122 p.

Deals with such topics as basic compulsions in American education, democracy and efficiency in American high schools, curriculum organization and offerings, key principles of method, backgrounds of vocational education, and evaluation and reconstruction of vocational education.

108. ——— Functional approaches to the study of educational purposes and values. *School and society*, 33: 777-81, June 13, 1931.

Proposes for each type of pupil (1) determination of ends or goals desired, (2) formulation of types of learnings to produce those goals, and (3) choice of material-means and teaching-methods to use with each type of learning. Deals to some extent with education at the secondary level.

See also nos. 60-62, 67, 70, 81, 426.

SUBJECT FIELDS

ENGLISH

109. **Beggs, Berenice.** Individual differences in recreatory reading. *School executives magazine*, 50: 554-56, 579, August 1931.

A description of a recreatory reading program launched through the English department by the reading director in the junior high school at Kirksville, Mo.

110. **Bryan, W. J.; Denney, J. V.; Grundy, Adah; Holt, F. O.; Lyman, R. L.; Miller, E. L.; and Thorpe, C. D.** Uniform North central association college-entrance requirements in English. *North central association quarterly*, 6: 176-79, September 1931.

A proposed statement for North central association college catalogues. Considers requirements for language, written composition, oral composition, general reading, and literature.

111. **Bushnell, Paul P.** An analytical contrast of oral and written English. New York, Bureau of publications, Teachers college, Columbia university, 1930. v, 87 p.

Seeks to discover how the stenographic records of simple narrations or conversations, delivered by 100 tenth-grade pupils after brief preparation, compare with the corresponding written expression of the identical material secured two weeks later from the same pupils. Found written expression superior to oral expression in the qualities of thought content and sentence structure, and less subject to all kinds of errors. Doctor's dissertation.

112. Giles, J. T. What our English teachers think about the course they are teaching. *High-school quarterly*, 19: 205-7, July 1931.

Lists 31 trends voted on by approximately 250 teachers attending the English luncheon at the Wisconsin state teachers convention.

113. Grinnell, J. Erle. Possibilities of junior-high school journalism. *School review*, 39: 520-25, September 1931.

An analysis of some of the benefits, advantages, and possibilities found in junior-high school journalism. States that most commentators insist that it is primarily for the purpose of motivating composition rather than for training in journalism *per se*.

114. Henries, Gerald. Catholic literature in high schools. *Catholic school journal*, 31: 316-19, September 1931.

Discusses selection of literature, evaluation of books, catholicity in literature, Catholic novels, and the essay.

115. LaBrant, Lou L. Differentiated teaching of literature. *English journal*, 20: 548-56, September 1931.

Describes procedure in use at Oread training school, University of Kansas, where pupils are given individualized instruction in literature. Involves statement of desirable pupil skills, revision of curriculum content to provide them, through individual instruction mostly, careful diagnosis of individual needs and progress, and gradual lessening of teacher direction.

116. ———. The teaching of literature in the secondary school. New York, Harcourt, Brace and company, 1931. 185 p.

Deals with such matters as the need for principles in teaching English, how to read various types of literature, and the formation of the habit of reading.

117. Nation-wide investigation of English usage, reading, and vocabulary. *School review*, 39: 481-83, September 1931.

A five-year investigation by the Psychological corporation in cooperation with the English council. The investigation will be conducted in two sections, the first including grades III-VI, and the second, grades VII-XIII.

118. Norris, Ruth E. Adventures in vocabulary-building. *English journal*, 20: 575-79, September 1931.

Discusses collection of synonyms as an outgrowth of oral talks in a class in freshman English.

119. Rand, Helen. Grammar through traffic. *English journal*, 20: 557-62, September 1931.

Suggest ways of motivating the teaching of grammar in high-school English.

120. Rivlin, Harry N. Functional grammar. New York, Bureau of publications, Teachers college, Columbia university, 1930. vi, 93 p. (Teachers college, Contributions to education, no. 435)

Lists elements of functional grammar, determines functions of each, reports ratings of items by experts in the teaching of English, compares opinions of various groups of teachers, analyzes textbooks in grammar, selects words from Thorndike's list which present grammatical difficulties and determines the extent to which grammar is used incidentally in high-school English. Doctor's dissertation.

121. Smerling, Frank A. English manual for high schools. New York, Saga press, 1931. 191 p.

Considers written composition, outlines, briefs, recitations, language essentials, supplementary reading list, use of library, and drills on various phases of English grammar and composition.

122. Smith, Dora V. Class-size in high-school English—methods and results. Minneapolis, University of Minnesota press, 1931. xii, 309 p.

Reviews previous studies of effect of class-size upon efficiency of instruction and describes her two-year experiment with large and small classes in ninth-grade English. Presents procedure, analysis of average achievement in large and small classes, comparative progress of mated pairs of pupils, testimony of pupils concerning class-size, technique adapted to large groups, and testimony of teachers and observers.

123. Turner, Gertrude L. Motion pictures in high-school literature. English journal, 20: 572-75, September 1931.

Presents assignments in library work, literature, composition, and oral English used in a unit on motion pictures.

See also nos. 62, 149.

FOREIGN LANGUAGE

124. Fife, Robert Herndon, comp. A summary of reports on the modern foreign languages. Issued by the Modern foreign language study and the Canadian committee on modern languages. New York, The Macmillan company, 1931. vii, 261 p.

Considers enrollment in modern foreign languages, objectives, curriculum, methods, training of teachers, New York experiments with new-type tests, American council (Canadian committee) modern language tests, prognosis tests, eye movements in learning to read modern languages, vocabulary, idiom lists, conclusions, and a bibliography.

125. Tentative syllabus in modern foreign languages. Albany, University of the State of New York press, 1930. 138 p.

Result of two years' work by general committee representing the whole state, three subcommittees representing certain cities, and a coordinating committee. Deals with aims, methods, devices, detailed outlines for a four-year course in each of four languages, vocabulary frequencies, idiom frequencies, illustrative material, books, maps, apparatus, and collateral reading.

MATHEMATICS

126. Breslich, Ernst R. Problems in teaching secondary-school mathematics. Chicago, The University of Chicago press, 1931. vii, 348 p.

A companion volume to the one entitled "The technique of teaching secondary-school mathematics" which dealt with general procedures, methods, and evaluation of results. This volume is devoted to problems that occur in the teaching of specific topics, principles, concepts, and processes of mathematics.

127. Christofferson, H. C.; Clifton, J. L.; and Wood, E. R. A state-wide survey of the learning and teaching of geometry. Columbus, Ohio, F. J. Heer printing company, 1931. 45 p.

The report of the every-pupil test in plane geometry, December 2, 1930, conducted by the State department of education. Includes scores, errors, conclusions, and suggestions.

See also no. 60.

SOCIAL STUDIES AND CITIZENSHIP

128. Brownson, Harold G. How to vitalize the teaching of citizenship. Nation's schools, 8: 63-68, July 1931.

Describes student government as it operates at McLoughlin union high school, Milton Freewater, Oreg.

129. Wilson, Howard E. and Erb, Bessie P. A survey of social-studies courses in 301 junior-high schools. School review, 39: 497-507, September 1931.

Based primarily on 301 replies to a questionnaire sent to 629 junior-high schools distributed in 18 states of the United States. Deals with social-studies courses offered, grade placement of courses, status of the social studies, and conclusions.

See also nos. 62, 79.

SCIENCE

130. Atkinson, Carroll. The effect of sex differences in the study of general science. Journal of educational research, 24: 61-66, June 1931.

During one school term, eight true-false objective tests consisting of fifty questions each were given to members of five general-science classes in one of the junior-high schools of Pasadena, Calif. Boys show a slight superiority over girls on the tests even though the girls had the advantage of slight superiority in intelligence.

131. **Bueker, Elmer D.** Is high-school biology functioning properly? *School and society*, 33: 861-63, June 27, 1931.

Considers objectives, and the subject-matter to achieve them.

132. **Curtis, Francis D.** Second digest of investigation in the teaching of science. Philadelphia, P. Blackiston's son and company, 1931, xi, 424 p.

Includes chiefly digests of research investigations published from 1925 through 1930 in the teaching of science in elementary, secondary, and college fields. Deals with studies in such sciences as nature-study, elementary science, general science, biology, health education, physics, and chemistry.

133. **Gardner, Thomas S.** Some objectives and application of psychology to physics. *High school quarterly*, 19: 194-98, July 1931.

Lists objectives. Proposes inclusion of historical background for topic under consideration, use of specific psychological drives and situations, and emphasis upon observation of unusual phenomena.

134. **Hanske, Carl F.** Sex differences in high-school chemistry. *Journal of educational research*, 23: 412-16, May 1931.

Compares the relative performance of 125 boys and 105 girls in high-school chemistry.

See also no. 62.

PHYSICAL EDUCATION

135. **McNulty, John F.** A study of the relation between remedial physical defects and physical capacity. *High points*, 13: 15-27, September 1931.

An investigation involving 290 boys in the Bryant high school in New York city, to determine the relation between physical capacity and remedial defects, the effect of the removal of the defects upon physical capacity, and the relative importance of each type of defect.

136. **Trumbull, Mary E.** Health education in junior-high school. *Educational method*, 10: 538-48, June 1931.

A discussion of objectives, school sanitation, physical education, medical supervision, hygiene of mental development, and a health survey in the Taylor junior-high school at Chicopee Falls, Mass. Numerous references are made to writings of others.

137. **Zwarg, Leopold F.** A study of the history, uses and values of apparatus in physical education. Philadelphia, the Author, 5919 North Park avenue, 1930. 139 p.

The author reviews development of apparatus-exercises, and describes his six experimental studies in the use of apparatus. Twenty conclusions are given. Parts of this investigation are reported in current numbers of *Mind and body*. Doctor's thesis.

PRACTICAL AND VOCATIONAL ARTS

138. **Coss, Millicent M.** Girls and their problems. Boston, Ginn and company, 1931. xiii, 249 p.

A manual for home economics classes. It is intended as a guidebook for the study of some of the problems confronting girls and leaders of girls. Considers the girl and her friends, the girl's family and home, her community, and her future.

139. **Faber, John F.** Mechanical drawing in the diocesan high school. *Catholic school journal*, 31: 277-79, August 1931.

Advocates introduction of mechanical drawing into diocesan high schools and presents reasons for his view.

140. Individual assignment in home-economics teaching. *Journal of home economics*, 23: 837-46, September 1931.

Dalton plan in a freshman clothing course in the University of Illinois high school, an adaptation of the Morrison plan to home economics in the high school at Marion, Kans., and contract plan used at River Falls, Wis., are described by Anna Belle Robinson, Mildred L. Skinner, and M. Elizabeth Forrest, respectively.

141. Junior and senior-high school home economics. Olympia, Washington, State Department of education, 1930. 153 p.

Course of study prepared by three committees. Presents general objectives, specific aims, subject matter, problems, and activities for pupils, materials for enrichment of course, methods and devices, standards of accomplishment, equipment, and bibliography organized on basis of units of work.

142. Junior and senior-high school industrial arts. Olympia, Washington, State Department of education, 1930. 50 p.

Course of study prepared by two curriculum committees. Suggests objectives, time allotment, units of work, references, projects, and specific information to be attained.

143. Mead, Cyrus D. An industrial arts lesson scale. Educational administration and supervision, 17: 429-45, September 1931.

Presents a tentative scale for judging the merits of industrial arts lessons for the upper elementary or junior high school grades.

See also nos. 62, 466.

ART AND MUSIC

144. Art education in secondary schools. A committee report. High school quarterly, 19: 198-204, July 1931.

Deals with aims, scope, subject matter, general method, equipment, and teachers.

145. Art in the junior and senior high schools. Olympia, Wash., State department of education, 1930. 34 p.

Course of study prepared by two committees. Deals with junior-high school art for each of grades seven, eight, and nine. For senior-high school, considers art appreciation, art structure, art lettering, drawing and painting, interior decoration, costume design, and commercial art.

146. Junior and senior-high school music. Olympia, State of Washington, Department of education, 1930. 105 p.

Course of study prepared by two committees. Presents general objectives, specific objectives, outlines of courses, suggested materials, and recommendations. Deals with singing, listening, ear-training and melody writing, piano, orchestra, band, glee clubs, the music-room, voice testing, assembly music, and measurement in music.

147. Kerfoot, Margaret. Home architecture. School-arts magazine, 31: 33-36, September 1931.

Describes projects in home architecture and landscape design in the art-appreciation course offered in Deerfield-Shields township high school, Highland Park, Ill.

148. Spohn, A. L. Instrumental music in the high school. School review, 39: 526-31, September 1931.

Based on the experience of the Hammond, Indiana, high school for the five school years, 1925-26 to 1929-30. During these years 587 pupils were members of its bands and orchestras. The work was conducted in regular classes as a part of the daily program, and regular credit was given. Includes a study of the scholarship of instrumental music pupils both in high school and in college.

See also no. 60.

LIBRARIES AND READING

149. American library association. Committee report. Recreational reading for young people. Chicago, American library association, 1931. 59 p.

An annotated list of 500 books chosen from a variety of fields (both in fiction and nonfiction) for recreational reading by pupils of high-school age.

See also nos. 109-123, 262.

EXCEPTIONAL CHILDREN

Elise H. Martens

assisted by Florence E. Reynolds

GENERAL REFERENCES

150. Drew, Ira Walton: The exceptional child. *Child welfare*, 26 : 27, 39, September 1931.

Emphasizes the need of special care and treatment for children who do not fit into the normal group, particularly the precocious child. Makes suggestions to parents.

151. Scheidemann, Norma V. The psychology of exceptional children. New York, Houghton Mifflin company, 1931. 520 p.

Designed "to serve as a textbook for college courses in the psychology of exceptional children as well as a helpful manual and guide for teachers and principals in public and private schools." Considers the major types of physically and mentally exceptional children, and gives in condensed form the results of psychological research which has been carried on for each group. Speech disorders, sight and hearing defects, intellectual deficiency and superiority, behavior difficulties, and specialized abilities and disabilities are all discussed.

BEHAVIOR AND PROBLEM CASES

152. Beane, James C. A survey of three-hundred delinquent girls. *Journal of juvenile research*, 15: 198-208, July 1931.

An abstract of an unpublished Master's thesis, Indiana university. It presents the results of a survey of 300 inmates of the Indiana State school for girls, and in addition an analysis of the follow-up records of 877 girls who have been discharged from the institution. The data included deal with such problems as causes of commitment, previous environment, criminal relatives, intelligence, physical condition, record following parole, etc.

153. Brown, L. Guy. The problems of juvenile delinquency and dependency. *Journal of juvenile research*, 15: 155-68, July 1931.

A paper read before the National conference of juvenile agencies, Louisville, Ky., October 9, 1930. Discusses: Evaluating and determining the efficacy of present methods of handling delinquent and dependent individuals; the training and qualifications of persons working in the field of delinquency and dependency; a suitable technique for the study of the problems of delinquency and dependency; ever-present delinquent and dependent areas in our social life; and the problem of prevention.

154. Caldwell, Morris Gilmore. The economic status of families of delinquent boys in Wisconsin. *American journal of sociology*, 37: 231-39, September 1931.

Selections from the author's doctoral dissertation, "Male juvenile delinquency in relation to the home and community environment: A study of commitments to the Wisconsin industrial school for boys, July 1, 1925, to December 31, 1927," at the University of Wisconsin, 1929.

155. Fenton, Norman. Community planning and the problem child. *School and society*, 34: 387-92, September 19, 1931.

The author believes that the community as a whole should be called upon to supplement the work of the individual expert and the group of experts, such as the child-guidance clinic. He touches upon the work of the California Bureau of juvenile research, and makes suggestions for the development of a community program, based upon his experience with the bureau named.

156. Frank, Benjamin. Mental level as a factor in crime. *Journal of juvenile research*, 15: 192-97, July 1931.

"This paper is based on the results obtained from the psychological examinations of 401 cases admitted to the New Jersey reformatory at Rahway during the current year, and takes into consideration primarily the relationship of diagnostic mental level to other important factors in criminal or anti-social behavior."

157. Lumpkin, Katharine Du Pre. Factors in the commitment of correctional school girls in Wisconsin. *American journal of sociology*, 37: 222-30, September 1931.

"The study deals with the social histories of 252 correctional school girls. The aim was to see to what extent deleterious influences were present and could be regarded as factors in the commitment of these girl delinquents." Concludes that unfavorable social conditions act as a significant factor, particularly in the case of minor offenders.

158. McElwee, Edna Willis. A study of truants and retardation. *Journal of juvenile research*, 15: 209-14, July 1931.

A study conducted in the interests of the Committee on retardation of the New York city schools of 110 children 7 to 13 years of age selected from among truants whose cases were heard in court during the school year, 1929-30. Relationships are shown between intelligence, retardation, and causes of truancy.

159. New York. State crime commission. Crime and the community. Albany, N. Y., J. B. Lyon company, printers, 1930. 292 p.

An abstract of nine separate reports on causes of crime. Much consideration is given to various phases of the problem of juvenile delinquency and to the earlier behavior problems which are the forerunners of delinquency. "The ultimate crime prevention task is that of guiding the development of childhood behavior." The responsibility of the school is emphasized in this connection. Bibliography.

160. O'Shea, William J. Retardation, truancy, and problems of personality and conduct. *School*, 42: 861-62, August 6, 1931.

An article by the superintendent of the New York city schools in the Thirty-second annual report of the superintendent, 1929-30. A discussion of what the fundamental aim of the school should be and methods of attaining this aim. Describes a testing program as an aid to elimination of retardation and overage. Suggests a program for dealing with these problems.

161. Snyder, Marguerite A. A comparison of mental traits and attitudes of delinquent boys and girls. *Journal of juvenile research*, 15: 181-91, July 1931.

Report of a study conducted in the Pennsylvania training school. The data reported are from 100 consecutive tests of girls and boys, and aim to show relationships between the two groups and between the whole group and the average of population, with respect to intelligence, emotional instability, motives for delinquency, and vocational aims.

162. Stullken, Edward H. Special education for behavior problems. *Phi delta kappan*, 14: 5-8, June 1931.

An account of the organization and operation of Montefiore special school in Chicago, which "attempts to fit the school work and the school activities to the special needs of its problem boys." A boy is transferred to this school upon the request of the principal and teachers of a regular school when because of incorrigibility or truancy he can no longer be adequately cared for there. Special features of the school are described, all of which are designed to contribute to the social adjustment of the boy.

163. Thrasher, Frederick M. A study of social factors that determine child behavior. *Phi delta kappan*, 14: 8-10, June 1931.

A brief account of a research study which is in progress under the auspices of the Department of educational sociology of New York university. It is hoped to determine the sort of influence exerted by such an agency as a boys' club in preventing problem behavior. Several groups of boys are being followed and their development compared.

164. Timme, Arthur R. The rôle of physical conditions in behavior problems. *Mental hygiene*, 15: 468-79, July 1931.

Concludes that while physical defects of one type or another often bear a strong relation to behavior in the case of problem children, it is an indirect one; that "physical conditions influence behavior through the mediation of social situations, through coloring experience. . . . A proper evaluation of the rôle of physical conditions in behavior problems, therefore, demands a study of the total individual as a unit."

See also nos. 216-217, 437.

BLIND AND PARTIALLY-SEEING

165. Betz, Isabel. Cooking and sewing for blind students. *Journal of home economics*, 23: 740-42, August 1931.

Describes the work of a household-arts class composed of girls in the sixth to ninth grades inclusive in the Cleveland, Ohio, public sight-conservation classes.

166. **Hahn, Helene Alpers.** A week for the blind in Germany. Outlook for the blind, 25: 93-96, September 1931.

Describes the initiation and activities of the first week-for-the-blind held in Germany, at Hellbronn, a plan for educating the general public in the work that is being done there for the blind, and creating interest and help for it.

167. **Harper, Grace S.** Responsibility of New York State to prevent blindness. Sight-saving review, 1: 43-51, September 1931.

Discusses the subject under the following headings: Formation of prevention department; General educational work and assistance to professional groups; Sight conservation work for school children; Cooperation in the establishment of eye clinics; Study of ophthalmia neonatorum cases; Research work.

168. **Laforge, Zoe.** The conservation of vision. American journal of nursing, 31: 1084-88, September 1931

Address presented at the Conference on conservation of vision, National league of nursing education, Atlanta, Ga., May, 1931. Shows the value of teaching student nurses sight conservation, particularly those who plan to become public-health nurses.

169. **Lende, H.** Reading lists on phases of the education and psychology of the blind. New York. American foundation for the blind, 1931. 40 p.

A bibliography of literature on the blind, covering topics of personal, social, recreational, educational, and vocational application. Includes over 1,000 references.

170. **Pratt, Emily A.** What the schools do for the children's eyes and ears. Hygeia, 9: 813-16, September 1931.

Tells of work being done in the schools to detect and correct physical defects. Suggests methods of cooperation between home and school. Points out the great need of further development in this field.

171. **Rodenberg, L. W.** Musical education of the blind in France. Outlook for the blind, 25: 73-78, 119, September 1931.

Also in Musical review for the blind, March 1931

The first of three articles describing the work in musical education for the blind in France, Germany, and England. Developed from notes on observations in foreign institutions during a visit in 1929.

172. **Royer, B. Franklin.** High lights on the conservation of vision. American journal of nursing, 31: 1077-82, September 1931.

An address presented at the Conference on conservation of vision, National league of nursing education, Atlanta, Ga., May 1931. Presents the large problem of impaired vision, causes of same, methods developed for correcting or preventing, necessity for further concern for and study of the problem, and finally its relation to nursing education.

173. **Whitman, Lloyd B.** Conservation of children's eyesight. San Francisco public schools, Monthly bulletin, 2: 21-23, June 1931.

Gives suggestions to teachers for intelligent care of children's eyesight in the classroom.

See also nos. 272, 367.

CRIPPLED CHILDREN

174. Post-graduate courses for public-health nurses in care and reconstruction of physically handicapped children. Health news, 8: 2, August 31, 1931.

Owing to the increase in the number of cases of infantile paralysis, more public health nurses with an understanding of orthopedic nursing procedures will doubtless be required for the after-care and reconstruction of physically handicapped children. In order to meet this demand the New York State reconstruction home at West Haverstraw, in the near future will admit to a 13 weeks' course registered nurses who are trained or experienced in public-health nursing.

175. **Shirley, Frances E.** Institutional care for the crippled adolescent boys and girls. Crippled child, 9: 52-57, August 1931.

The author is the superintendent of the Industrial home for crippled children, Pittsburgh, Pa. Assuming that (1) institutional care for the adolescent crippled child should differ from the care of the small crippled child; and (2) institutional care of the crippled adolescent boy or girl should differ from the care of the adolescent boy or girl not handicapped, the author discusses the development of a program to meet these special needs, in their relation to home life, recreation, education, orthopedic care, and placement.

DEAF AND HARD-OF-HEARING

176. Craig, Hazel Thompson. Home economics for the deaf. *Journal of home economics* 23: 742-46, August 1931.

Points out the special problems met in the training of the deaf, methods which have been developed, and objectives and practices which obtain in the teaching of home economics, from the point of view of a teacher in Gallaudet college.

177. Curtis, Lillian. I'm hard of hearing. *Hygeia*, 9: 810-12, September 1931.

A hard-of-hearing woman compares her experiences and difficulties with those of a sister who is totally deaf. Finds much in favor of total deafness; and suggests many ways in which the hard-of-hearing may have their difficulties lessened.

178. De Land, Fred. The story of lip-reading, its genesis and development. Washington, D. C., Volta bureau, 1931. 232 p. (Revised and completed by Harriet A. Montague)

Describes the growth of lip-reading as an essential factor in the education of the deaf; the contributions of some of the leaders in the movement; the methods of teaching, and its value to the hard of hearing child.

179. The economic importance of detecting defects of hearing in childhood. *Mother and child*, 2: 219, September 1931.

Describes the "audiometer," a device for testing children's hearing.

