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# Record of Current Educational Publications

October-December  
1931



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DEPARTMENT OF THE INTERIOR, RAY LYMAN WILBUR, SECRETARY  
Office of Education, William John Cooper, Commissioner

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Edited by Martha R. McCabe

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

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

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

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## LETTER OF TRANSMITTAL

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DEPARTMENT OF THE INTERIOR,  
OFFICE OF EDUCATION,

*Washington, D. C., February 15, 1932.*

Sir: I transmit, herewith, another manuscript and recommend that it be published as a bulletin of this office. Like the others it has been put together by many hands under the leadership and direction of Martha R. McCabe.

There is no new feature worth comment. It has almost become a part of the routine of the office. Nothing further has been decided in the way of making this a regular periodical, but it is our intention that this record of significant educational writings shall be a regular service of this office.

Respectfully submitted.

WM. JOHN COOPER.  
*Commissioner.*

The SECRETARY OF THE INTERIOR.

# RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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

## NOTE

This bulletin contains a selected, annotated, and classified bibliography of educational literature for the period October to December, 1931, inclusive, and is the fourth and last of the quarterly issues of the year 1931. The bibliography includes significant publications in the field of education which have appeared during the quarter, having been selected by specialists in certain fields who are serving as collaborators. The name of the educator in charge of each section, together with those assisting, appear at the head of the section. The usual index of subjects and authors, with cross references, is furnished with this number of the Record.

The Office of Education 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. Andrus, Ruth. The spontaneous questions of public school children from four to eight years of age. *Childhood education*, 8: 187-94, 213, December 1931.

Questions numbering 9,091 of probably 26,610 children were recorded by 887 teachers in New York State public schools. More questions were recorded by kindergarten teachers than others; girls apparently ask fewer questions than boys; young children ask more questions when working with materials than when engaging in physical activities; older children ask more questions when working with subject matter; 77.5 per cent of the cases waited for an answer and 77.9 per cent were asked in the present tense.

2. Noble, Mary Riggs. Kindergarten health supervision in Pennsylvania. *Childhood education*, 8: 95-102, October 1931.

A brief report of the comprehensive program which the State of Pennsylvania is sponsoring to detect the children of kindergarten age who are below par physically. The

brevity of the article does not give sufficient space to the findings, stating only that in the six counties where 700 children have been examined, 14 per cent of the children had hearts that deviated in varying degrees from the normal.

3. **Vance, T. F. and Grandprey, M. B.** Objective methods of ranking nursery school children on certain aspects of musical capacity. *Journal of educational psychology*, 22: 577-85, November 1931.

Thirty-one cases were used in this study in gaining reactions to test situations involving bodily and verbal responses to piano selections, victrola records, or songs. In each test the evaluation was based on a five-point scale so that the total musical capacity of each child might be determined.

See also nos. 91, 101, 355, 396.

#### PROBLEMS OF BEHAVIOR

4. **Doll, Edgar A.** Your child's mental health. *Hygeia*, 9: 921, October 1931.  
A plea is made for the right constructive influences in the lives of all types of children, handicapped, normal, and gifted.

5. **Faegre, Marion Lyon.** White House conference leaflets. [Growth, Personality, Habits] Washington, D. C., Ransdells, Inc., 1931. 15 v.

These leaflets deal with subjects of the present-day family, how children grow and differ physically and mentally, learning to talk, behavior, mental health, home and school, vacation and leisure time, what parents need to know, habits of sleep, eating, independence, etc. They are based on reports of the Conference section on health and protection, and planned to serve in child-study group work. The brief presentation of the subject is followed by questions for discussion and suggestions for further reading.

6. **Gruenberg, Benjamin C. and Gruenberg, Sidonie.** Authority and discipline. *Parents' magazine*, 6: 16-17, November 1931.

"This article stresses the need of replacing autocratic methods of handling children with guidance that is suited to a democratic age."

7. **Hamilton, Helen.** The secret of a pleasing voice. *Hygeia*, 9: 1125, December 1931.

Stresses beginning right and beginning early if the child is to develop a pleasant speaking voice.

8. **Kenyon, Josephine.** Abdominal pains in children. *Good housekeeping*, 93: 104, November 1931.

Dr. Kenyon advises regarding treatment of the child before the doctor comes.

9. ——— The baby sits alone. *Good housekeeping*, 93: 112, December 1931.

Warns against excessive outside stimulation of the infant if the development is to be normal and a stable nervous system to be the goal.

10. **Miller, Marion.** The exceptional child. *Delineator*, 119: 23, December 1931.

The writer indicates the need for additional understanding of children so that environment will be shaped according to that understanding in order to promote harmonious development.

11. **Myers, Garry C.** Building personality in children, with an introduction by M. V. O'Shea. New York, Greenberg, Publisher, inc., 1931. 360 p.

"This book considers ways and means of helping the child from birth to adulthood to develop a healthy mental and emotional life among his fellows." A critical analysis is made of factors which influence personality positively and negatively, and a program for wholesome growth is suggested.

12. ——— Developing personality in the child at school. New York, Greenberg, Publisher, inc., 1931. 375 p.

Deals with practical mental hygiene for teaching. Analysis is made of the habits and attitudes of teachers and children in their schoolroom and playground contacts, and practices which are destructive to personality growth are revealed in their true light.

13. Rogers, R. B. Why the baby cries. Parents' magazine, 6:18, November 1931.

A guide for parents in dealing with the crying baby--how to tell when something is wrong or when he is merely exercising.

14. Scheidman, Norma V. Psychology of exceptional children. Boston, Houghton Mifflin Company, 1931. 520 p.

This study serves as a guide to the understanding of individual differences in children. It includes the scientific explanation of causes, the best methods of diagnosis and prognosis, as well as the best methods for remedial treatment of exceptional children, which the author has gathered from published returns of modern research.

15. Travis, Lee Edward. Speech pathology. New York, D. Appleton & Company, 1931. 332 p.

A most comprehensive and dynamic study of the neurological conceptions underlying speech and speech deviations. The need for a decided body dominance is scientifically presented. Stuttering is given particular emphasis.

See also no. 96.

## CHILD EDUCATION

### GENERAL

16. Eastman, Fred. What can we do about the movies? Parents' magazine, 6:19, November 1931.

The writer discloses the motion picture producers' control over the screen, and what the public should do in the interests of better movies for children as well as for grown-ups.

### EDUCATION IN THE HOME

17. Adler, Alfred. How we become what we are. New era, 12:347-48, October 1931.

Maintains (1) that the first five years of life determine the basic character; (2) that each person is his own masterpiece with a style as recognizable as Bach; (3) that through individual psychology the basic life pattern can be identified; (4) that education is faced with the great task of not only trying to affect and influence, but also of observing when the right experiences appear and when it is necessary to exert a corrective influence.

18. Brickner, Ruth. In defense of parent love. Child study, 9:42-45, October 1931.

The writer supports the view that love and affection are still all important in child-parent relationships.

19. Brown, Art. Training little hands. Child welfare, 26:210-13, December 1931.

A father guides his small son in arts and crafts so that initiative, confidence and real interest develop.

20. Cunningham, Bess V. Learning by doing. Parents' magazine, 6:20-21, November 1931.

"This article shows how parents can make the child's everyday experiences build good habits rather than undesirable ones."

21. Crane, George W. The reversible why. Child welfare, 26:137-39, November 1931.

Indicates how the questions of the child may be turned back to him and promote real thinking on his part.

22. Gruenberg, Benjamin and Gruenberg, Sidonie. Teaching children the use of money. Parents' magazine, 6:22-24, December 1931.

Gives suggestions for the development of skill in managing money by providing children with opportunities for earning, saving, and spending.

23. Hayward, Percy B. and Harmon, Myrtle. Christmas in the home. International journal of religious education, 8: 12, 13, 40, December 1931.

"Does Christmas minister to permanent growth in thoroughly Christian character, or detract from it?" The authors indicate how Christmas may be related to continuous living in the home so that the day itself may be a rich experience in giving as well as receiving, and the ideal of Christmas be fulfilled in the gradual development of the attitude of service and the practice of sharing.

24. Hough, Dorothy Whithead. Mother learns a lesson Child welfare, 26: 77-78, October 1931.

Emphasizes courteous, respectful treatment of children by their elders.

25. Lammon, Robert. Give your child a dog. Woman's home companion, 58: 17, December 1931.

Advises on the right sort of a dog to obtain; how to handle, care for, and train him, and how to guide the child in caring for the pet.

26. Lummis, Jessie I. School for parents and children. Child welfare, 26: 214-17, December 1931.

Describes a laboratory plan of parent education for the preschool child mother, which is carried on through the cooperation of the Denver county congress of parents and teachers and the Denver tuberculosis society.

27. Parents as children see them. Harper's magazine, 164: 103-8, December 1931.

A school teacher reports on sixty-one papers which children from seven to eleven years of age wrote on "Grown ups."

28. Roberts, W. H. Our baby was reasonable. Hygeia, 9: 912-13, October 1931.

Suggests reasoning with infants in order that they may become reasonable beings.

29. Ross, J. Elliott. Religious worship in the life of the Catholic child. Religious education, 26: 714-18, November 1931.

Analyzes the religious training of the Catholic child from the first dawn of life by the use of external things, and points out that in using the external to reinforce the internal the Catholic church is showing good psychology. He suggests some of the dangers of the system but attributes to it the Catholic's keen sense of the supernatural.

30. Stamm, Frederick K. Can religion be taught? Parents' magazine, 6: 16-17, 65-68, December 1931.

Discusses religion from the standpoint of religious and ethical values, not as doctrine, dogma or theology, and maintains that the child unconsciously assimilates the God of his father whether that deity be money, success, a God of hard dealing with men, or a God of love. How to answer the child's questions intelligently and open-mindedly, how to lead him to think for himself and to attain gradually a dynamic idealism and a sense of a God who is near are goals set for home training in religion.

31. TeWater, Maria B. Habits and the preschool child. New era, 12: 389-90, November 1931.

"The most important service that we can render the young child is to help him form habits that will enable him to fit into general everyday life with greatest ease and happiness." Discusses early habit forming, shows that every act of the child has a definite meaning and possesses a definite value, and avers that the character and disposition are given a permanent set through these early behavior patterns.

#### EDUCATION IN THE SCHOOL

##### *Curriculum*

32. Garrison, S. C. and Hackworth, Lector. A comparison of ten book lists for children's reading. Peabody journal of education, 9: 102-11, September 1931.

Describes a new list that has been secured by a comparison of ten book-lists for children's reading. The new list consists of titles of books which are recommended on four or more of the ten book lists.



33. Hill, May. The place of the folk tale to-day. *Childhood education*, 8: 123-28, November 1931.

The writer presents the need for a wider range of suitable folk tales and a more careful placement of the material according to the age and capacity of the children. A valuable bibliography accompanies the article.

34. Lynch, Maud Dutton. Story-book sets for children. *Parents' magazine*, 6: 22-23, November 1931.

The author gives an analysis of seven story-book sets for children, including *My book house*, *The children's hour*, *Book trails*, etc.

35. ———. When children ask how and why. *Parents' magazine*, 6: 28-30, December 1931.

A consideration of children's book sets which are informational in character and which will serve as guides to parents in answering questions of children.

36. Orgain, Ruth. Health education in early elementary grades. *Childhood education*, 8: 87-91, October 1931.

A comparison is made of the health education of the earlier days and the present time when the realization is evident that health education is a phase of the whole educational program and that the attainment of knowledge, the development of habits and the formation of attitudes are necessary. A method of developing desirable health habits is given which should be of value to many in emphasizing this aspect of the child's development.

37. Ramsey, Elsie. The poetry hour. *Childhood education*, 8: 115-19, November 1931.

This article stresses the enjoyment of poetry as an end in itself.

38. Shearer, Elga M. To-day's kindergarten. *American childhood*, 17: 5-7, November 1931.

A comparison is made of the kindergarten of to-day and yesterday in which the changes which have occurred are stressed in education in general, preventive rather than remedial measures in physical well-being, mental health, etc. Typical questions dealing with social, moral and intellectual problems are included, and the development of the child as an integrated personality is stressed.

39. Steck, Ruth H. Diary record—making a boat. *Childhood education*, 8: 69-78, October 1931.

A comprehensive diary record, continuing for almost two months, of the development of interest in boats and the means by which the director stimulated interest in the project. The intellectual growth and dramatic expression resulting from the interest did much to extend the horizon of the group of children. Suggestive for the kindergarten teacher. The contributions of both children and teacher are noted and the development of related activities shown, such as music, drawing, construction, etc.

40. Storm, Grace E. *The social studies in the primary grades*. Chicago, Lyons and Carnahan, 1931. 596 p.

The book contains (1) descriptions of the ways in which the units have been worked out, (2) sample lessons, (3) specimens of children's work, (4) books for the teacher in connection with each unit, (5) books for children, and (6) sources of illustrative materials. The primary purpose of the author is to present the "principles, content and techniques of teaching the social studies."

See also nos. 442, 711.

#### *Arts and Skills*

41. Are all children potential artists? *Child study*, vol. 9, no. 4, December 1931. p. 101-16.

The entire issue is devoted to the subject as given above. Contains: 1. Peppino Mangravite: Painting and its implications. 2. Irene Lewiston: Behind the magic curtain. 3. Willys P. Kent: Can a musician be made to order? 4. Alys Bentley: The impromptu dance for children. 5. Ruth Erless: He who has eyes and sees not. Under each of these topics the author has made pertinent suggestions for the use of those dealing with the young child.

42. **Dolch, Edward William.** The psychology and teaching of reading. Boston, Ginn and Company, 1931. 261 p.

This book presents the results of scientific studies in reading in a way that will help the teacher to form her own conclusions regarding teaching method.

43. **Mearns, Hughes.** The creative in education. *Child welfare*, 26: 196-99, December 1931.

Discusses the value of the child's spontaneous expressions, and warns adults against uprooting native trends of the individual in this regard.

44. **Otis, Arthur S.** Fallacious arguments regarding ability grouping. *Childhood education*, 8: 171-80, December 1931.

The purpose of this discussion is to show that the arguments used by Dr. J. R. McGaughy in his article "Homogeneous grouping of pupils" in the March, 1930, number of *Childhood education* are either fallacious, irrelevant, or in favor of homogeneous grouping.

45. [Reading of children] *Child study*, vol. 9, no. 3, November 1931. p. 67-85.

This issue of *Child study* has been devoted to the subject of the reading of children, and contains the following: 1. Fritz Wittels: An apology for fairy tales. 2. Dorothy Baruch: Shall we read to our children? 3. Sidonie Gruenberg: On children and their reading. 4. Floyd Dell: Reading as emotional experience. 5. Hughes Mearns: Creative literature. 6. B. J. R. Stolper: Read this! 7. Josette Frank: Parents' guides to children's books. 8. Mrs. Hugh G. Straus: What books for children?

46. **Stevens, Ruth F.** Rhythmic expression. *Childhood education*, 8: 200-5, December 1931.

A report of continued observation of rhythmic expression of a group of children ranging in age from one and one-half year level to five years. The natural interest in rhythm is noted and the ease with which the children naturally respond rhythmically to situations. A question is raised regarding the five-year old—have we done what is necessary to encourage the five-year old to be interested in rhythm? The teacher of the young child and the music supervisor have an unusual opportunity to see that rhythmic interest continues on the part of the five-year old rather than diminishes.

47. **Stone, Louise L.** How I teach beginning reading. *Progressive education*, 7: 564-69, November 1931.

This description of a genuine approach to reading shows how beginning reading may be a delightful phase of the child's living.

48. **Todd, Jessie.** Drawing in the elementary school. Chicago, Ill., The University of Chicago Press, 1931. 60 p.

The monograph is of value to both the specialist and the grade teacher. A unique method of developing a graphic vocabulary is presented.

See also no. 16.

#### *Equipment and Materials*

49. **Frankel, Ruth.** Choosing the right toys. An article on the teaching of world peace. *Hygeia*, 9: 1106-9, December 1931.

The writer presents substitutes for toy guns and lead soldiers in the way of broadening experiences which aid in the promotion of world brotherhood and peace.

50. **Heinig, Christine.** Educators—Christmas toys—children. *Childhood education*, 8: 181-86, December 1931.

A discussion of toys classified according to the age levels at which they will appeal to and further the growth and development of children. It attempts to guide the adult in the purchase of children's gifts by setting up standards which may serve to offset the high-power salesmanship of the toy-shop personnel.

51. **Hulson, Eva and Bach, Helen.** Blocks and the four-year-old. *Childhood education*, 8: 66-68, October 1931.

A study was made of the preference children have for different types of blocks—six types were used—by observing the way they used them during the activity period. The findings indicated that the blocks which stimulated original building were pre-

ferred to the ones which must be used in a definite way. Additional suggestions regarding blocks as play material are included.

52. Leonard, Minetta Samnies. Buying toys with an eye on the future. *Parents' magazine*, 6: 24-25, November 1931.

Suggests points to consider in selecting play materials for children which will aid in the establishment of right habits and attitudes.

#### *Development of the Nursery School*

53. Crum, Grace E. A preschool study course. *Child welfare*, 26: 108-9; 170-71; 238-39; October, November, December 1931.

The first three lessons for child-study groups based on the materials in Child care and training by Marion L. Faegre and John E. Anderson.

54. Cunningham, Bess V. Personality before five. *Parents' magazine*, 6: 18-20, December 1931.

The factors which are involved in the development of personality of young children are considered.