180. Experiments on the thinking of the deaf. A résumé of an article by Wilhelm Frohn, in *Archiv für die Gesamte Psychologie*. *Volta review*, 33: 313-15, 324-26, July 1931.

Describes experiments in teaching the deaf the comprehension of single words, of a series of related words, of sentences, and of logical sequences of thought. Findings indicate that deaf children fail to reach the same level of thought attained by hearing children of the same age; that they tend to think in terms of simple concrete objects and activities rather than in terms of general meanings; and that they tend to use their imaginations in bringing in irrelevant data. Application of these findings to methods of teaching the deaf is discussed.

181. McAloney, Thomas S. Plan for certification of teachers. *American annals of the deaf*, 76: 331-34, September 1931.

An outline of a proposed plan for certification of teachers of the deaf.

182. Peikoff, David. Selection and training of linotype operators in schools for the deaf. *Vocational teacher*, 2: 27-32, June 1931.

Discusses the qualifications needed for success in linotype operating, the content of the course of study in this field, methods used, and possibilities of securing employment.

183. Porter, George S. Gainful occupations for the deaf—past and present. *Vocational teacher*, 2: 10-11, June 1931.

Lists occupations in which the deaf have been successful and which may be suggestive to administrators of schools for the deaf in planning the industrial curriculum of their school.

184. Roosen, Sw. L. Tailoring taught seriously as a vocation among the Belgians. *Vocational teacher*, 2: 23-26, June 1931.

Describes the work done in Belgium in training the deaf to become tailors. Discusses the course of study, class procedure, objectives, and advantages of this occupation as a suitable vocation for the deaf.

See also no. 510.

GIFTED CHILDREN

185. Gifted children. *London times*, Educational supplement, 844: 281, July 4, 1931.

A forceful plea to give at least as much attention to the proper education of gifted children as has been granted to children of low intelligence. Deplores England's lack of provision for those who register exceptionally high in ability, from whom comes the leadership of the nation. Points out some of the provisions that should be made.

186. Hermans, Mabel C. Experiments with gifted pupils. *English journal*, 20: 540-47, September 1931.

An experiment related to reading and self-expression was recently carried on with all the superior children of certain junior high schools. It was based upon a research study in which data collected from the writing of junior-high school children were made the bases upon which criteria for evaluating thought content were built. The results: (1) Children who were most mentally mature were made conscious of the ways in which they show evidence of thinking; (2) their mental activity became considerably disciplined; (3) the more mature pupils became cognizant of the fact that an inexhaustible store of information is of value as a means for thinking but that the ability to think reflectively is something above and beyond the mere possession of information.

MENTAL HYGIENE AS APPLIED TO EXCEPTIONAL CHILDREN

187. Ebaugh, Franklin G. Some present-day trends in the teaching of psychiatry. *Journal of the Association of American medical colleges*, 6: 257-267, September 1931.

Paper read at the 45th annual meeting of the Association of American medical colleges. Includes tables showing general trend in the time devoted to the teaching of psychiatry and a description of courses taught at the University of Colorado.

188. The maladjusted child. *The schoolmaster and woman teacher's chronicle*, 120: 159, July 30, 1931.

Discusses accomplishments and progress made during the past three years in child-guidance work in England and points out the lines along which further development is needed.

189. Nixon, Faye Miriam. The school nurse discusses mental health. *Practical home economics*, 9: 266, 290, September 1931.

Some illustrations from personal experience of a school nurse in problems which arose because the student's mental health was suffering by reason of some physical handicap, either remediable or nonremediable.

190. Schilder, Paul. Organic problems in child guidance. *Mental hygiene*, 15: 480-86, July 1931.

The author sums up as follows: "The events of life, the situations, the psychic attitudes, the mental and emotional problems of the child, take place in an organism. The motor, instinctive, and sensory constitution will always be at the basis of the reaction. This somatic basis may be changed by diseases, but behavior will finally be shaped by the problems of life, which are, after all, problems of the personality as a whole."

191. Wilbur, Ray Lyman. Mental health as a national problem. *Mental hygiene*, 15: 449-55, July 1931.

Address before the Annual congress of medical education, medical licensure, and hospitals, Chicago, Ill., February 16, 1931. Stresses the importance of mental health with relation to the welfare of the nation. Makes the following suggestions: 1. Medical students and physicians need more adequate training in psychiatry; 2. There should be internes in every hospital for the care of the insane; 3. More of the research energy of the medical profession should be diverted into the difficult fields of psychology and psychiatry; 4. Education of the people so that they will view mental diseases as they do other diseases; 5. The handling and care of the mentally ill should be along medical rather than legal lines.

192. Williams, Frankwood E. Mental hygiene and the college; levels of mental-hygiene work. *Mental hygiene*, 15: 532-47, July 1931.

Discusses the place of the psychiatrist in the college, and attempts to answer the questions: What should a college mental-hygiene program be? and Who should do mental-hygiene work?

See also no. 214.

SPEECH DEFECTS

193. Power, Sue B. Corrective speech work in the New Orleans public schools. *Journal of expression*, 5: 87-88, June 1931.

A brief outline of the program of speech correction followed in New Orleans. Indicates types of defects, number of children treated, number of teachers, and general organization.

194. Robbins, S. D. and Stinchfield, Sara M. A dictionary of speech. Boston, Expression company, 1931.

A compilation of terms used in the treatment of speech disorders, with definitions as given by various authorities. Proposes a new terminology and classification recommended by a committee of the American society for the study of disorders of speech.

195. Rogers, James Frederick. The speech defective school child. Washington, U. S. Government printing office, 1931. 31 p. (Office of education. Bulletin, 1931, no. 7)

Considers the nature and the incidents of speech defects, and the organization of work for speech-defective children in city-school systems. Gives some attention also to State provisions for the program.

196. Scripture, Mrs. E. W. The practical clinical reeducation of speech disturbances. Journal of expression, 5: 65-86, June 1931.

Describes in detail 10 typical cases of speech disturbances and outlines the therapeutic treatment given. Emphasizes the point that "a rational therapy for stuttering must consist primarily of psychological removal of emotional disturbances and the reeducation and reestablishment of the speech processes." Outlines the Scripture method of speech reeducation for stutters.

197. A symposium on stuttering (stammering). Archives of pediatrics, 48: 533-46, August 1931.

Papers presented at the meetings of the American society for the study of disorders of speech, held at Chicago, December 30-31, 1930, and January 1, 1931.

198. West, Robert, ed. A symposium on stuttering. Boston, American society for the study of disorders of speech, 1931. 20 p.

A series of papers presented at the meeting of the American society for the study of disorders of speech, held in December, 1930. Presents the opinions of various authorities with reference to causation and method of treatment; educational problems involved; personality difficulties; and other phases of the subject. Several city and State programs of speech correction are described.

Also in Quarterly journal of speech, 17: 301-20, June 1931.

SUBNORMAL AND BACKWARD CHILDREN

199. Beaman, Florence N. The value of social factors in the training of the defective child. American journal of sociology, 37: 240-46, September 1931.

The author says, "The greatest problem (in training the mentally defective child) that of training for personality or for effective social participation, has been ignored." The article presents steps for developing a program toward this end and describes experiments in two special schools.

200. Berkeley-Hill, Owen A. B. A short account of Besford Court hospital for mentally defective boys. Christian education, 11: 23-36, First quarter, 1931.

Besford Court is one of the best known institutions for mental defectives in England. It accepts only those boys "who are capable of being trained to take their place in the world as self-supporting, law-abiding citizens, under no more than very occasional supervision." The article describes the organization of the school and the program followed in the education of the boys enrolled.

201. Coffman, Stella V. Home-making activities for "different" children. Journal of home economics, 23: 737-39, August 1931.

An account of activities in the Southard school at Topeka, Kans., a private school established by Dr. Karl A. Menninger.

202. Cone, Clara Lee. Home economics for the handicapped. Journal of home economics, 23: 732-35, August 1931.

A report presented to the department of elementary and secondary schools, American home economics association, at Detroit, Mich., June 26, 1931, of a study conducted by a committee under the chairmanship of Miss Cone, of present practices and opinions in regard to home economics in the training of children who are physically and mentally handicapped. Data used were secured from 83 school systems and 46 colleges and universities representing all parts of the country in reply to a questionnaire. They deal with the number of such children in the schools; number being taught home economics; objectives of such teaching; adaptation of courses to meet their special needs; special training of teachers for such work.

203. Crane, Harry W. The necessity of psychometric tests in the study of maladjustments. *Journal of applied psychology*, 15: 304-9, June 1931.

Presents a case study of a maladjusted male, college junior, 21 years old, in which psychometric tests had been used as an illustration of their importance in studying and aiding in the adequate understanding of maladjustments.

204. Scott, Edith A. How Rochester cares for handicapped children. *School life*, 17: 6-7, September 1931.

Rochester has 16 special services for the handicapped children of the city, ranging from hospital classes to an orthopedic school, and from classes for lip reading to an open-air school. These 16 services aim to "equalize opportunity" for the child who is physically handicapped, the child mentally handicapped, and the child socially handicapped.

205. Stolz, Herbert B. Early detection of inferior mentality. *San Francisco public schools, Monthly bulletin*, 2: 16-17, June 1931.

Emphasizes the importance of investigating a child's mentality during his preschool years, in order that adjustment may be begun for both parents and child as early as possible in the case of the mentally defective.

206. Valk, Helen. Vocational home economics for slow-progress students. *Journal of home economics*, 23: 735-37, August 1931.

An account of the work in the Junior vocational school in Grand Rapids, Mich., which is largely composed of misfits from the entire school system.

See also, nos. 222-223.

EDUCATIONAL PSYCHOLOGY

M. E. Haggerty

assisted by Herbert A. Carroll, Ruth Merrill, Herbert Sorenson, S. E. T. Lund, W. S. Miller, Frank H. Finch, and A. C. Eurich

INDIVIDUAL DIFFERENCES

207. Murray, Effingham C. A program of student activities and the psychological problem of individual differences. *Junior-senior high school clearing house*, 6: 17-23, September 1931.

A practical school man questions the validity of ability grouping.

208. Priest, Pauline. Concrete evidence of the effect of ability grouping upon the happiness of pupils. *Junior-senior high school clearing house*, 6: 15-17, September 1931.

Subjective reports on individual pupils by a classroom teacher tend to indicate that children are happier when grouped homogeneously.

209. Reed, H. B. The influence of practice on individual differences. *School and society*, 34: 100-2, July 18, 1931.

Discusses the implications of the problem, reviews findings of previous experiments, and refers to some recent researches of his own. Concludes that equal practice reduces individual differences.

GUIDANCE

210. Anderson, Roy N. What may the college woman expect by way of a job? *Personnel journal*, 10: 125-32, August 1931.

Data about placement of 891 college women were gathered from seven placement bureaus. The women were trained in 225 colleges and entered 28 different vocations. The median salary, and first and third quartiles for certain occupations and age levels are presented. It was found that in clerical occupations women with additional business-school training received on the average \$100 a year more than those without it.

211. Backgrounds for vocational guidance in home economics. *Journal of home economics*, 23: 647-49, July 1931.

This is a brief review of some of the recent studies of vocational guidance as well as special vocational studies of home economics.

212. Cloonan, M. Occupational opportunities and guidance for girls in Rochester. *Journal of home economics*, 23: 627-30, July 1931.

The article describes a study made by a committee of teachers from the Rochester high schools for girls. The committee interviewed personnel managers of 30 local business concerns employing home economics girls. The results of the study strengthened the committee's belief in hand training as an important factor in helping their girls to earn a living.

213. Fitzsimmons, C. Training leaders for extension groups in child guidance. *Journal of home economics*, 23: 749-51, August 1931.

This is a report of a plan in Kane County, Ill., for preparing leaders of local groups of women interested in child care and training.

214. Hepner, Walter R. Mental hygiene emphasis in counseling. *School executives magazine*, 50: 574-75, August 1931.

This reports the plan of an experimental organization in counseling at San Diego, Calif. By the plan they hope to bring mental hygiene into vital relationship with the moral, educational, vocational, physical health, and social phases of the guidance program in all of the schools from kindergarten through high school.

215. MacCracken, J. H. Report of the committee on personnel methods. *Educational record*, 12: 237-43, July 1931.

The committee plan for taking care of the activities of the American council on education in the field of personnel methods is described, and the activities of the committee during the past year are reported.

216. Miller, Joseph. The prevention phase of guidance. *Journal of education* (Boston), 114: 72-74, September 1931.

This is a report of a program for a guidance department in the Wilkes-Barre, Pennsylvania, schools. Illustrative case studies are given.

217. ——— Vocational guidance and mental hygiene. *School and society*, 34: 125-27, July 1931.

The article discusses, with illustrative case studies, the necessity for studying personality tendencies as well as abilities of eighth-grade students before attempting to advise them in their vocational choice.

218. Moss, F. A. Aptitude tests in selecting medical students. *Personnel journal*, 10: 79-94, August 1931.

A study of a two-years' experiment with aptitude tests for predicting success in medical schools carried on under the supervision of the Association of American medical colleges is reported. As a result of studying the relative value of the aptitude test as compared with other criteria, the best criterion seemed to be a combination of pre-medical grades and test results. The aptitude test was adopted as a normal requirement for admission to American medical colleges.

219. Recommendations on vocational guidance adopted by White House conference. *Monthly labor review*, 33: 108-9, July 1931.

This report gives the eight principles on which the Committee on vocational guidance and child labor of the White House conference on child health and protection, 1930, based its report. In addition, there are listed eight recommendations adopted by the Conference.

220. Smith, Homer J. Negative vocational counsel. *Industrial arts and vocational education*, 20: 253-54, July 1931.

This stresses the importance of guiding students away from things rather than toward them, and the pointing out to them their fields of probable failure.

221. Wiggam, A. E. Do you know your own abilities? Interview with J. O'Connor. *American magazine*, 112: 76-78, August 1931.

A report of an interview with Johnson O'Connor, head of the Human engineering laboratory at Stevens institute of technology, Hoboken, N. J. Four of the tests used in vocational analysis at the Institute are reproduced and discussed.

See also no. 499.

TESTS AND TESTING

222. Aldrich, Cecelia G. and Doll, Edgar A. Comparative intelligence of idiots and normal infants. *Pedagogical seminary and journal of genetic psychology*, 39: 227-57, June 1931.

Report of an extensive experiment, by means of three genetic age scales, with a group of 12 idiot boys with life ages from 8-15 and mental ages from 19 to 38 months, and a group of 12 normal infant boys with life ages 19 to 38 months. Gives results and conclusions.

223. ——— Problem-solving among idiots: The use of implements. *Journal of social psychology*, 2: 306-36, August 1931.

Seven idiots with IQ's ranging from 14-35 were tested with problems similar to those used by Köhler when he studied the behavior of apes. Idiot mentality and behavior are described and analyzed. Comparisons with the behavior of pre-school children and apes indicate many similarities. The authors are inclined to classify the behavior of the idiots under the conditions of this experiment "between that of apes and that of normal infants."

224. Davidson, Helen P. Experimental study of bright, average, and dull children at the four-year mental level. Worcester, Mass., Clark university press, 1931. 170 p. (*Genetic psychology monographs*, vol. 9, nos. 3-4, March-April 1931)

Investigates to what extent the child with a mental age of four years can learn to read. Asks the question, Do bright, average, or dull children, all of this same mental age, learn to read equally well under the same conditions? Using only 13 subjects, in a program of 60 lessons, the author found that a bright child of M. A. 4-2 equalled first grade norms. Large individual differences were found. With M. A. approximately equal, correlation between I. Q. and success in reading, as measured by vocabulary tests was $0.69 \pm .10$. Attention is called to various cues employed by young child in recognition of words. Left-to-right inversion of words seems to cause little confusion. Method employed in teaching this group should be investigated more extensively.

225. Eurich, Alvin C. and Carroll, Herbert A. Group differences in art judgment. *School and society*, 34: 204-6, August 8, 1931.

Authors report that women and girls attain significantly higher scores on the Meier-Senshore and the McAdony tests of art judgment than do men and boys; and that college students majoring in art, exhibit decidedly keener critical ability in the field of their specialty than do students majoring in any other subject.

226. Paterson, Donald G. and Tinker, Miles A. Studies of typographical factors influencing speed of reading VI—black type *vs.* white type. *Journal of applied psychology*, 15: 241-47, June 1931.

Used on experimental and control group to find the relative ease with which "black on white" or "white on black" could be read. "A corrected difference of approximately 10.5 per cent was found in favor of the black on white printing arrangement."

227. Wellman, Beth. Performance tests—what are they? *Child study*, 9: 9-10, September 1931.

A brief account of what performance tests really are. Some of the more generally used tests based on the child's ability to handle materials are described.

See also nos. 222-224.

EXPERIMENTAL PSYCHOLOGY

228. Halverson, H. M. An experimental study of prehension in infants by means of systematic cinema records. *Genetic psychology monographs*, 10: 109-286, August-September 1931.

Infants ranging in age from 16 to 52 weeks were placed in standardized situations designed to evoke reaching and grasping. Motion-picture camera recorded their activity. Reaching improved steadily with age; at 28 weeks most cases had passed paw-like behavior, and thumb opposition had appeared. Results led author to conclude "that prehension progresses in a manner that indicates the presence of developmental behavior patterns. Development of reaching and grasping affords excellent examples of the progress of

maturation. The increase in the number of higher types of grasp and the increase in the amount and variety of digital manipulation in infants from 16 to 52 weeks of age are in part due to anatomical growth of the digits of the hand, in part due to maturation of its neuromusculature, in part to training, and in part, perhaps, to increase in cutaneous sensibility of the fingertips.

229. Shirley, Mary M. The first two years. A study of twenty-five babies. Vol. I. Minneapolis, University of Minnesota press, 1931. 227 p.

Purposes of study: (1) To trace the cause of motor development from birth through to the age of walking; (2) to discover interrelations of phases of motor development, and relations to anatomical development; (3) to study individual differences in motor development; (4) to consider theoretical implications of motor development.

Data were secured through regular observations on 25 babies throughout the first two years of life. An orderly motor pattern, and an individuality in motor interests were observed. The author concludes that the former is evidence of maturation, and that the latter is to be accounted for as a "talent" or predisposition to good coordination. On the basis of the small relationship found between locomotor and intellectual development, the author suggests that in tests of intelligence for young children, "motor tests be replaced with other material."

See also nos. 169, 180.

JUNIOR COLLEGES

Walter C. Eells

ORGANIZATION AND ADMINISTRATION

230. Daniels, Lester B. Proposed California state college at Sacramento, Sacramento, Calif.. Sacramento chamber of commerce, 1931. 16 p.

Outline of plan for change of Sacramento junior college into a four-year institution, and statistics and arguments to support it.

231. Eby, Frederick and Pittenger, Benjamin F. A study of the financing of public junior colleges in Texas. Austin, University of Texas, 1931. 80 p. tables. (University of Texas bulletin, no. 3126. Bureau of research in the social sciences, study no. 1)

A detailed study based upon extensive and detailed information received from the public junior colleges of the State. Bibliography of eleven titles.

232. Eells, Walter Crosby. The junior college. Boston, Mass., Houghton Mifflin company, 1931. 833 p. tables, diags.

In the series of "Riverside textbooks in education," edited by Ellwood P. Cubberley. A comprehensive treatment of the entire field. Chapter titles are: Classification of junior colleges; present status of the junior college; historical development; general, historical development; California, historical development; other states, definitions and standards, reasons for the junior college, the popularizing function, the preparatory function, the terminal function, the guidance function, other junior college functions, general administrative considerations, the administrative staff, the instructional staff, the physical plant, the library, the curriculum, problems of finance, criteria for establishing junior colleges, publicity and catalogues, standard tests in junior colleges, student activities, the reorganization of American education, the four-year junior college, disadvantages of the four-year plan, the two-year junior college, effect on other higher educational institutions, the future of the junior college.

See also no. 287.

HISTORY AND STATUS

233. Allen, Edward J. Seth Low junior college. In Columbia university bulletin of information. University reports for the period ending June 30, 1930. New York city, Columbia university press, 1931. p. 356-65.

Annual report of the acting director to the president of Columbia university. Reviews progress and needs of the institution for the academic year ending June 30, 1930.

234. Masters, B. E. Texas association of junior colleges. Texas outlook, 15: 39, July 1931.

Account of the spring meeting held at Austin, April 23, 1931.

235. **Smith, Lewis Wilbur.** A summary of current conditions in junior college development. *Nation's schools*, 8:41-48, July 1931.

Elaboration of a report made to the American association of junior colleges at Fort Worth, Tex., in 1928. Based upon questionnaires returned from 120 junior colleges. Summarizes information regarding (1) size and growth of junior colleges; (2) the teaching staff; (3) the curriculum; (4) specialized equipment; and (5) finances.

236. **Staffelbach, Elmer H.** California junior colleges. *In California teachers association. Research bulletin.* San Francisco, Calif., July 1931. p. 12-14.

A brief résumé of the history of the junior college in California and recommendations for recommended changes in legislation.

See also no. 676.

RELATION TO OTHER EDUCATIONAL UNITS

TO COLLEGES AND UNIVERSITIES

237. **Smith, Walter R.** What is actually happening to the liberal arts college? *School and society*, 33: 800-15, June 20, 1931.

"The junior-college movement promises to dominate the educational horizon during the next generation. . . . For our purpose the significant phase of this movement is that most of these new junior colleges are publicly supported."

CURRICULUM

238. **Cassel, Alma and Wolf, Edna.** Overlapping in literature and mathematics. *California quarterly of secondary education*, 6: 322-26, June 1931.

A study of overlapping between courses of high school and junior college grade in English literature and mathematics at Pomona, La Verne, and Whittier colleges.

239. **Shumway, Waldo.** Survey courses and the junior college. *School and society*, 34: 207-14, August 15, 1931.

"There has been a rapid increase in the number of junior colleges during the years since the world war. . . . It is my proposal that the work of the first two years be redesigned to give a survey of the principal factors of modern civilization which shall be sufficiently sweeping in its scope to satisfy a primary objective of orienting the high school graduate to the world in which we live. Following this should come comprehensive as well as aptitude examinations designed to select the superior students adapted to the departmental system of education already in existence. No others should be admitted to the work of the last two years."

PRIVATE JUNIOR COLLEGES

240. **Methodist Episcopal Church, South.** Yearbook of the General board of Christian education. *Christian education*, 31: 139-43, July 1931.

Contains statistics for 1930-31 of 20 junior colleges operated under the auspices of the denomination.

241. **Presbyterian church in the United States.** Annual report of the executive committee of Christian education and ministerial relief. Louisville, Ky., The Committee, 1931. 78 p.

Contains statistics for 1930-31 of 11 Presbyterian junior colleges and comparisons with junior colleges of other denominations.

242. **Presbyterian educational association.** Minutes of the eighteenth annual meeting of the Presbyterian educational association of the south, June 30-July 5, 1931. Louisville, Ky., 410 Urban building, Presbyterian educational association of the south, 1931. 39 p.

Contains abstract of address on "The present status of the junior college" by President R. F. Cooper of Mississippi synodical college (p. 9-10); report of the junior college group to the Findings committee (p. 19); and statistical summary of 11 Presbyterian junior colleges (p. 30, 38-39).

243. **United Lutheran Church.** Seventh biennial report of the Board of education of the United Lutheran church in America. Washington, D. C., 1415 K Street, N. W., The Board, 1931. 71 p.

Contains statistics regarding junior colleges of the Lutheran church in the United States and Canada.

EDUCATION OF TEACHERS

E. S. Evenden

assisted by Guy C. Gamble and Marjorie Simonson

ADMINISTRATION AND SUPERVISION

244. **Bathurst, Effie G.** A teachers college follow-up service. New York, N. Y., Teachers college, Columbia university, 1931. 94 p. (Contributions to education no. 478)

The factors and development of follow-up service by a teachers college in an unsupervised service area.

245. **Weltzin, J. Frederick.** Authority of normal-school boards to establish teachers colleges. *Elementary school journal*, 32: 44-52, September 1931.

A discussion of the legal phases underlying the actions of normal-school boards in establishing teachers colleges.