55. Harley, C. Winifred. Art in the nursery school. *Progressive education*, 8: 570-75, November 1931.

Report of a paper read before the Association for childhood education at Detroit in 1931. The conclusions are largely based on two studies made by students at Merrill-Palmer of children's paintings, the drawing and color preference of young children, and Design in the paintings of young children.

56. Unruh, Irma. The nursery school in the family-welfare program. *American childhood*, 17: 7-8, October 1931.

An account of the nursery schools in Detroit, Michigan, under the direction of the Detroit Department of public welfare. The educational program is under the guidance of the Merrill-Palmer school.

#### *Religious and Character Education*

57. Bennett, H. E. Voiceless teachers. *International journal of religious education*, 8: 11-12, November 1931.

Character in church-school equipment is discussed, and churches are urged to adopt standards compatible with those in modern public-school buildings. The issue contains several other articles on building, decoration, and remodeling of church-school plants, of interest to teachers of children in the religious field.

58. Boeckel, Florence Brewer. Christmas around the world. *International journal of religious education*, 8: 14-16, December 1931.

Of interest to the teacher of children under nine years of age.

59. Breckenridge, Elizabeth. Character development and the Christmas toy shop. *Childhood education*, 8: 197-99, December 1931.

An annual Christmas project at the Louisville Normal school in which the children of the training school and the students of the Normal participate, is described. The "Christmas toy shop" where new toys are made and old toys remodeled for needy children is patterned after the famous Toy shop of the Francis W. Parker school, Chicago. The article closes with an analysis of the results of this enterprise in character making.

60. Freeman, Hilda A. First graders' religious ideas. *School and society*, 34: 733-35, November 28, 1931.

A conversation between teachers and first-grade pupils in the Ohio university training school on the subject "Christmas." The children revealed the following ideas (1) Christmas is an occasion to appease getting tendencies; (2) Jews are bad because they killed Jesus; (3) Ideas of killing, getting killed, and other morbid notions are a part of religious impressions; (4) God is a hard and cruel taskmaster. On the basis of this record, the writer states certain conclusions on the home influence in character development and the responsibility of the school in parent education.

61. **Hosic, James F.** Character education in the elementary school. *School executives magazine*, 51: 112, 138, November 1931.

Emphasizes the importance of several factors in character education—parent co-operation, teachers of outstanding personalities who furnish examples for the ideals they desire the children to possess, the use of freedom by children with self-control, and the carrying of responsibility for their own conduct.

62. **Slavson, S. R.** Science as experience and attitude. *Progressive education*, 8: 458-60, October 1931.

The October issue of *Progressive education* is devoted to "The child and science." The writer of this article asserts that "it is not what a child knows that is of importance, but rather how he knows it," suggesting that children are not guided by what they know but by their attitudes, and that in a sense scientific education is a means of character development since it may foster self-initiated activity and delight in discovery, sense of awe for the mysteries of life and a power over environment. To achieve these ends, however, even with very young children, the search-discovery method must be used.

63. **Smallwood, Mrs. Glen G.** A Christmas worship service for primary children. *International journal of religious education*, 8: 19-20, December 1931.

Of interest to the teacher of children under nine years of age.

64. **Tuttle, Harold S.** Character education. *Religious education*, 26: 631-36, October 1931.

This article while general in nature, through some of its illustrations, makes the application of theory to young children. The writer seeks to clarify the prevalent thinking with reference to character education methods. He takes issue with the idea that morals are "caught" rather than "taught," and develops the point of view that both training and instruction are essential. While the development of habits and attitudes is a desirable outcome of training, the integration of specific habits around the same social value, ideal or goal is even more necessary. The purpose of moral instruction is not, on the other hand, to tell youth what society demands, but to develop a system of concepts which indicate the distant outcome of typical conduct.

65. **Wagner, H. Ray.** An insight into an activity school. *Ohio teacher*, 52: 82-83, 94, November 1931.

The article points out the value of an activity school in developing the individual with the group, and cites several instances showing the development of courtesy and respect for others in the group, and of child initiative.

## ELEMENTARY EDUCATION

Ernest Horn

assisted by Dorothy Bradbury, Frances R. Dearborn, Paul R. Hanna, J. L. Meriam, F. P. O'Brien, E. H. Palmer, Robert K. Spear

66. **Adams, Sir John.** Two worthwhile sayings. *Elementary English review*, 8: 185-87, October 1931.

"Every teacher in English is a teacher of English." "There is all the difference in the world between having to say something, and having something to say." L. S. T.

67. **Barrows, H. H.** Some critical problems in teaching geography. *Journal of geography*, 33: 353-65, December 1931.

"Leading pupils to raise worth-while problems; Guidance; Good and bad practice in using geographical tools; Testing." suggest the content of this excellent article. L. S. T.

68. **Bode, Boyd H.** Education at the crossroads. *Progressive education*, 8: 543-49, November 1931.

Points out three dominant tendencies in current curriculum making: 1. the subject-matter specialists who hold to logically-organized bodies of knowledge; 2. the practical educator, who utilizes job-analysis work; 3. the protestant of these two approaches, who rests his educative process on the actual purposes of the learner. After briefly pointing out shortcomings of the first two approaches, the author criticizes the progressive school for substituting "unreal" and "artificial" activities in which the learner is busy but not vitalized with his own purposes and ideals which grow out of life. He suggests participation in such conflicts as "the good life," i. e.—individual private profit of the betterment

of the social group. Such participation is held to give the learner that feeling of worth whileness of and personal affiliation with a cause. The article should prove provocative both to the educational conservative and progressive. P. R. H.

69. **Borgeson, F. C.** Elementary school life activities. Vol. I: All-school activities; Vol. II: Group-interest activities. New York, A. S. Barnes and Co., 1931. 2 v.

In these volumes the writer pioneers in a field of so-called extracurricular activities in the elementary school. A nation-wide survey of current practice in selected schools made by the author reveals a distinct progressive trend in American elementary education. Through the term "school-life activities" as used in these volumes, differentiation between "curricular" and "extracurricular" tends to disappear. R. K. S.

70. **Breed, F. S.** Special methods in the elementary school with reference to spelling, handwriting, social studies, character education, geography and natural science. Review of educational research, 1: 276-93, October 1931.

Objective studies published from 1928 to 1930 inclusive are critically reviewed. The investigations in spelling are subjected to a careful and detailed analysis occupying 12 of the 17 pages in this article and having 82 of the 144 references presented by the writer in a separate division given to bibliography. On each of the other subjects named in the title there were relatively few objective studies to be reviewed and due to that fact the writer gives them briefer treatment in this summary. F. P. O.

71. **Brown, Joseph C.** The three R's in the modern school. Journal of education, 114: 296-97, November 1931.

The writer of this too-short article is superintendent of the progressive schools of Pelham, N. Y. His practical work makes his statements the more valuable. "The school of to-day . . . teaches the three R's but it places even greater emphasis on the three C's—citizenship, conduct, character." J. L. M.

72. **Brueckner, Leo J.** The functions of instruction in arithmetic. Journal of the National education association, 20: 239-41, October 1931.

Here is an old subject ever new to those interested. This article continues the discussion of arithmetic in the Twenty-ninth yearbook of the National society for the study of education. Both conservatives and progressives would profit by a critical reading. J. L. M.

73. ——— Vitalizing instruction. Journal of the National education association, 20: 337-40, December 1931.

The third of a helpful series of articles upon arithmetic. Describes a unit of work which illustrates a sound educational philosophy. F. R. D.

74. **Chenault, Robert N.** How a dream transformed education in this Tennessee town. Nation's schools, 8: 33-43, November 1931.

Pictures, blueprints, and descriptions show a "Child-centered school" where children learn, but live, primarily. This article should be carefully read by teachers, school officials, and parents. J. L. M.

75. **Dale, Edgar.** Evaluating Thorndike's word list. Educational research bulletin (Ohio State university), 10: 451-57, November 25, 1931.

The validity of the two major claims made for the Thorndike word list—that by its use teachers may determine how important the words are and how familiar they are to children—is subjected to careful analysis. The mean familiarity and the difficulty of words may be different. Important information lacking as consequence of counting homographs together. Relative difficulty of root word and derivative open to doubt. A measure of the importance of technical terms on a general frequency basis is deficient. F. P. O.

76. **Dawson, Mildred A.** Building a language-composition curriculum in the elementary school. Elementary English review, 8: 164-69, 194-96, September-October 1931.

A series of articles showing how to evolve a curriculum based upon recently advocated practices in English. F. R. D.

77. **Deane, Anna F.** A farm project. Grade teacher, 49: 34, 74, October 1931.

Teachers who feel the need of "connecting school work with home life" should read this and many other such articles. Projects of this type are effective in displaying the error of treating home life as a mere puppet in the service of the Three-R's. J. L. M.

78. DeGrange, McQuilkin. Statisticians, dull children, and psychologists. Educational administration and supervision, 17:561-73, November 1931.

The article presents a discussion and criticism of statistical methods and stimulus-response psychology as criteria for determining subject matter and methods in teaching arithmetic. The author maintains that the use of such criteria defeats the purposes underlying the teaching of the subject. C. W.

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

Comparative study of vocabularies of eight primers. Tested the active vocabularies of English-speaking and non-English-speaking children. Finally selected groups from both classes, which were tested on certain words chosen from the primers. The chief value of the study is to bring to the attention of the publishing houses the increasing demand, upon the part of the teaching fraternity, for scientific information regarding their books. L. S. T.

80. Gatto, Frank M. An experiment to evaluate the effectiveness of two reading systems in the first grade. Pittsburg schools bulletin, 6:72-91, November-December 1931.

Two systems of reading, called system X and system Y, were compared by equated-group experiment with 1B children in 21 elementary schools in Pittsburg. To avoid the effect of a teacher variable each teacher had X and Y classes. Groups were equated on seven bases and the outcome measured by five standardized vocabulary and reading tests. Results were in favor of system X and teacher reaction was in agreement with test results. F. P. O.

81. Gray, Howard A. and Hollingworth, Leta S. The achievement of gifted children enrolled and not enrolled in special opportunity classes. Journal of educational research, 24:255-61, November 1931.

The article presents data showing the comparative achievement of two groups of exceptional children, all testing at or above 130 I. Q. (Stanford-Binet). Study suggests that the problem of the value of segregation *per se* is not settled. C. W.

82. Gray, W. S. Methods of teaching reading in the elementary school. Review of educational research, 1:247-60, October 1931.

Under 15 separate headings the writer presents a brief, critical summary of the experiments and other research studies pertaining to reading which have been published since July, 1924. The conclusions based on studies prior to that date are also stated. The headings include the following: The merits of different methods, the value of phonics, the value of flash cards, methods of increasing rate, methods of influencing reading interests, methods used in remedial cases, etc. A bibliography of 77 references is provided. It is a valuable summary and in form for convenient reference. F. P. O.

83. Hicks, James Allan. The acquisition of motor skill in young children: An experimental study of the effects of practice in throwing at a moving target. Iowa City, The University, Department of publications, 1931. 80 p. (University of Iowa Studies in child welfare, vol. iv, no. 5)

The purpose of this investigation was to study experimentally certain aspects of the development. Sixty children were given the moving-target test devised by the author. In general, for the complex skill studied and for the amount and kind of practice given, the extra practice given to the practice group resulted in but slightly more improvement when compared with the control group. The author concludes that maturation and a general environment in which many experiences are possible, are much more important than systematic practice. D. B.

84. Hopkins, L. Thomas. Creative education. Educational method, 11:1-8, October 1931.

A discussion of the meaning of creative education and suggestions for the type of curricular activities which will develop creative acts. C. W.

85. ———. A fundamental approach to integration. School executives magazine, 51:107-9, 128, November 1931.

Superintendents, principals, and committees of teachers who are working upon the curriculum should study carefully this article, which definitely warns against a super-

social, opportunistic curriculum program. Here is a demand for critical thinking on certain fundamentals in curriculum-building. J. L. M.

86. **Hrdlička, Aleš.** Children who run on all fours and other animal-like behavior in the human child. New York, McGraw-Hill Book Company, 1931. 418 p.

The book includes reports of 300 individuals of the white race and 18 of other races who exhibited this type of behavior. The emphasis of course is mainly anthropological but the book also gives insight into the development of locomotion. D. B.

87. **Indiana. Department of public instruction.** Tentative course of study in elementary science and health. Indianapolis, Department of Public Instruction, 1931. 151 p.

Units of work which should prove a practical guide and of value to teachers. Excellent bibliographies and visual aids are suggested. F. R. D.

88. —. A tentative course of study in elementary social studies. Indianapolis, Department of Public Instruction, 1931, 185 p. (Bulletin 107-C)

A recent course of study showing the parallel-column arrangement of objectives, outcomes, and procedures. Compiled by a state committee of university, college, and grade teachers. F. R. D.

89. **International narcotic education association. Department of education.** The menace of narcotic drugs. New York, Prentice-Hall, Inc., 1931. 294 p.

A study of narcotics in education prepared by the Department of education of the International narcotic education association, E. George Payne, Educational director. A review of narcotics in history and world trade. It deals with intergovernmental control—international, federal, and state. The major part of the book is devoted to the extent and causation of the habit, and the sociological factors involved. The specifically educational phases are treated in two chapters: (1) Narcotic education as an educational problem, and (2) Narcotics and the curriculum. R. K. S.

90. **Knight, F. B. and Ford, E.** Temporary lapses in ability and error in arithmetic. *Elementary school journal*, 32:111-24, October 1931.

Report of an investigation involving the influence of position of a multiplication fact upon the errors made in the process of multiplication. In this investigation the figures in the multiplicand and multiplier are the same in all exercises, but the positions of the digits are changed. Positions are found to have a real influence on the difficulty of a combination. C. W.

91. **McElwee, Edna Willis.** A study of retardation and special instruction in reading. *Elementary school journal*, 32:135-43, October 1931.

On the assumption that retardation is due to inability to read rather than inability to learn, "special instruction in reading" was provided certain retarded groups in primary grades. After two semesters 30 per cent were advanced normally, 38 per cent gained one semester, and 32 per cent gained two or three semesters. As the nature of the special instruction is not indicated, it is easy to infer that special instruction might prevent retardation. J. L. M.

92. **McHale, Kathryn and Manwell, Elizabeth Moore.** The toddler. Washington, D. C., American association of university women, 1931. 110 p. (American association of university women. Guidance materials for study groups, no. 8)

The authors have attempted to give insight not only into the important child-development facts pertinent to the care and direction of one- and two-year-old children, but also into the scientific possibilities inherent in the study of children. D. B.

93. **Maryland. State department of education.** Goals in social studies for grades I-III. Baltimore, State Department of education, 1931. 236 p. (Bulletin, vol. xiii, no. 1)

A revision and enlargement of a previous bulletin. Well illustrated with units of work that have been evolved from actual practice by teachers. Excellent bibliographies. F. R. D.

94. Meriam, Junius L. Difficulties in learning to read. Childhood education, 8: 29-35, September 1931.

There is needless expenditures of energy and time in teaching pupils how to read. The difficulties are the more apparent by reason of emphasis placed upon the mechanics of reading rather than upon the content of the story with strong appeal to pupils. J. L. M.

95. ———. A life-activity curriculum. Teachers college record, 33: 15-25, October 1931.

Recent emphasis upon "learning by doing," "pleasing the pupils," and "individual differences," contributes to the modern activity curriculum. "Pupil-creative activities" and "teacher-integrated activities" are used to motivate the conventional school subjects. As a substitute, a "life-activity curriculum" is advocated as its own objective. J. L. M.

96. Moore, Elizabeth Skelding. The development of mental health in a group of young children: An analysis of factors in purposeful activity. Iowa City, University of Iowa, Department of publications, 1931. 128 p. (University of Iowa Studies in child welfare, vol. iv, no. 6)

The author has attempted to arrive at an understanding and to increase our knowledge of the effects of differences in child-child, parent-child, and teacher-child contacts. The study centers around five aspects of mental hygiene—initiative, creative ability, perseverance, poise, and friendliness—each in relation to purposeful activity. D. B.

97. Newell, Nancy. For non-readers in distress. Elementary school journal, 32: 183-95, November 1931.

Good discussion, for the advanced student, of the psychological aspect of reading. Some excellent suggestions for specific reading difficulties. L. S. T.

98. Parker, Beryl. The Austrian educational institutes. Vienna and Leipzig, Austrian Federal Publisher for Education, Science and Art, 1931. 184 p.

This is a scholarly study and popular presentation of the Bundeserziehungsanstalt or Federal educational institute of Austria. It is to Austria what the book "The new education in the German republic" is to Germany. It is, however, presented in much briefer form. It brings into view the radical educational changes which have been inaugurated in Austria, discussing specifically the educational environment, selective process, pupils, school community, parents, teachers, educational principles and practices, and the curriculum. American educators interested in exploiting the contributions of foreign countries will find the book invaluable. Unlike most professional education books it is profuse in its use of illustrations. R. K. S.

99. Pi lambda theta, Alpha gamma chapter (Boston university) A study in prejudice. Pi lambda theta journal, 11: 7-15, December 1931.

A summary of an extensive study of racial, religious, and national prejudices. Contains an excellent bibliography. F. R. D.

100. Rogers, Carl B. Measuring personality adjustments in children nine to thirteen years of age. New York, Teachers college, Columbia university, 1931. 107 p. (Teachers college. Contributions to education, no. 458)

Describes the development and use of test designed to determine the degree to which a child is adjusted to his environment. The test attempts to measure gaps in the child's social adjustments, lacks in his family relationships which make him unhappy, and discrepancies between real and desired achievement. After construction the test was given to 52 clinic children and the scores compared to the ratings of clinicians of these same traits. The reliability of the test was found to be 0.72. Children known to be maladjusted made higher scores than children known to be well adjusted. D. B.

101. Rust, Metta Mound. The effect of resistance on intelligence-test scores of young children. New York, Teachers college, Columbia university, 1931. 80 p. (Teachers college. Contributions to education, no. 6)

A group of 100 three-year-old children testing at or above 100 IQ (Kuhlmann-Binet scale) divided equally as to sex, with chronological and mental age approximately the same, was studied with respect to: (1) degree to which resistance affects intelligence-test scores; (2) extent to which such resistance can be overcome; (3) its relation to mental level and the difficulty of the test; and (4) the tests most frequently refused. D. B.



102. **Salisbury, Frank S.** Is the cart before the horse in school music? *Educational method*, 11: 90-97, November 1931.

This article raises the question of what the main objective of teaching music is and the place of such techniques as sight reading and notation in instruction. It should be read by all those teaching music. R. H. P.

103. **Showalter, N. D.** The elementary course of study for the State of Washington. *American childhood*, 17: 18-20, 58-62; 12-14, 55-57, September-October 1931.

Now that a number of periodicals are publishing excerpts from new courses of study and new units of work, teachers will find professional profit in following this larger system as it appears from month to month. The many details will be helpful to teachers, who should be wary of the danger in adopting, rather than adapting, such details. Continued in November and December numbers. J. L. M.

104. **Smith, Charles F.** School play. *Recreation*, 25: 311-17, 354, September 1931.

Suggestions, quite in detail, are given to help teachers conduct the playing of games in school. The school play as here presented appears to be strictly recreational rather than educational; a recess period rather than leisure time. J. L. M.

105. **Stull, DeForest and Raisz, Edwin J.** Simplified home-geography activities book. Chicago, A. J. Nystrom and Company, 1931. 120 p.

Children in third or fourth grades are expected to use this activities book for preparing a geography of their own home region. The activities which are featured pertain to weather, seasons, food, transportation, industries, water, fuel, etc., and demand that the child answer questions, interpret pictures, or collect information. Well-selected poems, excellent pictures, and simple diagram maps are provided. F. P. O.

106. **Uhl, Willis L.** What children do when they read. *Elementary English review*, 8: 155-56, 189-93, September-October, 1931.

Reading activities are grouped into five fundamental processes of reading: (1) Getting and using meanings; (2) Reveries during reading; (3) Putting one's self into what is read; Rereading for accuracy, review, suggestions, or reliving; (5) Reading for practice and skill. Good for the average reader; old to the advanced student. L. S. T.

107. **White House conference: Committee on the infant and preschool child.** Nursery education: A survey of day nurseries, nursery schools, private kindergartens in the United States. New York, The Century Company, 1931. 187 p.

This report is based on an extensive, first-hand investigation of 1,275 institutions in which a total of 49,358 children are enrolled. The fundamental principles which should guide those concerned with the training of the preschool child are outlined. D. B.

108. ——— Subcommittee on housing and home management. The home and the child: Housing, furnishing, management, income, clothing. New York, The Century Company, 1931. 165 p.

A study of home management, in its relation to health, growth, and welfare of the family, especially the child. D. B.

109. **Wilson, G. M.** The present impasse in arithmetic. *Educational method*, 11: 65-73, November 1931.

A thought-provoking discussion of the conflict in the implications of the theories of mental discipline and social utility upon present practices in the teaching of arithmetic. C. W.

110. **Woody, Clifford.** Special methods of teaching in the elementary school with reference to arithmetic, language, fine arts, physical and health education, and industrial arts. *Review of educational research*, 1: 281-75, October 1931.

Investigations published within the past three years are briefly and critically summarized for the subjects of arithmetic and language. Five pages are devoted to problem solving, fundamental processes, drill, remedial and individualized instructions, etc. Language habits, diagnostic and remedial instruction, materials of instruction, and the development of language ability are treated in four pages. Methods of instruction and of measurement seem to have been chiefly emphasized in the published studies in fine arts,

physical and health education, and industrial arts. A bibliography of 156 references accompanies this article. The summaries presented are timely and useful. F. P. O.

111. **Wooster, Lyman C.** Things that plants and animals do. Teaching, 10: 11-20, October 1931.

"If man could do them, it would be said he did them by the power of reason." Elementary-school teachers will find much help here for their work in nature-study. J. L. M.

See also nos. 44, 504, 513, 645, 664, 739-742, 667, 775-777, 782, 797, 885, 887, 1068, 1073, 1075.

## SECONDARY EDUCATION

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

### GENERAL

112. **Benson, Richard M.** The passing of the protestant secondary school in the west. School review, 39: 782-87; December 1931.

A questionnaire study of the number of secondary schools established, discontinued, and now operated west of the Mississippi River by Protestant churches.

113. **Briggs, Thomas H.** Cooperating in economy. High school journal, 14: 423-31, 39, December 1931.

Discusses advisable and inadvisable ways of economizing in education.

114. **Caldwell, Otis W.** School experimentation. Teachers college record, 33: 132-61, November 1931.

Summaries of experimental investigations made by the Division of school experimentation of Teachers college, Columbia university. Includes experiments dealing with such aspects of secondary education as: (1) character and attitudes of high-school pupils, (2) science, (3) social studies and English, and (4) prediction of success in high school.

115. **Diefendorf, J. W.** The high-school situation in New Mexico. Albuquerque, University of New Mexico press, 1931. 58 p. (University of New Mexico bulletin, vol. 5, no. 1)

Deals with enrollment, failures, withdrawals, miscellaneous statistics, salaries of teachers, professional activities, teacher load, equipment, program of studies, and distribution of high schools.

116. **Peters, Charles C. and Struck, F. Theodore, eds.** Abstracts of studies in education at the Pennsylvania State college. State College, Pa., School of education, Pennsylvania State college, 1931. 95 p. (Penn state studies in education, no. 2)

Not restricted to secondary school level. Includes abstracts of Master's theses and Doctor's dissertations on such phases of secondary education as: Teaching success, athletics, curriculum, Latin, teaching of algebra, chemistry, aims of general science, vocational education, rural versus urban pupils, detention after school, induction of teachers into service, student government, and relation between success in school and certain factors outside of school.

117. **Pringle, Ralph W.** The psychology of high-school discipline. Boston, D. C., Heath and company, 1931. xi, 362 p.

Considers endocrine glands, impulses, habits, will, group influence, causes of disorder, direct and indirect classroom control, study hall, assembly, extracurriculum activities, means of control, and pupil participation in school government in relation to discipline in high school.

118. Secondary education in Virginia. Some research studies. Charlottesville, University of Virginia, 1931. 71 p. (University of Virginia record extension series, vol. xvi, no. 4. October 1931)

Three of five investigations deal with secondary education, namely: (1) a training procedure for teachers of English, based on analyses of objectives, outcomes, and activities; (2) the high-school library and the reading problem in the social studies; and (3) pupil publications in white accredited secondary public schools in Virginia.

119. **Snedden, David.** Towards better educations. New York, Bureau of publications, Teachers college, Columbia university, 1931. viii, 427 p.

A critical examination of current purposes and methods in education. Considers such matters as needs of the child, purposes versus methods in education, subjects, courses, curricula, socialization, individualization, education of gifted, education of handicapped, guidance, and vocations.

120. **Thorndike, Edward L.** The results of the work of the division of psychology. Teachers college record, 33: 100-12, November 1931.

Reports the major investigations made by the Division of psychology of the Institute of educational research since its organization at Teachers college, Columbia university. Includes studies with respect to such phases of secondary education as: (1) Psychology of algebra, (2) vocational guidance, (3) new-type examinations in algebra and ancient history, (4) Latin, (5) mental discipline in high-school studies, and (6) education of gifted pupils.

See also nos. 468, 739.

### JUNIOR HIGH SCHOOLS

121. **Dix, Lester.** Judging the junior high school. Educational administration and supervision, 17: 64~~8~~-48, December 1931.

A general discussion followed by an outline for judging the success of the junior high school with respect to holding power, economy of time, transition between schools, individual needs, social needs, guidance, personnel, departmentalization, departmental functioning, advisory functions, home-room teachers, budgeting of pupils' time, functions of school cabinet, and pupil participation.

See also nos. 707, 710, 1074.

### MEASUREMENT

122. **Tiegs, Ernest W.** Tests and measurements for teachers. Boston, Houghton Mifflin company, 1931. xx, 470 p.

Deals with techniques of measurement, ways of utilizing results of testing, and construction, selection, administration, and interpretation of tests. Discusses specific tests in various subject fields in elementary and secondary schools and in schools of higher education.

### SCHOOL POPULATION

123. **Constance, Clifford L.** Personality ratings given high-school graduates by principals and teachers. School review, 39: 683-88, November 1931.

Describes method used in the Eugene, Oreg., high school. By treating data statistically, concludes that a composite of about 15 independent personality ratings is highly reliable.

124. **Dale, Edgar and Baker, H. W.** Earning activities of high-school students. Educational research bulletin (Ohio State university), 10: 367-74, October 14, 1931.

Deals with the earning activities in which Ohio secondary school pupils engage. Based on 15,000 replies to a questionnaire.

125. **Furfey, Paul Hanley.** Adolescence. Catholic educational review, 29: 467-80, October 1931.

Reviews studies on adolescence published since January 1, 1928.

126. **Palmer, Charles W.** A study of part-time jobs for boys. School review, 39: 673-82, November 1931.

Describes findings from questionnaires given to boys in the Northeast high school at Philadelphia, Pa., in 1925, 1927, 1928, and 1930. Deals with earnings of boys who have held part-time jobs, types of work, and effects of the work on the boys' school performance.

127. **Shipp, Frederic T.** Social activities of high-school boys. School review, 39: 767-74, December 1931.

Based on findings obtained from interviews and from 665 usable questionnaire replies from boys in the San José, Calif., senior-high school.

128. Spaulding, F. T. A brief for the selection of secondary-school pupils. *Harvard teachers record*, 1: 99-100, November 1931.

Presents reasons for the point of view that to be a high-school pupil is a privilege, not an unconditional right, and that selection of secondary school pupils is desirable at present although the ultimate goal may be universal accessibility and maximum flexibility.

### ADMINISTRATIVE AND TEACHING STAFF

129. Eliassen, R. H. and Anderson, Earl W. Investigations of teacher supply and demand reported since November, 1930. *Educational research bulletin (Ohio State university)*, 10: 479-83, December 9, 1931.

A résumé of 14 investigations of teacher supply and demand. Secondary schools were included in all 14 studies.

130. Ridgway, C. W. A comparative study of the training and teaching combinations of Kansas high-school teachers. Emporia, Kans., Kansas state teachers college of Emporia, October 1931. 31 p. (*Studies in education, Bulletin of graduate division*)

Considers teaching combinations, subjects taught without college training, teachers with a college major or minor in their teaching fields, supply of teachers in the different academic fields, number of fields in which teachers work, salaries paid teachers of different academic fields, and salaries paid to graduates of different Kansas colleges.

See also nos. 115, 184, 614.

### SUPERVISION

131. Bacon, F. L. Supervision and the high-school principal. *School executives magazine*, 51: 53-55, 88, October 1931.

Discusses status of supervision in secondary schools, the principal as supervisor, department heads and supervision, faculty projects, measurement of results, and standards of supervision.

132. A committee report. The induction of new teachers into service in the Los Angeles high schools. *Los Angeles educational research bulletin*, 11: 17-32, October 1931.

Considers in detail the adjustment of the new teacher to (1) the material resources of the school, (2) the personnel of the school, and (3) the life of the school.

133. Schorling, Raleigh. The new and the old in the supervision of the high-school subjects. *University of Michigan School of education bulletin*, 3: 5-7, October 1931.

Contrasts old and new in supervision with respect to: Goal; procedures; relationship to principal, teachers, and pupils; classroom visits; lesson planning; textbook; teacher rating, administrative organization, teachers' meetings, professional preparation, and outcomes.

See also nos. 116, 771.

### TEACHING AND STUDY PROCEDURES

134. Carr, William G. and Waage, John. The lesson assignment. Stanford university, California, Stanford university press, 1931. ix, 98 p.

Applicable to both elementary and secondary school levels. The chapter headings are: (1) the assignment in learning and in teaching, (2) the assignment in practice, and (3) making an assignment.

135. Douglass, Earl R. The current trend in the organization of teaching. *High school*, 9: 51-54, November 1931.

Prophesies that each progressive teacher will formulate her plans in larger numbers to fit various occasions, pupils, subjects, and her own personality.

136. Hendrix, S. Gertrude. Teaching devices on the high-school level. Urbana, University of Illinois, 1931. 42 p. (Bureau of educational research, College of education, volume xxviii, no. 42. *University of Illinois bulletin no. 56*, June 16, 1931)

Presents 78 of the 174 teaching devices reported to the writer by teachers in high schools of Illinois. The devices are classified according to specific subjects within six

subject fields, namely: Mathematics, physical sciences, natural sciences, social sciences, English, and foreign language.

*See also nos. 186, 362.*

### PROVISIONS FOR INDIVIDUAL DIFFERENCES

137. Symonds, Percival M. Shall the I. Q. be used for sectioning in the high school? *Journal of educational research*, 24:138-40, September 1931.

On basis of correlation of scores on intelligence tests and intelligence quotient with academic achievement later in the year, concludes that the intelligence quotient is preferable to the score for purposes of grouping in high schools.

138. Turney, Austin H. and Hyde, M. F. The attitude of junior-high school pupils toward ability grouping. *School review*, 39:597-607, October 1931.

A report of a study involving 645 pupils in the Lawrence, Kans., junior-high school.

139. Zabriskie, Edward C. Individual adjustments in high-school education. *High points*, 13:5-10, November 1931.

Discusses numerous means employed to adjust the school to the interests and talents of almost 6,000 girls in the Washington Irving high school in New York city.

*See also no. 701.*

### ARTICULATION

140. Caliver, Ambrose. The integration of secondary and higher education. *Bulletin (official organ of the National association of teachers in colored schools)*, 12:7-8, 26; 7-9, 28-29, October-December, 1931.

Describes and illustrates graphically the historical growth of the college and the high school and indicates past and present trends in the relationships between them.

141. Clark, Edward L. High-school average versus high-school class rank as a means of predicting college grades. *School and society*, 34:765-66, December 5, 1931.

Coefficients of correlation between the two criteria and first and second-semester grades were secured for freshman classes entering the College of liberal arts of Northwestern university.

*See also nos. 120, 144, 172.*

### EDUCATIONAL GUIDANCE

142. Allen, Richard D. A group guidance curriculum in the senior high school. *Education*, 52:189-94, December 1931.

Considers importance of provision for, and methods of procedure with respect to group guidance in the senior high school.

143. Hill, Clyde M. and Mosher, Raymond D. Making the most of high school. Chicago, Laidlaw brothers, 1931. 288 p.

A textbook in educational guidance for junior-high school pupils. Deals with types of occupations, leisure, what high school offers, extracurriculum activities, how to study, and the various subject fields.

144. Koch, Harlan C. and Schlichting, Minnie. Attempts at pre-college guidance of college freshmen. *Educational administration and supervision*, 17:612-18, November 1931.

A study limited to high schools located in cities with 80,000 or more inhabitants, based on 458 responses to a letter. Deals with agencies utilized, means employed, and topics discussed in an attempt to articulate the high school with college.

*See also no. 120.*

*See also section on Educational and Vocational Guidance, nos. 1102-1179.*

## LIBRARIES

145. Clevenger, Arthur W. and Odell, Charles W. High-school libraries in Illinois. Urbana, University of Illinois, 1931. 41 p. (Bureau of educational research, College of education, bulletin no 57, September 11, 1931)

In the school year 1930-31 a questionnaire was sent to the principals of all the four-year accredited high schools in Illinois except those in Chicago. Reports information received and offers suggestions as to standards and the improvement of libraries.

See also no. 214.

## EXTRACURRICULUM

146. Browne, Thomas J. Grouping boys by age, height, or weight for athletics. High points, 13:28-34, November 1931.

Analyzes and draws conclusions from figures obtained by testing approximately 8,000 boys in certain athletic events.

147. Burnett, J. H. and O'Brien, Fred J. A. Survey of football injuries in the high schools of Massachusetts. Journal of health and physical education, 2:32-33, 50, October 1931.

Considers number, kinds, and seriousness of injuries. Concludes that personal liability is low under proper conditions which are specified.

148. Combatalade, E. B. Intramural high-school athletics. Sierra educational news, 27:28-29, November 1931.

An outline of the intramural program of the Sacramento high school.

149. Driftmier, Erna. The ladder tournament. Journal of health and physical education, 2:36, October 1931.

Describes the plan used for conducting the intramural play of the girls in the Creston high school, Creston, Iowa. States that some of its advantages are: (1) The ladder tournament is continuous and each team plays the entire season; (2) every practice game is a contest game; (3) an automatic leveling process makes teams play teams of equal efficiency; (4) terms are self-organized and almost entirely self-directed; and (5) this type of competition is popular.

150. Gallagher, May A. Student participation in school government. Education, 52:169-74, November 1931.

Describes the planning for and the expansion of pupil participation in school government during the past three years in the Leominster, Mass., junior high school.