See also no. 73.

CONTEMPORARY EDUCATION OF TEACHERS IN FOREIGN COUNTRIES

246. **Adams, Sir John.** Teachers by the grace of God. *School and society*, 34: 303-7, September 5, 1931.

Comparison of English and American philosophy of teacher training.

247. **Becker, Carl H.** Secondary education and teacher training in Germany. New York, N. Y., Teachers college, Columbia university, 1931. 53 p.

Julius and Rosa Sachs endowment fund lectures on German teacher-training for the secondary field.

248. **Kilander, Holger F.** Science education in the secondary schools of Sweden. New York, N. Y., Teachers college, Columbia university, 1931. 172 p. (Contributions to education, no. 463)

A comparative study of practises in science education in Sweden and the United States.

249. **Lavrischeff, Tikhon I.** Teacher-training for Alaska. *Phi delta kappan*, 14: 40-44, August 1931.

Recommended program for teacher training in Alaska.

CURRICULUM

250. **Almack, John C.** Research and courses in education. *School and society*, 33: 841-46, June 27, 1931.

A discussion of courses presented in education with recommendations for improvement of curricula through the use of research techniques.

251. **Bomar, Willie M.** Education of homemakers for community activities. New York, N. Y., Teachers college, Columbia university, 1931. 143 p. (Contributions to education no. 477)

A study of community interests and activities of representative homemakers to discover certain needs for home economics education.

252. **Reinhardt, Emma.** General introductory courses in education in teachers colleges. *Elementary school journal*, 32: 57-66, September 1931.

Report of a survey of the character and administration of general introductory courses in education in 41 teachers colleges.

253. **Tompkins, B. B.** An orientation course in education. *Teachers college journal*, 2: 185-86, July 1931.

Outline of an orientation course in education utilized by Southeastern State teachers college, Durant, Okla.

254. **Weeks, I. D.** One and two-year rural curricula offered in teachers colleges. *Education*, 52: 8-10, September 1931.

A survey of present practice in one and two-year rural curricula offered in teachers colleges.

STUDENT TEACHING

255. **Reeder, Edwin H. and Reynolds, Rollo G.** How to study a demonstration lesson. New York, N. Y., Teachers college, Columbia university, 1931. 12, 52 p.

A manual and notebook for classroom observation. Contains teaching outlines, syllabi, etc., on training of teachers.

PERSONNEL

256. **Anderson, H. J.** Correlation between academic achievement and teaching success. *Elementary school journal*, 32: 22-29, September 1931.

A study of the correlation of teaching ability with high-school scholarship and college scholarship of students who were graduates of high schools in the Upper Peninsula of Michigan and also graduates of the State teachers college at Marquette.

257. **Butsch, Russell L. C.** What pupils look for in teachers. *Catholic school journal*, 31: 309-13, September 1931.

A study of the traits and characteristics of teachers which relate to their success and failure as viewed by pupils' opinions.

258. **Horn, P. W.** How teaching affects the teacher over a period of years. *Nation's schools*, 8: 40-42, August 1931.

The dangers of a life-time spent in the school room and how to avoid them.

259. **Mason, Frances V.** A study of 733 maladjusted school teachers. *Mental hygiene*, 15: 576-99, July 1931.

A study of 733 maladjusted school teachers who were placed in hospitals for mental patients because of failure of adaptation to social life of which they were a part.

See also no. 75.

IMPROVEMENT OF INSTRUCTION IN SERVICE

260. **Anderson, Mabel E., ch.** A scale for rating teachers. *Chicago schools journal*, 14: 28-33, September 1931.

The committee formulated a rating scale for teachers to be utilized in determining ability of probationers, assignments, promotions, dismissals, salary increase, promoting teaching efficiency, and stimulating improvement in service.

261. **Bain, Winifred E.** Techniques for studying teaching problems. *Childhood education*, 8: 36-42, September 1931.

Description of a technique developed by five students to gain evidence of the levels of social adjustment of certain groups of children who are 2, 4 and 6 years of age.

262. **Fontaine, E. Clarke.** The nonprofessional reading of high-school teachers. *High school quarterly*, 19: 71-78, July 1931.

Address delivered at the National education association meeting, Detroit, Mich., February 28, 1931. Stresses need for broad comprehension of goals to be reached by means of devices and techniques.

263. **Kyte, George C.** How the supervisory conference affects teaching. *Nation's schools*, 8: 21-26, August 1931.

An investigation indicating that the carefully planned individual conference has a demonstrable effect on classroom procedure.

264. **McDonald, E. C.** The high-school principal as a factor in the improvement of classroom instruction. *Texas outlook*, 15: 7-8, August 1931.

Methods of promoting greater efficiency in classroom instruction which are utilized by school principals.

265. **Merlan, George.** Instruction in our graduate schools—a protest. *School and society*, 34:58-59, July 11, 1931.

An indictment of present-day practices in graduate schools. A recommendation for research and experimentation in teaching as well as in subject matter.

266. **Skinner, Avery W.** Can we train high-school principals in service in the theory and practice of supervision? *High school quarterly*, 19:182-88, July 1931.

A discussion of the work of principals and means of improving their activities through supervision.

267. **Smith, Leon O.** The growth of teachers in service. *School news and practical educator*, 45:34-35, September 1931.

Methods of improvement of classroom work.

268. **Smith, Norma.** Introducing newer techniques and procedures to rural-school teachers. *School news and practical educator*, 45:3-4, September 1931.

A discussion of procedures outlined by some rural supervisors in Alabama in training teachers-in-service.

269. **Steiner, Melvin A.** Can methods of teaching be properly evaluated? *Phi delta kappan*, 14:56-61, August 1931.

A criticism of experiments in the fields of methods of teaching.

270. **Stevens, S. N. and Hamrin, S. A.** Helping the new teacher get started. *American school board journal*, 83:42, August 1931.

Suggestions of methods of inducting the new teacher to the work.

See also no. 410.

TRAINING OF SPECIAL TYPES OF TEACHERS

271. **Gray, William S.** The training of college teachers. Chicago, Ill., University of Chicago press, 1930. 242 p.

A symposium of contributions from university presidents, deans of graduate schools, and university professors on the training of college teachers.

272. **Schleier, Louis M.** Problems in the training of certain special-class teachers. New York, N. Y., Teachers college, Columbia university, 1931. 145 p. (Contributions to education no. 475)

Dissertation on training of teachers of special child groups.

TEACHER TRAINING IN SPECIAL SUBJECTS

273. **Cook, Mrs. B. F.** The importance of teaching phonics. *Home and school*, 23:18, September 1931.

A discussion of the place of phonics in teaching the subject of reading.

274. **Garrison, S. C. and Heard, Minnie Taylor.** An experimental study of the value of phonetics. *Peabody journal of education*, 9:9-14, July 1931.

Description of an experiment in the training school of George Peabody college for teachers commencing in 1927 and continuing until May 1930. Indicates certain advantages in the use of phonetics in teaching reading.

275. **Mueller, Alice G.** Some aspects of the teaching of beginning reading. *Catholic school interests*, 10:100-12, August 1931.

Methodology in reading.

See also nos. 33-36.

TEACHER-TRAINING-SCHOOL BUILDINGS

276. **Moore, Mrs. Susa P.** The University of Michigan's new educational laboratory. *School executives magazine*, 50:512-13, July 1931.

A description of the new elementary building (educational laboratory) at the University of Michigan.

COLLEGES, UNIVERSITIES, AND GRADUATE SCHOOLS

Arthur J. Klein

assisted by W. Ray Smittle

GENERAL REFERENCES

277. Eubank, Earle Edward. American colleges and their relation to the present economic crisis. Religious education, 26: 513-20, September 1931.

A report and an interpretation of the conference of the "Educational institutions" group held as a part of the twenty-eighth annual convention of the Religious education association in Atlanta, Georgia, April 15-17, 1931. The following questions were raised for discussion: (1) What issues involved in the present economic situation in America are of concern to our institutions of higher education? (2) In what way are our institutions of higher education assisting to meet the issues involved in the present economic situation in America? (3) In what ways are our institutions failing to meet the issues involved in the present economic situation in America? (4) What should be the next practical steps on the part of our higher educational institutions to meet the issues involved in the present economic situation in America?

278. Gifts and bequests to universities and colleges. School and society, 34: 8-9, July 4, 1931.

Benefactions to higher education appear to be larger during the depression than before. A total of \$75,000,000 was donated to some of the more prominent eastern institutions. Lists donors, and states amount given to a number of colleges and universities for the year ending June, 1930. (Article taken from the New York Telegram world)

279. The growth of college and university education in the United States. School and society, 34: 86-87, July 18, 1931.

Contains statistics for 1930-31 of 20 junior colleges operated under the auspices of the property, annual income, number of students, number of institutions, and number of degrees granted

280. Harding, T. Swann. Overproduction in the profession. Current history, 34: 712-16, August 1931.

This study gives a brief statistical summary of the number of men in the practical professions. The conclusion is that the colleges and universities have been guilty of graduating students from the professional schools without regard to supply and demand of the particular profession.

281. Klein, Arthur J. Survey of public higher education in Oregon. Washington, United States Government printing office, 1931. 288 p. (United States Office of education. Bulletin, 1931, no. 8)

This bulletin presents the findings of a comprehensive survey of the institutions of higher learning under the direction of the Oregon State board of higher education: (1) social and economic ability of Oregon to support education; (2) fundamental coordination; (3) coordination of teacher preparation; (4) coordination of non-campus and extension instruction; (5) supplementary coordination; (6) accounts and business management; (7) coordination of capital investment; (8) the libraries, (9) faculty standards; (10) the students; and (11) findings and recommendations.

282. — Survey of state supported institutions of higher learning in Arkansas. Washington, United States Government printing office, 1931. 139 p. (United States Office of education. Bulletin, 1931, no. 6)

The findings of the committee on the survey of institutions of higher education in Arkansas are presented as follows: (1) the public schools and higher education; (2) teacher training; (3) institutional functions and relations; (4) physical plant and libraries; (5) ability to support education; (6) business management; (7) general extension service; (8) standards and practices in teacher training; (9) uniform standards and practices; (10) summary of conclusions and recommendations.

283. Martin, C. W. Adverse criticisms of higher education. Peabody journal of education, 9: 1-8, July 1931.

A review of 87 periodical publications covering years 1927, 1928 and 1929, for criticisms on higher education. Thirty-seven criticisms distinct from each other were found and listed.

284. Olds, Marshall. Gifts for education. Educational record, 12: 300-11, July 1931.

A general discussion of factors which are fundamental conditions precedent to successful fund raising by institutions of higher education.

285. Pollard, John A. Consolidating the colleges. School and society, 34: 404-8, September 19, 1931.

The quality of higher educational offerings can be increased through a consolidation of many of the institutions. A list of the institutions which have been merged since 1928 is given.

286. Stokes, Anson Phelps. The contribution of boards and foundations. Educational record, 12: 322-32, July 1931.

A presentation of the purpose, organization, history, contributions, principles, methods, problems and achievements of educational foundations.

287. Wakeham, G. A new mode of attack upon the colleges. School and society, 34: 127-29, July 25, 1931.

The author believes the junior college is an attack upon the colleges and universities by the high schools to complete the freedom of the high schools from college domination. He advises the colleges to be cautious in adjusting their curricula to meet the demands of the secondary-school group.

See also nos. 450, 516.

ADMINISTRATION

288. Brokeley, George A. Tuition and cost of education. Educational record, 12: 312-21, July 1931.

Shall the student pay the entire expense incurred by the college or university in offering him higher educational facilities?

289. Chambers, M. M. The state university as the developmental arm of the state. School and society, 34: 64-67, July 11, 1931.

A discussion of the educational implications for the University of Montana involved by a recent decision of the Supreme court of Montana which compels the department of chemistry of the State college of agriculture at Bozeman to analyze samples of gasoline and other petroleum products offered for sale in the state, wholly without compensation for personal service either in the form of salaries or of fees.

290. Franzen, C. F. College entrance and personnel blanks. North central association quarterly, 6: 209-25, September 1931.

This is a committee report of the North central association made to the Commission on secondary schools, March 19, 1931. Part I of this report presents an analysis of the classes of information required on college entrance blanks by the colleges and universities of the North central association of colleges and secondary schools, the Association of colleges and secondary schools of the Southern states, the Association of colleges and secondary schools of the Middle Atlantic states and Maryland, and the Northwest association of secondary and higher schools. Part II presents an analysis of a questionnaire sent to the schools of the four regional accrediting associations mentioned above regarding the problems of the high school administrator in supplying the information required by college and university officials.

291. Goodrich, T. V. Flunking college freshmen. School executives magazine, 51: 3-5, 30-36, September 1931.

An analysis of a questionnaire sent to school superintendents and principals, teachers college faculties, junior college faculties and faculties in other colleges regarding the following: (1) Is there a need for education beyond the high school? (2) Has the college met the need? (3) Are certain types of colleges justified in more rigorous methods of selection than others? (4) Selection before registration versus flunking. (5) Can school executives help?

292. Johnston, J. B. The proposed 1932 college testing program of the cooperative test service. Educational record, 12: 344-52, July 1931.

The results of intelligence and achievement tests given in 49 colleges of Pennsylvania warrant the expectation that colleges generally could profit from a similar program. The Advisory committee on college testing under the auspices of the American council on education, wishes to adopt a nation-wide experimental program in the use of comparable achievement tests. All colleges, teachers colleges and junior colleges throughout the country are invited to participate.

293. National committee on standard reports for institutions of higher education. Suggested forms for financial reports of colleges and universities. Champaign, Ill., Flonigan-Pearson company, 1931. 88 p.

Basic principles which should be followed in financial reporting in colleges and universities, and forms of summary financial reports recommended for use in these institutions are presented. Brief explanations of all items of the report are made. Reports of three institutions prepared by the accounting officers of those institutions to correspond to the form recommended by the Committee are included.

294. Sabine, George H. Are state universities different? School and society, 34: 349-57, September 12, 1931.

An address delivered at the March, 1931, convention at the Ohio State university. The state universities are not different from the endowed universities. In the end the state university must follow the policy already adopted by the best private universities of selecting their students from among those applicants for admission who have the interest and capacity for a relatively high type of intellectual effort.

295. Shannon, J. R. Educational appointments and political application. School and society, 34: 301-2, August 29, 1931.

A study showing the relationship existing between the political affiliation of the governors of the several states with the presidents appointed by them to vacancies in state institutions of higher education.

296. Smith, Shirley W. State university finance. Educational record, 12: 272-78, July 1931.

A discussion of possible ways whereby the state universities may receive adequate financial support.

COURSES OF STUDY

297. Boyer, C. V. Reading for honors work at the University of Oregon. School and society, 34: 214-20, August 15, 1931.

A discussion of the method of conducting honors courses in colleges and universities of the United States with special reference to the procedure followed at the University of Oregon.

RESEARCH

298. Thompson, William H. Educational research and statistics. School and society, 34: 156-58, August 1, 1931.

This experiment made use of Doctor Prassey's Manual of reading exercise for freshmen for six weeks. The work (remedial) began the last of October and continued throughout the semester. The summary: (1) 18 per cent of the freshmen had less reading ability than tenth grade pupils; (2) 59 per cent of the freshmen were delinquents at the close of the first semester; (3) college freshmen as a group do not improve in reading after a semester's work; (4) remedial classes improved rapidly in reading; (5) poor reading is a potential factor in the failure of freshmen.

See also no. 132.

SPECIAL TYPES

299. Doermann, Henry J. Adult education in urban universities. Educational record, 12: 286-90, July 1931.

Opportunities of the urban universities for educational service in the field of adult education with specific reference to the situation at the University of the City of Toledo.

300. The liberal-arts college movement. School and society, 34: 425-26, September 26, 1931.

The purpose of and the progress made by the recently organized Liberal-arts college movement are given.

301. Omwake, George L. Sources of financial support for the liberal-arts college. Educational record, 12: 279-85, July 1931.

A discussion of three sources of financial support for the liberal arts college: (a) student fees, (b) endowments, and (c) current gifts.

302. Perkins, H. P. Oxford. School and society, 34: 175-87, August 8, 1931.

At Oxford, a college education is obtained before going to the university. This is secured through a concentrated study of the classics. One is led to believe that the classics and concentrated effort give everything essential to a good education. Stimulation is secured through comprehensive examinations, scholarships valued as high as \$1,000 and many of them, small groups, masterful teaching and a classical curriculum. The one thing taught is how to study, all else comes simultaneously with learning how to do one's work efficiently. Thus, he is prepared for the university.

303. Euml, Beardsley. The Chicago plan. Educational record, 12: 359-68, July 1931.

The internal history and the essential features of the Chicago plan are given.

304. Why the Wisconsin experiment failed. School and society, 34: 150-53, August 1, 1931.

"The Wisconsin experiment bore the germs of failure in its constitution and it ultimately came to an end because its own faculty sabotaged the scheme and the students deserted it."

See also no. 287.

STUDENTS

305. Coffman, Lotus D. To-day's challenge to the college graduate. School and society, 34: 1-5, July 4, 1931.

An address delivered at the commencement exercises of the University of Michigan, June 22, 1931. A discussion of the major problems confronting the world for which the college graduate should be able to help find a solution.

306. Gillis, Francis M. Correlation of intelligence in college students. School and society, 34: 266-70, August 22, 1931.

This study of students at Barnard college deals with the following: (1) Intelligence of students in relation to the occupations in which the fathers of the students were engaged; (2) Intelligence of students in relation to subjects pursued in college; and (3) the relation between the intelligence score at entrance to college and earnings after graduation.

307. Ross, C. F. A method of forecasting college success. School and society, 34: 20-22, July 4, 1931.

A study conducted at Allegheny college for the purpose of predicting academic success of students. (1) High position correlation between college grades and number of units in foreign languages presented for entrance; (2) correlation between high school units earned in mathematics and college grades is much less marked than in language; (3) the correlation in the fields of the natural sciences and social sciences is the exact opposite of that of language. The more intelligent students in high school select foreign languages. The less intelligent elect the natural sciences and social sciences.

BUSINESS EDUCATION

308. Matherly, Walter J. Present and probable future needs for collegiate business education. Journal of business of the University of Chicago, 4: 45-63, July 1931.

Classifies and analyzes the present and probable future needs for collegiate education under four heads: First, needs of business for recruits trained for intermediate and higher occupation levels; second, needs of students for varying types of training programs; third, needs for commercial programs; and fourth, needs for general economic and business services. Major attention is devoted to needs of the first type since they are fundamental in the organization and administration of collegiate schools of business. Statistics regarding the number of recruits needed annually in certain industries are given. A brief qualitative analysis of the changing requirements of business positions is presented.

309. Moss, F. A. Preliminary report on the medical aptitude test. School and society, 34: 132-34, July 25, 1931.

The American medical college at its meeting at Denver, October 1930, appointed a committee to construct and supervise the administration of an aptitude test in pre-medical schools in order that medical schools might be able to select the more capable students who apply for admission. The article presents data regarding the construction of test, administration of test and results secured from the 9,220 students examined.

See also nos. 191, 218, 518.

PUBLIC-SCHOOL ADMINISTRATION

Carter Alexander, chairman

assisted by N. L. Engelhardt, W. S. Elsbree, W. B. Featherstone, Paul E. Mort, John K. Norton, George D. Strayer

[Includes references to June literature, as announced in the preceding number of the Record]

GENERAL REFERENCES

310. Cooke, Dennis. Current conceptions of research applied to public-school systems. *American school board journal*, 83: 40, July 1931.

Defines educational research, touches upon certain practical applications of research to public schools and discusses superintendents' responsibility for research.

311. Cooper, William John. A house divided. In *Proceedings of the Twentieth annual meeting of the National association of public-school business officials*, 1931. p. 31-38. Trenton, N. J., National association of public-school business officials, 1931.

Opens with a consideration of serious problems raised by the separation of school administration from other phases of governmental administration and the division of responsibility for the support of education between localities, cities, counties, states, and the Federal government. Develops the qualifications of the ideal business manager of a city school system from the standpoint of his education, point of view, specialized training, alertness to progressive movements in the business world, sense of proportion, and diplomacy. A challenging article on pressing problems of to-day.

312. McGinnis, W. C. Attacks on school administration. *American school board journal*, 83: 33, August 1931.

A rather pointed discussion of current attacks on management directed by taxpayers and would-be tribunes of the taxpayers. No new point of view, but the reiterated guiding principles to be applied in case of such attacks welcome fortification. The tendency of cities to exaggerate affords a distinct advantage to the superintendent.

313. Moore, Clyde B. Our school boards and what we make of them. *American school board journal*, 82: 37, June 1931.

The author, a college professor and member of a board of education, gives his idea of social policy which should guide all school board members.

See also no. 15.

BUILDINGS

APPRAISAL

314. Carpenter, W. W. A school-building-survey work sheet. *American school board journal*, 83: 57, 108, August 1931.

Sample of a check list and suggested sources of data to be used in school-survey work. Very suggestive and possibly adequate in a general way, but not sufficiently detailed for specific application or for placing in the hands of inexperienced workers.

315. Moehlman, Arthur B. Location and use as factors in plant appraisal. *Nation's schools*, 8: 78, 80, 82, June 1931.

Sets up principles and techniques for the appraisal of the school plant as they relate to location, site, and utilization. Discusses the final appraisal of the school plant to determine immediate and gradual eliminations and the nucleus around which the future plant will be developed.

316. ———. Space efficiency: A major factor in appraising the school plant. *Nation's schools*, 7: 80, 82, 84, May 1931.

Evaluates different factors affecting space efficiency of school buildings and critically analyzes the various methods of appraisal.

BUILDING COSTS

317. **Dorman, George Edward.** Cutting school-building construction costs. *American school board journal*, 82: 43-44, 126, June 1931.

Discusses a balanced building program, the architect and the type of plan, and market conditions as important elements of economy in planning and constructing school buildings. Emphasizes the importance of advance planning in taking advantage of low building costs.

See also no. 482.

BUILDING MAINTENANCE AND OPERATION

318. **Butsch, Russell L. C.** Equipment, duties, and salaries of school janitors in Wisconsin. *American school board journal*, 82: 57-58, June 1931.

Concluded from the May issue of the *American school board journal*. Describes the "average janitor" in Wisconsin. Considers janitors' salaries and their relation to the salaries of other school employees, cost per unit, types of schools, and work-load.

319. **Beeves, Charles E.** Keeping the school floors clean. *Nation's schools*, 7: 60-63, May 1931.

Discusses various techniques, methods, and equipment for keeping school floors clean with a view to increased economy and better sanitation. A thoroughly practical treatment of an important problem.

320. ——— The science of floor treatment. *Nation's schools*, 8: 69-71, July 1931.

Discusses the frequency and method of treating and maintaining different kinds of school floors with various materials to preserve them against wear, to keep down dust, and to improve their appearance; also the cost, and advantages and disadvantages of treating materials.

321. ——— When and how shall the school floors be cleaned? *Nation's schools*, 7: 25-27, June 1931.

Discusses the advantages and disadvantages of various cleaning agents and materials and gives instructions for cleaning wood, terrazzo, composition and cement floors.

BUILDING PLANNING

322. **Buttenheim, H. S., ed.** *The American school and university*. Fourth annual edition, 1931-1932. New York city, American school publishing corporation, 1931. 559 p.

The latest edition of an annual publication devoted to the design, construction, equipment, utilization, and maintenance of educational buildings and grounds. Should be easily accessible to every educational administrator, architect, and building expert interested in keeping up to date on the latest practices, developments, techniques, ideas, and policies in the whole field of the school plant. Contains 59 articles by well-known writers from all fields and levels of school-plant development. Carries chapters of broad problems of expansion and economy, design and construction of buildings, modernization and maintenance, planning and landscaping of school grounds, buildings and equipment for physical education and play, classroom-office-library-auditorium, commercial education, cafeteria, dormitory-infirmary, industrial education, and laboratories.

323. **Hirst, C. H.** The school plant. In *Proceedings of the twentieth annual meeting of the National association of public-school business officials, 1931*. p. 76-84. Trenton, N. J., National association of public-school business officials, 1931.

Considers the development of the school plant in its three outstanding features: school grounds, school building, and interior development. Contains information for the teacher or official who has the responsibility of planning and planting efficient and attractive school grounds without the assistance of a landscape architect. Also contains many timely suggestions on decorations and their arrangement in the classroom.

324. **Irons, G. E.** Planning for new school buildings with graphic records. *American school board journal*, 83: 47-48, 108, August 1931.

Describes a simple technique that provides for ready accessibility of a type of information that should be at the finger-tips of every school administrator. Gives an illustration of the graph developed by the writer.

325. Moehlman, Arthur B. Planning the ultimate school plant. *Nation's schools*, 8: 82-84, July 1931.

Describes how to utilize complete survey data in developing a gross picture of the possible future school plant requirements.

326. Waldo, K. D. Common errors in high-school building layouts. *School executives magazine*, 50: 547-49, 575-76, August 1931.

A comprehensive outline of pitfalls in planning high-school buildings with many timely and valuable suggestions for executives who are not experts in planning school buildings.

BUILDINGS, RURAL

327. Hill, Andrew J., jr. Do our rural schools interpret our cultural ideals? *Nation's schools*, 7: 65-69, May 1931.

Considers the rural-school building in its relationship to pupils' ideals and the modern school program. Suggestions for location, orientation, planning and equipment are given. Reproduces two plans to meet the demands set up in the article.

328. ———. Suiting the rural building plan to educational needs. *Nation's schools*, 8: 61-68, June 1931.

Points out the importance of more intelligent planning of one- and two-room school buildings to meet the educational needs of the modern school. Sets up standards and gives many helpful suggestions for the selection of sites, orientation of the building, insuring flexibility and the possibility of future expansion. Includes several recently developed building plans for small rural schools.

BUSINESS ADMINISTRATION

(See also Finance)

ACCOUNTING

329. Chambers, Jay L. Thirteen principles of school accounting in action. *American school board journal*, 83: 44-45, 107, 108, August 1931.

Considers the public-school accounting systems of Indiana, New Jersey, New York, North Carolina, and Ohio, in a single article and their analysis according to the application of common criteria. Illustrations of certain forms given.

330. Lindahl, Viva. An evaluation of the school accounting system. *American school board journal*, 82: 47-48, 129, June 1931.

A check list to be used in evaluating school-accounting systems which considers many purposes and procedures of paramount importance to good administration not considered by a firm of auditors. A highly practical study that can be used by individuals without special training in auditing and accounting procedure.

ECONOMIES

331. Beach, Fred F. Saving 30 per cent on insurance. *American school board journal*, 82: 59, June 1931.

Timely suggestions that saved 30 per cent of insurance costs as the result of studying the insurance program from the standpoint of amounts, cost, distribution by years, and payment dates at Oyster Bay, Long Island. Could be duplicated in many communities.

332. Clark, Harold F. [Interest rates] I. Interest rates still falling. II. Interest rates fall again. III. Decline in interest rates halted. *American school board journal*, 82: 66; 63; 61, June-August, 1931.

The usual monthly articles.

333. Essex, Don L. Bonding versus pay-as-you-go. *American school board journal*, 83: 37-38, August 1931.

Probably the most scholarly and most comprehensive analysis in periodical print on the relative advantages and disadvantages of bonding as compared with the pay-as-you-go policy of financing school-building programs. "This article and the articles to follow are abridgments of certain phases of a detailed and comprehensive study made by the writer, entitled, 'Bonding versus pay-as-you-go in the financing of school buildings.' The original study is now in press with the Bureau of publications, Teachers college, Columbia university."

334. Jensen, Frank A. Increasing efficiency, and reducing cost, in the administration and supervision of elementary schools. *American school board journal*, 82: 41-42, 129, June 1931.

How the substitution of supervising principals and assistant principals for separate small-building principals greatly reduced per-pupil costs at Rockford, Ill.

335. Linn, H. H. Practical school-business economies. *American school board journal*, 82: 38-40, 125-26, June 1931.

A timely article that describes how, without decreasing efficiency in any respect, substantial economies were effected in such items as insurance, tuition, supplies, equipment, janitorial services, telephone service, number of teachers, and elimination of obsolete buildings. A careful study planned along these lines would, no doubt, result in similar economies being effected in many communities.

336. Lovejoy, Philip C. Miscellaneous expenses that may be reduced to save money. *Nation's schools*, 8: 90, 92, 94, July 1931.

Discusses various school expenditures that may be reduced by a capable executive in charge of business affairs. Suggestive rather than descriptive.

337. ——— Saving money by means of new techniques. *Nation's schools*, 7: 74-76, May 1931.

Recognizes the widespread demand for reduced expenditures and suggests certain possibilities that promise the least harm to the system.

338. ——— Saving money in the supply budget. *Nation's schools*, 8: 84, 86, 88, June 1931.

A good general article on supply-budgeting and purchasing.

339. Platts, F. K. Does state insurance on school property pay? *American school board journal*, 83: 59, July 1931.

Up-to-date figures on public insurance plans for school buildings as compared to insurance in commercial companies.

EQUIPMENT AND SUPPLIES

340. Arp, J. B. Writing, posture, and school seating. *American school board journal*, 82: 122, 125, June 1931.

By adding a short arm-rest to the desk top, the writer has found that pupils are permitted to take a different writing position which facilitates correct posture. Asserts table arms should not be less than 18 inches wide and prefers a width of 18 or 20 inches.

341. Butsch, Russell L. C. Does school ventilation aid health? *American school board journal*, 83: 60-62, 133, July 1931.

Report of a study of a Western suburb changes sponsored by the New York Ventilation commission. Found little or no difference in amount of respiratory illness in rooms ventilated by the most approved fan mechanisms and window gravity systems. Tends to confine other similar statistics. The findings are of considerable significance for those interested in true economy in school-building construction.

342. Catalogue of Supplies. Atlanta, Ga., Board of education, 1931. 303 p.

A loose-leaf catalogue of supplies and equipment which may well be used as an example for those contemplating the preparation of such a document. Supply-lists of various kinds are segregated and each item is given its symbol for accounting purposes. Also presents descriptions and costs of each item. Contains information concerning the process of ordering goods and much other valuable and timely information.

343. Cisin, H. G. Modernizing educational methods through radio instruction. *Nation's schools*, 8: 31-34, July 1931.

Briefly outlines the importance of radio in education and describes a number of effective installations of sound systems.

344. Jackman, W. C. A plan for distributing instructional supplies in small schools. *American school board journal*, 83: 44, July 1931.

A simple and easily administered master-form record (copy given) for the supply store-room in a small school system.

345. **Minor, Ruby, and others.** Standard equipment and supplies. Berkeley, Calif., Public schools, 1929. 390 p.

One of the few catalogues of equipment and supplies in print. Equipment and supply items differentiated and classified under sections for buildings, kindergarten, each grade from one to six inclusive, and special classes. Each item is catalogued under a code number, quantity per class, where obtained, and cost. A very distinct and important contribution to this field of public-school administration.

346. **Poore, Earl Y.** Some essentials of radio and public-address equipment for schools. *American school board journal*, 83: 47-48, 133, July 1931.

An excellent discussion of some fundamental principles that should receive consideration in the selection, installation, and utilization of radio and public-address equipment for schools.

347. **Schmidt, H. W.** The use of blackboards in elementary schools. *American school board journal*, 83: 39-41, 107, August 1931.

Questionnaire study of the placement and the number of linear feet of blackboard in use in 423 rooms in 57 cities as compared to requirements. Supplements a study by the same author on the heights of blackboards in elementary schools and published in the *American school board journal*, September 1930.

348. **Watrous, Valerie.** Los Angeles goes modern in school supplies and equipment. *American school board journal*, 83: 41-43, July 1931.

Lists and describes some of the changes in quantity and character of school supplies and equipment demanded by a modern school program.

GENERAL

349. **Barr, Charles L.** Should the business manager defer, and to whom? *Nation's schools*, 7: 47-52, May 1931.

Takes exceptions to an editorial in the November issue of the *Nation's schools* which favored placing the business manager in a subordinate position to the superintendent of schools. Defends the two-or-more department head systems operating by specific laws or by choice, but not as a universal policy.

350. **Engelhardt, N. L.** Some general implications for school business administration arising out of the present economic conditions. In *Proceedings of the National association of public-school business officials*, 1931. p. 44-55. Trenton, N. J., National association of public school business officials, 1931.

A comprehensive and challenging survey of the past, present, and future of public-school business administration. Reviews the earlier efforts on the improvement of techniques as the center of attention which is being replaced by problem analysis. Develops the projection of programs into the future as the third and most important phase of school business management. Defines economy and points out the demands being made on the school administrator by modern economic and industrial conditions. Points out the need for trained men of high ability in the field.

351. ——— What school surveys disclose as the major needs in school administration. *Ohio State university bulletin*, 36: 471-484, September 15, 1931.

Emphasizes the significant places in school business administration where improvements and techniques should be made. Gives case illustrations of inadequate budgeting, of lack of safeguarding school funds, poor plant management and improper insurance methods prevailing in school systems.

PURCHASING

352. **Proctor, A. M.** Safeguarding the school board's purchase of working drawings. Thesis. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1931. 138 p.

A doctor's dissertation which develops techniques whereby school authorities without a technical knowledge of architecture may intelligently evaluate working drawings for school buildings. Useful for school architects in checking the work of draftsmen for adequacy and completeness. A valuable guide of State departments of education in planning and administering the work of the Division of school housing.

CLASSIFICATION AND PROGRESS

GUIDANCE

353. Engelhardt, N. L. Implications of vocational guidance. Ohio State university bulletin, 36: 107-16, September 15, 1931.

A review of the problems of vocational guidance as interpreted by the student of educational administration. The relationship of vocational guidance to present economic changes is graphically shown.

354. Ferguson, Lauretta M. An experiment in counseling and how it succeeded. Nation's schools, 7: 44-46, May 1931.

Describes the organization and functioning of the counselor system as it operates in the Sacramento, Calif., senior-high school. Lists a number of specific benefits accruing from the system.

355. Martin, Leila A. Rochester's child-study staff at work. School life, 16: 173-74, May 1931.

Explains the salient features of the organization of the child-study department in Rochester, indicating something of the diagnostic, research, and guidance phases of its work. Five major activities are listed.

356. Beed, C. B. New objectives for a vocational guidance program. Nation's schools, 7: 21-23, May 1931.

Points out the lack of vital contact between the schools and industry and argues that the guidance movement is to-day the most important factor in closing this gap. The scope of guidance is defined in a general way.

See also no. 84.

INDIVIDUAL INSTRUCTION

357. Adams, Sir John. The type in school. School and society, 33: 741-45, June 6, 1931.

Argues that while it is well to warn against too great a tendency to teach the "average child," there is something to be said in favor of generalizations about school pupils. Cites a number of significant instances in history of the process of typification and concludes that in classifying pupils into types one may acquire an observant and appreciative attitude in dealing with them.

358. Baisden, Leo B. A companion-class platoon organization. School executives magazine, 50: 506-7, July 1931.

Describes the companion-class plan of school organization as it operates in Sacramento, Calif. Compares it with the usual platoon school, indicating important similarities and differences and claiming certain advantages.

359. Case, Roscoe David. The platoon school in America. Stanford University, Calif., Stanford university press, 1931. 366 p.

Outlines briefly the history of the platoon system from the time of its inception in the United States to the present time; shows its plan of organization and its underlying philosophy; and describes in detail the functions of its various departments. A particularly valuable book in that it does not explain the platoon plan as it functions in an individual city, but sets forth comprehensively the system as it is operating in the United States.

360. Chamberlain, H. E. Meeting the specific needs of individual children. Bulletin of the Department of elementary school principals (National education association) 10: 659-63, July 1931.

Reviews briefly the vigorous change which has come about in twenty-five years in the field of educational procedure. Infers that most of our attention has been focussed upon the physical and intellectual status of children, and argues that psychiatric child-guidance must supplement modern educational procedure.

361. Grover, C. C. Classifying third and fourth grade pupils homogeneously. Nation's schools, 7: 32-34, May 1931.

Suggests a type of investigation relative to homogeneous grouping in grades 3 and 4 which will enable the principal to keep in close touch with the classification of pupils and to provide for adjustment of problem cases before they become problems.

362. Osburn, W. J. and Bohan, Ben J. Enriching the curriculum of gifted children. New York, N. Y., The Macmillan Company, 1931. 408 p.

In Part I the authors discuss the principles underlying a program of work adapted to the interests, needs, and abilities alike of average and of above-average pupils. They show in detail how the regular schedule of work can be carried through, at the same time making provision for gifted children so that their interests may be gratified and their energies expended in profitable ways without imperiling in any way the educational advancement of the normal pupils. Part II presents detailed programs showing how the plan of taking care of gifted pupils may be carried through as a supplement to the regular classroom work.

363. Pickell, Frank G. Where standardization practices are rejected. *Nation's schools*, 7: 24-31, May 1931.

An interesting and detailed description of the Montclair, N. J., program of education for the elementary grades, particularly the primary division, where the progressive school idea means breaking the lockstep in promotion, and gaining whole-hearted pupil participation through an informal, life-laboratory scheme of teaching.

364. Ryan, H. H. and Creelius, P. Ability grouping in the junior high school. New York, Harcourt, Brace and co., 1931. 233 p.

This book is the outgrowth of the authors' cooperative experience at Blewett intermediate school, St. Louis, where the classification of pupils is based not only upon intelligence quotients but also upon physiological quotients. Discusses basic reasons for ability grouping, and sets forth tested procedures for ability grouping founded upon a comprehensive and scientific diagnosis of all factors contributing to pupil achievement and progress. Acceleration and enrichment are approached by presenting methods of securing simultaneously the recognized advantages of both.

365. Teaching bright and dull pupils. *Baltimore bulletin of education*, 9: 193-215, May 1931.

Contains eight articles relative to the differentiation of the curriculum for bright and dull pupils. Discusses the theory of differentiation and describes what is being done on various school levels in Baltimore for pupils with high and low I. Q.'s.

See also nos. 70, 109, 209.

MEASUREMENTS

366. Tieg, Ernest W. The faith of our fathers. *American school board journal*, 83: 45-46, July 1931.

A clever defense with forceful illustrations of the value of intelligence testing for schools.

SPECIAL CLASSES

367. Dunlop, Gladys L. Organization of sight-saving classes. *American school board journal*, 83: 35-36, August 1931.

Treats of principles of classifying children for sight-saving classes; the organization of such classes; and the lighting and equipment problems involved.

See also nos. 167-168, 170, 172-173.

CURRICULUM

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

Reports the main findings and conclusions of sixteen separate investigations, carried on over a period of six years, of the interests in reading materials of children in the first three grades. The study was particularly designed to yield pertinent data concerning interest in informative materials. An exceptionally suggestive article.

See also nos. 109-123, 149.

EXTRACURRICULAR ACTIVITIES

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

Raises the issue as to purposes of pupil accounting and argues that records which fail to give an accounting of the pupils' participations in outside activities are inadequate. Briefly reviews the findings of the author in a previous study, cites several cases, and gives suggestions for collecting and recording data relating to participation.

FINANCE

GENERAL

370. [Alexander, Carter.] Financing education in Watertown, Mass. *In* Teachers college, Columbia university. Institute of educational research. Report of the survey of the schools of Watertown, Mass., made by the Division of field studies, 1931. p. 71-91. New York city, Teachers college, Columbia university, 1931.

The problem of school finance in a Boston suburb that has favored buildings over current expense and yet has a very inadequate school plant.

See also no. 403.

371. ——— School finance. *In* Teachers college, Columbia university. Institute of educational research. Division of field studies. Report of the survey of the schools of Fort Worth, Tex., 1931. p. 172-198. New York city, Teachers college, Columbia university, 1931.

The problem of school finance in a community that has not supported schools in accordance with its ability and has recently annexed suburbs.

373. Carpenter, W. W. and Ruf, John. The responsibility of teachers for knowing the basic facts relative to school costs. *In their* The teacher and secondary-school administration; from the point of view of the classroom teacher. New York, Ginn and company, 1931. Chapter XVIII.

Gives a good bird's-eye of the subject.

373. Fowlkes, John Guy. The failures of recent school-bond issues analyzed. *Nation's schools*, 8: 90, 92, 94, June 1931.

Statistics on amounts of failures for five central states and many cities and counties in Ohio.

374. ——— Why school-bond issues fail. *Nation's schools*, 8: 86, 88, July 1931.

Gives data for five central states and many cities and counties in Ohio. Finds antagonism between factions a leading cause of failure.

375. Holy, T. C. School-bond issues in Ohio for 1928, 1929, and 1930. *American school board journal*, 82: 63, 115-16, June 1931.

Statistics in amounts carried and failing to carry for individual cities and villages.

376. Lehman, Clarence O. How the Smith-Hughes act affects vocational expenditures. *Nation's schools*, 7: 41-43, May 1931.

A statistical presentation to show that "in the majority of cases the states have shifted to the local communities the responsibility that the government has placed upon them."

377. School finance. *In* Public schools of Nashville, Tenn.; A survey report. Nashville, Tenn. Division of surveys and field studies, George Peabody college for teachers, 1931. p. 352-373.

The problem of school finance in a city which is far more generous with protection and charities than with schools, and has a huge amount of tax-exempt property.

See also no. 526.

STATE SCHOOL SUPPORT

378. Burnham, Ernest. Equalizing rural and urban education facilities. *Nation's schools*, 8: 76-78, 80, July 1931.

Points out cases of unequal distribution of funds and deplors the apparent lack of interest in financing rural education. Concludes that proper facilities for rural education demand state equalization funds adequate to the need, distributed where the need is, without reference to the promotion of special features in either organization or curriculum.

379. Lehman, Clarence O. Analyzing the value of State aid for school projects. *Nation's schools*, 8: 41-48, June 1931.

The fourth of a series of articles by this author dealing with state aid. Presents an appraisal of the effectuality of state aid for special school projects in six states, with special reference to Wisconsin.

380. Pond, Chester Baldwin. Special report of the State tax commission, no. 3. Full value real estate assessment as a prerequisite to state aid in New York. Albany, N. Y., New York State tax commission, 1931. 189 p.

A forceful argument for conditioning all state aid in New York on full-value local assessment of real estate, supported by elaborate statistical and factual presentations of tax and assessment data. Includes studies of aid systems of the federal government, many other states, and nations of British commonwealth.

381. Swift, Fletcher Harper. Federal and state policies in public-school finance in the United States. New York, Ginn and company, 1931. 479 p.

Gives knowledge and evaluation of practices in raising school revenues that are invaluable for all who are to determine state and federal policies on financing education. Covers the field thoroughly for both past and present, with separate chapters on typical systems of school support in Arkansas, Delaware, Massachusetts, Utah, and Wisconsin. The presentation is true and fair, although many of the data are several years old.

382. Vance, John Q. Inequalities in educational opportunities in the white elementary schools in Tennessee. *Elementary school journal*, 31: 767-78, June 1931.

Analyzes the situation with respect to certain inequalities existing in those factors deemed important in determining the degree and character of educational opportunities and results. The study treats of inequalities between county and city white elementary schools in Tennessee, and between the white elementary schools in nine selected counties in that state.

383. Whitney, F. L. and King, L. E. State aid for elementary schools. *Elementary school journal*, 31: 678-83, May 1931.

Gives the results of a complete analysis of the statutes of the 48 states to determine the purposes, the methods, and requirements of the distribution of state aid to elementary schools as provided in legislation.

See also no. 482.

LEGISLATION

384. New laws for America's schools. *School and society*, 33: 716-17, May 30, 1931.

Reviews important educational legislation enacted in the 48 states during the past two years.

ORGANIZATION OF SCHOOLS

385. Gerberich, J. B. and Prall, C. E. Departmental organization versus traditional organization in the intermediate grades. *Elementary school journal*, 31: 671-77, May 1931.

Reports a controlled experiment to secure objective evidence on the question of the relative instructional efficiency of the departmental organization and the traditional grade plan of organization in the intermediate grades. Concludes that there is little evidence upon which to base any general conclusions concerning the effectiveness of either plan of organization.

386. School organization. *Review of educational research*, 1: 230, June 1931.

Chapter I. Development of public school organization. Reviews the literature and concludes that organization has not been studied in a scientific manner through the course of its development, and that our present organization can be explained as the result of social and economic forces.

Chapter II. Evaluation of the various units of the public-school system. Summarizes the studies of the value of the kindergarten, the elementary-school unit, the junior high-school unit, the secondary-school units, and the all-year school. Trends in organization, suggestions for further evaluations, the effect of legislation on reorganization, and provision for individual differences are treated in some detail.

Chapter III. Pupil classification and grouping. Surveys the important researches in ability grouping and summarizes the data on the basis of how well they work. Discusses the various bases used for sorting individuals into ability groups, and presents evidence as to their relative effectiveness.

RURAL EDUCATION

387. **Cocking, Walter D.** County boards of education: their organization and duties. *American school board journal*, 83: 32, 107, August 1931.

Good, popular survey and summary of legislation and regulations in Tennessee affecting school organization, evaluated in the light of principles proposed by authorities in the field. Finds that procedures in Tennessee need considerable revision to conform to best thinking.

388. **Gaumnitz, W. H.** Availability of public-school education in rural communities. Washington, Government printing office, 1930. 53 p. (United States Office of education. Bulletin, 1930, no. 34)

Presents definite statistical information to show the educational opportunities made available to the average American child in rural communities. The study deals with the proportion of rural children in school, the distance they live from school, the relationship of school accessibility to attendance and retention, the relationship of the type of school to school mortality, and the quality of education provided.

389. **Keesecker, Ward W.** How legislators are improving rural schools. *School life*, 16: 194-95, June 1931.

Review of laws on the subject passed in the last 10 years.

390. **Morrison, J. Cayce.** The influence of centralization upon the supervisory leadership of rural schools. *Bulletin of the Associated school boards and trustees of the state of New York*, 3: 5-6, June 1931.

Review of developments in rural school organization in New York since the creation of the office of district superintendent in 1912. Indicates trends and suggests modification of laws and regulations needed to make for greatest efficiency in management.

391. **Robinson, Ross N.** Developing a small town school system. *School executives magazine*, 50: 457-59, 482, 486, June 1931.

Excellent report of how a superintendent developed a small town system in a South-eastern community. Discusses the usual problems of health programs, guidance, vocational training, in-service teacher training, pupil progress, supervision and other administrative details. Indicates an intelligent effort to apply best educational theories and to make use of available devices and procedures of tested value.

392. **Rural supervision of instruction in the United States.** *American school board journal*, 83: 100, 102, August 1931.

Reviews and summarizes the national study made by William E. Cole, of Cornell university, concerning the status of rural school supervision. Finds rural supervisors are underpaid; salaries not based upon experience, age, training or supervisory load; notable lack of academic training; inadequate transportation facilities, overloading with respect to number of schools and teachers supervised; supervision handicapped by lack of trained teachers. Supervisors do not receive the support and cooperation of principals and superintendents. A number of recommendations for improving the situation are given.

393. **The transportation of pupils to the public schools.** *School and society*, 33: 819-20, June 20, 1931.

Outstanding features in legislation on the subject during the past two years.

See also nos. 254, 327-328, 378.

SUPERINTENDENCY

394. **Brink, William G.** The place and function of the city superintendent in supervision. *American school board journal*, 83: 37-39, July 1931.

Sets forth four major functions of the superintendents of schools in supervision, summarizes and appraises certain practices in exercising them, and discusses practical difficulties encountered.

395. Broome, Edwin C. The superintendent as the chief inspiration and executive in making the White House conference effective. *School and society*, 34: 135-41, August 1, 1931.

A good review of the findings and discussions of the White House conference and a survey of some of the implications for educational organization and management. Stresses particularly the influences of extra-school life of children and points out that the schools must extend their scope of work and increase the number of points of contact with the total environment in order to realize the aims set by the conference.