151. Gow, Ruth M. A service club. Education, 52:147-51, November 1931.

Presents author's experience with a service club during the last six years.

152. Grinnell, J. Erle. Building an efficient high-school newspaper staff. School review, 39:617-21, October 1931.

Describes plan which converted a five-column high-school monthly into a seven-column bi-weekly which won in a single year first honors in a state, a sectional, and a national contest. Based on placement of definite responsibilities on staff-members and promotion in position according to merit.

153. Hamilton, James T. Centralizing outside activities. Nation's schools, 8:25-29, October 1931.

Describes the centralization of many activities of the Newberg (Oreg.) high school, under the control of one teacher who devotes full time to the work and is especially fitted for it.

154. Hoag, Ruth. Sources of program material and some types of program work which might be undertaken by high-school mathematics clubs. Mathematics teacher, 24:492-502, December 1931.

Lists suggestions for (1) projects; (2) demonstrations and experiments; (3) skits, plays, and dialogues; (4) games; (5) field trips and field work; (6) outside speakers; and (7) topics for group or individual presentation.

155. **Miller, Van.** Student government that governs. *Educational administration and supervision*, 17: 677-82, December 1931.

A report of practice in the high school at Hardville, Nebr.

See also nos. 116, 254.

### CURRICULUM

156. **Conrad, Charles W.** Introduction to curriculum for high school in agricultural-university city. *Educational method*, 11: 48-49, October 1931.

Excerpts from the writer's study in curriculum revision. Investigation included a survey of the curriculum in use at Champaign, Ill., and recommendations in the light of educational theory.

157. **Engle, T. L.** A comparative study of pupils in academic, commercial, and vocational curriculums. *School review*, 39: 556-72, November 1931.

A report of an investigation made in the Elston senior high school at Michigan City, Ind. Study involved: (1) The giving of an intelligence test to pupils in the academic, commercial, and vocational curriculums and the tabulating of the results; (2) the collecting and tabulating of school marks for core subjects, and academic, commercial, and vocational subjects.

158. **Howard, C. A.** Course of study for the high schools of Oregon. Issued by State department of education. Salem, Oreg.: State printing department, 1931. 98 p.

To a large extent prepared by groups of Oregon teachers. Deals with general mathematics, algebra, geometry, higher arithmetic, elementary science, health education, botany, biology, physics, chemistry, French, German, Spanish, Latin, bookkeeping, commercial arithmetic, commercial geography, industrial arts, and reviews of arithmetic and geography.

159. **King, Leo Hamilton.** Mental and interest tests—their evaluation and comparative effectiveness as factors of prognosis in secondary education. New York, Bureau of publications, Teachers college, Columbia university, 1931. 124 p. (Teachers college, Columbia university. Contributions to education, no. 444)

A doctor's dissertation. Utilizes 19 mental tests and 47 interest factors as determinants for the prediction of the scholastic ability of individual secondary school pupils in English, mathematics, and science.

160. **Lide, Edwin S.** Trends in junior-high school programs of studies. *School life*, 17: 34-36, October 1931.

A report concerning one of the investigations included in the curriculum project of the National survey of secondary education. Compares 60 junior-high school programs of studies dated 1915-1920 with programs in use in same schools in 1929-1931.

161. **Melone, Gerald W. V. I.** The changing secondary school. Unifying children's learning experiences. *Progressive education*, 8: 559-63, November 1931.

Describes the unified program begun in the seventh grade of the John Burroughs school (St. Louis) with the school year 1930-31.

162. **Patty, W. W. and Painter, W. L.** A technique for measuring the vocabulary burden of textbooks. *Journal of educational research*, 24: 127-34, September 1931.

Describes a technique developed in a research project at Indiana university in which all state-adopted high-school textbooks written in the English language were measured.

163. **Rooney, John B.** Curricular offerings of Catholic secondary schools: An examination of 283 institutions. Washington, D. C., Catholic education press, 1931. 48 p. (Catholic university of America, Educational research monographs, volume vi, no. 4, May 15, 1931)

Presents situation in the major subject fields, enrollments in particular subjects, frequency and grade location of the various subjects, and time allotments for the different subjects.

164. Smith, Walter B. and Englund, William. Certain interests of seventh-grade junior-high school pupils of Kansas City, Mo. *Bulletin of education, University of Kansas*, 3: 3-5, October 1931.

Review of a master's thesis by William Englund. A questionnaire investigation including 685 boys and 601 girls. Deals with (1) what subject is liked best and why, (2) is liked least and why, (3) what solid subject is studied most, and (4) what solid subject is studied least.

165. Tavenner, B. W. The program of studies of the junior-high school. *High school*, 9: 55-57, November 1931.

A general discussion and a report of practice in junior-high schools in 11 cities of Oregon.

166. Van Dyke, George E. Trends in the development of the high-school offering. *School review*, 39: 657-64, 737-47, November-December 1931.

Reports changes and trends in organization of curriculum and in subjects and courses offered within the various subject-fields as revealed by a comparison of programs of study of 35 high schools for 1929-30 with those of the same high schools investigated by Stout for the periods 1906-1911 and 1915-1918.

See also nos. 68, 115-116, 614.

## SUBJECT FIELDS

### ENGLISH

167. Commission on English, Charles Swain Thomas, *chairman*. Examining the examination in English. Cambridge, Mass., Harvard university press, 1931. xv, 295 p. (Harvard studies in education, volume 17)

A report to the College entrance examination board. Considers such matters as history of college entrance examinations, causes of failure and discrepancies in the ratings of the English examination, and aims in the teaching of English in the secondary school.

168. FitzGerald, Irene Hill and Mahoney, Robert Hugh. Précis writing. *Catholic educational review*, 29: 597-604, December 1931.

Illustrates and presents advantages of compositions in summary or condensed form.

169. Garrison, K. C. and Bivens, Curtis. Correlations between various English abilities and intelligence. *Peabody journal of education*, 9: 77-79, September 1931.

A report of an investigation involving 122 rural high-school seniors. Standardized tests were used as basis for computing correlations and partial correlations.

170. Grossman, Mary F. The interview as composition material. *English journal*, 20: 751-55, November 1931.

A description of the writer's experience in having each pupil interview some person and present a composition about the interview.

171. Guller, Walter Scribner. Difficulties encountered by high-school graduates in the use of pronouns. *School review*, 39: 622-26, October 1931.

A report concerning difficulties encountered by 625 graduates of high schools in Ohio in applying 16 principles of pronoun usage contained in the Guller-Henry Preliminary diagnostic test in grammatical usage.

172. Hermans, Mabel C. Experiments with gifted pupils. *English journal*, 20: 741-45, November 1931.

Discusses means used in junior and senior-high schools to adapt English work to gifted pupils.

173. Lyman, B. L. A cooperative experiment in junior-high school composition. *School review*, 39: 748-57, December 1931.

Reports results of experimental teaching by 31 teachers working with 1,089 pupils in Grades VI, VII, VIII, and IX, in 20 junior-high schools and 11 elementary schools in Chicago and vicinity during seven successive weeks.



174. **McCarty, Pearl Sands.** Increasing comprehension in silent reading. *School review*, 39: 758-66, December 1931.

Reports experiment for 12 weeks with two groups of pupils from Grades IX and X in the West Virginia university high school. One group received special training in reading and the other did not.

175. **Mary Patrice, Sister.** Correlation of general ability and English ability. *Catholic educational review*, 20: 533-37, November 1931.

Standardized tests were given to 217 pupils in the ninth and twelfth grades. Results presented.

176. **Mary Ricarda, Sister.** Guiding principles for choice of content in English. *Catholic educational review*, 29: 533-37, November 1931.

Advocates that content in high-school English should be chosen in the light of: (1) Basic personal needs, (2) interest and effort, (3) needs of society, (4) need for continual progress, (5) scientific research, and (6) relative values

177. **Miller, E. L., ch.** A committee report. College entrance requirements in English. *English journal*, 20: 714-29, October-November 1931.

Based on responses of approximately 1,200 people to a questionnaire prepared by the English committee of the Commission on unit courses and curricula of the North central association of colleges and secondary schools.

178. **Neumann, Henry.** Moral values in literature teaching. *English journal*, 20: 806-12, December 1931.

Stresses importance of teacher and her technique of teaching in helping pupils prize moral values.

179. **Paul, Vera Alice.** Pronunciation symbols. *English journal*, 20: 729-40, November 1931.

A report of an investigation dealing with variations in diacritical markings and phonetic alphabets in 18 dictionaries, encyclopedias, and books of speech. Stresses need for a uniform system of pronunciation symbols which can be taught in elementary schools and high schools.

180. **Sibert, O. E.** Improvement of reading in high school. *School executives magazine*, 51: 61-63, 86, October 1931.

Describes an experiment carried on in all grades of the three-teacher high school at Nova, Ohio. The remedial work was given largely as a part of regular class work. Form I of Monroe's Standardized silent reading test was given at the beginning, and Form II at the close of the experiment. Increases in scores ranged from 5 to 24 times the normal rate. Ten conclusions.

181. **Sowers, William R.** An English experiment. *High school teacher*, 7: 348-49, November 1931.

Discusses the plan used in the Hurlock high school at Hurlock, Md. The work in English centers around literature. Each pupil reads approximately a book a week.

182. **Terman, Lewis M. and Lema, Margaret.** Children's reading. Second edition. New York, D. Appleton and company, 1931. xv, 422 p.

A guide for parents and teachers. Primarily deals with children's reading at the elementary-school and junior-high school level.

183. **Wallace, Clara M.** Remedial exercises for reading and study in high-school subjects. Issued by the Department of public instruction, Agnes Samuelson, superintendent. Ames, The State of Iowa, 1931. 28 p. (Reading and study bulletin, no. 3)

Section I deals with reading achievements of pupils in the junior and senior-high school, types of reading disabilities, and a remedial program for the high school. Section II presents sample lessons for improving: (1) Comprehension, (2) organization, (3) ability to remember, and (4) ability to use books.

See also nos. 114, 118, 258.

## FOREIGN LANGUAGE

184. **Anderson, Earl W. and Eliassen, B. H.** Foreign-language teachers in public high schools in the United States. *Classical Journal*, 27:166-72, December 1931.

Brings together data with respect to teachers of foreign languages as reported in 23 investigations including nearly 100,000 teachers. Most of these studies were made in single states, but one was an analysis for 14 cities and another was a survey of southern states.

185. **Carter, Boyd G.** Reading a modern language. *Modern language journal*, 16:26-29, October 1931.

Suggests techniques for aiding pupils in reading a modern foreign language.

186. **Clarke, William H.** Supplementary aids in the teaching of Spanish. *High points*, 13:14-18, November 1931.

Enumerates 14 types of supplementary aids in the teaching of Spanish and discusses way to utilize such aids.

187. **Holzwarth, Charles.** What makes a language hard? *Modern language journal*, 16:115-22, November 1931.

Maintains that a language is hard to learn because different nationalities think and express those thoughts differently. Illustrates by comparison of English and French.

188. **Huse, H. R.** The psychology of foreign language study. Chapel Hill, University of North Carolina press, 1931. viii, 231 p.

Deals with objectives, methods of teaching, and experiments in learning and recall.

189. **Johnson, Edwin Lee.** Linguistics in elementary courses. *Classical Journal*, 27:119-25, November 1931.

Grants that pictures, stories, jests, songs, contests, games, plays, and clubs help make foreign language interesting. In addition, advocates and illustrates the occasional use of language history or word study as a means of bringing new life and meaning into elementary Latin or Greek.

190. **Kaulfers, Walter Vincent.** Present status of prognosis in foreign language. *School review*, 39:585-96, October 1931.

A survey of 51 correlation studies and prognosis investigations published in the last 30 years.

191. **MacCoon, Aaron.** Grammar and extensive reading. *Modern language journal*, 16:14-21, October 1931.

A description of a three-year course in French as taught by the writer at Englewood, N. J., high school.

192. **Maller, Julius B.** A standardized Hebrew prognosis test. *Jewish education*, 3:177-84, October-December 1931.

Discusses nature and value of prognosis tests. Presents techniques used and nature of content. The tests (Forms A and B) were given to 134 high-school pupils and 287 pupils in teacher-training schools.

193. **Weeks, Isabel M.** Some observations on the direct method in Latin. *High points*, 13:38-45, October 1931.

Discusses observations in a practice class conducted by Doctor Rouse at a summer meeting of the Association for the reform of Latin teaching, an English association.

See also nos. 116, 120.

## MATHEMATICS

194. **Anderson, Earl W. and Eliassen, B. H.** High-school mathematics teachers in the United States. *Mathematics teacher*, 24:409-13, November 1931.

Brings together findings of 25 investigations with respect to the extent to which mathematics is taught in high schools, the degree to which teachers of mathematics also teach other subjects, and what other subjects they teach.

195. Austin, Charles M. Report of the second committee on geometry. *Mathematics teacher*, 24: 370-94, October 1931.

Gives history of appointment of committee. Presents opinions of persons who have and of those who may not have used a combined course in plane geometry. Presents two tentative courses, one a fused course and the other a tandem course in which material from solid geometry is introduced separately after plane geometry is completed.

196. Durell, Fletcher and Durell, Thomas J. Co-operative mathematics helps introduce the formula. *School science and mathematics*, 31: 1105-11, December 1931.

Discusses and illustrates use of arithmetic and geometrical concepts to throw light on the nature, uses, and values of the formula and vice versa.

197. Jackson, Nelson A. Learning in first-year algebra. *School science and mathematics*, 31: 980-87, November 1931.

Reports a study made in the Mount Hermon, Mass., school. Concluded that boys who grasp a topic when it is first developed learn it and that further drill results, not in group improvement, but in increased power to the individual who first learned the operation.

198. Lee, Dorris May. Some relationships between algebra and geometry. *Journal of educational psychology*, 22: 551-60, October 1931.

Presents comparisons between algebra and geometry based on marks, achievement test scores, and ability test scores.

199. ——— and Lee, J. Murray. Maintenance drills in the junior-high school. *Mathematics teacher*, 24: 448-52, November 1931.

Discusses the need for and the construction of drill material having the advantages of both diagnosis and mixed drill.

200. Lyons, William James. The problem of the teaching of exponents. *Mathematics teacher*, 24: 483-91, December 1931.

Discusses objectives of teaching exponents, definition, theory, and pupil-understanding of exponents. Based on suggestions collected from articles, works on the teaching of secondary mathematics, and textbooks.

201. Mossman, Edith L. Square root in eighth-grade arithmetic and in ninth-grade algebra. *School science and mathematics*, 31: 813-21, October 1931.

A description of a method used by the writer in the Garfield junior-high school at Berkeley, Calif.

202. Murphy, Clara D. Problems of algebra pupils. *Mathematics teacher*, 24: 503-11, December 1931.

Discusses difficulties which pupils have with algebra and presents ways of overcoming them which writer utilizes at Evanston, Ill., Township high school.

203. Nyberg, Joseph A. Assuming the congruence theorems. *Mathematics teacher*, 24: 395-99, October 1931.

A discussion of whether or not to assume the first two congruence theorems. Concludes that the pupil's troubles may indicate merely the need for improving the technique of presenting the theorems.

204. Nygaard, P. H. The part played by assumptions in mathematics and physics. *School science and mathematics*, 31: 1115-23, December 1931.

An attempt to show that the laws of mathematics and physics are based largely on arbitrary assumptions.

205. Palmer, Katharine Ball. Mathematics in the home. *Mathematics teacher*, 24: 353-63, October 1931.

Discusses problems concerning the budget, equipment, and maintenance of the home, and utilization of public service. Suggests that a course on mathematics in the home be offered girls in high school.

206. Stokes, Claude Newton. A comparative study of the results of a certain individual method and a certain group method of instruction in ninth-grade mathematics. New York, Henry Holt and company, 1931. x, 140 p.

A comparison, under controlled conditions, of results from use of an adaptation of the Winnetka technique and from use of an adaptation of Breslich's program of unitary organization and directed study.

207. Stokes, Claude Newton. Comparing the effect of arithmetic and general mathematics training in the seventh and eighth grades upon achievement in ninth-grade general mathematics. *School science and mathematics*, 31: 853-57, October 1931.

Study included 66 pupils who had studied arithmetic and 128 who had studied general mathematics. Standardized intelligence and achievement tests were used.

See also nos. 116, 120, 154.

#### SOCIAL STUDIES AND CITIZENSHIP

208. Aronson, Julian. An introduction to economic geography. *High points*, 13: 21-27, October 1931.

Illustrates use of formula Place-work-folk in the teaching of economic geography in the Franklin K. Lane high school in New York city.

209. Crawford, C. C. and Walker, William L. An experiment in teaching history backward. *Historical outlook*, 22: 395-97, December 1931.

Reports an investigation with equated groups over a period of 12 weeks in the junior-high school at Downey, Calif.

210. Glick, Annette. Slide-making and the social studies laboratory, II, III. *Historical outlook*, 22: 279-84, 350-56, October-November 1931.

Continued from the May issue. Describes the process of slide-making, explains uses for slides, and maintains that slide-making offers abundant opportunity for that interrelation between students in socially working groups which closely approximates the conditions of actual living.

211. Lindquist, A. E. The form of the American-history examination of the cooperative test service. *Educational record*, 12: 459-75, October 1931.

A discussion of the content to be used by the Cooperative-test service of the American council on education in the construction of ten equivalent forms of an examination in American history for high schools and colleges.