396. Carr, William G. Recent books that deal with school superintendents' problems. *Nation's schools*, 8: 23-30, July 1931.

Names and describes briefly "some of the major contributions to the literature on state school administration." Bibliography of 48 titles.

397. Cochran, Harry A. The status of the superintendent of schools in Pennsylvania. Philadelphia, Temple university, 1931. 90 p.

A statistical study of the usual type, giving data concerning age, training, previous experience, salaries, tenure, of about 80 per cent of the superintendents in Pennsylvania.

398. Conrad, Charles W. Seeking the new superintendent. *School executive's magazine*, 50: 570, August 1931.

Rather caustic comments on the practice of "going into the field to seek the man." The author's thesis is that the practice neither leads to best solution nor promotes the highest type of professional ethics.

399. Hand, H. C. The superintendent and summer-vacation employment. *School executives magazine*, 50: 454-56, June 1931.

Finds that about half of the superintendents in communities between 2,500 and 100,000 in seven prairie states have engaged in one form or another of summer-vacation employment since election to their positions. Many varieties of occupation are represented, summer teaching being most popular and selling least, although selling occupies a greater number of persons actually working.

400. Have superintendents a code of ethics? *School and society*, 33: 863-64, June 27, 1931.

An account of unfortunate experiences with three superintendents.

SCHOOL SURVEYS

401. Stone, H. A.; Hull, O. R.; Ford, W. S.; Hart, F. W.; and Hughes, W. H. Survey of the Pasadena city schools, Pasadena, Calif. Los Angeles, Calif., California taxpayers' association, Inc., 1931. 331 p.

A critical analysis of school administration problems in a California city and recommendations for the solution of these problems. Includes complete sections on business management covering organization, budget, accounting, insurance, and other items; and on schoolhousing and a recommended building program in the light of objectively determined present and future needs.

402. Strayer, G. D.; Engelhardt, N. L., and others. Report of the survey of the schools of Fort Worth, Tex. New York, Division of field studies, Institute of educational research, Teachers college, Columbia university, 1931. 438 p.

A detailed and critical analysis of educational conditions in a prominent Southern city. One of the most comprehensive and complete school surveys in print. Contains chapters on business administration, population studies, present school-plant, and proposed school-plant. Full use is made of the findings of important, research studies in these fields. Every phase of business management and building planning has received careful and scientific consideration in this study. Employs the latest survey techniques and procedures.

403. ——— Report of the survey of the schools of Watertown, Mass. New York city, Division of field studies, Institute of educational research, Teachers college, Columbia University, 1931. 196 p.

Describes the conditions found in a small New England city and proposes a program for the improvement of these conditions. Contains chapters on business administration

(which critically analyzes and makes constructive recommendations for the improvement of financial and internal accounting, insurance, budgeting, equipment and supplies, and other items), an analysis made of building facilities and needs, and sets up a proposed building program to meet current and future demands.

See also nos. 677-678.

TEACHERS

TEACHERS' ETHICS

404. Ethics of the teaching profession. Kansas City school service bulletin, 3: 1-13, March 1931.

A discussion of the code of ethics adopted by the National education association and other codes recommended by state and city school systems.

405. Wegner, H. C. Personal and professional relationships. School executives magazine, 50: 460-62, 492, June 1931.

A discussion of the teacher's relationships with other professional workers.

TEACHERS' INSTITUTES

406. Hunt, E. A. How the various States conduct teachers' institutes. Nation's schools, 7: 69-71, June 1931.

Short discussions of teachers' institutes in the District of Columbia and all the states except Delaware, Georgia, Iowa, Louisiana, and North Dakota.

TEACHERS, MARRIED

407. Houseman, Ida E. Teachers and marriage. School executives magazine, 50: 502-4, 543, July 1931.

A discussion of the status of the married woman teacher, gathered from many sources and authorities.

408. McGinnis, W. C. The married-woman teacher. School executives magazine, 50: 451-53, June 1931.

An account of a comprehensive and nationwide questionnaire to superintendents and professors of education regarding the policy of employing married women as teachers.

409. Waits, Logan A. Board rules affecting the status of married-women teachers in Ohio. School and society, 33: 867-71, June 27, 1931.

A summary of reports from city and county superintendents on the status of married women teachers in Ohio.

TEACHERS' SALARIES

410. Ballou, Frank W. The relationship of training and advancement of teachers in elementary schools. School and society, 34: 187-90, August 8, 1931.

The author recommends a higher salary schedule for superior teachers and suggests a plan of examinations for selecting them.

411. The economic welfare of teachers. Sixth yearbook, Department of classroom teachers, National education association. Washington, D. C., National education association, Department of classroom teachers, 1931. 244 p.

A timely publication summarizing various cooperative means which individual or groups of teachers are using in advancing their economic security. Deals with the relation of salary schedules, insurance, credit unions, retirement systems and other activities to the teachers' economic position. Valuable to school executives, teachers, and to teachers' organizations.

412. Elsbree, W. S. Teachers' salaries. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1931. 286 p.

The first general and fundamental publication devoted solely to theory and practice affecting the payment of teachers' salaries. Deals with economics of teachers' salaries, equal pay, various types of schedules, salaries and rating, estimating the cost of a salary schedule, and other important issues. Epitomizes in usable form for school administrators and students of education the best material growing out of the salary scheduling of the last two decades.

413. **Field, W. S. and Johnston, O. T.** Teachers' salaries in the Los Angeles city elementary and high-school districts. Los Angeles, Calif., Board of education, 1931. xxx, 178 p.

A comprehensive survey of teachers' salaries in Los Angeles.

414. **Fowlkes, John Guy.** Removing the "bargaining" idea from salary discussions. *Nation's schools*, 7: 77-78, May 1931.

Recommends definite salary schedules.

415. **Harap, Henry.** Why teachers' salaries should not be reduced. *Nation's schools*, 7: 21-24, June 1931.

This is an attempt to answer the criticism that education is costing too much. The author maintains that keeping salaries up is sound policy.

416. **Hughes, W. Hardin.** The continuous salary survey—An aid to economic adjustment. *Nation's schools*, 7: 53-59, May 1931.

Discussion of the techniques for studying salary problems. Treats specifically of the methods used in Pasadena schools.

417. **Salaries in city school systems, 1930-31.** Research bulletin of the National education association, 9: 163-226, May 1931.

This bulletin contains valuable comparative data on teachers' salaries for various school divisions.

418. **Wallin, J. E. Wallace.** Requirements for teachers of special classes in Baltimore. *School life*, 16: 198, June 1931.

A discussion of the salary schedule provisions for teachers of special classes in Baltimore, Md.

TEACHERS, SELECTION

419. **Davis, C. O.** How shall the administrator choose his teachers? *Nation's schools*, 8: 21-25, July 1931.

A discussion of favorable and unfavorable personal traits and characteristics of teachers.

420. **Stevens, S. N. and Hamlin, S. A.** Interviewing the prospective teacher. *American school board journal*, 82: 59-60, June 1931.

Author suggests the use of interviews conducted along psychological lines with the aid of an "Interview analysis blank" and a "Rating blank" as a substitute for the personal interview which is commonly used.

TEACHERS, TENURE

421. **Dodge, H. S.** Desirable changes in the teacher-tenure law. *Bulletin of the Associated school boards and trustees of the State of New York*, 3: 7-9, June 1931.

An analysis of the returns of a questionnaire to superintendents concerning the New York State tenure law. No definite recommendations included.

421-A. **Morgan, Joy Elmer.** Shall teachers be tramps? *School executives magazine*, 50: 507-8, July 1931.

Author advocates tenure laws for the welfare of the teacher, the child and the community.

TEXTBOOKS

422. **Brown, John Franklin.** State publication of schoolbooks. Revised edition. New York, The Macmillan company, 1931. 56 p.

A revised edition of the fair statement of the case against state publication made in 1915 by an educational editor of a company publishing many textbooks.

423. **Coffey, Wilford L.** Legislative enactments and judicial decisions affecting the adoption, sale, and use of textbooks. Detroit, Mich., Wilford L. Coffey, 3455 Chicago Boulevard, 1931.

Detailed description and evaluation of status of textbook legislation in all States with good criteria for evaluating such legislation in any State.

424. **Jensen, Frank A.** Current procedure in selecting textbooks. Philadelphia; J. B. Lippincott company, 1931. vii, 137 p.

Readable write-up of procedure in selecting elementary school textbooks in cities. Based on current practice, reactions of publishers, views of school people and publishers. Over a hundred unannotated references furnished.

425. **McGee, B. A.** The textbook in modern education. American school board journal, 83: 86, 88, July 1931.

A superintendent's detailed ideas of future textbooks as compared with those of the past.

426. **Patty, W. W. and Painter, W. I.** Improving our method of selecting high-school textbooks. Journal of educational research, 24: 23-32, June 1931.

Contains data on the relative vocabulary burden of 22 high school texts for various subjects.

ADULT EDUCATION

Alonzo G. Grace

427. **Adult education.** School and society, 34: 312, September, 1931.

A summary of the findings of a study by L. R. Alderman on Extent of the adult education program.

428. **Hansome, Marian.** World workers' educational movement. New York, N. Y., Columbia university, 1931. 594 p.

A study of workers' education and its implication.

429. **Leighton, F. H.** A basis for building a course in economics in the home. New York, N. Y., Teachers college, Columbia university, 1931. 114 p.

The essential facts necessary to organize a course in home economics.

430. **Lorimer, Frank.** The making of adult minds. New York, N. Y., the Macmillan company, 1931. 245 p.

This is an analysis of the adult education program in Brooklyn. An interesting study of the needs, interests, and activities of adults.

431. **Pierce, J. A.** Educational and occupational status and interests of evening-school pupils. Cleveland, Ohio, Board of education, 1931. 127 p.

This is the eighty-first annual report of the Division of adult education of the Cleveland Board of education. It is an interesting study of the interests of the evening-school personnel.

432. **Roper, J. I.** Adult education in Belgium. London, World association for adult education, 1931. 31 p.

A description of the organization of the Adult education movement in Belgium. Deals with the influence of Belgian political and economic life on the educational program for adults.

433. **Schmidt, G. A. and Ross, W. A.** Teaching evening and part-time classes in agriculture. New York, The Century company, 1930. 278 p.

A description of the vocational-agriculture classes with particular reference to the evening-school problem and part-time education.

See also nos. 299, 439, 442-455, 540.

VOCATIONAL EDUCATION AND GUIDANCE

Edwin A. Lee

GENERAL REFERENCES

434. **Aiken, Ralph.** A laborer's leisure. *North American review*, 232: 268-73, September 1931.

Discussion of activities of men in leisure time, such leisure caused by their elimination from industry by the further development of machines.

435. **Doak, W. N.** Finding jobs for workers. *Review of reviews*, 84: 35-38, September 1931.

The present organization of the Federal employment service and its subsidiaries.

436. **Emerson, L. A.** Technical institute education. *Industrial education magazine*, 33: 5-8, July 1931.

A carefully written article which challenges forward looking educators to pioneer in the field of semiprofessional education.

437. **Fenton, Jessie C.** Delinquent boys individualized. *Sierra educational news*, 27: 34-41, September 1931. illus.

An article which emphasizes the place of vocational education in solving the problem of delinquent boys. An account of the work done at Whittier State school, Calif.

438. **Fife, Ray.** Supporting our representatives. *Agricultural education*, 4: 34, 48, September 1931.

A concise setting forth of the need for support of the American vocational association on the part of vocational teachers. Written for agricultural teachers, but applicable to all vocational teachers.

439. **Hill, Robert Tudor.** What is the opportunity school? *Journal of adult education*, 3: 311-16, June 1931.

A keenly observant investigator describes Emily Griffith's Denver opportunity school.

440. **Moore, F. E.** The place of adult vocational education in our public schools. *School and society*, 34: 291-293, August 29, 1931.

A brief article adequately described by the title.

441. **Russell, William F.** The frontier within: Educational implications of the coming industrial age. *Journal of adult education*, 3: 283-89, June 1931.

The deaf of Teachers college presents a stimulating analysis of the coming industrial age, illustrative of the thinking which should typify all vocational educators.

See also nos. 182-183, 308, 353-356, 376.

AGRICULTURAL EDUCATION

442. **Angley, Edward.** Thomas Campbell: Master farmer. *Forum*, 86: 18-22, July 1931.

Describes the machine-age farm and farmer. Thomas Campbell, overlord of 95,000 acres in southern Montana raised wheat for the Government during the World War.

443. **Committee on agricultural extension organization and policy and the Association of state directors of vocational education.** Memorandum of meeting of joint committee on relationships. *Agricultural education*, 4: 8, July 1931.

A memorandum setting forth the cooperative relationships which should exist between Smith-Hughes and Smith-Lever forces.

444. **Hamlin, H. M.** Recommendations of the land-grant-college survey affecting public-school education in agriculture. *Agricultural education*, 4: 3-4, July 1931.

A significant article concerning an important study.

445. ——— Some new reasons for dissatisfaction with current project accounting. *Agricultural education*, 4: 43, 45, September 1931.

The first of a series of three articles dealing with project accounting.

446. Inglis, William. Where convicts will not run away. Review of reviews, 84: 62-66, September 1931.

Work and training in agriculture replace the "Big house" for New Jersey convicts.

447. Jones, Henry A. and Emsweller, Samuel L. The vegetable industry. New York city. McGraw-Hill book co., 1931. viii, 431 p. illus., graphs. (McGraw-Hill vocational texts, Edwin A. Lee, consulting ed.)

An excellent textbook of high-school grade, dealing mainly with the production phases of the vegetable industry.

448. Lattig, H. E. Insuring worthwhile projects by gaining cooperation of parents. Agricultural education, 3: 188-99, 196, June 1931.

Stressing the place of parental cooperation in carrying on agricultural projects.

449. Pitkin, Walter B. The great dirt conspiracy. Forum, 86: 118-23, August 1931.

A discussion of the effect of the industrial revolution on farming.

450. Singleton, Rollo E. Effect of vocational-agriculture training upon work in college. Agricultural education, 3: 183, 196, June 1931.

A digest of a study made at the University of Missouri showing that vocational agriculture "probably increases, and certainly does not diminish the chances for a successful college career in the field of agriculture."

451. Teague, C. C. Teaching cooperative marketing. Agricultural education, 4: 19-20, 23, August 1931.

The former vice-chairman of the Federal farm board stresses the teaching of cooperative marketing.

452. United States. Federal board for vocational education. Organization and teaching procedure to be followed in evening agricultural schools on the marketing of cotton. Washington, Government printing office, 1931. iii, 19 p. (Monograph no. 13)

A monograph prepared cooperatively by the Agricultural education service of the Federal board for vocational education, and the Federal farm board.

453. ——— Organization and teaching procedure to be followed in evening agricultural schools on the marketing of grain. Washington, Government printing office, 1931. iii, 14 p. (Monograph no. 11)

One of a series of monographs prepared cooperatively by the Agricultural education service, Federal board for vocational education, and the Federal farm board.

454. ——— Organization and teaching procedure to be followed in evening agricultural schools on the marketing of livestock. Washington, Government printing office, 1931. iii, 16 p. (Monograph no. 10)

One of a series of monographs prepared cooperatively by the Agricultural education service, Federal board for vocational education, and the Federal farm board.

455. ——— Training objectives in vocational education in agriculture. Washington, Government printing office, 1931. v, 31 p. (Bulletin no. 153; Agricultural series no. 39)

The excellent report on objectives in vocational agricultural education prepared by a special committee of the American vocational association: Dr. C. H. Dore, chairman; C. B. Gentry, J. D. Blackwell, R. M. Stewart, E. C. Magill, Louis M. Sasman, E. B. Matthew, Sherman Dickinson, G. A. Schmidt, L. R. Humphreys.

See also nos. 438, 438.

COMMERCIAL EDUCATION

456. Adams, James Truslow. The responsibility of bankers. Forum, 86: 80-86, August 1931.

The part a banker plays in every individual's life. Problems of commercial and savings banks presented, the growing competition, speculation and investment responsibility, foreign bonds, trustees, mergers.

457. **Brewster, Arthur J. and Palmer, Herbert H.** Introduction to advertising. 2d ed. New York, McGraw-Hill book company, 1931. xv, 389 p. illus.

A textbook for students beginning the study of advertising. Includes a chapter on "advertising as a vocation."

458. **Crabbe, Ernest H. and Slinker, Clay D.** General business training. Cincinnati, South-western publishing company, 1931. 506 p., illus., tables, charts.

"It is the purpose of this book to provide the information about business which everyone should have."

459. **Walters, B. G. and Rowse, Edward J.** Fundamentals of retail selling. Cincinnati, South-western publishing company, 1931. 448 p. illus., charts.

A textbook which treats retail selling as a vocational subject.

460. **Zinman, M. E.; Strelsin, Roslyn E.; and Friend, Elizabeth.** Daily lesson plans in Gregg shorthand. American shorthand teacher, 12: 1-10, 27-37, September 1931.

"The purpose of the plans is to apply in a practical way the new method of teaching shorthand—the sentence method."

HOME ECONOMICS

461. **Calvin, Henrietta W. and Steinrock, Jane.** Philadelphia trade classes in home economics. Journal of home economics, 23: 637-40, July 1931.

A description of the two-year vocational course in home economics leading to wage-earning occupations in food shops, tea-rooms, and homes.

462. **Green, Norma Kidd.** Some things to know before marriage. Journal of home economics, 23: 833-36, September 1931.

An article written from the point of view of college upper classmen but suggestive for homemaking classes at any level.

463. **Hempstead, Laurene.** Color and line in dress. Sketches by Mary Highsmith. New York city, Prentice-Hall, inc., 1931. xiii, 355 p. illus.

A book which should be of inestimable help in teaching costume design and color harmony.

464. Home economics and gainful occupations. Journal of home economics, 23: 646-53, July 1931.

Some timely editorials pointing out the opportunity and responsibility of home economics teachers in guidance and vocational education.

465. **Richardson, Anna E.** Home management in relation to child development. Journal of home economics, 23: 528-31, June 1931.

A summarization of the philosophy of home economics held by a late leader in that field.

466. **Thayer, V. T.** Home economics and the education of the modern girl. Journal of home economics, 23: 600-15, July 1931.

An attempt to answer the question, "What is the place of home economics in the education of the modern girl?"

467. **Weiss, Rosalind.** How to make hats. Illustrations by Sylvia Y. Gordon. New York city, McGraw-Hill book company, 1931. xi, 315 p. illus. (McGraw-Hill vocational text, Edwin A. Lee, consulting ed.)

Presented as a series of job sheets, in which the fundamental principles of millinery have been worked out regardless of changes in fashion.

See also nos. 202, 461, 467, 471.

INDUSTRIAL ARTS

468. A course in furniture. Sketches and drawings by Lurette Guild. American home, 6: 266-67; 300-9; 308-63; July-September 1931.

A series of articles dealing with fine furniture: No. 4, Queen Anne furniture, p. 266-67; no. 5, the furniture of Robert Adam, p. 308-9; no. 6, Jacobean furniture, p. 362-63.

469. **Hjertstedt, Walter G.** International drawing exchange. Industrial arts and vocational education, 20: 315-17, September 1931.

A description of a scheme of international interchange of drawings of a mechanical or architectural nature between students of secondary schools, as a means of creating good will between nations.

470. **Orness, Carl J.** Shop-class management. Industrial arts and vocational education, 20: 309-14, September 1931.

A method of shop-class management discussed in terms of the automobile shop but applicable in all shops. Illustrated with forms used by the author.

471. **Phelan, Vincent B.** Care and repair of the house. Washington, Government printing office, 1931. iv, 131 p. (U. S. Department of commerce, Bureau of standards, Building and housing publication BH15)

A bulletin which has been written to aid home owners in keeping their property in good repair.

472. **Pitt, Norman J. and Harap, Henry.** Building a course in mechanical drawing for the layman. Industrial education magazine, 33: 68-71, September 1931.

A suggestive mechanical-drawing course of junior high school grade, based upon an analysis of household activities.

473. **Selvidge, B. W.** A cooperative analysis of trade and industrial arts subjects. Industrial education magazine, 33: 17-18, 74-75, July-September 1931.

The second and third articles in a cooperative project. Includes summary of plan and an analysis of electricity and auto-mechanics. Personnel of the American vocational association committee on standards; William T. Bawden, *chairman*; Charles F. Bauder, Clyde A. Bowman, Emanuel E. Ericson, Maris M. Proffitt, William E. Roberts, Robert W. Selvidge.

474. ——— A cooperative study fostered by the American vocational association committee on standards. Industrial arts and vocational education, 20: 306-7, 342-44, August-September 1931.

The third and fourth articles in a cooperative project. Includes summary of plan and analysis of electricity and auto-mechanics. Personnel of American vocational association committee on standards; William T. Bawden, *Chairman*; Charles F. Bauder, Clyde A. Bowman, Emanuel E. Ericson, Maris M. Proffitt, William E. Roberts, Robert W. Selvidge.

475. **Van Westrienen, Harold J.** Preparation and use of lesson sheets. Industrial arts and vocational education, 20: 237-42, July 1931.

Helpful suggestions concerning the construction and use of lesson sheets as a teaching device for general shop courses.

See also no. 476.

TRADE AND INDUSTRIAL EDUCATION

476. **Abercrombie, Towne B.** Applied architectural drawing. Milwaukee, Wis., Bruce publishing company, 1931. 156 p. illus.

A text which takes up the important fundamentals in architectural drawing prepared for pupils in secondary, trade, and vocational schools, and junior colleges.

477. **Boggy, Horace E.** Mechanical drawing. New York city, McGraw-Hill book company, 1931. 48 p. illus., drawings. (McGraw-Hill vocational texts, Edwin A. Lee, consulting editor)

A problem text, consisting of groups of practical drawing problems, each group being the same in principle, but graduated as to difficulty, based on the author's experience at Arsenal technical schools, Indianapolis. A first-semester text.

478. ——— Mechanical drawing. New York city, McGraw-Hill book company, 1931. 32 p. illus., drawings. (McGraw-Hill vocational texts, Edwin A. Lee, consulting editor)

A problem text consisting of groups of practical drawing problems. A second-semester text.

479. **Boggy, Horace E.; Denzler, Herman Z.; and Walter, H. Harold.** Mechanical drawing. New York city, McGraw-Hill book company, 1931. 22 p. illus., drawings. (McGraw-Hill vocational texts, Edwin A. Lee, consulting editor)

The third of a series of problem texts. Pointed toward the problems of students in the metal trades. Assumes completion of books I and II.

480. **Bowen, R. Sidney, jr.** Flying from the ground up. New York city, McGraw-Hill book company, 1931. vi. 234 p. illus.

A nontechnical treatment of flying written from the point of view of an instructor rather than the aeronautical engineer.

481. **Brady, George S.** Materials handbook. New York city, McGraw-Hill book company, 1931. xxiii, 588 p. tables, charts, graphs.

A standard handbook with which trades teachers should be familiar, inasmuch as every workman is a potential purchaser of materials.

482. **Dingman, Charles F.** Estimating building costs. New York city, McGraw-Hill book company, 1931. xv, 275 p. illus., tables, diag.

A revision of an earlier edition which takes account of the important changes that have taken place in building construction.

483. **Falk, Harold S.** How many apprentices should you train? *Factory and industrial management*, 82: 347-49, September 1931.

A formula and method of derivation for determining the number of apprentices to be trained in a given industry.

484. **Fire college of the Los Angeles fire department.** Report of teacher-training course for instructors of firemen. Los Angeles, Calif., Fire college, 1931. 200 p.

Mimeographed report of a teacher-training course for instructors of firemen conducted at the Los Angeles Fire college in cooperation with the Division of vocational education of the University of California at Los Angeles and the State department of education.

485. **Holland, Harvey H.** Avigation. New York city, McGraw-Hill book company, 1931. vii, 272 p. illus., charts, maps, diag.

A text which presents the principles and methods of avigation practice, suited to the needs and requirements of flying schools.

486. **Hurr, L. L. and Miller, E. E.** Teaching trade information. *Industrial education magazine*, 33: 40-41, August 1931.

A discussion of related trade information as it is taught at Dupwoody industrial institute.

487. **Kansas State board for vocational education.** Laundry owners' and workers' short courses. Topeka, Kansas State printing plant, 1931. 39 p. illus.

A brief syllabus of the short unit courses in steam and steam plants given to laundry owners and workers through the cooperation of the State board for vocational education. The courses were conducted at Independence, Topeka, Salina, and Hutchinson, Kans. Walter H. Pierce, discussion leader.

488. **Miller, I. W.** The air mechanic's handbook. New York city, McGraw-Hill book company, 1931. viii, 174 p. illus.

A simple handbook which aims to describe the proper use of hand tools and the essentials of materials and methods with which the aircraft mechanic should be familiar.

489. **Moyer, James A. and Wostrel, John F.** The radio handbook. New York city, McGraw-Hill book company, 1931. 886 p. illus, charts, tables, diag.

The most comprehensive handbook available to the teacher of radio. Includes sections on television and sound motion pictures.

490. **Orr, George W.** Flying instruction as it should be. *Scientific American*, 145: 160-62, September 1931.

Description of the Roosevelt flying-school technique.

491. **Boenigk, J. A.** Electrical maintenance. New York city, McGraw-Hill book company, 1931. 107 p. illus. (McGraw-Hill vocational texts, Edwin A. Lee, consulting editor)

The final volume in a complete maintenance series of eight instruction manuals for automobile mechanics.

492. **Stanley rule and level plant.** A manual of body and fender repair work. New Britain, Conn., The Stanley works, 1931. 48 p. illus.

A manual giving the fundamentals underlying automobile body and fender repair work.

493. **Tarbell, Robert W.** Providing effective shop training for apprentices. *Industrial arts and vocational education*, 20: 245-47, July 1931.

The concluding instalment of an article by a member of the staff of the Milwaukee vocational school.

494. **United States. Federal board for vocational education.** Coal-mine gases. Washington, Government printing office, 1931. xi, 41 p. illus. (Bulletin no. 39, Trade and industrial series, no. 9)

A revision of a much used bulletin dealing with technical information concerning coal-mine gases.

495. ——— Coal-mine timbering. Washington, Government printing office, 1931. xii, 100 p. (Bulletin no. 40, Trade and industrial series, no. 10)

A revised edition of a much used bulletin stressing the technical information related to coal-mine timbering.

496. ——— Flame safety-lamps devices for detecting fire damp, and miners' electric lamps. Washington, Government printing office, 1931. xiv, 67 p. illus. tables, diag. (Bulletin no. 42, Trade and industrial series, no. 12)

A revised edition of a bulletin dealing with technical information concerning miners' safety lamps.

497. ——— Trade preparatory training for small cities and rural communities. Washington, Government printing office, 1931. x, 81 p., illus. (Bulletin no. 157, Trade and industrial series, no. 45)

A constructive discussion of selected practical lines of development which have been found to meet the needs of small cities and rural communities.

See also nos. 183, 469-470.

VOCATIONAL GUIDANCE

498. **Brumbaugh, A. J. and Emme, Earle B.** Principles of counselling college students. *Phi delta kappan*, 13: 166-71, April 1931.

A discussion which is pertinent to guidance programs on any level.

499. **Hedge, J. W. and Hutson, P. W.** A technique for evaluating guidance activities. *School review*, 39: 508-19, September 1931.

An attempt at objective evaluation of guidance given high school juniors and seniors by means of a comparison of results of data obtained before and after the guidance was furnished.

500. **Lehman, Harvey C. and Witty, Paul A.** Some reflections with reference to vocational counseling. *School and society*, 33: 829-31, June 20, 1931.

A brief but important item on the use of psychological tests in vocational counseling.

501. **Woodhouse, Mrs. Chase Going.** Altrusa's future in vocational guidance. *National altrusan*, 9: 25-28, August-September 1931.

A discussion by the director of the Institute of women's professional relations of the part Altrusa, a national woman's service club, may play in the vocational guidance movement.

See also nos. 214, 218, 309.

OCCUPATIONS

502. **Andrews, Roy Chapman.** Explorers and their work. *Saturday evening post*, 204: 6-7, August 22, 1931.

Includes advice to men on the training needed. Also gives some of the physical and mental characteristics necessary for success as an explorer.

503. **Booth, Alice.** America's twelve greatest women: Willa Cather. *Good housekeeping*, 93: 34-35, 196-98, September 1931.

Willa Cather is quoted as saying, concerning literary work, that unless you burn with something within so fierce that it simply pours itself out in a torrent, heedless of rules and bounds, then do not bother to write at all. The article deals with Miss Cather's preparation and method of writing.

504. **Bowen, W. C.** Foreign service. *Saturday evening post*, 204: 80, July 4, 1931.

General information about selection, training, and salary of college graduates in technical work abroad.

505. **Edmonson, James B. and Dondineau, Arthur.** Citizenship and occupations through problems. New York city, The Macmillan company, 1931. xvi, 759 p., illus., diag., graphs.

A helpful study in community civics, which stresses vocational guidance and education.

506. **Flexner, Jacob A.** A vanishing profession. *Atlantic monthly*, 148: 16-25, July 1931.

A keen analysis of the changes which have taken place in the profession of pharmacy, due to the modern tendency to make a drug store anything but a drug store.

507. **Frazer, Elizabeth.** Wall Street women. *Good housekeeping*, 93: 40, 180-85, August 1931.

Shows that an increasing number of women are engaging successfully in banking and selling bonds.

508. **Hall, H. N.** The art of the Pullman porter. *American mercury*, 23: 329-35, July 1931.

Gives experiences of Pullman porters with side lights on their selection, training, and compensation.

509. **Heywood, Johnson.** Taking the starch out of "white collar" workers. *World's work*, 60: 58-59, 74, September 1931.

Discusses reduction of employment opportunities in the so-called "white-collar" occupations.

510. **Katz, Edith S.** Employment for the hard-of-hearing. *Auditory outlook*, 2: 367-69, 393-94, August 1931.

A plea for adequate vocational guidance and training for the deaf.

511. **Kitson, Harry D.** I find my vocation. New York city, McGraw-Hill book company, 1931. xiii, 216 p., illus.

An excellent textbook for a high-school course in choosing a vocation based on the author's job analysis of the task of choosing a vocation.

512. **Lapp, John A., ed.** Careers. Chicago, The Institute of research, 1931. 14 v.

Additional monographs in this series include: 12. Architecture. 15. Chemistry and chemical engineering. 25. Nursing. 28. Osteopathy. 32. Manufacturing. 33. Salesmanship. 35. Personnel work. 39. Aviation. 40. Insurance. 42. Criminological work. 44. Pharmacy. 47. Photography. 48. Merchandising. 52. Teaching.

For previous numbers in the above series, see Bulletin, 1931, no. 3, item 2007; Bulletin, 1931, no. 9, item 743; and Bulletin, 1931, no. 16, item 688.

513. **McKelway, Ben.** Always ready—for anything. *Trained men*, 11: 84-89, Autumn 1931.

A popular account of the duties and training of the U. S. Coast guard.

514. **McKenzie, Vernon.** Scouting for brains. *Saturday evening post*, 204: 14-15, 97-101, August 15, 1931.

College presidents discuss the type of men they want in their faculties.

515. **Mel, Marion.** Women in the motion picture industry. *National altruism*, 9: 32-38, August-September 1931.

Interesting and authentic occupational information concerning the work of women in the motion-picture industry.

516. **Mitchell, Terry.** Do college men stick? *Factory and industrial management*, 81: 788-90, May 1931.

Suggests a method whereby a college man may be adjusted more effectively to work in commerce and industry.

517. **Parsons, Floyd W.** Adventures in earning a living. *Saturday evening post*, 204: 10-11, 75-77, August 15, 1931.

Short sketches of a number of new and unusual occupations.

518. **Robert, Edna.** What good are the doctors? *Atlantic monthly*, 148: 96-100, July 1931.

An appreciation of the achievements of the medical profession. It is brought out that the great advances in this profession are not the sole accomplishment of the members of the profession, but are the result of cooperation by the people.

519. **Rogers, Charles Elkins.** *Journalistic vocations.* New York city, D. Appleton & Company, 1931. xxi, 355 p. tables, charts.

A vivid picture of the various vocations making up the field of journalism, written by a good reporter.

520. **Walker, Stanley.** A city editor's testament. *American mercury*, 24: 25-34, September 1931.

A city editor sets forth some of the qualities and training necessary for the success of a newspaper man.

NEGRO EDUCATION

Ambrose Caliver, assisted by Theresa A. Birch

521. **Caliver, Ambrose.** Education of Negroes. *In* Biennial survey of education in the United States, 1928-1930. Chapter XVII. Education of certain racial groups in the United States and its territories. p. 37-56. Washington. Government printing office, 1931. (Bulletin 1931, no. 20, Chapter XVII)

This is an abbreviated survey of Negro education during the biennium 1928-1930. The five large divisions of the study are: Public education; higher education; accreditation; research and publications; and the creation of the new Federal service in the education of Negroes. The report shows great progress in the development of Negro education as well as wide discrepancies in the provision for equality of educational opportunity. In the States maintaining separate school systems the schools for Negro children are kept only three-fourths as many days as are the schools for white children. In 1928 there were 282 counties without high school facilities in which the Negro population was 12½ per cent or more of the total population. Transportation facilities are relatively negligible. While school enrollment and attendance has increased greatly during recent years, the distribution of students in the various classes is disproportionate, 74 per cent were enrolled in the first five grades in 1928 and only 3.7 per cent in the high school. Tables and graphs present statistics on enrollment, income and expenditure, distribution of schools, term length, popularization of secondary education, salaries and accredited schools.

522. **Carr, William G.** Public education in the South. *School and society*, 33: 488-95, April 11, 1931.

The theme of this article is found in its first sentence: "The boys and girls of the Southern States are to-day receiving an educational opportunity which is seriously inferior to that provided in the Nation as a whole". No specific treatment is given the Negro situation; but tables give data for both white and Negro conditions, and in addition, there is a comment or two by the author serving to fix the fact that the Southern Negro children are not only a part of an inferior educational situation, but that they are also further handicapped by being subjected to conditions inferior to the inferior.

523. **Chapman, P. W.** Problems and progress in Negro education. *Southern workman*, 60: 325-29, July 1931.

The chief problem in Negro education in Georgia is the retention of pupils through grades in which fundamental processes are taught. Progress has been made in the program of agricultural education conducted by the State. The author expresses the belief that if Negro children can be kept in school until they have obtained the fundamentals of a general education and, added to that, training in some vocation in which there is opportunity for employment, steps will have been made in solving the economic problems of the individual and in aiding the prosperity of the State.

524. **Kellogg, W. N. and Eagleson, B. M.** The growth of social perception in different racial groups. *Journal of educational psychology*, 22: 367-75, May 1931.

Compares the growth of social perception in Negroes and whites by following G. S. Gates' procedure in measuring growth in social perception in four hundred and fifty-eight white children from three to fourteen years old. Accordingly three hundred and thirty-two

Negro children (ages three to fourteen) were tested by means of six pictures of the Ruckmick series presented one at a time to each subject, who then attempted to indicate the emotion represented. The only uncontrolled factor in the procedure was the geographical difference of the Negroes and whites. The study shows that a striking similarity was evidenced year by year in the data for the two racial groups.

525. McCuistion, Fred. Financing schools in the South. 1930. Nashville, Tenn., State directors of educational research in the Southern States, 1930. 29 p.

This pamphlet includes data regarding sources, amounts, and distribution of public school revenue in the Southern States for 1930. It is largely a discussion of the data presented in seven tables and graphs. The titles of the tables are: Actual and assessed wealth for all public elementary and high schools in Southern States, 1929-1930; income for all public elementary and high schools in Southern States, 1929-1930; sources and amounts of public school revenues in fifteen Southern States, 1929-1930; public school enrollment and current expenditures in fourteen Southern States, 1929-1930; summary of expenditures in colored schools; ability to educate; and effort, or willingness to educate. There is a spot map showing the percentage of current expenditure received by Negroes in certain States.

526. ——— The South's Negro teaching force. Nashville, Tenn., Julius Rosenwald Fund, 1931. 29 p.

The purpose of the study as stated by the author is "to present a brief summary of available data regarding the Negro teaching force of the South, and to discuss problems connected with the training and distribution of these teachers in Southern States." Teacher-training institutions are discussed under the following subjects: Number and type, amounts invested, annual budgets, and expenditures. The following topics serve as headings for the discussion of the teaching force: Number of teaching positions, number of certified teachers, increases, annual demands, number in training, number completing training courses last year, training levels of present force, improvement of teachers in service, salaries, teaching load, teaching equipment, and graduate work. Among other things the report concludes that 38 per cent of the South's Negro teaching force have less than high school training; and 58 per cent have less than two years beyond high school. The typical rural Negro teacher is a woman about 27 years of age, has completed high school and had ten weeks of summer school. She teaches 47 children through six grades for a term of six months, receiving an annual salary of \$860.00. In 1912 the pupil-teacher ratio was 67.

In 1930 there were 47,426 certified teachers in 15 Southern States with an annual requirement of 6,810 new teachers. Fourteen thousand and seventy-two students were enrolled in teacher-training institutions. It is suggested that a capital outlay of \$28,363,780 and an annual operating budget of \$4,640,000 are needed for the training of Negro teachers. In discussing teaching equipment in nine Southern States for 1928, the study reports white enrollment, which constituted 69 per cent of the total, received 91 per cent of all funds expended, while the 31 per cent colored enrollment received only 9 per cent of the expenditures. The author suggests the following problems for further study: 1. What is the present practice with regard to certification of the Negro teachers? 2. What would be the desirability, results, and cost of a minimum salary schedule for colored teachers in the various States? 3. What factors determine Negro teachers' salaries? 4. What are the factors of increased cost under a dual system of education? 5. How does pupil progress in colored schools compare with progress in white schools? 6. How are pupils distributed according to age and grade? 7. What do Negro high-school and college graduates do after leaving school? 8. How much property do Negroes own and what do they contribute toward the cost of education?

527. Savage, W. Sherman. Legal provisions for Negro schools in Missouri from 1865 to 1890. *Journal of negro history*, 16: 12, July 1931.

In this study the author reviews the legal provisions for Negro education in Missouri from 1865, the date of the passing of the initial law to the law in 1889 which stated that separate free schools shall be established for the education of children of African descent, and it shall hereafter be unlawful in the public schools of this State for any colored child to attend a white school or any white child to attend a colored school, which in effect has virtually prohibited the education of Negroes in the sparsely settled communities.

FOREIGN EDUCATION

James F. Abel,
Severin K. Turossi and Frances M. Fernald

INTERNATIONAL

528. **Barbillon.** La formation initiale de l'ingénieur: enseignement secondaire ou enseignement technique? *Revue internationale de l'enseignement*, 51 Année: 175-82, 15 Juillet, 1931.

A discussion of the kind of secondary-school training an engineer should have to prepare him for his later studies and work.

529. **International central Esperanto committee.** The latest gains of Esperanto. *Internacia Esperanto-Servo*, 6: 1-10, 1931.

Information concerning recent progress in the use of Esperanto is given in Esperanto, French, German, and Spanish.

530. **Kaye, G. W. C.** Noise and its measurement. *Nature supplement*, 128: 253-64, August 15, 1931.

A clear understandable account of a rather complicated process. It closes with some suggestions for protection from noise.

531. **MacBride, E. W.** Habit: the driving factor in evolution. *Nature*, 127: 933-44, June 20, 1931.

The author upholds the doctrine that acquired characteristics may be inherited.

532. **Pan American union, Columbus memorial library.** Theses on Pan American topics. Prepared by candidates for degrees in colleges and universities in the United States. Washington, D. C., Pan American union, July 1931. 52 p.

A mimeographed bulletin, *Bibliographia* series no. 5, compiled from the answers to a letter sent to 197 university and college libraries in the United States asking for data about the doctors' and masters' theses on Pan American topics.

533. **Schneider, Friedrich.** *Internationale Zeitschrift für Erziehungswissenschaft*. Erster Jahrgang, 1931-32. Köln, Verlag J. P. Bachem, 1931. 172 p. illus.

The first volume of the International education review prepared with the cooperation of several important international educational organizations. It contains lists and short descriptive accounts of many international agencies; a review of the better pedagogical annuals, international, national and general; and a number of excellent articles. A valuable handbook for any student of comparative education.

534. **Sutherland, Edwin H. and Sellin, Thorsten, eds.** Prisons of tomorrow. *Annals of the American academy of political and social science*, 157: 1-262, September 1931.

Part II of this number of the *Annals* is devoted to prisons abroad. The accounts are: English prisons; Germany's prison system; Evolution of the prison system in Belgium; Scandinavian prisons; The prison program of Italy; Mexico's prisons in the light of its new penal code. Education is playing a considerable part in all these plans.

535. **Symons, Farrell.** Courses on international affairs in American colleges, 1930-31. Boston, World peace foundation, 1931. 353 p.

"Over 3,700 semester courses in undergraduate instruction dealing with international affairs" are given in colleges and universities in the United States, says Prof. James T. Shotwell in his introduction to this work and prefaces these data by writing, "It is not too much to say that this book bears witness to one of the most significant changes in national interest and outlook to be found, not only in the history of the United States, but in that of any nation at any time." A splendid handbook that shows a situation which will greatly surprise many readers.

536. [Thirteenth] session plénière de la Commission Internationale de Coopération Intellectuelle. Bulletin de la Coopération Intellectuelle, 7-S: 343-76, Juillet-Août 1931.

This is a fairly complete account of the Thirteenth plenary session of the International Commission on intellectual cooperation of the League of Nations. The account is more than ordinarily interesting because this was the first meeting held after the Commission was reorganized.

See also nos. 166, 171, 184-185, 200, 247-248, 302.

BY COUNTRIES, ARRANGED ALPHABETICALLY

ARGENTINA

537. Colmo, Alfredo. La Cultura y la Universidad. Nosotros, 25: 337-54, August 31, 1931.

The outstanding men-of-letters in Argentina have not been men of university training, as in other countries. The faculty of philosophy and letters has had less than 35 years of life in Argentina, and yet it has three times as many lawyers in proportion to population as has Germany. The author lists men in many countries and traces their creative worth to their university or self-training, as the case may be. Refers the reader to his books and articles for information relative to the organization of educational institutions in Argentina.

AUSTRIA

538. Epstein, Julius. Alchhorn. Revue Internationale de l'Enfant, 11: 547-57, June 1931.

An interesting portrait of Augustus Alchhorn who, as director of the office of youth welfare in Vienna, has shown unusual insight into child psychology and has had much success in handling difficult children.

539. Tertsch, Hermann. Zur Frage der mathematischen Hausübungen. Oesterreichische Viertel-jahrshefte für Erziehung und Unterricht, 2: 71-82, May 1931.

Importance of home work in mathematics for secondary school pupils.

BELGIUM

540. Boper, J. I. Adult education in Belgium. London, World association for adult education, August 1931. 24 p. (Bulletin XLIX)

A description of the various efforts that are being made in adult education in Belgium.

CANADA

541. Phair, J. T. Child hygiene—its present status in Ontario. Mother and child, 2: 88-90, June 1931.

A description of conditions in the province of Ontario and an account of the official efforts to care for the health of women and children.

CHILE

542. Chile. Ministry of public education. Official documents. Revista de educación, 3: 63-71, February and March 1931.

The President of Chile demands fewer and better qualified graduates of the secondary schools; after the first cycle of secondary school study, such students as would be benefited thereby should enter the industrial and commercial schools.

543. Cuatro profesionales chilenos enviados por la Fundación Guggenheim a estudiar en los Estados Unidos. Revista de educación, 3: 919-20, Enero 1931.

A report on the work of the committee that selected Chilean professionals as beneficiaries of the Guggenheim foundation scholarships at Harvard, Cornell, and Washington (St. Louis) universities. The qualifications of all the 67 applicants for the two scholarships of 1930 were so high that four candidates instead of two were selected. The Foundation accepted all four. The examination for the 1931 scholarships was to be announced.

544. **El estado actual de la enseñanza primaria Chilena ante las aspiraciones del Magisterio Español.** *Revista de educación*, 3: 1-182, February-March 1931.

Compares the situation of the Chilean primary school with the aspirations of Spanish teachers as shown by the recommendations of the National congress of primary school inspectors, reported in the *Revista de pedagogia*, 10: 84-88, February 1931. This comparison is flattering to the Chilean schools and is made in order to correct erroneous impressions.

COLOMBIA

545. **García, Julio Cesar.** Informe que el Director de Educación Pública presenta al señor Gobernador del Departamento (of Antioquia, Colombia) con motivo de la reunión de la Asamblea en el año de 1931. Medellín, Colombia, Imprenta Oficial, 1931. 119 p.

The report of the Director of public education for the most populous of the departments of the Republic to the governor of that department for legislative use at the session of 1931. Sources of school funds and number of children of compulsory school age who are attending school are shown by tables. Teachers are affected by lowered public resources and by lessened living costs. With no immediate prospect of adequate school facilities for all children, a movement is on foot to obtain the attendance at school of the workingmen's children and require those who can do so to provide tuition for their children outside the public schools.

546. **República de Colombia.** Codificación Nacional de todas las leyes de Colombia desde el año de 1821, hecha conforme a la ley 13 de 1912. Bogota, Colombia, Imprenta Nacional, 1931. 348 p.

This is Volume XX of the National code and includes the laws of the Republic of Colombia issued in the years 1862 and 1863. A decree, dated January 27, 1862, fixed the salary of the professor of anatomy in the newly opened Academy of medicine and surgery at \$350 a year; the other professors of the Academy were paid \$300 yearly.

547. ———. **Memoria del ministro de educación nacional al Congreso de 1931.** Tomo I. Bogota, Imprenta Nacional, 1931. 385 p.

The official report of the minister of education to the congress of Colombia in 1931. A forceful, well-written report.

CZECHOSLOVAKIA

548. **Boček, Severin.** *Školnoye delo i kulturnaya zhizn v Podkarpatskoy Rusi.* *Centralnaya Europa*, 5: 284-90, May 1931.

The author summarizes the recent developments in public education in Ruthenia, Czechoslovakia. The Ruthenia with its 606,568 population gives instruction in seven languages: Ruthenian, Hungarian, Bohemian, Slovak, German, Rumanian and Hebrew.

549. **Petrus, Jan.** *Naše školy menšinové.* *Věstník pedagogický*, 9: 241-45, June 1931.

A historical account of schools for minorities in Czechoslovakia.

DENMARK

550. **Nyrop, K.** *La vie universitaire en Danemark.* *Annales de l'Université de Paris*, 6e Année: 293-313, Juillet-Août 1931.

An article on university life in Denmark; incomplete because of the death of the author.

EL SALVADOR

551. **Establishment of new schools.** *Bulletin of the Pan American union*, 65: 979, September 1931.

Among other important measures adopted by the National assembly in session May 31, 1931, was a provision authorizing the establishment of 100 new rural schools, the appropriation of 25,000 colones for the foundation of a normal school for rural teachers, and the creation of three industrial schools to be established in different sections of the Republic. Reprint from *Diario del Salvador*, San Salvador, June 3, 1931.

ENGLAND

552. An adventure in music. Parents' review, 42: 464-66, July 1931.

An account of how Miss Margaret James, a teacher of music and handicrafts, taught her pupils to carve, decorate and play pipes made from ordinary lengths of bamboo. The account reports, "In learning to carve, paint and play these pipes, the process is as natural and cheerful as dancing or talking."

553. British commonwealth education conference. Schoolmaster and woman teacher's chronicle, 120: 163, July 30, 1931.

An account of the conference of educators from all parts of the British commonwealth, being held at Bedford college.

554. British commonwealth education conference. Schoolmaster and woman teacher's chronicle, 120: 194-95, August 6, 1931.

A further account of the conference at Bedford college.

555. Carr Gordon, Violet E. Typical school curricula and time tables. IX. A modern girls' school: Hirst Park modern girls' school, Ashington, Northumberland. Journal of education (London), 63: 619-21, September 1931.