212. O'Brien, F. P. and Watkins, G. E. Objectives of history teachers in high schools of Kansas. *Bulletin of education*, University of Kansas, 3: 6-9, October 1931.

Review of a Master's thesis by G. E. Watkins based on responses from 321 teachers of history in 184 school systems.

213. Bothwell, C. E. Trends in social studies instruction—1931. *High school*, 9: 3-11, October 1931.

Considers trends in general, curricular reorganization, instructional methods, and measurement of social studies.

214. Swindler, B. E. The high-school library and reading problems in the social studies. *Historical outlook*, 22: 407-16, December 1931.

Deals with such matters as: (1) Scope, purpose, and method of investigation, (2) criteria for selecting social science library material, (3) comparison of social science library conditions in Virginia and certain other states, and (4) lists of books for United States history at junior and senior high school levels for different sizes of schools.

215. Weaver, Robert B. Guides to study in junior-high school—United States history. *Historical outlook*, 22: 284-87, October 1931.

Presents and evaluates the study guide used by pupils during the study of a certain unit when intensive study was employed, and the study guide used by pupils during the study of the same unit when extensive reading was employed.

216. ——— and Traxler, Arthur E. Essay examinations and objective tests in United States history in the junior-high school. *School review*, 39: 689-95, November 1931.

Reports the results of an investigation undertaken in connection with two units of the course in United States history in the seventh grade in the Laboratory schools of the University of Chicago, to determine the comparative value of essay examinations and objective tests in measuring historical understanding and comprehension.

217. Williams, Robert L. Improving American-history instruction in Mississippi high schools. *High school quarterly*, 20: 19-29, October 1931.

Presents the status of American history courses in 79 accredited high schools in Mississippi. Considers teacher, objectives, subject matter, methods, and devices.

218. Wrinkle, William L. The relative merit of the whole and the part methods in the teaching of the social sciences. *Historical outlook*, 22: 338-41, November 1931.

A report of a controlled experiment conducted in the junior high school of the Colorado State teachers college at Greeley.

See also nos. 118, 120, 1077.

## SCIENCE

219. Baird, Don O. A vocabulary study of biology notebooks of fifty representative secondary schools in New York State. *Journal of educational psychology*, 22: 512-16, October 1931.

Summarizes a study made to determine amount of agreement in vocabularies of biology textbooks and biology notebooks written by high-school pupils, and to compare scientific terms used in such notebooks with those in Powers "List of scientific terms for high-school students" and in Thorndike's "Teacher's word book."

220. Bayles, E. E. and McCullough, Anna M. Some sources of subject matter for biology in high schools. *Bulletin of education, University of Kansas*, 8: 10-14, October 1931.

Review of a master's thesis by Anna M. McCullough who surveyed pertinent studies and analyzed reports, surveys, and official bulletins of the United States Government which pertain to biology.

221. Brown, F. Martin. A unified science program. *Progressive education*, 8: 479-88, October 1931.

A description of six-year program found successful in the writer's school.

222. Coulson, Francis C. Introducing formulas and equations to the chemistry beginner. *School science and mathematics*, 31: 975-79, November 1931.

Discusses method for minimizing pupil discouragement and for motivating the learning of formulas and equation in chemistry.

223. Dunbar, Ralph E. and Grandy, Irving J. Chemistry tests available for use in high-school classes. *School science and mathematics*, 31: 1100-2, December 1931.

Lists and describes briefly 14 standardized chemistry tests.

224. Hammonds, Carsie. The distribution of time of teachers of vocational agriculture in Kentucky—its relation to distribution of aid and to teacher training. Lexington, Ky., College of education, University of Kentucky, 1931. 113 p. (*Bulletin of the Bureau of school service*, vol. iii, no. 3, March 1931)

Deals with distribution of departments of vocational agriculture, bases of aid, activities of agriculture teachers, how teachers of vocational agriculture distribute their time, and relation of distribution of time to distribution of aid and to teacher training in Kentucky.

225. Hurd, A. W. The workbook as an instructional aid. *School review*, 39: 608-16, October 1931.

A report concerning results from using a workbook in teaching high-school physics. It is an outgrowth of work on the development of teaching units performed in collaboration with the Committee on the reorganization of secondary-school curricula of the North central association of colleges and secondary schools.

226. Lynch, Mary Elizabeth. High-school biology as a contributing factor in health education. *School science and mathematics*, 31: 931-51, November 1931.

A discussion of changes in the aims, method, and content of biology in high school with special reference to its relation to health education.

227. **Mandl, M. M.** The project method in high-school biology. *School science and mathematics*, 31: 1079-91, December 1931.

Description of project method as used by writer in Evander Childs high school in New York city.

228. **Moore, H. K.** The content of a unit on the metallurgy of iron and steel for eighth-grade problem boys. *School science and mathematics*, 31: 952-67, November 1931.

A description of a unit of work in science at Thomas E. Edison school at Cleveland, Ohio.

229. **Obourn, Ellsworth S.** Science in the integrated curriculum. *Progressive education*, 8: 489-93, October 1931.

Describes and illustrates plan in operation at John Burroughs school in St. Louis.

230. **Perry, Raymond Carver.** Reliability of teachers' grades in science. *High school teacher*, 7: 356, November 1931.

Found a low degree of reliability.

231. **Schwartz, Julius.** Rediscovering biology. *High points*, 13: 11-18, December 1931.

Presents practices which the writer found successful in the DeWitt Clinton high school in New York city in recreating the historical environment of experiments, and stimulating and guiding their performance.

232. **Sichler, Elizabeth G.** A socialized science project. *School science and mathematics*, 31: 829-35, October 1931.

Describes a socialized science project in Jackson intermediate school at Detroit, Mich. Compares results with recitation method.

233. **Woodward, Harry R.** Psychological principles in high-school biology. *High school teacher*, 7: 293-94, 299, October 1931.

Reviews findings of 11 investigations and states that there is urgent need for more experiments to determine the facts of psychological significance in regard to the teaching and learning of biology.

See also nos. 114, 116, 204.

#### PHYSICAL EDUCATION

234. **Brock, G. D.** Health through projects. New York, A. S. Barnes and company, 1931. xii, 268 p.

Not restricted to secondary school level. The plan of treatment for each topic includes: (1) A general treatise on the subject, (2) a summary of aims, habits, adjustments, attitudes, and knowledge to be attained, (3) projects involving practice of health habits, and (4) opinions of physicians, scientists, and health educators. In many sections, some method of testing activities and knowledge is provided.

235. **McCabe, Kathryn D.** A point system for giving marks in physical education. *Journal of health and physical education*, 2: 11-13, 54, November 1931.

Describes the system in use at the Phineas Banning high school, Los Angeles.

236. **Rogers, James Edward.** Trends in physical education. *Journal of health and physical education*, 2: 18-19, 47-48, October 1931.

Discusses the new emphasis each ten years since 1890. Concludes that the program of gymnastics, athletics, recreation, and health must have educational focus so definite results in physical education can be achieved. Not restricted to secondary school level.

237. **Rogers, James Frederick.** School-health activities in 1930. Washington, U. S. Government printing office, 1931. 33 p. (Office of education, pamphlet no. 21)

Summary of information collected from superintendents of schools by questionnaire method for the White House conference on child health and protection. Deals with administration, expenditures, personnel, health examinations, health education, special nutrition work, physical education, and mental hygiene in schools in five sizes of communities.

238. Williams, Jesse Feiring and Brownell, Clifford Lee. Health and physical education. New York, Bureau of publications, Teachers college, Columbia university, 1931. 167 p.

Furnishes facts, guides, and standards which administrators of secondary schools can use to determine policies and practices for health and physical education. Discusses administration of program, health supervision, health service, health instruction, program of physical education, athletics, facilities and equipment, and instruction and supervision.

See also nos. 116, 282.

#### PRACTICAL AND VOCATIONAL ARTS

239. Anderson, Hattie E. Revising a course in foods to meet community needs. Home economics news, 2: 85-86, October 1931.

Questionnaires were filled out by 592 pupils of the Milwaukee vocational school with the aid of their parents. Birthplace of parents, size of families, age of children, family income, earnings of children, expenditures for food, and food habits of families were considered.

240. Benkley, Martha. Home economics for boys. Practical home economics, 9: 308, 326, October 1931.

Deals with (1) the place of the home economics course for boys in Central high school at Tulsa, Okla.; (2) content of the course; (3) classroom methods; and (4) some reactions to the course on the part of pupils.

241. Bomar, Willie Melmoth. The education of homemakers for community activities. New York, Bureau of publications, Teachers college, Columbia university, 1931. viii, 135 p. (Teachers college, Columbia university. Contributions to education, no. 477)

A questionnaire study of the community interests and activities of representative homemakers to discover certain needs for home economics education. Replies were received from 483 homemakers, 60 graduate students of home economics, and 10 experts in home economics.

242. Dunn, Maud Wilson. A course in family adjustments for senior high school boys. Practical home economics, 9: 311, October 1931.

Description of a course taught in the Polytechnic high school at Long Beach, Calif. Questionnaire returns from about 350 boys helped determine the contest.

243. Home economics for boys. Journal of home economics, 23: 118-22, December 1931.

A discussion of types of home economics courses for boys in Los Angeles by Essie L. Elliott and in Denver by Olive Jane McGlure.

244. Laws, Gertrude. High-school courses in family relations. Practical home economics, 9: 337, 358, November 1931.

A statement of what the writer considers essential to a course looking to creditable discharge of parental duties and opportunities.

245. Levien, Rosalind H. Preparing the commercial student for business. High points, 13: 59-63, December 1931.

Describes a stenography course offered as an elective in the new Utrecht high school (New York city) to students who have completed three terms of stenography and three terms of typewriting.

246. Malott, J. O. Commercial education. Biennial survey of education in the United States, 1928-1930, Chapter V. Washington, U. S. Government printing office, 1931. 48 p. (U. S. Office of education. Bulletin, 1931, no. 20)

Considers such matters as trends in enrollment, objectives, occupation surveys, office equipment surveys, job analyses, developments in secondary schools, commercial subjects, supervision, and training of commercial teachers.

247. Newman, Mamie L. Results from a textile test given to certain high-school and college classes. *Peabody journal of education*, 9: 112-20, September 1931.

Objective textile tests were given to 178 pupils in high schools and 244 students in colleges. Results are presented and discussed.

248. Phillips, Velma. Evidence of the need of education for efficient purchasing. New York, Bureau of publications, Teachers college, Columbia university, 1931. v, 109 p. (Teachers college, Columbia university. Contributions to education, no. 447)

An investigation including: (1) Difficulties in buying as analyzed by adult consumers themselves; (2) analysis of ability in buying revealed by high-school students in replies to questionnaire; and (3) buying problems revealed through (a) a study of customers in a department store, (b) questions of consumers received through direct mail to magazines, (c) personal interviews with consumers, and (d) interviews with specialists in business.

249. Whitcomb, Emeline S. Los Angeles meeting of supervisors and teachers of home economics. *Practical home economics*, 9: 314-15, 321, 324, October 1931.

Summarizes discussions on six major topics, namely: Food and nutrition education, consumer information, family relationships, home economics in rural schools, home economics offerings to boys and successful methods used, and home economics in a school guidance program.

250. Wiley, George M. Syllabus in commercial subjects. rev. ed. Albany, University of the state of New York press, 1931. 239 p. (University of the state of New York, State education department)

Deals respectively with: Introduction to business; commercial arithmetic and economic geography 1 and 2; business writing, bookkeeping 1 and 2, and commercial law; type-writing 1 and 2; shorthand 1 and 2, and business English. Aims, content, and teaching procedures are presented.

#### ART AND MUSIC

251. A committee report. Courses in art education for junior and senior high schools. *High school quarterly*, 20: 37-40, October 1931.

Deals with aim of art appreciation, content and methods, illustrative material, correlation, studies and field work, reference material, equipment, and a topical outline of a general course in art appreciation.

252. D'Amico, Victor. Art and the average American boy. *School arts magazine*, 31: 195-200, December 1931.

Discusses construction, representation, and appreciation. Lists projects used with boys of the junior-high school age.

253. Garis, Edith E. Historic ships and scrapbooks. *School arts magazine*, 31: 88-91, October 1931.

Discusses art work in Chicago schools in general and in the Tuley high school in particular.

254. Gibson, Dorothy. Practical block printing. *School arts magazine*, 31: 211-14, December 1931.

Describes art work done in connection with the annual of the senior class of the Kewanee, Ill., high school last year.

255. Haller, Alfred J. Integration of art with other high-school subjects. *Baltimore bulletin of education*, 10: 8-10, September 1931.

Makes suggestions for integration of art with biology, physics, mathematics, literature, history, and modern foreign languages.

256. Turchin, George J. On the teaching of music appreciation. *High points*, 13: 18-24, November 1931.

Discusses a course in music appreciation embracing these seven topics: (1) The component parts of music; (2) folk-tunes and folk-dances; (3) history of instruments; (4) notation; (5) specialists in music; (6) the musician's palette; and (7) music in everyday life.



257. Winslow, Leon Loyal. Orienting art in the educational system. *Educational administration and supervision*, 17: 603-11, November 1931.

Deals with objectives, content, and methods of teaching art in elementary, junior-high, and senior-high schools.

#### CHARACTER EDUCATION AND RELIGIOUS INSTRUCTION

258. Brander, Edith E. A character-education project. *English journal*, 20: 745-50, November 1931.

Before beginning the study of the Sir Roger de Coverley papers, 75 eleventh-grade pupils were given Maller's "Self-marking test" which is a group test of honesty in school work. After the study of the classic, the other form of the same test was administered. The project and results are discussed.

259. Horan, Ellamay. Grade-placement and grade-emphasis of virtues. *Journal of religious instruction*, 2: 88-101, September 1931.

A portion of a curriculum investigation made in the fall of 1928 by the questionnaire method to determine (1) those grades in the school wherein certain ideals should first receive curricular attention; and (2) the grade or grades wherein these ideals should receive greatest emphasis in the curriculum.

260. Quinn, Mary Antonina, Sister. Religious instruction in the Catholic high school: its content and method from the viewpoint of the pupil. Washington, D. C., Catholic university of America, 1930. x, 147 p.

A doctor's dissertation. Reports preliminary investigation for obtaining guidance in the construction of a pupil-questionnaire. Replies to questionnaire were received from pupils in 21 schools representing 21 cities in 15 states and the District of Columbia. Based on pupils' reactions to subject matter, devotions, activities, helpful influences, and methods of teaching in connection with the course in religion.

261. Strang, Ruth. Knowledge of social usage in junior and senior high schools. *School and society*, 34: 709-12, November 21, 1931.

A discussion of results from testing 1,614 pupils in four senior and two junior high schools on their knowledge of social usage or etiquette. Considers relation of knowledge of social usage to: (1) Grade; (2) age; (3) intelligence quotient; (4) occupation of father; and (5) participation in extracurriculum activities.

See also nos. 114, 178.

## EXCEPTIONAL CHILDREN

Elise H. Martens

assisted by Florence E. Reynolds

### GENERAL REFERENCES

262. Conrad, Charles W. The need of trained teachers for physically handicapped children. *Illinois teacher*, 20: 78-79, 99-100, November 1931.

See also *Crippled child*, 9: 103-106, December 1931.

The author calls attention to the dearth of opportunities for the preparation of teachers of physically handicapped children. Presents a plan for the organization of a training center in connection with a college or university already having an orthopedic department offering facilities for practical work. Suggests a curriculum for such a center.

263. Davies, Elizabeth and Richards, T. W. The psychological manifestations of post-choreic conditions as shown in five cases studied. *Psychological clinic*, 20: 129-53, October 1931.

Presents in detail the psychological and educational study of five children who were referred for examination because of school retardation following a history of chorea. Clinical treatment of each case is described.

264. Education of the physically handicapped in Los Angeles city schools. Los Angeles, California, City school district, 1931. 38 p.

A report submitted by the assistant superintendent of schools describing the types of work carried on in Los Angeles for physically handicapped children. Discusses program of work, administration and supervision, vocational training and placement, and costs. Includes bibliography.

265. Educational news bulletin (Kalamazoo, Mich., Western State teachers college) Vol. 2, October 1931. p. 1-9.

Contains the following articles dealing with the need and status of special education in Michigan: John J. Lee: Special classes for physically handicapped children in Michigan; Manley M. Ellis: The case for the special-class child; Mrs. Cordella M. Creswell: Care of special cases in Grand Rapids public schools.

266. Graham, Ben G. Adapting the school program to all types of children. Pittsburgh school bulletin, 25: 37-39, October 1931.

Discusses Pittsburgh's plan of providing mental deviate and sight-saving classes, classes for unusually bright children, and a parental school.

267. Grigson, W. Herbert. Physical education in special classes. Journal of health and physical education, 2: 26-29, 48-51, November 1931.

This is the third article of a series of four, and deals with the subject of games in a program of physical education for special classes. Outlines objectives which should be considered in arranging such a program, and gives a list and description of games that have been found desirable and well liked by special-class pupils.

268. ——— Physical education in special classes. Journal of health and physical education, 2: 27-34, 44-45, December 1931.

The fourth and concluding article of a series, in which the superintendent of health and physical education in special public schools in Philadelphia discusses methods of management and instruction of physical education in special classes. Makes suggestions as to a program of health and hygiene training.

269. Home economics for the handicapped. Journal of home economics, 23: 732-46, August 1931.

A group of articles dealing with the teaching of home economics to handicapped children. Includes the following: A study of home economics in the training of handicapped children; Vocational home economics for slow-progress students; Home-making activities for "different" children; Cooking and sewing for blind students; Home economics for the deaf.