The ninth of the series of articles on curricula and time tables in the schools of England.

556. Cavill, W. V. Typical school curricula and time-tables. VII. An endowed day school with junior department, Hymers college, Hull. Journal of education (London), 63: 477-79, July 1931.

The seventh of a valuable series of articles on curricula and time-tables in the schools of England.

557. Cove, W. G. Teachers' salaries and the cost-of-living index figure. Schoolmaster and woman teacher's chronicle, 120: 52, July 9, 1931.

A protest against using the cost-of-living index figure in arranging the salary scales for the teachers of England and Wales.

558. Crapper, W. B. Typical school curricula and time-tables. VIII. A girls' school of special type—Francis Holland school, Clarence Gate, N. W. 1. Journal of education (London), 63: 559-61, August 1931.

The eighth of a series of good articles on the curricula and time-tables in the schools of England.

559. Education and economy. The National expenditure committee's recommendations. School government chronicle and education authorities gazette, 124: 32-37, August 1931.

This is a part of the report of the committee appointed to consider the question of reducing national expenditures in England so as to balance the budget. Contains excellent statistical and historical data.

560. Great Britain. Board of education. Report on the L. C. C. men's institutes (Junior) for the period ending July 31, 1930. London, H. M. Stationery Office, 1931. 31 p. (Educational pamphlet, No. 84)

A report on a special group of evening institutes in which an experiment in adolescent education has been watched for five years. The institutes were opened for boys between the ages of 14 to 18 who had no wish to continue their education. The report says, "Two things the institutes have accomplished. They have improved the standards of behavior of those who come under their influence, and they have taught some thousands of boys a better use of their leisure."

561. Liddle, H. W. American schools in relation to the universities. Oxford magazine, 49: 863-66, June 18, 1931.

The author compares secondary schools in England with those in the United States. His observations are very general and seemingly not based on careful study.

562. London county council. Annual report of the Council, 1930. Vol. III, part II. Public health. Report for the year 1930 of the School medical officer. London, P. V. King and son, ltd., 1931. 96 p.

During the year a total of 304,620 children were inspected and 186,615 under observation for recorded defect were re-inspected. This report on the work and the findings is unusually valuable.

563. The new financial proposals. Schoolmaster and woman teacher's chronicle, 120: 388-89, September 17, 1931.

A brief statement of the budgets for 1931-32 and 1932-33 of England and how they are to be balanced. It shows that the plan is to reduce the national grants for education by ten and one-half millions and that one-seventh of the total economies are to be borne by education. This entire number of the Chronicle is devoted to proposed reductions in appropriations for education and cuts in teachers' salaries.

564. Percy, Lord Eustace. Education at the crossroads. London, Evans brothers, limited, 1930. 104 p.

Written by the former president of the Board of education of England and Wales, showing clean, direct thinking expressed in plain and pleasing language. It deals in the main with universities and colleges but draws on their relationship to other levels of education in such a way that the entire educational system of England is well outlined. Worthy of careful reading.

565. Raymond, Ernest. How to massacre innocents. Parents' review, 42: 495-508, August 1931.

A witty, pungent talk on the child and literature and how we can best destroy his love for it. The author describes Elam, the one teacher that gave him a real love for literature.

566. Sadler, Sir Michael. Education in a changing commonwealth. New era in home and school, 12: 300-1, September 1931.

In his address before the British commonwealth education conference at Bedford college, Sir Michael says, "It is evident that the world cannot afford the cost both of modern education and of modern war. And the economic structure of society can only remain stable in so far as it is felt by the rising generation to be just, because education makes those that receive it increasingly sensitive to injustice."

This number of the New era is given over entirely to reports of the Commonwealth education conference. It is an unusually valuable and interesting number and the Commonwealth conference is one of the great educational meetings.

567. Searson, V. F. Geography in the elementary school. New era in home and school, 12: 234-37, July 1931.

The author tells of geography work suitable for primary, senior, and central schools. This entire number of the New era is given to the subject of geography.

568. The senior school: Planning and equipment. School government chronicle and education authorities gazette, 124: 57-61, September 1931.

This article is sequential to an article in the June number of the Chronicle, on the organization and curriculum of the senior school. It is expected that the course in the senior school will begin when the child is about 11+ in age, and close when he is 15+ and the correspondent here presents the kind of housing that will be suitable for such a school. This is the fifth in a series of articles on school types.

569. Smith, J. G. Education for business in Great Britain. Reprint of an article in Journal of political economy, vol. 36, February 1928. 52' p.

A descriptive, historical and statistical account of education for business in England, Scotland, and Ireland.

570. Snow, T. W. Parents' union school work in boys' preparatory schools. Parents' review, 42: 421-32, July 1931.

A paper read before the thirty-third annual conference of the Parents' national educational union. A good explanation of the work done in those schools that prepare pupils for the large secondary schools of England.

This number of the Parents' review has other papers given at the conference.

571. The special National union of teachers conference. Schoolmaster and woman teacher's chronicle, 120: 352-60, September 10, 1931.

An account of the special conference of the National union of teachers held in London, September 5, 1931, to consider and protest against the proposal of the Government to cut teachers' salaries by 15 per cent. This entire number of the Chronicle is given over to discussions of the salary question.

572. A teacher replies to the National union of teachers. Times educational supplement, 22: 361, September 19, 1931.

The teachers' unions in England and Scotland are strongly opposing the proposed cuts in teachers' salaries and reductions in the national appropriations for education.

This article gives the views of a teacher who feels that the teachers are comparatively well taken care of and that they should cheerfully and courageously undertake their share of the burden necessary to place Great Britain on a sound financial basis. A courageous and well-written statement.

573. Wylie, Sir Francis. Oxford magazine, 49: 869-71, June 18, 1931.

An article written in appreciation of the work of Sir Francis Wylie who was appointed first resident agent at Oxford of the Rhodes trust and carried on the work for 28 years. "Oxford, as well as the Rhodes scholars, have to thank Sir Francis and Lady Wylie for a great work well done," writes the author.

See also no. 188.

FINLAND

574. Harmaja, Laura. The rôle of household production in national economy. Journal of home economics, 23: 822-27, September 1931.

By using official statistics of Finland, the author tries to answer the question as to what extent production for sale has ousted household production for the producer's own use. She concludes that household production may not be looked down upon as a bagatelle to be ignored in economic studies.

FRANCE

575. Barraud, G. La technique, et la surveillance des cures héliomarines chez les enfants. Revue internationale de l'enfance, 11: 443-63, May 1931.

An article on the precautions that must be observed before exposing children to the powerful influence of sea climate and sea bathing. There is a summary in English.

576. Bouglé, M. Livres propres à faire connaître aux enfants d'autres pays que le leur. Bulletin international, 32: 16-18, June 1931.

Lists good books for acquainting children with countries other than their own.

577. Bourdelle, Michel. A propos du système Taylor. L'éducation, 8: 474-78, May 1931.

Small brochures issued by Michellin et cie, Paris, regarding the Taylor system.

578. Crouzet-Ben-Aben, Jeanne P. Carrières féminines. Revue universitaire, 40: 63-64, June 1931.

More and more women are attracted to the careers of chemist and agricultural engineer. Since 1919, girls have been taking the difficult examinations for the courses in the National agricultural institute, Paris. The demand for women laboratory aides is large. As assistant professors in the science faculties, women earn from 14,000 to 26,000 francs a year.

579. ———. Les fêtes du cinquantenaire de l'enseignement secondaire féminin et de l'École normale supérieure de Sèvres. Revue universitaire, 40: 1-15, June 1931.

The fiftieth anniversary of the lycées, collèges, and secondary courses for girls was celebrated on May 22, 1931, and that for the Sèvres higher normal school on May 23, 1931, the first at the Sorbonne, and the second at the school itself. According to the Minister of public instruction, M. Mario Roustau, the grade of the work is increasing at the same rate that the clientele gains in number; the number of institutions for secondary studies for girls was doubled during the period 1907-1931, the increase in the number of pupils was 115 per cent, and the teaching force, 315 per cent.

580. Dumas, Georges. La langue française en Extrême-Orient. Revue des deux mondes, 2: 289-315, March 15, 1931; 3: 623-52, June 1, 1931; 5: 178-99, September 1, 1931.

A study of the purposes and results of the selection of the French, English, and German languages for study by those attending public and private educational institutions of all grades and kinds in China and Japan. The results of the study of French are indicated, in part by the testimony of the higher institutions of learning in France that receive oriental students. Much space is devoted to American influence in behalf of the English language. China has followed Japan's lead in regulating foreign schools.

581. Les fêtes de cinquantenaire de l'enseignement secondaire des jeunes filles et de l'École normale supérieure de Sèvres, 22-23 Mai 1931. Revue de l'enseignement secondaire des jeunes filles, 4: 290-324, July 1, 1931.

This educational fortnightly founded by Camille Sée in 1881, and published by him until his death in 1918, is still popularly known in the French lycées as "la Revue Camille Sée."

The issue for July 1, 1931, presents an appreciation of the benefits derived from the laws that bear his name, passed a half century ago, which created the public secondary school for girls and the higher normal school.

582. Fourth centenary of the Collège de France. *Nature*, 127: 929-30, June 20, 1931.

A brief historical account of the Collège de France which is celebrating its four-hundredth anniversary.

583. France. **Ministre de l'Instruction publique et des beaux-arts.** Modification aux horaires, programmes et instructions relatifs à l'enseignement secondaire. (Arrêté du 30 avril 1931) Paris, Librairie Vuibert, 1931. 50 p.

The latest official outline of the courses and programs for the secondary schools in France, as they are set out in an arrêté of April 30, 1931.

584. **Guignebert, Charles.** A propos de la licence-ès-lettres. *Annales de l'Université de Paris*, 3: 233-45, May-June 1931.

A defense of the 10-year régime of certificates for the licence-ès-lettres of the French university. The problem of the licence-ès-lettres has been in existence for half a century, ever since the efficiency of the old humanistic methods came to be doubted. The author lists the requirements for entrance to the normal school forty-five years ago as possibly meeting the demands of general culture, the platform on which the present crisis in the licence-ès-lettres is turning.

585. *L'Information universitaire.* Quinze millions pour l'Institut français de Londres. *Paris*, 10: 1, July 4, 1931.

A report of the passage of the Government bill presented to the Chamber of Deputies on June 23, 1931, carrying, without debate in either house, an appropriation of 15,000,000 francs for the purchase and construction by the University of Lille of land and a building in London for the counterpart of the British institute at Paris.

586. **Laurent, M. Jean.** *Carrières industrielles féminines.* Address made at the Lycée Victor Duruy, Paris, France. *L'Information universitaire*, 10: 1, June 27, 1931.

Report of an address made at the Lycée Victor Duruy at Paris, with statement of the duties and opportunities for employment and advancement, with indication of salaries, in various industrial careers for women. One school reports that it is able to fill but a small part of the demands for employees coming from physicians and industrial organizations.

587. **Mornet, Daniél.** Le problème essentiel de la pédagogie. *Modern language forum*, 16: 71-74, June 1931.

A discussion of the fundamental problem of teaching by an educator of long experience.

588. **Pitollet, Camille.** La langue étrangère "telle qu'on la parle." *Revue de l'enseignement des langues vivantes*, 48: 255-59, June 1931.

Stresses the advantages of the talking-film in the teaching of modern languages. Conversation is the foundation of such instruction. In London an ever increasing number of schools send their pupils to the Academy Cinema in Oxford street to "learn French as it is spoken in France." Foreign films only are given there.

589. **Reynolds, Rollo G.** Intelligence tests. *Bulletin International*, 32: 54-59, June 1931.

Doctor Reynolds explains why the Horace Mann school has discontinued the use of generalized intelligence tests formulas and the resultant grading.

590. **Schreiber, Georges.** Examens sanitaires périodiques et centres de médecine préventive. *Revue internationale de l'enfant*, 11: 576-91, June 1931.

The author, one of the principal promoters of preventive medicine in France, advocates regular medical examinations for every citizen and the establishment of well staffed health centers available for all children, young people and adults. He believes the National government should bear most of the cost of maintenance.

GERMANY

591. **Fräger, Paul.** Das Lehrerproblem in der Deutsch-Brasilianischen Schule. *Pädagogisches Zentralblatt*, 9: 468-78, September 1931.

The author as director of the German evangelical teachers seminary [Deutsches Ev. Lehrerseminar] at Sao Leopoldo, Rio Grando do Sul, Brazil, discusses the teachers problems in German-Brazilian schools.

592. **Grupe, Margot.** Die Ausbildung der Lehrerinnen für den Unterricht in Nadelarbeit, Leibesübungen und Hauswirtschaft. Pädagogisches Zentralblatt, 9: 455-68, September 1931.

The author discusses the training of women-teachers for needle-work, physical education and household economy.

593. **Hansen, Karl.** Das Sprachheilwesen im Ausland. Pädagogisches Zentralblatt, 11: 345-58, July-August 1931.

A comparative account of speech-training schools in various foreign countries, with a bibliography.

594. **Hoepner, Witaelm.** Die Reform der Landschule. Neue Erziehung, 8: 583-93, August 1931.

A discussion of the advantages of rural schools in Germany.

595. **Luther, Friedrich.** Zur Universitätsreform. Neue Erziehung, 9: 673-76, September 1931.

The author discusses the reform of technical universities and academies in Germany.

596. **Radtke, Bruno.** Some observations on German and English education in elementary and secondary schools. Lawrence, University of Kansas, Bureau of school service and research, June 1931. 36 p.

An unusually clear, direct discussion of education in Germany and in England. The American teacher will find it well worth reading.

597. **Springenschmid, Karl.** Was geht in der Landschule vor? Schulreform, 10: 477-84, August-September 1931.

A critical discussion of rural education in Germany.

HUNGARY

598. **de Takats, G.** Postgraduate medical instruction in Hungary. Journal of the association of American medical colleges, 6: 290-92, September 1931.

A brief unsatisfactory sketch on a subject that is worthy a careful, well-written article.

ITALY

599. **Bettini, F.** L'amministrazione unitaria della scuola. Problemi. La nuova scuola italiana, 8: 1233-34, August 9, 1931.

A discussion of the plan suggested by the committee on the reform of local tribute which it is expected will relieve the communes still administering their schools, of an expense which amounts to some 300,000,000 lire, annually. The regional school officers are men of superior knowledge and ability which can be put to more effective use when strictly administrative work is again distributed among them. The present school cost would be more than sufficient; of the nearly 8,000 communal school directors, not more than 1,500 would be excused from teaching because of the number of schools under their supervision.

600. **Crimi, Giacinto.** I convitti nazionali nel momento attuale. Rivista pedagogica, 24: 401-9, May June 1931.

Questions why the national boarding schools in the smaller places have hardly one-third as many pupils as have the private schools whose buildings are no larger and whose incomes are somewhat smaller.

601. **Italy.** Ministro per l'educazione nazionale. Approvazione del nuovo statuto dell'Istituto Italiano. Bollettino ufficiale I—Leggi, regolamenti e altre disposizioni generali, 58: 1689-96, June 30, 1931.

This is the royal decree of May 28, 1931, which substitutes a new statute for the inter-university union to which all the higher educational institutes of Italy belong and to which each must contribute at least one thousand Italian lire. The purpose of the Union is to promote the development of national scientific culture and assist in its diffusion abroad.

602. ————. Attuazione della legge 15 giugno 1931, No. 889, sul riordinamento dell'istruzione media-tecnica. Bollettino ufficiale dell'educazione nazionale, 58: 2241-42, August 11, 1931.

By circular No. 88, dated July 23, 1931, the Director general for technical instruction in the Ministry for national education announced that the law reorganizing vocational

and technical instruction would take effect on August 2, 1931. This law is dated June 15, 1931, and is published in the *Gazzetta ufficiale* of July 17, 1931, No. 163, and in the *Bollettino ufficiale* for July 28, 1931. A separate decree will be issued for each existing school, fixing its income, the courses, specialties, subjects of study, and number and grades of teachers.

603. ————. [Circular official] addressed to the regional provisors of studies and to principals of royal secondary schools, in the Kingdom of Italy. *La nuova scuola italiana*, 7: 3-4, June 28, 1931.

Forbids the continuance of the practice of requiring entrants to the secondary schools to deposit a fixed sum to cover general charges, such as contributions to the savings fund, repairs, school annual, excursions, moving pictures, etc. During the school year students may be invited to contribute to the beneficial institutions previously approved by the Ministry, but neither the students nor their families should feel that there is any obligation to make such contribution. It is forbidden to make collections for school materials, for furniture, or for repairs.

604. ————. Direzione generale per l'istruzione tecnica. L'insegnamento commerciale medio in Italia. Rome, Italy, Tipografia del R. I. N. I. P., via Conte Verde, 51, 1930. 255 p.

This official report gives the history and present organization of commercial secondary education in Italy. Contains descriptions, with many photographs, of 24 Royal commercial institutes, 13 Royal commercial schools, 25 private schools recognized by the Government, and 35 other private schools.

605. ————. L'istruzione industriale in Italia. Rome, Italy. "L'universale" tipografia Poliglotta, 1930. 1131 p.

Covers industrial education in Italy from the Middle Ages to the present time. The St. Louis Exposition, in 1904, brought recognition to the well conceived and well-organized, though meagerly sustained, industrial schools in Italy and contributed to the special legislation which later developed into organic law.

606. ————. Notizie su l'istruzione agraria media in Italia. Rome, Italy, Tipografia del R. I. N. I. P., via Conte Verde, 51, 1930. 558 p.

Gives the history and present organization of agricultural secondary education in Italy; pictures and graphs accompany the description of the 23 Government secondary schools, and of the private agricultural schools of secondary grade which largely outnumber the public schools.

607. Vidoni, Giuseppe. Un'inchiesta sull'alcolismo fra i fanciulli delle scuole elementari della Prov. di Genova. *Difesa sociale*, 10: 273-88, June 1931.

In this instalment of Professor Vidoni's work entitled, "An investigation in regard to alcoholism among the children of the elementary schools in the Province of Genoa," he has studied some 333 classes in 86 villages. He gives the number of boys and girls in each school, with the percentage of each who are total abstainers, who habitually drink wine, who occasionally drink wine, who habitually drink liquor, who occasionally drink liquor, and states his observations of the children and of their families.

608. Vivante, Raffaello. L'educazione igienica della popolazione attraverso i bambini, gli avanguardisti e la M. V. S. N. *Difesa sociale*, 10: 257-59, June 1931.

One of the most valuable innovations of the Gentile school reform of 1923 was the emphasis placed on instruction in hygiene. The recent reduction in the death-rate has in large part resulted from improved sanitation and hygiene.

JAMAICA

609. Jamaica. [Education department] Annual report of the Education department for the year 1929-30. Kingston, Government printing office, 1931. 60 p.

The official annual report of education in Jamaica.

JUGOSLAVIA

610. Gorovitz, L. Narodnoye obrazovanye v Yugo-slavii. *Centralnaya Europa*, 11: 671-72, November 1930.

A brief account of new school systems in Jugoslavia.

LAPLAND

611. **Englund, Amy Jane.** School days in Lapland. *American-Scandinavian review*, 19: 426-30, July 1931.

A descriptive, illustrated article on schools in Lapland.

MEXICO

612. **Chase, Stuart.** Mexico: A study of two Americas. New York, The Literary guild, 1931. 338 p. illus.

In its main elements this book is a comparison of the mountain village, Tepoztlan in Mexico, with Robert and Helen Lynd's Middletown. It is a keen economic study of Mexico with enough of history well told to furnish a background. While not dealing strictly with education in Mexico, it raises questions that cannot help but make the careful teacher in the United States do some thinking about our schools. The author advises the Mexican villagers thus, "Hold to your disregard of money, of pecuniary thrift, of clocks and watches, of hustle and bustle and busy emptiness. . . . Remember the code of the craftsmen in the great civilization from which you descend. You have their honour to keep."

NETHERLANDS

613. **Statistiek van Nederland.** Statistiek van het gewoon en uitgebreid lager onderwijs. s-Gravenhage, Central Bureau voor de Statistiek, 1931. 231 p.

The official annual statistical handbook of the Netherlands. It gives an expository statistical account of higher elementary education in 1929 in the Netherlands including colonies.

NEWFOUNDLAND

614. **Newfoundland.** Bureau of education. Annual report, 1929-1930. St. John's, Manning & Rabbitts, 1931. xxxv, 168 p. illus.

This volume consists of the reports of the secretary for education, the superintendent of education for the Church of England, the superintendent of education for the Roman Catholic schools, the superintendent for the schools under united Church boards, the superintendent for the Salvation army, the president of the Memorial university college, and the principal of the normal school; and the financial statements of the Presbyterian and Seventh day adventist boards.

NICARAGUA

615. **The School of medicine.** *Bulletin of the Pan American union*, 65: 981, September 1931.

On May 22, 1931, the Nicaraguan congress approved a decree authorizing the reestablishment of the School of medicine, surgery, dentistry, and pharmacy at Granada, which has been closed for several years. The Chief executive is authorized to designate the necessary professors, and students of the schools of medicine, surgery, dentistry, and pharmacy are required to pass a general examination at Managua before they receive the degree and practice their professions.

PALESTINE

616. **Palestine.** Department of education. Annual report, 1929-1930. Jerusalem, Printing and stationery office, 1931. 56 p. appendix.

The report contains a historical, descriptive and statistical account of education in Palestine. Unusually clear and detailed in presentation, it is one of the best statements of the educational situation in that country.

PARAGUAY

617. **Bread-baking competition.** *Bulletin of the Pan American union*, 65: 972, September 1931.

Under school auspices, a bread-baking competition was a feature of the culinary exposition held in Asuncion in June 1931 to encourage the use of national food products.

618. Laboratory for classes in experimental psychology. Bulletin of the Pan American union, 65:982, September 1931.

A special laboratory for classes in experimental psychology was recently opened in the President Franco normal school in Asuncion, recognized as the finest normal school in the country.

PERU

619. University of San Marcos, Lima, Peru. Boletin universitario, organo de la Universidad Mayor de San Marcos. Lima, Peru, University of San Marcos. 1931. 8 p.

This issue of the university bulletin contains the addresses made by Dr. José Antonio Encinas, the rector, and Jorge Guillermo Leguía, the secretary general of the university, at the first anniversary celebration held during the 380 years of the university's existence. Because of a students' strike in sympathy with the "just cause of the workingmen," the celebration was held on May 21 instead of on May 12, the anniversary date. Both the history of the university and present public sentiment with regard to it are portrayed by the addresses.

ROUMANIA

620. Casson, Sarina. Une école roumaine en France. Revue mondiale, 204: June 1, 1931.

Each of the Roumanian universities sends two or three of its most meritorious students to the Roumanian school at Paris, founded in 1922 on the initiative of the statesman and educator, M. Jorga. The school at Paris has a 2-year course, and three sections, philology, history, and literature. An art gallery and a museum are attached. Ten professors of Roumanian universities have completed their work at the Roumanian school in Paris.

RUSSIA:

SOVIET UNION

621. Haines, Anna J. Russian food. Journal of home economics, 23: 813-21, September 1931.

A good account of the diet of the poorer people of Russia and a shorter statement of that of the wealthier classes. It is noticeable that while the author writes of some of the foods of the poorer folk as being very satisfying, she gives recipes only from the "favorite dishes of the wealthier Russians."

SCOTLAND

622. Robertson, Stewart A. Defoe as educator. Scottish educational journal, 14: 793-94, July 3, 1931.

Rousseau chose Robinson Crusoe as the ideal textbook on education. This bicentenary of Defoe's death called forth the above article on Defoe as an educator and the immense value Robinson Crusoe has had to the educational world.

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

A speech delivered by the secretary of the Scottish education department before the National special schools union, in which good descriptive and statistical data are given.

SOUTH AFRICA

624. Cape of Good Hope. Department of public education. Report of the Superintendent-general of education for the year ended 31st December, 1930. Cape Town, Cape Times, limited, 1931. 78 p.

This official report is written in plain, direct language easy for persons not acquainted with the Cape school system to understand. It deals with such topics as centralization of schools, extension of free education, organization of the system, and medical inspection. It is not overburdened with statistics. Any school teacher, particularly a rural-school teacher, will find it worth reading.

SPAIN

625. Jou y Olio, Lorenzo. Algunos antecedentes del bilingüismo escolar en Cataluña. *Revista de pedagogía*, 10: 239; 252-60, May-June, 1931.

Also in *Boletín oficial del Ministerio de Instrucción pública y bellas artes*, May 8th, 1931. The first decree of the provisional government was that of April 29, 1931, introducing bilingualism into the schools of Cataluña, and offering to receive petitions in regard to other peninsular tongues. The prohibition against the use of Catalan of September 13, 1923, has been abolished, and instruction will be given in the mother tongue. Beginning with the age of eight years, instruction and practice will be given in the Spanish language so that the pupils will be able to speak and write it correctly.

626. Noguer, N. La Escuela única. Son incompatibles la escuela única y la escuela privada? *Razon y Fe*, 96: 145-61, August 10, 1931.

Discusses the statement of the president of the Council of public instruction in answering the question "Are the unity school and the private school incompatible?" The author cites the decision of the United States Supreme court of June 1, 1925, and quotes Lorenzo Luzuriaga in "La Escuela unificada" wherein the United States is described as "the country which has to the greatest extent put the unity school into practice and which has been its greatest defender."

627. Nuevos grupos escolares de Madrid. *La Escuela moderna*, Suplemento, 40: 687, May 9, 1931.

This is a report of the action taken in May, 1931, by the Ministry of public instruction and fine arts at Madrid, to provide school privileges for 50,000 children. The city announced at the Ministry that it needs 10,000,000 pesetas for school buildings and the Minister promised 1,000,000 pesetas now, and looks to the Cortes to provide the other 9,000,000 during the next three years.

SUDAN

628. Sudan. [Education department] Annual report of the education department, 1930. Khartoum, McCorquodale & co., ltd., 1931. 74 p.

The official report on education in Sudan for the year 1930.

SWEDEN

629. *Statistik Årsbok för Sverige*. Stockholm, Statistiska Centralbyrån, 1931. 409 p.

The annual official statistical handbook of Sweden. Chapter XVII, p. 282-293, gives a good statistical survey of education in Sweden.

SWITZERLAND

630. Witzig, Hans. Die berufliche Ausbildung des Lehrers im Zeichnen. *Schweizerische Lehrerzeitung*, 76: 422-24, September 1931.

The author discusses the vocational training of teachers of drawing in Switzerland.

TURKEY

631. Hamdi, Eyup. Organization des Bildungswesens in der Türkei. *Neue Erziehung*, 7: 506-9, July 1931.

A recent account of present-day education in Turkey.

632. ——— Schule und Erziehungswesen in der Türkei. *Schulreform*, 10: 90-101, February 1931.

A statistical account of schools in Turkey.

URUGUAY

633. The Dalton school plan. *Bulletin of the Pan American union*, 65: 983, September 1931.

The Council of primary and normal instruction has assigned School no. 77 for use as a Dalton plan school during the school year 1931. The plan is being taught in the normal schools and certain aspects are being tried out in classes in practice teaching. Necessary scientific and pedagogical equipment has been made available by the Pedagogical library, the Normal institutes, the Biological laboratory, and the Technical inspection office, and many other facilities have been placed at the disposal of the school to insure all possible success.

PROCEEDINGS, REPORTS, AND OFFICE OF EDUCATION
PUBLICATIONS

Martha R. McCabe

634. **American association of dental schools.** Proceedings of the eighth annual meeting, held at Memphis, Tenn., March twenty-third, twenty-fourth, and twenty-fifth, Nineteen hundred thirty-one. Published by American association of dental schools, R. S. Vinsant, secretary-treasurer, 718 Union Avenue, Memphis, Tenn. Memphis, Tenn., The Association, 1931. 519 p. illus., tables, diagrs.

Contains: 1. George D. Stoddard: Some factors related to success in the study of dentistry, p. 56-63. 2. Bland N. Pippin: Future dental education, p. 66-73. 3. Henry L. Banzhaf: The use of the dental library, p. 90-98; discussion, p. 98-106. 4. W. E. Cummer: The engineering side of dentistry, p. 116-46. 5. C. W. Waldron: The relationship of the physician and the dentist, p. 148-162. 6. J. F. Christiansen: Responsibility of the dental school for the success of its graduates, p. 174-179. 7. DeLos L. Hill: Teaching dental economics, p. 188-193; discussion, p. 193-202. 8. F. D. Francis: Supervision of orientation of the freshman dental student, p. 203-207. 9. R. W. Rule: Teaching methods in oral hygiene, p. 315-321. 10. W. M. Reppeto: Teaching methods in oral hygiene, p. 325-332. 11. W. H. McGehee: Individualism plus standardization in dental teaching, p. 392-401.

635. **American instructors of the deaf.** Twenty-seventh meeting. June 22-26, 1931. American annals of the deaf, 76: 335-419, September 1931.

Contains: President's address; A review and a prophecy; The certification of teachers; Discussion of Dr. Long's paper on certification; Art correlation with other subjects; Rhythm outline; The vocational and arts exhibit at the Winnipeg convention; etc.

636. **Association of university and college business officers.** Minutes of the twenty-first annual meeting. Held at University of Kentucky, Lexington, May 14-15, 1931. 81 p. diagrs.

Contains: 1. H. H. Halladay: Service enterprise aspects of educational laboratories, p. 12-19. 2. Lloyd Morey: Standard financial reports for colleges and universities, p. 20-30. 3. Deming G. MacIise: Service enterprises, p. 31-42. 4. A. J. Lobb: Discussion, p. 43-46. 5. Faye E. Smith: Preparation of the budget, p. 47-50. 6. Thomas Hull: Administration of the budget, p. 51-55. 7. J. B. H. Martin: Discussion, p. 56-58. 8. C. H. Smith: Fee statistics and trends, p. 65-69 (charts). 9. Roy W. Elliott: Fee statistics and trends, p. 70-71. 10. F. S. Dulgety: Discussion, p. 72-73. 11. L. E. Gunderson: Business aspects of athletics, p. 74-78. 12. J. D. Phillips: Discussion, p. 79-81.

637. **Association of university and college business officers of the Eastern States.** Held at Easton, Pa., December 5 and 6, 1930, as guests of Lafayette college. Minutes of the eleventh annual meeting. [Cambridge, Mass., The Murray printing company, 1931] 89 p.

Contains: 1. William Mather Lewis: Words of greeting, p. 17-20. 2. R. N. Ball: Organization of the university plant, p. 21-25. 3. L. S. Ries: Building maintenance and operation, p. 26-33. 4. Lloyd Morey: Greater uniformity in financial reports, p. 39-50. 5. Miller D. Steever: The business of the Government, p. 51-58. 6. Shirley W. Smith: Relations of an educational institution to the municipality where established, p. 62-70.

638. **Department of secondary school principals of the National education association.** Proceedings of the fifteenth annual meeting, held at Detroit, Mich., on February 23, 24, and 25, 1931. Edited by H. V. Church, secretary. Berwyn, Ill., The Department, 1931. 235 p. diagrs. (Bulletin of the Department of secondary school principals, number 35)

Contains: *Senior high school section*—1. W. W. Kemp: The philosophy of general education in the United States, p. 2-6. 2. C. H. Threlkeld: A philosophy of secondary education, p. 6-15. 3. F. O. Holt: Organized orientation and counseling, p. 21-32. 4. M. C. Wagner: Extracurricular activities—a training for democracy, p. 32-44. 5. Milo H. Stuart: Significant values of non-academic secondary education, p. 44-62. *Junior high school section*—6. Galen Jones: The functions of the junior high school in a

democracy, p. 74-82. 7. D. H. Eikenberry: The Ohio program of guidance for junior high schools, p. 82-95. 8. James M. Glass: Democratizing the home-room program, p. 90-108. 9. E. K. Fretwell: Seven purposes of pupil participation in government, p. 108-114. 10. L. L. Morrissett: Interpreting the school to the public, p. 114-133. *Junior college section*—11. W. C. Eells: The public junior college as an agency of democracy—the financial aspect, p. 134-150. 12. D. S. Campbell: The public junior college—the social aspects, p. 150-166. 13. William S. Gray: The relation of the junior college curriculum to general education, p. 171-181. 14. G. N. Kefauver and Catherine Bullard: The organization of the junior college as an agency of democracy, p. 182-191. *Research section*—15. J. B. Edmonson and G. E. Carrothers: Questions concerning the teaching load, p. 192-200. 16. R. D. Cole: High school libraries in North Dakota, p. 200-214.

639. High school principals' conference. Proceedings. Indiana university, November 7 and 8, 1930. Bloomington, Bureau of coöperative research, Indiana University, 1930. 70 p. (Bulletin of the School of education, Indiana university, vol. vii, no. 2, November 1930)

Contains: 1. Henry L. Smith: The junior high school, p. 5-10. 2. Mary H. Derby: The junior-high school English program of activities, p. 11-17. 3. Paul Addison: What the junior-high school social studies programs should be, p. 18-22. 4. Shelton Phelps: What shall I read? p. 23-26. 5. Blanche Wellons: The senior-high school curriculum, p. 27-34. 6. DeWitt S. Morgan: The senior-high school social studies program, p. 35-39. 7. Shelton Phelps: Scholarship in training teachers, p. 40-43. 8. Wendell W. Wright: A study of the Indiana Latin achievement tests, p. 44-61. 9. I. Owen Foster: The training of junior-high school teachers, p. 62-68.

640. Institute for administrative officers in higher education. Proceedings. . . . July 7 to July 10, 1930. College and university education, including both fiscal and instructional administration. Edited by Shelton Phelps . . . Nashville, Tenn., George Peabody college for teachers, 1931. 166 p.

Contains: 1. Bruce R. Payne: Why the Institute is held, p. 11-12. 2. Shelton Phelps: Some trends in higher education, p. 13-19. 3. Henry Suzzallo: Organization and control in higher education, p. 20-30. 4. James M. Wood: Is the junior college a unit of public education? p. 31-37. 5. Edward C. Elliott: Sources of financial support in higher education, p. 38-49. 6. Henry Suzzallo: Organization and control of higher education, p. 20-30. The liberal-arts college, p. 50-67. 7. A. L. Crabb: The rise of the normal school, p. 68-73. 8. Guy E. Snavely: Standardization and flexibility in higher education, p. 74-78. 9. Edward C. Elliott: Budgetary procedure, p. 79-89. 10. Henry Suzzallo: Standards, requirements and procedures in the graduate school, p. 90-105. 11. Shelton Phelps: The improvement of college teaching, p. 106-119. 12. Max McCoun: The academic and professional training of college teachers, p. 120-132. 13. Edward C. Elliott: Sources of subsidy for selecting future educational leaders, p. 133-141. 14. Walter D. Cocking: Fundamentals of curriculum making at the college level, p. 142-151. 15. Max McCoun: The dean's work, what is it? p. 153-162.

641. Kentucky, University. Seventh annual educational conference, University of Kentucky, October 23, 24, and 25, 1930. Proceedings. Lexington, University of Kentucky, 1930. 100 p. (Bulletin of the Bureau of school service, College of education, University of Kentucky, vol. iii, no. 2, December 1930)

Contains: 1. Hamilton Holt: Adventures in old-fangled education, p. 5-10. 2. Carleton Washburne: Education in Russia, p. 11-18. 3. Thomas H. Briggs: The enlarged concept of secondary education, p. 19-28. 4. Hamilton Holt: Experimenting in higher education, p. 29-32. 5. H. L. Donovan: Problems of college teaching, p. 33-42. 6. Carleton Washburne: Two movements in present-day education, p. 43-53. 7. Esther Cole: Social science abstracts—an aid to teaching and research, p. 74-78.

642. National congress of parents and teachers. Proceedings of the thirty-fourth annual meeting, Denver, Colo., May 16-24, 1930. Volume 34. Washington, D. C., The National council of parents and teachers [1930] 524 p.

Contains: 1. Mrs. S. M. N. Marr: The challenge, p. 18-21. 2. H. E. Barnard: The White House conference on child health and protection, p. 21-32. 3. William John Cooper: Keeping up with our children, p. 32-38. 4. Gertrude Laws: Parental quests, p. 39-44. 5. J. W. Faust: Leisure and living, p. 44-55. 6. Mrs. A. H. Reeve: The wings of the morning, p. 56-62; also reports of national officers, bureaus, departments and committees, conferences, state presidents, local associations, the Congress records; etc.

643. New York (State) University. Proceedings of the sixty-sixth convocation of the University of the State of New York, October 16 and 17, 1930.

Albany, The University of the State of New York, 1931. 97 p. (University of the State of New York bulletin, no. 976, July 15, 1931)

Contains: 1. Charles H. Judd: Why adult education? p. 8-19. 2. L. P. Jacks: The broadest vision of adult education, p. 19-27. 3. A. E. Bestor: Bringing adult education to the people, p. 27-30. 4. Huger Elliott: Adult education in art, p. 35-39. 5. John Erskine: Adult education in music, p. 39-48. 6. Hilda W. Smith: Adult education in industry, p. 48-56. 7. George H. Locke: The library and adult education, p. 57-63. 8. Arthur E. Bostwick: The library and scholarship, p. 63-69. 9. Alice S. Tyler: Rural adult education and the county library, p. 69-78. 10. Walton S. Bittner: Survey of correspondence study, p. 79-87. 11. Samuel P. Capen: The discovery and treatment of superior students, p. 87-93. 12. ————: The definition of junior and senior colleges, p. 93-94. 13. Marshall S. Brown: Credit for extension, summer, and correspondence courses, p. 94-97.

644. Society for the promotion of engineering education. Volume xxxviii. Proceedings of the thirty-eighth annual meeting held at Ecole Polytechnique and McGill university, Montreal, Canada, June 26-28, 1930; and papers, reports, discussions, etc., printed in the Journal of engineering education, vol. xxi (1930-31). Publication committee, H. S. Boardman, R. I. Rees, F. L. Bishop. F. L. Bishop, editor. Pittsburgh, Pa., Office of the secretary, 1931. 712 p. illus. tables.

Contains: 1. John C. Tracy: The enrichment of experience in the development of the teacher, p. 53-71. 2. E. D. Smith: Can the engineering student be taught to manage men? p. 99-128; discussion, p. 128-138. 3. Edward R. Weiden: Industrial research methods and workers, p. 139-148. 4. F. E. Syer: Cooperative engineering education, p. 210-212. 5. F. T. Spaulding: Getting students to learn, p. 220-236. 6. J. W. Barker: Personal relations of teachers with fellow members of the faculty, p. 265-279. 7. W. E. Wickenden: The responsibility of the engineering teacher, p. 280-286. 8. F. T. Spaulding: Getting students to stay taught, p. 287-303. 9. J. E. McDaniel: Railroad work as a valuable practical experience for cooperative students, p. 305-309. 10. F. K. Teichmann and C. W. Lytle: The cooperative plan applied to aeronautical engineering, p. 310-317. 11. H. W. Miller and J. C. Palmer: Some facts about the scholastic achievement of engineering students, p. 371-383. 12. F. T. Spaulding: Can the teacher justify his job? p. 384-403. 13. R. G. Kloeffler: A market analysis of electrical engineering graduates, p. 425-432. 14. Denn L. E. Akeley: Liberalizing objectives in engineering education, p. 639-646. 15. R. L. Swelgert: A study of some of the phases of shopwork as a part of professional engineering, p. 657-687.

REPORTS

645. American library association. Library extension board. Fifth annual report. 1931. Progress and needs in library extension. Chicago, Ill., American library association, 1931. 20 p.

Reprinted from the American library association bulletin, May 1931. Gives a brief statement of the needs of the work, the problems to be solved, the objectives and programs, the developments in the way of extension, particularly in the South, etc.

646. California taxpayers' association. Report on the Fresno county schools. Los Angeles, Calif., California taxpayers' association, inc., 1931. 104 p. tables, maps. (Association report no. 151)

This investigation made by the Research department of the California taxpayers association, of which Harold A. Stone was the director, studied the conditions existing within the educational system of Fresno County relating especially to educational opportunities, and economies in administration and operation.

647. ———. Survey of the Pasadena city schools. Compiled and published by the California taxpayers' association, incorporated. Los Angeles, Calif., The Association, 1931. 231 p. tables, diagr. (Association report no. 119)

Contains: Section 1, Organization; Section 2, Finance; Section 3, Educational program; Section 4, Teaching costs; Section 5, Business management; Section 6, School-housing and building program.

648. Carnegie foundation for the advancement of teaching. Twenty-fifth annual report of the president and of the treasurer. New York city, The Foundation, 1930. 206 p.

Contains: Reports of the president, trustees, and executive committee; current topics, including: A new administration; The college budget, football, and taxation; Our conception of a university; Patriotism, pensions, and politics; A quarter century of accounting; Education Inquiry—Secondary and higher education in Pennsylvania; Legislation affecting admission to the practice of law; Dental education; The study of American college athletics; Pension systems and pension legislation.

649. Carrothers, George E. Annual report of the Division of university inspection of high schools and the list of accredited schools, for the year ending June 30, 1931. Prepared by George E. Carrothers, director of the division of university inspection of high schools. Ann Arbor, The University of Michigan press, 1931. 94 p. tables.

Contains: Origin, development, and operation of accrediting in Michigan, together with a list of accredited high schools; Statistical summaries of all high schools, and for North central and non-North central high schools, requirements and policies having to do with university and high-school student relations.

650. Department of classroom teachers of the National education association. The sixth yearbook . . . June, 1931. The economic welfare of teachers. A discussion of the principles of economic security and their application among teachers and teachers' organizations. Washington, D. C., published by the Department of classroom teachers, 1931. 244 p. tables.

Contains: 1. The fundamentals of economic independence, p. 13-19. 2. Salaries and salary schedules, p. 20-38. 3. Employment during efficiency, p. 39-46. 4. Commercial insurance, p. 47-73. 5. Mutual benefit plans, p. 74-101. 6. Retirement and pension systems, p. 102-123. 7. Credit facilities, p. 124-141. 8. Loan and relief funds, p. 142-162. 9. Welfare activities of teachers' organizations, p. 163-176. 10. Bibliography, selected, classified, and annotated, on the Economic welfare of teachers, p. 182-220.

651. General board of Christian education, Methodist Episcopal Church, South. Yearbook, 1931. Christian education magazine, 21: 1-137, July 1931.

This number of the periodical is given over to the yearbook of the organization and contains: 1. [Proceedings] First annual meeting of the General board of Christian education, April 27, 28, 1931. 2. Reports—General secretary, p. 13-23; Children's division, p. 53-60; Young people, p. 61-70; Adult work, p. 71-77; School administration, p. 78-81; Extension and missionary education, p. 82-88; Leadership training, p. 89-98; Schools and colleges, p. 99-105; Wesley foundation, p. 105-111; Promotion, p. 111-115; Statistics of educational institutions, p. [138-144]

652. George Peabody college for teachers. Division of surveys and field studies. Public schools of Nashville, Tenn. A survey report. Frank P. Bachman, director. Nashville, Tenn., 1931. 373 p. illus., tables, diagrs.

Contains 5 parts, as follows: Part I, Elementary schools; Part II, Secondary schools; Part III, Teaching personnel; Part IV, School buildings; Part V, Organization and finance.

653. Los Angeles [Calif.] City schools. Division of psychology and educational research. Fourth yearbook. Los Angeles, Calif., Los Angeles city school district, 1931. 176 p. illus., tables, diagrs. (part fold.) (School publications, no. 211)

Contains: 1. History and present status of the organization of the division, p. 7-10. 2. Guidance in the high schools, p. 11-16. 3. Curriculum staff: Secondary-school curriculum development, p. 17-42. 4. Coordination of employment and curriculum for low mentality minors, p. 43-62. 5. Elementary school counselors, p. 63-65. 6. Special classes in elementary schools, p. 67-123. 7. Psychological clinic, p. 125-148. 8. The nursery school and parent education, p. 149-158. 9. Research studies, p. 159-174.

654. Milbank memorial fund. The twenty-sixth year in review. Report for the year ended December 31, 1930. New York, The Milbank memorial fund, 1931. 83 p.

Contains: Health administration; Health education; Research; and Social welfare and relief. In the section on Health education, the work of the Milbank Memorial fund was presented for the year, with description of its publications and its projects.

655. Presbyterian Church in the United States of America. Board of Christian education. Eighth annual report, April 1, 1930 to March 31, 1931. . . . Approved by the Board, May 31, 1931, and presented to the General assembly, June 1, 1931, at its meeting in Pittsburgh, Pa. Philadelphia, Board of

Christian education of the Presbyterian church in the United States of America, 1931. 191 p.

Contains reports on its various lines of activity in education, among them: adult education, the Church school, educational research, leadership training, life work and student aid, missionary education, moral welfare, program materials, scholarship aid, seminary enrollment, Sunday schools, university work, vacation schools, week day Church schools, women's work in Christian education, etc.

656. White House conference on child health and protection. Nursery education. A survey of day nurseries, nursery schools, private kindergartens in the United States. Report of the Committee on the infant and preschool child. John E. Anderson, chairman. New York, London, The Century Co., 1931. 187 p. tables, diags.

Contains: Organized care for young children, p. 3-6. 2. Classification and location of institutions, p. 14-23. 3. Typical and selected institutions, p. 24-37. 4. Auspices, support, etc., p. 38-48. 5. Number of children, etc., p. 49-61. 6. Buildings and equipment, p. 62-81. 7. Educational facilities and program, p. 111-131.

COURSES OF STUDY

657. Los Angeles banks. School savings association, *comp.* Thrift in education. A source book of materials with suggested plans for study in connection with the School savings-bank activity. For use in the Los Angeles city school district. . . . Los Angeles, City school district, 1931. 188 p. (School publication no. 218)

Four chapters are given, with material for the different levels and grades in those groups, including kindergarten to junior and senior-high school.

658. Maine. State department of education. Elementary school curriculum. State of Maine. 1931. Prepared by a special committee. Augusta, Maine, State department of education, 1931. 229 p.

A revised curriculum for an eight-grade system, constructed in consultation with the elementary division of New York university, headed by Dr. Robert K. Speer, and carrying the approval of the New York university department of education. Courses are presented for the subjects: English (reading, language and literature, spelling and writing) social studies (geography, history and civics), health (health and safety), arithmetic, music, arts and crafts, and elementary science.

659. Missouri. Department of education. Courses of study for elementary schools. 1931. Charles A. Lee, State superintendent of public schools. [Jefferson City, Mo., Botz printing and stationery company, 1931] illus. tables.

Contains courses of study in the various subjects of the curriculum, worked out in detail, with short bibliographies of additional reading for the students and teachers; sample daily programs, classification of pupils, measuring results, suggested lists of pictures, the school library, etc.

660. ————. Courses of study for elementary schools. Physical education for grades one to six inclusive. 1931. Charles A. Lee, State superintendent of public schools. [Jefferson City, Mo., Botz printing and stationery co., 1931] 222 p. tables, diags., music.

Contains material on the organization and administration of physical education in the elementary grades, with program for each grade, teaching suggestions, related activities, and State badge tests and national physical achievement standards.

661. New Mexico. State department of education. New Mexico course of study for elementary schools. Issued by State department of education. Atanasio Montoya, superintendent of public instruction. Santa Fe, N. M., Santa Fe New Mexican publishing corporation [1931?] 790 p.

Presents introductory sections on Modern trends in American education, making the daily program, placement of subjects in the daily program, time allotment, and a sample daily program. The rest of the volume is devoted to the subjects of the curriculum, under the general headings, language arts, social sciences, natural sciences, arts, and the kindergarten. Lists of reference books are furnished on the different subjects.

OFFICE OF EDUCATION PUBLICATIONS

662. Accredited secondary schools in the United States. Washington, Government printing office, 1931. 26 p. (Supplement to Bulletin, 1930, no. 24)
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