270. Kunzig, Robert W. Public-school education of atypical children. Washington, U. S. Government printing office, 1931. 160 p. (U. S. Office of education. Bulletin, 1931, no. 10)

A survey of State control of special education and of provisions made in cities of 100,000 population or more. Gives detailed statistical data and descriptive accounts of organization and administration.

271. London county council. Annual report of the council, 1930. Vol. III (Part II). London, P. S. King and son, limited, 1931.

Includes chapters on Stammerers' classes; Open-air education; Child guidance; Defective children; Deaf children; Residential and industrial schools.

272. Martens, Elise H. An annotated bibliography on the education and psychology of exceptional children. Washington, United States Government printing office, 1931. 48 p. (U. S. Office of education. Pamphlet no. 23)

Includes sections on behavior problems, crippled children, deaf and hard-of-hearing, gifted, organic defectives, sight defectives, speech defectives, and subnormal and backward children.

273. Minnesota. State department of education. Standards, special classes for defectives. St. Paul, Minn., State department of education, 1931. 11 p.

A statement of State regulations regarding the establishment of special classes for the deaf, the blind or partially seeing, the speech defective, the crippled, and the mentally subnormal.

274. Odell, Charles W. Provisions for mentally atypical pupils. Urbana, Ill., University of Illinois, 1931. 73 p. (Bureau of educational research, College of education. Bulletin no. 59)

A descriptive presentation of provisions made for mentally superior and inferior pupils in the school systems of the State of Illinois. Supplements descriptive material with critical comments and suggestions. The subject is considered under the major divisions of homogeneous grouping, special rooms and teachers, and miscellaneous provisions. Specific programs in individual cities are described. Also gives brief consideration to the objections made to special provisions for children of atypical mentality.

275. Pearce, Webster H. Michigan's provisions for the handicapped. Michigan education journal, 9: 838, December 1931.

From address at dedication of Ann J. Kellogg school, Battle Creek, Mich. Outlines various means by which the State of Michigan is caring for the needs of the handicapped children and adults.

276. Schleier, Louis M. Problems in the training of certain special-class teachers. New York, Columbia university, Teachers college, Bureau of publications, 1931. 138 p. (Contributions to education, no. 475)

A survey of the existing State regulations regarding the preparation of teachers of mentally and physically handicapped children, and of the courses now offered in institutions of higher education for the preparation of such teachers. Gives detailed statistical data by States and institutions. Proposes a teacher-training program for each type of handicap included in the study.

277. Sinclair, S. B. Backward and brilliant children. Toronto, Can., Ryerson press, 1931. 75 p.

The author was for many years Provincial inspector of auxiliary classes, Ontario. This book represents the fruit of his experience in this capacity and sets forth the principles upon which the educational program was developed for exceptional children in Ontario.

278. Stevens, Helen Ward. Girl scouting for the girl of physical limitations, in schools and hospitals—in outside troops. Girl scout leader, 8: 109-10, 115-16, October 1931.

Presents statistics as to number of Girl scout troops in hospitals, institutions, etc., and physically handicapped in regular troops; points out the help which such work can be to the handicapped.

279. White House conference. Committee on special classes. Special education: the handicapped and the gifted. New York, London, The Century company, 1931. 604 p., tables, illus., diags.

A publication of the White House conference, presenting a comprehensive report of the committee on special classes, of which Dr. Charles Scott Berry was chairman. Deals with State, city, and rural problems relative to the education of physically handicapped, mentally retarded, and mentally superior children, as well as children presenting behavior problems. Includes statistical data, descriptive material, evaluation of programs, and recommendations.

Bibliography with each section.

280. Wolk, Louise E. And now an opportunity school. Hygeia, 9: 1130-31, December 1931.

Describes the David W. Smouse Opportunity school which has been built recently as a part of the Des Moines, Iowa, school system to provide specialized training and treatment for all types of physically handicapped children.

#### ANÆMIC, TUBERCULOUS, ETC.

281. Lynsky, R. N. Getting results at an open-window school. Trained nurse and hospital review, 87: 485-87, October 1931.

A description of the Trudeau open-window school in Minneapolis, Minn.

282. Mayforth, Valentine. Work done with underweight and nutritional cases at the DeWitt Clinton high school. High points, 13: 9-13, October 1931.

Describes a program being carried on with high-school boys to detect and to remedy conditions of malnutrition and other physical disorders. Social, psychological, and health services are coordinated in the approach to the problem.

#### BEHAVIOR AND PROBLEM CASES

283. Ackerson, Luton. Children's behavior problems. Chicago, Ill., University of Chicago press, 1931. 268 p.

A statistical study of 5,000 children examined at the Institute for juvenile research, Chicago. Compares boys and girls, white children and Negroes, with reference to be-

behavior difficulties; analyzes associations existing among age, intelligence quotient, and incidence of behavior problems.

284. Auden, G. A. The maladjusted child. *British journal of educational psychology*, 1:266-78, November 1931.

Discusses typical cases of behavior maladjustments and the psychological factors underlying the situation. The author considers delinquency as "the overt expression of the repressed unconscious," and emphasizes the necessity of projecting ourselves into and identifying ourselves with the child before we can adequately deal with the difficulties of childhood.

285. Bassett, Clara. The school and mental health. New York, The Commonwealth fund, 1931. 76 p.

"An introduction to the methods of handling problem children." Includes brief bibliography for further reading.

286. Boorman, W. Ryland. Delinquency areas: another viewpoint. *Religious education*, 26:858-63, December 1931.

Upon the basis of a study of members of a boys' club in a thickly congested "delinquency area" the author takes exception to the general conclusions which have been drawn from scientific data regarding slum areas as the breeding places of crime. He points out positive forces for morality which operate in such neighborhoods and gives examples of boys who are making good despite their surroundings.

287. Bunbury, Doris Elizabeth. Juvenile delinquency in girls in Colorado. *University of Colorado bulletin*, 18:215-29, November 1931.

A report on 100 cases of delinquent girls sent to the State Industrial school on various charges. Analyzes the environmental situation in which the delinquency occurred, the characteristics of the individuals concerned, and the nature of the delinquency. Gives several case records as examples. Concludes that "as a result of this study it seems obvious that many of the situations resulting in delinquency are definitely preventable."

288. Caldwell, M. G. The economic status of families of delinquent boys in Wisconsin. *American journal of sociology*, 37:231-39, September 1931.

A study of 492 delinquent boys was made with reference to parental occupations, family income, employment of the mother, and work contacts of the boy. Findings indicate that economic factors are closely related to the causation of juvenile delinquency.

289. Clarke, Eric Kent. The rôle of the psychiatric department in relation to the pediatric department in a general hospital. *American journal of psychiatry*, 11:559-66, November 1931.

Describes the organization of the child-guidance program at the University of Rochester in connection with the pediatric department of the university hospital. A cooperative relationship is maintained with the Health bureau of the city of Rochester in order to insure adequate psychiatric service for the Board of education, Society for the prevention of cruelty to children, and Juvenile court. Financial assistance for the program has been secured through a grant from the Rockefeller foundation. The author feels that "the child-guidance field is one that psychiatry has temporarily adopted and is fostering to be later handed back to its rightful place in pediatrics."

290. Close, O. H. What should be the training program of a correctional school? *Journal of juvenile research*, 15:251-59, October 1931.

The superintendent of the Preston school of industry (California) sets forth the problems with which such a school must contend, the type of pupils for whom training must be provided, and the objectives which should be considered in developing an efficient program of training.

291. Lumpkin, K. D. Factors in the commitment of correctional school girls in Wisconsin. *American journal of sociology*, 37:222-30, September 1931.

A study of social influences operating in the commitment of 252 delinquent girls. Factors of home, companions, previous behavior, health, and personality were analyzed. Home conditions were found to have an important place in their association with delinquency.

292. Olson, Willard C. The clinical use of behavior-rating schedules. *Journal of juvenile research*, 15: 237-45, October 1931.

Application of the Haggerty-Olson-Wickman behavior rating schedule to 25 boys referred to a child-guidance clinic showed significant differences in score from those of the general school population. Correlations are reported among various factors considered in the study of the clinical records and scores.

293. Reinhardt, James M. and Harper, Fowler Vincent. Comparison of environmental factors of delinquent and nondelinquent boys. *Journal of juvenile research*, 15: 271-77, October 1931.

Presents and compares data on participation in organizational life, family situation, differences between ages of juveniles and parents, family ability, church attendance, and elements of culture in the home with respect to two groups of boys—40 delinquent and 40 nondelinquent.

294. Retardation, truancy, and problems of personality and conduct. New York city, Board of education, 1931. 256 p.

Report of a special committee appointed by the superintendent of schools to investigate the problems relating to maladjustment of school children. Considers the types of maladjustment, their causes, and possible remedial measures. Makes recommendations for more extended provision in New York city through clinical and curricular measures. Gives detailed data regarding existing conditions and additional needs.

295. Stullken, Edward H. The Montefiore special school. *Journal of the National education association*, 20: 253-54, October, 1931.

Describes the operation of a special school for truant and incorrigible boys in Chicago. Emphasizes the importance of small classes, individual attention, additional equipment, and the special services of medical, dental, psychological, psychiatric, and social workers.

296. Thomas, Coronal. Results of the Sims socio-economic rating scale when given to delinquent and nondelinquent juveniles. *American journal of orthopsychiatry*, 1: 527-39, October 1931.

The application of the scale shows "a rather marked difference between the average score of the nondelinquent and delinquent groups" used in the study. The data are analyzed to show the items which differentiated the two groups to the greatest extent and to compare the findings in high schools and elementary schools.

297. Whitley, E. L. Interviewing the problem boy. *Journal of educational sociology*, 5: 89-100, 140-51, October-November 1931.

A presentation of the interview method as a means of understanding the problem-boy's conduct and attitudes. Discusses methods used and interpretation given to material. Cites portions of boys' stories in illustration.

### BLIND AND PARTIALLY-SEEING

297A. Allen, Edward E. Opening windows on nature for blind boys and girls. *School life*, 17: 21-22, 31, October 1931.

An account of the way in which nature study is taught at the Perkins institution and Massachusetts school for the blind, through contact with actual specimens and models, as well as through outdoor experiences in the garden and on the farm.

298. Allen, William F. Opportunity and adjustment rooms of the Texas school for the blind. *Teachers forum*, 4: 25-27, November 1931.

Describes the operation of special classes for children who are misfits in the grades. Case study and remedial work are emphasized, return to the regular grades being the objective of the program.

299. Baumann, Flora Scott. A visit to a Mexican school for the blind. *Outlook for the blind*, 25: 169-71, December 1931.

Tells the story of the founding of the Mexican national school for the blind and describes the program which has been developed.

300. Burke, Agnes. Games as a regular part of the equipment of the classroom. *Teachers forum*, 4: 7-11, September 1931.

Describes games which may be used in the classroom with blind children in connection with their training in reading, spelling, language, arithmetic, and physical perception.

301. Dunlop, Gladys L. Organization of sight-saving classes. Sight saving review, 1: 42-47, December 1931.

Discusses the bases for selection of children, physical environment and equipment of the class, and the method of organization of instruction.

302. French, R. S. The new plant of the California school for the blind. Outlook for the blind, 25: 145-48, December 1931.

Two concepts dominated the building program of the new California School for the blind: 1. That only the purposes of education were to be served; and 2, that the blind must live in the world of the seeing and no concessions were to be made in planning the appointments of the buildings peculiarly suited to the use of the blind, except for books, devices, and methods of education. The principal describes how the new school has carried out these concepts.

303. Hathaway, Winifred. One look is better than a thousand words. Modern education, 4: 32-34, December 1931.

Points out ways in which the proper lighting and care for the children's eyesight have been neglected in the zeal for socialization of education. Concrete examples are given of modern well-equipped schoolrooms in which children suffer from eyestrain due to improper types of furniture, improper placing of furniture, and improper decorations.

304. Hayden, Audrey M. Prevention of blindness in Illinois. Sight saving review, 1: 28-37, December 1931.

Describes the program of sight conservation in the State of Illinois, including the educational aspects of the problem, the medical provisions, and legislative enactments.

305. Kappes, Marion. Measures of musical talent. Teachers forum, 2: 4-7, September 1931.

Discusses tests which are adaptable for use with groups of blind children; namely, the Seashore Measures of musical talent and the Kwalwasser Test of music information and appreciation. The latter has been arranged in Braille specifically for the use of blind children.

306. Knighton, Willis S. Vision defects and their correction. Sight saving review, 1: 17-27, December 1931.

A nontechnical description of the more common defects of vision and their treatment. The nature and cause of hyperopia, myopia, and astigmatism are discussed, together with the prognosis of each.

307. Lowenfeld, Berthold. The Austrian school of to-day. Teachers forum, 4: 22-24, November 1931.

Describes modern methods of organization and teaching in the elementary school system of Austria and shows how these methods are being applied in schools for the blind.

308. Merry, Frieda. Kiefer, ed. Motivating language lessons among blind children in the elementary grades. Watertown, Mass., Perkins institution and Massachusetts school for the blind, 1931. 47 p. (Perkins publications, no. 10. June 1931)

A compilation of articles written by teachers in the Lower school of Perkins institution. "It presents devices which have proved successful in motivating language work among blind children in grades one to six. Projects for special occasions, as well as those designed to increase the effectiveness of everyday language usage, are included.

309. Morrissey, W. P. Teaching foreign languages in schools for the blind. Teachers forum, 4: 34-37, November 1931.

Discusses the value of foreign languages to the blind, the aptitude of the blind student for learning languages, and the method of teaching most practicable in this field.

310. Nicholson, Marjorie. Some aspects of work done in the Sydney school for the blind. Teachers forum, 4: 28-29, November 1931.

A brief account of the program of the Sydney School for the blind in New South Wales. Discusses enrollment, training, vocational guidance, and placement work.

311. Sargent, Ruth F. The Otis classification test—Form A, Part II. Teachers forum, 4: 30-33, November 1931.

Presents the Otis classification test in form suitable for use with blind pupils.

## CRIPPLED CHILDREN

312. **Bishop, Helen M.** Arizona society for crippled children. Crippled child, 9: 114-16, December 1931.

Shows the extent of the crippled-children problem in the State of Arizona and lack of facilities for meeting it. Presents the plans of the recently organized Arizona Society for crippled children.

313. **Chandler, C. Q.** Safeguarding Kansas' crippled children. Crippled child, 9: 100-2, December 1931.

Presents the extent of the problem of crippled children in Kansas and recent legislation and plans made for meeting the problem.

314. **Crippled children: A selected bibliography.** New York, Russell Sage foundation library, 1931. 4 p.

Contains titles of books and other publications dealing with the crippled child.

315. **Curley, Thelma B.** Swimming in the treatment of crippled children. Red cross courier, 11: 523-24, November 1931.

An account of work being done in the Percy M. Hughes School for physically handicapped children in Syracuse, N. Y., with special emphasis on the work for the crippled child.

316. **Nugent, James A.** The education of the crippled child. Crippled child, 9: 116-20, December 1931.

Describes the program of the State of New Jersey, as well as of Jersey City, in the interests of crippled children. Presents educational facilities provided both by legislation and by local organization.

## DEAF AND HARD-OF-HEARING

317. **Bat, G. de la.** The school child with defective hearing. Education gazette (Province of the Cape of Good Hope), 80: 738-43, October 1931.

An article by the vice-chairman of the South African General council for the deaf. Calls attention to the need of special training for children with defective hearing; points out some serious effects of this disability, methods of detecting it and ways in which special facilities and educational methods should be applied.

318. **The deaf in other lands.** Volta review, 33: 492-93, 512-13, November 1931.

Accounts of work being done for the education of the deaf in Palestine and Russia.

319. **Karth, Johannes.** Education of the deaf in the German republic. American annals of the deaf, 76: 448-52, November 1931.

Presents the 1925 census figures on the deaf in Germany and describes the development of schools and other agencies for their help and instruction.

320. **McAloney, Thomas S.** The Barry slate system. Volta review, 33: 530-42, December 1931.

"This article is written in the hope of making clear to teachers of the deaf some of the things in the Barry slate system which in the past have been misunderstood, and to present other facts known only to teachers who were associated with Miss Barry in the teaching of the deaf." Analyzes in detail the technique of using the system.

321. **Mason, Marie K.** Speech reading by means of motion pictures. Auditory outlook, 2: 405-6, 434-35, September 1931.

An account of a laboratory experiment in progress at Ohio State university. University students study the physiological aspects of speech and speech reading through the medium of the motion picture and the silent speech depicted on the screen.

322. **Meyer, Max F.** A college curriculum for teachers of the deaf. American annals of the deaf, 76: 461-67, November 1931.

Points out the special qualities and training needed by the teacher of the deaf and in the light of these needs makes suggestions as to the organization of the college curriculum for the training of teachers of deaf children.

323. The status of the deaf in Russia before and after the October revolution, 1917. *American annals of the deaf*, 76: 452-61, November 1931.

A translation of the substance of part of a report on "Social welfare in the Union of Soviet and socialistic republics," issued from Moscow, 1930, by the People's Commissariat for social welfare. Describes (from the point of view of Soviet officials) the work being done for the deaf and the part which they play in the life of the republic.

324. Timberlake, Josephine B. Deaf graduates of schools and colleges for hearing students. *Volta review*, 33: 527-29, 544-45, December 1931.

Presents statistics compiled from records of 271 deaf or hard-of-hearing young people who have succeeded in completing prescribed school and college courses for students of normal hearing. Data are given as to age deafened, degree of deafness, school attended, age and date of graduation, special assistance received, extent to which lip-reading was responsible for success, etc.

325. Vogt, Alice N. Technique for use of the 4-A audiometer with children. *Auditory outlook*, 2: 413-16, 439-40, September 1931.

Describes the procedure used in administering hearing tests to the pupils of an elementary school by means of the 4-A audiometer. Calls attention to errors most frequently made and to precautions which should be taken. The blank for record of the test is shown.

326. *Volta review*. Vol. 33, November 1931. p. 486-91, 507.

Five articles for teachers from the South Dakota school for the deaf: A school that grew up with the country [an account of the South Dakota school], E. S. Tillinghast; Our rhythm band, Florence Sundstorm; The classroom weekly, Reana Reed; Conjugations in the first grade, Dorothy Mitchell; The wing symbols [symbols devised for instruction in reading and languages] Sarah E. Lewis.

327. Wolf, Edna Long. New methods for the development of words in speech. *American annals of the deaf*, 76: 442-48, November 1931.

Analyzes the steps to be taken in methods of speech development and discusses certain phases which should be given special attention.

### GIFTED CHILDREN

328. Hirsch, N. D. M. *Genius and creative intelligence*. Cambridge, Mass., Sci-art publishers, 1931. 339 p.

This book comprises a statement of the author's views regarding the nature of intelligence and genius. He holds that the various levels of intelligence are qualitatively distinct from one another. "Genius is another psycho-biological species, differing as much from man, in his mental and temperamental processes, as man differs from the ape."

329. Kenyon, Elmer. The child of promise in drama. *Pittsburgh school bulletin*, 25: 41-44, October 1931.

Discusses the possibilities in dramatic training for developing the exceptional or gifted child.

See also nos. 81, 172, 621.

### MENTAL HYGIENE AS APPLIED TO EXCEPTIONAL CHILDREN

330. Mental hygiene in the Evansville public schools. *Monthly bulletin*, Indiana State board of health, 34: 145-50, October 1931.

Describes the program of mental-hygiene education carried on in the Evansville, Ind., public-school system and points out some of the results achieved. Includes an account of a high-school case study presenting the treatment of behavior difficulties.

331. Mohr, George J. Pittsburgh child-guidance center. *Pittsburgh school bulletin*, 25: 78-79, 89-90, November 1931.

Sets forth the purposes and methods of study of the Pittsburgh child-guidance center, which began its activities on October 1, under a grant from the Buhl foundation.

332. Patry, Frederick L. The place of the psychiatrist in a State education department or school system. *Mental hygiene*, 15: 757-60, October 1931.

A discussion of the function and duties of the psychiatrist who works in connection with a State department of education. Emphasis is placed upon the educational aspects of his responsibilities as he deals with teachers as well as with children.



333. Stodgill, Ralph M. Parental attitudes and mental-hygiene standards. *Mental hygiene*, 15: 813-27, October 1931.

Realizing the importance of parental attitudes in dealing with behavior problems of childhood, the author has attempted to determine and evaluate some of these significant forces centering about the child. Seventy items of child behavior were rated for seriousness by groups of parents and of mental hygienists. The author compares the distributions of the average scores for the two groups of raters and interprets the findings in terms of objectives of education for parenthood.

#### SPEECH DEFECTIVES.

334. Jones, Ralph W. Speech training in the elementary grades. *Journal of expression*, 5: 193-200, December 1931.

Tells something of the origin and manifestation of speech defects, and describes some definite exercises which can be used effectively to improve speech in the public schools. Written especially for teachers of the first three grades.

335. Rogers, James F. The speech-defective school child. Washington, United States Government printing office, 1931. 31 p. (U. S. Office of education. Bulletin, 1931, no. 7)

Report of a survey of provisions made in city school systems for speech defective children. Considers qualifications and salaries of teachers, equipment, methods, and results.

336. ——— Speech defects and their correction. Washington, United States Government printing office, 1931. 28 p. (U. S. Office of education. Pamphlet no. 22)

Written for teachers, parents, and pupils in order to assist in remedial work. Considers kinds and causes of speech defects, correction of defects, and material used for practice.

337. Wells, Earl W. A State survey of speech-defective children. *Journal of expression*, 5: 179-89, October 1931.

Sets forth the procedure followed and results obtained in the recent survey of speech defectives among the school children of Oregon.

#### SUBNORMAL AND BACKWARD

338. Aldrich, Cecelia G. Experimental studies of idiot behavior. *Training school bulletin*, 28: 151-59, December 1931.

An address read before the American association for the study of the feeble-minded, New York city, May 1931. This report is a summary of a series of experimental studies in the training possibilities of idiots, conducted at the Training school at Vineland, under two financial grants from the Elmhurst fund. The author states that "it is now no more illogical to think of the idiot as a contributing member of the institution than it is to think of the moron as a self-sustaining member of society."

339. 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 mentally-defective children), 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, one in Fond du Lac, Wis., the other in Chicago, Ill.

340. Berry, Charles Scott. Mock education for the non-adjusted. *Michigan education journal*, 9: 830-33, December 1931.

Address delivered before High-school principals' department of the Michigan education association, Lansing, December 3, 1931, presenting the problem of the non-adjusted pupil in the junior and senior-high schools. Advocates a curriculum and educational program which will meet the educational needs of such pupils. "It is not a homogeneous but a differentiated product growing out of the development of significant differences in natural endowment that is the greatest value to society. It is the function of the school to discover and develop these special talents."

341. **Berry, Richard J. A. and Gordon, B. G.** The mental defective; a problem in social inefficiency. New York, McGraw Hill book company, 1931. 146 p.

A general introduction to the problem of mental deficiency in its physiological and social aspects. Deals with the general nature of the problem, the neurological basis of mental deficiency, the social implications involved, and recommended treatment.

342. **Cowen, Philip A.** The social adjustment of the special-class child. *Journal of educational sociology*, 5: 152-58, November 1931.

Points out the necessity of a program of education of mentally-deficient children to fit into a social medium. Discusses problems met in such a program and suggests methods to be used.

343. **Durling, Dorothy.** The low-intelligence quotient as economic index. *Journal of juvenile research*, 15: 278-87, October 1931.

On the basis of data collected by the Bureau of mental health in Pennsylvania, the work records of 334 mentally-deficient persons of both sexes are analyzed. Types and length of employment for varying IQ levels are presented, and several case studies are given. The writer concludes that while high-grade defectives can hold positions requiring routine work, they are likely to be deficient in punctuality, courtesy, judgment, and similar traits. As a result they need constant supervision and aid.

344. **Martz, Eugene W.** Physical training of dull custodial patients. *Training school bulletin*, 28: 105-10, October 1931.

An account of the attempt being made at the Training school at Vineland to train and improve a group of low-grade patients through physical training. After slow but patient effort remarkable results were attained in alertness, activity, health, etc., of the patients concerned.

345. **Parker, H. T.** The classification of subnormals in ordinary grades. *Educational record (Tasmania)*, 27: 143-45, October 15, 1931.

Presents for the guidance of teachers some practical suggestions and considerations as to the classification and instruction of mentally deficient children.

346. **Rosanoff, Isabel A. and Rosanoff, Aaron J.** A study of mental disorders in twins. *Journal of juvenile research*, 15: 268-70, October 1931.

Second preliminary report issued of a study of mental disorders in twins undertaken about a year ago and still in progress. Presents data secured from records of 214 sets of twins, either one or both of which were affected by a mental disorder. The main purpose of the research is to compare the findings regarding monozygotic twins with those regarding dizygotic twins.

347. The training of teachers for retarded and subnormal children. *Education gazette (South Australia)*, 47: 237, September 15, 1931.

A description of a course of training recently organized in South Australia for the preparation of teachers of retarded and subnormal children. The course includes lectures on psychological, educational, medical, legal, and social aspects of the problem, and practical work in speech training, rhythmic training, and manual training. The course also includes visits to schools in which classes have been established.

See also nos. 368, 572, 704.

## EDUCATIONAL PSYCHOLOGY

M. E. Haggerty

assisted by Herbert A. Carroll, Ruth A. Merrill, Herbert Sorenson, John M. Jacobsen, W. S. Miller, and A. C. Eulich

### RETENTION

348. **Burri, Clara.** The influence of an audience upon recall. *Journal of educational psychology*, 32: 683-69, December 1931.

The purpose of the experiment was to test the effect of an audience, attentive listeners, as well as inattentive listeners on the ability of college students to recall and relearn syllables. Results permit the conclusion that audiences do hinder mental processes.

349. Droba, Daniel D. Effect of order of presentation on the recall of pictures. *Journal of educational psychology*, 32: 677-82, December 1931.

Twenty different pictures were presented to 120 students to test the effect of order of presentation on ability to recall them. There was a correlation of  $-.61$  between order of presentation and frequency of recall. Pictures located in the next to the last quarter of the series were most easily recalled.

350. Eurich, Alvin C. A method for measuring retention in reading. *Journal of educational research*, 24: 202-8, October 1931.

An extensive experiment study on the college level by which retention was measured. The Minnesota Reading examination XI XIII was devised and given before and after reading of the text of a six-page booklet. Careful and extensive statistical analyses are presented.

351. Greene, E. B. The retention of information learned in college courses. *Journal of educational research*, 24: 262-73, November 1931.

Retested the abilities of college students in zoology, psychology, and physical chemistry after intervals of 4 to 20 months. Retention was measured by the per cent of total possible score which was achieved. Losses after twenty months were generally over 50 per cent.

### PERSONALITY

352. Lehman, Harvey C. and Witty, Paul A. One more study on the permanence of interest. *Journal of educational psychology*, 22: 481-91, October 1931.

The data assembled indicate that certain vocational interests can not be permanent. Other interests may be more permanent. Available data show that interests are symptomatic of ability only to a limited degree.

353. Symonds, Percival M. Needed research in diagnosing personality and conduct. *Journal of educational research*, 24: 175-87, October 1931.

This article includes a list of 205 problems needing investigation in diagnosing personality and conduct.

### MEASUREMENT

354. Barton, W. A., Jr. Improving the true-false examination. *School and society*, 34: 544-46, October 17, 1931.

A description of the writer's use of true-false examinations and the devising of a set of directions to reduce guessing to a minimum, the score on a test to be the number of items judged correctly. The tests were used at Coker college and University of Georgia, and the writer draws 14 conclusions regarding their use and reliability, which are briefly set forth.

355. Cattell, Psyche. Constant changes in the Stanford-Binet I Q. *Journal of educational psychology*, 22: 544-50, November 1931.

The writer finds that there is a definite tendency for pupils of high intelligence to gain and for those of low intelligence to lose in I Q as they grow older.

356. Davis, J. De Witt. The effect of the 6-22-44-22-6 normal curve system on failures and grade values. *Journal of educational psychology*, 22: 636-40, November 1931.

A strict application of the 6-22-44-22-6 normal curve procedure as a basis for grades in a 12-term course would eliminate practically 51 per cent of the matriculated group.

357. Harvey, O. L. Mechanical "aptitude" or mechanical "ability"?—A study in method. *Journal of educational psychology*, 22: 517-22, October 1931.

A comparison of two studies on mechanical aptitude, by J. W. Cox, London, and the Minnesota Mechanical ability tests, by D. G. Paterson and others. The term "mechanical ability" is defined, and the findings of the two studies are briefly analyzed.

358. Holmes, Grace and Heildbreder, Edna. A statistical study of a new type of objective examination question. *Journal of educational research*, 24: 286-92, November 1931.

The investigation involved a statistical analysis of the *wrong-word* type of objective examination question based on the examination and class records of 938 students in Psychology I at the University of Minnesota.

359. Scates, Douglas E. and Noffsinger, Forest R. Factors which determine the effectiveness of weighting. *Journal of educational research*, 24: 280-85, November 1931.

The following three factors are considered: 1, Lack of vigor within a set of weights; 2, correlation between the weights of different sets; and 3, correlation among the traits weighted.

360. Sims, Verner Martin. The objectivity, reliability, and validity of an essay examination graded by rating. *Journal of educational research*, 24: 216-23, October 1931.

An essay examination graded by rating was found to have an average coefficient of objectivity of 0.77, an average coefficient of reliability of 0.72, and an average correlation with an objective examination over the same subject matter of 0.70.

### STATISTICS

361. Bakst, Aaron. A modification of the computation of the multiple correlation and regression coefficients by the Tolley and Ezekiel method. *Journal of educational psychology*, 22: 629-35, November 1931.

Presents the "modification" in the article, illustrated with the equations in two forms, "either in terms of the mean product sums, or in the terms of the correlation coefficients defined by the relations."

### LEARNING

362. Brinley, David H. and Jordan, A. M. Influence of the assignment in learning. *Journal of educational psychology*, 22: 659-66, December 1931.

In the assignments five procedures were used to stimulate effective study. Pertinent study questions, teaching of difficult words and other methods were used. There were experimental and control groups, and tests of information were used to measure effectiveness of carefully planned assignments. The effects of the assignments were not very striking.

363. Freeman, G. L. The spread of neuro-muscular activity during mental work. *Journal of general psychology*, 5: 479-94, October 1931.

"Our general experimental method is to be taken as one of the possible modes of attack upon the problems of 'set,' 'attitude,' and other changes in performance produced by instruction, habituation, and the like. . . . Photographic registration of the thickening of several muscle groups provides valid and important evidence of the spread of neuro-muscular activity during mental work. We have exhibited records showing variations in the muscular patterns accompanying different sets and attitudes. We have found that the amount of 'spread' is a function of the set, and we have been able to show that, under habituation, general neuro-muscular activity is reduced as the pattern becomes more specifically localized."

364. Hull, Clark L. Goal attraction and directing ideas conceived as habit phenomena. *Psychological review*, 38: 487-506, November 1931.

Discusses the movements of animals placed in a maze—the drive stimulus, the goal stimulus, fractional anticipatory goal reactions, purposeful behavior, ideo-motor acts, etc.

365. McTeer, W. A study of certain features of punishment in serial learning. *Journal of experimental psychology*, 14: 453-76, October 1931.

Electric shock as punishment resulted in a more cautious approach to the problem, and hence resulted in learning with fewer trials and errors than non-punished learners, although the time was not diminished. Caution was more prevalent in early exploratory trials than in later trials. Punishment to reacting (or learning) finger is no more effective than punishment administered to another part of the body (ankle).

366. Marquis, Dorothy Postle. Can conditioned responses be established in the newborn infant? *Pedagogical seminary*, 39: 479-92, December 1931.

Reports on conditioned response of food-taking reactions to buzzer established in seven of eight infants in first ten days of life. Since cerebral cortex functions very incompletely at this time, the inference is drawn that conditioned responses in newborn infants

may be formed by subcortical correlation. Active, alert state is favorable to conditioning. Individual differences present at this early age. Systematic training of human infants along social and hygienic lines may be started at birth, therefore the sharp line drawn between instinctive and learned acts must be viewed with some hesitation.

367. Perkins, F. Theodore. A further study of configurational learning in the goldfish. *Journal of experimental psychology*, 14: 508-38, October 1931.

"The goldfish is capable of learning to choose one of three absolute light intensities and to transpose both up and down the intensity scale, without added training." Behavior of goldfish demands an explanation in terms of insight, rather than in terms of trial and error. They responded to total situations in accordance with law of configuration.

368. Sanctis, Sante de. Visual apprehension in the maze behavior of normal and feeble-minded children. *Pedagogical seminary*, 39: 463-68, December 1931.

Children of preschool age, 3-6 years, used trial-and-error methods in solving maze. Older children, 7-12 years, used visual apprehension, i. e., visual-kinesthetic orientation. Feeble-minded children of same age, 7-12 years, used visual apprehension in same manner as their normal fellows, but took more time.

369. Seashore, Sigfrid. The aptitude hypothesis in motor skills. *Journal of experimental psychology*, 14: 555-61, October 1931.

Average correlation of tests of Stanford motor skills unit and success in operating yarn-winding machine was +.16. This low correlation is offered as definite evidence against the hypothesis of a group of basic motor skills as determinants of practical machine skills, and as pointing toward a theory of highly specific motor skills.

370. Shirley, Mary. The sequential method for the study of maturing behavior patterns. *Psychological review*, 38: 507-28, November 1931.

Deals with the rôle of maturation in the development of infants, which the author contends may have an important part in motor development. Suggests that the sequential method has wide application and is promising in studies of human maturation. Indicates requirements for this method and the "need for checking the validity of the sequence as a function of maturation against the established facts of anatomical and physical development." Bibliography appended.

371. Stroud, J. B. The rôle of muscular tensions in stylus maze learning. *Journal of experimental psychology*, 14: 606-31, December 1931.

Discusses tension change during progress of learning: it decreases with successive trials on long, hard mazes, increases with successive trials on easy mazes, pointing to a relation between tension and mental set. Evidence points to a positive relation between tension and speed of learning. Tension increases with difficulty of task.

372. Tryon, Robert Choate. Studies in individual differences in maze ability: IV, The constancy of individual differences: Correlation between learning and relearning. *Journal of comparative psychology*, 12: 303-45, October 1931.

Correlation between learning and relearning for three groups of rats (six-eight month interval) ranged from +.81 to +.88, indicating a high degree of constancy of individual differences. In view of these high correlations of the marked parallelism of the learning curves, and of the rigid control of the environmental conditions throughout, the conclusion is drawn that individual differences were occasioned largely by heredity.

373. Warden, C. J. and Diamond, S. A preliminary study of the effect of delayed punishment on learning in the white rat. *Pedagogical seminary*, 39: 455-62, December 1931.

Value of punishment decreases sharply as interval of delay increases.

374. Waters, R. H. The effect of incorrect guidance upon human maze learning. *Journal of comparative psychology*, 12: 293-301, October 1931.

Incorrect guidance results in less efficient learning than correct guidance, and is about equal to free learning.

375. Waters, B. H. and Ellis, Alma L. The relative efficacy of free and guided learning when equated in terms of time. *Journal of comparative psychology*, 12: 263-77, October 1931.

Guided learning is better than unguided or free learning both with regard to the acquisition of a maze habit and to its retention.

376. Wilson, F. T. The effect of the form of a combination in the learning of a multiplication table by bright and dull children. *Journal of educational psychology*, 22: 536-37, October 1931.

Tested the abilities of bright and dull children to learn arithmetical combinations which were reversed. An illustration of reversal is  $2 \times 67$  changed to  $67 \times 2$ . By observing the effect of reversal on bright and dull children the author concludes that the learning processes for bright and dull are similar except for rate, accuracy, and retentiveness.

### GUIDANCE

377. Allen, Richard D. Delegating the guidance functions within a secondary school. *Vocational guidance magazine*, 10: 14-19, October 1931.

This article suggests a workable division of guidance responsibilities in a secondary school between the principal, the subject teacher, the home room teacher and the adviser and describes in brief detail the functions of each. Suggestions are based on the procedure in Providence, R. I.

378. Cain, M. J. Young people's librarian and vocational guidance. *Libraries*, 36: 423-25, November 1931.

The author urges the closer cooperation of librarians with vocational-guidance work and points out some of the guidance services which the library should render.

379. Colwell, L. W. Guidance centre. *Journal of education*, 114: 408, December 7, 1931.

Very brief statement of purpose of pupil-guidance centre in Chicago schools.

380. Davis, Anne S. The vocational-guidance department. *Journal of education*, 114: 408, December 7, 1931.

Very brief statement of guidance program in Chicago schools.

381. Douglass, Harl E. The relation of high-school preparation and certain other factors to academic success at the University of Oregon. Eugene, University of Oregon, 1931. 61 p.

The investigation indicates that the best single type of prognostic data is the average high-school mark. Very little may be gained in accuracy of prediction by employing any of the variables included in this investigation other than average high-school mark and a good intelligence test.

382. Fitch, John A. Vocational guidance and social work. *Vocational guidance magazine*, 10: 63-67, November 1931.

Points out that "social work and vocational guidance have a common history, are to a large extent pursuing a common objective," and "are making use of common tools." The author also sounds a word of warning about common dangers due to lack of breadth of perspective and knowledge, sacrificing the interests of the child to the economic interests of the family, making extravagant claims, and undue emphasis on the individual without due regard to the environment.

383. Gerberich, J. E. Validation of a State-wide educational-guidance program for high-school seniors. *School and society*, 34: 606-10, October 31, 1931.

Description of a state-wide program of testing high-school seniors for purposes of educational guidance inaugurated by the University of Arkansas. Correlations obtained between scores on test battery and first semester grades.

384. Hatch, John J. Effective guidance through industrial arts. *Industrial arts and vocational education*, 20: 347-50, October 1931.

The author emphasizes the importance of industrial-arts subjects in the junior high school and hence their importance for guidance, a major function of this type of school.

**385. Hoppock, Robert.** Twenty-five guidance plans. Vocational guidance magazine, 10:78-84, November 1931.

Brief impressions of organization and outstanding features of guidance programs in 18 cities in the East, Middle-West, and South. Includes public-school systems, industry, and collegiate institutions.

**386. Neville, Charles E.** Orientation or group-guidance program. Junior senior high school clearing house, 6:104-7, October 1931.

Description of a program in group guidance in operation in the Harding junior-high school, Philadelphia. The author distinguishes seven aspects of guidance—adjustment, vocational, health, civic, social and ethical, educational, and avocational.

**387. Reed, C. A.** Articulation of school and industry through guidance. Vocational guidance magazine, 10:3-7, October 1931.

Discusses the important function of the school in preparing pupils to find their places in the occupational world. "The guidance movement is to-day the most important factor in closing the gap which exists between the school system and industry." Discusses briefly a few aspects of guidance work in the Minneapolis schools.

**388. Robinson, C. C.** The interest of social agencies in vocational guidance. Vocational guidance magazine, 10:26-33, October 1931.

Points out the close relationship between vocational guidance activities and social agencies since the beginning of the guidance movement and emphasizes the need for a "highly articulated coordination of services" within a given community. Feels that the vocational guidance work of a social agency should be supplementary to the work of the public schools and other community agencies.

**389. Sollenberger, Grace J.** Vocational information and the English class. Vocational guidance magazine, 10:8-13, October 1931.

Describes a project in stimulating vocational interests, worked out in an English class of 35 boys in grade 8.

**390. Tead, Ordway.** The selection, training and promotion of employees. Vocational guidance magazine, 10:57-62, November 1931.

A brief survey of current trends in industry which have guidance implications. Discusses some recent contributions in testing and interviewing. Emphasizes the reciprocal responsibilities of educators and industrialists for developing guidance.

**391. Thurstone, L. L.** A multiple-factor study of vocational interests. Personnel journal, 10:198-205, October 1931.

Raises the question of how many independent and uncorrelated factors it is necessary to postulate in order to account for a given table of intercorrelations. Describes the application of a new method of multiple-factor analysis to intercorrelations of interest data obtained from the Strong Vocational Interest blank.

**392. Towne, Harriet E.** The interest of service clubs in vocational guidance. Vocational guidance magazine, 10:20-25, October 1931.

A review of the guidance activities of nine service clubs—Kiwanis, Rotary, Lions, Institute of women's professional relations, Altrusa, National federation of business and professional women's clubs, Quota, Zonta, General federation of women's clubs.

**393. Tozer, George E.** A statistical prediction of high-school success for purposes of educational guidance. Junior senior high school clearing house, 6:98-101, October 1931.

Description of an attempt to determine by statistical procedure the relative importance of a number of factors in high-school achievement as measured by teachers' grades in all full-time subjects.

**394. Williamson, E. G.** An analysis of scholastic aptitude of freshmen in some private colleges in Minnesota. School and society, 34:674-80, November 1931.

For the prediction of satisfactory college scholarship of low-aptitude students, high-school ranks and college-aptitude ratings are almost equally efficient. The college-ability test is least effective. For the prediction of superior scholarship of high-aptitude college freshmen, college-aptitude ratings are most efficient, college-ability test percentiles next, and high-school rank least satisfactory.

395. Yoakum, C. S. Motive and risk in counseling. Vocational guidance magazine, 10:51-56, November 1931.

The author calls attention to the present lack of objective criteria for evaluating counseling activities and the need for research in this field.

See also nos. 141, 144. \*

### STUDIES RELATING TO THE CURRICULUM

396. Brown, A. W. and Lind, Christine. School achievement in relation to mental age. Journal of educational psychology, 22:561-76, November 1931.

The relation of achievement to mental age depends not so much upon the level of intelligence but upon the position of that level in the group receiving instruction. The writers conclude that, in general, it holds true that the lower the intelligence the higher the achievement in relation to the mental age.

397. Gruber, Walter S. Improving college freshmen in spelling. Journal of educational research, 24:209-15, October 1931.

Marked improvement in spelling may be expected from a technique of learning which first helps each student to discover his own difficult words and then enables him to identify the crucial point or points in each troublesome word.

398. Haven, Seth Edson. The relative effort of children of native vs. foreign-born parents. Journal of educational psychology, 22:523-35, October 1931.

Conclusions were that children of foreign parents made higher median achievement quotients than children of native parents; the median intelligence quotient is slightly higher in children of native parents than in children of foreign parents; both groups were handicapped in the use of language; the foreign have but little unfavorable influence on the school progress of the native and prove superior to the native in effort.

399. Perry, Winona M. Prognosis of abilities to solve exercises in geometry. Journal of educational psychology, 22:604-9, November 1931.

Prognosis of abilities to solve exercises in geometry seems the more efficient when based upon analysis of the requisite abilities and their constituent parts.

400. Woody, Clifford. The arithmetical backgrounds of young children. Journal of educational research, 24:188-201, October 1931.

A report of some results obtained from an investigation designed to ascertain facts concerning the amount of arithmetical knowledge and skill possessed by children in the primary grades at the time at which formal instruction in arithmetic is introduced.

See also nos. 81, 615. \*

## JUNIOR COLLEGES

Walter Crosby Eells

### ORGANIZATION AND ADMINISTRATION

401. Campbell, Doak S. Junior college standards. Junior college journal, 2:63, November 1931.

"The way is open for the junior colleges themselves to propose standards that will take account of the whole philosophy of the junior college, and that can bear the severest scrutiny of friend and foe alike. If the junior colleges fail to accept this task with vigor there is danger, in some sections of the country at least, that the junior college will fail to find a justifiable place in the American scheme of education."

402. Chadwick, R. D. Costs at Duluth. Junior college journal, 2:172-73, December 1931.

Portion of annual report, showing junior-college costs at Duluth, by subjects. Total cost of \$251 per student enrolled, \$291 per student in average daily attendance.

403. Eby, Frederick. Financial depression and the junior college. Junior college journal, 2:125-27, December 1931.

"Institutions established upon careful reflection and out of genuine need even in times of severe financial distress are more likely to prove permanent foundations than many of the ventures which suddenly emerge in the piping times of highest prosperity."



404. Eby, Frederick and Pittenger, Benjamin F. A study of the financing of public junior colleges in Texas. Austin, Tex., 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 11 titles.

405. Eells, Walter Crosby. The public junior college as an agency of democracy: The financial aspect. In National education association. Addresses and proceedings of the sixty-ninth annual meeting. 1931. p. 586-88.

Abstract of address before Detroit meeting of Department of secondary school principals.

406. Harbeson, John W. The Pasadena junior-college experiment. Junior college journal, 2: 4-10, October 1931.

First in a series of articles on representative junior colleges of the United States. The principal of the four-year junior college at Pasadena describes the philosophy and assumptions back of the movement, the administrative organization, the guidance program, student life and activities, and types of curricula.

407. Jensen, Elizabeth J. Physical education for women. Junior college journal, 2: 95-100, November 1931.

Discusses the organization, equipment, and program in the 17 California district junior colleges.

408. Morrison, H. C.; Judd, C. H.; and Elliff, J. D. Reports of Committees on the Joliet junior college, Kansas City junior college, Stephens college and experiment, and Tulsa experiment. North central association quarterly, 6: 252-66, December 1931.

General reports of progress with recommendation. Three of the reports include presentations by the chief administrative officers of the institutions concerned, W. W. Haggard, of Joliet; George Melcher, of Kansas City; and J. M. Wood, of Stephens college.

409. Oppenheimer, J. J. Current changes and experiments in the junior college. [with discussion] In American association of university women. Proceedings. 1931. p. 170-200.

410. Rosenlof, G. W. New Nebraska standards. Junior college journal, 2: 175-78, December 1931.

Text of new standards for accrediting Nebraska junior colleges adopted by the State department of education.

411. Stone, Harold A. Survey of the Pasadena city schools. Los Angeles, Calif., California taxpayers' association, 1931. 331 p. tables, diagra.

Contains a mass of detailed information concerning curricula, organization, costs, promotion policies, students, class-size, plant capacity, and teaching-load in the Pasadena Junior college. Finds that costs per enrollment-hour are about twice as great as in the lower division of the University of California, but below the average of those for other district junior colleges. Recommends that teaching-load of junior college instructors be increased 43 per cent, with consequent estimated annual saving of \$46,000 in the "college section of the [4-year] junior college."

412. Whitney, Frederick L. Democratic support of the junior college. In National education association. Addresses and proceedings of the sixty-ninth annual meeting. 1931. p. 589-90.

Abstract of address before Detroit meeting of Department of secondary school principals.

413. ——— Recent legislation affecting the junior college. School review, 34: 775-81, December 1931.

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

414. Wood, James M. Impressions of Stephens college. Junior college journal, 2: 90-94, November 1931.

A symposium by 15 educators giving their impressions of various phases of the work of Stephens college, such as attitude toward research, education of women, coordination of activities, social life, religious education, faculty, students, health program, curriculum, financial program, and other special features.

See also nos. 523, 558, 567, 579-580, 1053 (1).

## HISTORY AND STATUS

### GENERAL

415. Campbell, Doak S. Past presidents—H. G. Noffsinger. Junior college journal, 2: 109, November 1931.

Sketch of the career of the man who was president of the American association of junior colleges in 1925-26.

416. ——— Past presidents—Lewis W. Smith. Junior college journal, 2: 166, December 1931.

Sketch of the career of the man who was president of the American association of junior colleges in 1926.

417. ——— Past presidents—Louis E. Plummer. Junior college journal, 2: 45, October 1931.

Sketch of the career of the man who was president of the American association of junior colleges in 1921-22.

418. Jordan, David Starr. Ancient history. Junior college journal, 2: 101-2, November 1931.

Extracts from four early statements by Doctor Jordan with reference to the desirable development of the junior college.

### BY STATES

#### California

419. California. State department of education. [Junior colleges] *In* Biennial report, 1929-30. Part 1. [By] Vierling Kersey, State superintendent. Sacramento, Calif., State department of education, 1931. p. 26, 39, 43, 47, 53, 63, 85, 87, 118, 136-37, 197, 201.

Contains numerous references to junior colleges, their growth, legal status, problems and prospects, by Superintendent Kersey, Nicholas Ricciardi and others.

420. ——— Statistics of California junior colleges. Sacramento, California state department of education, 1931. 35 p. tables. (Bulletin no. J-4, August, 1931)

"The accompanying statistics of California junior colleges for the school year ending June 30, 1930, are published this year for the first time in printed form. The heavy demand for, and the extensive use made of, the district junior college statistics have indicated the desirability of issuing these materials in permanent form. The statistics contained in this bulletin comprise all of the essential data reported to the State department of education relative to the public junior colleges of the state." Contains detailed statistics on personnel, organization, enrollment, attendance, graduates, salaries, staff, buildings, indebtedness, taxation, costs, and historical data.

421. Eells, Walter Crosby. New California junior-college legislation. Junior college journal, 2: 24-29, October 1931.

"New legislation of far-reaching importance to the public junior colleges of California was enacted by the 1931 legislature. The procedure for organizing both junior college districts and high-school departmental junior colleges was greatly modified and methods of state financial support were revised." Also in *School executives magazine*, 51: 67-68, 90, October 1931.

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

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

423. Joyal, Arnold E. California junior colleges. *Junior college journal*, 2: 169-70, December 1931.

A summary of the author's doctoral dissertation at the University of California dealing with the factors relating to the establishment and maintenance of junior colleges with special reference to California.

424. Lillard, Jeremiah B. Sacramento junior college guide. *Junior college journal*, 2: 142-44, December 1931.

Description of the significant features of Sacramento junior college by its president.

425. Statistics of California junior colleges 1921-22 to 1930-31. *California schools*, 2: 509-10, December 1931.

Detailed tables of changes in average daily attendance by colleges and by years. Shows an increase in average daily attendance from 178 in 1921-22 to 15,120 in 1930-31.

426. Stone, Harold A. [Junior colleges.] *In Report on University of California*. Los Angeles, Calif., California taxpayers' association, 1931. 54 p. tables, diagrs.

Contains data and discussion on number, enrollment, curricula, and growth of California junior colleges and their effect on lower-division enrollment in the University of California and in other colleges and universities in the state. Data show that costs of graduate instruction in the university are approximately seven times as great as lower-division instruction. Lower division cost per enrollment-hour is \$3.53; per unit granted, \$5.53.

#### Kansas

427. O'Brien, F. P. Development of the junior college in Kansas. *Junior college journal*, 2: 78-86, November 1931.

A general survey of the origin, growth, administration, and probable future development of the movement in Kansas. Detailed information given on the ten public and six private accredited junior colleges in the state. "The future of the junior college in this state would seem to depend upon the stability and extended influence of those already established, a gradual but limited increase in the number of both the public and private institutions, and some form of state aid for the tax-supported type."

#### Kentucky

428. Cammack, James W., jr. Public junior colleges in Kentucky. *Junior college journal*, 2: 145-47, December 1931.

"There are some 20 or more districts in the state, composed of two or more counties, wherein there are enough high-school students and sufficient wealth to maintain a junior college."

#### Nebraska

429. Lindsay, Charles. New junior college law in Nebraska. *Junior college journal*, 2: 11-15, October 1931.

Analysis and discussion of the law as it applies to organization, control, curriculum, and financing of junior colleges in Nebraska.

#### Washington

430. Dvorak, August and Davidson, John W. A survey of junior college feasibility in Washington. *Washington education journal*, 11: 77-78, 107-08, November-December 1931.

A statement of general principles and their application to actual situations in the state of Washington. Presents a detailed analysis of various population and financial data for the 23 largest cities in the state. "Washington at present has logical use for 13 or at the most 17 district junior colleges. State aid or student tuition seems necessary. These 17 districts have 80 per cent of all the high-school students in the state."

## RELATION TO SECONDARY EDUCATION

431. **Hayden, F. S.** Junior college—which word shall bear the emphasis? *Junior college journal*, 2: 50-51, October 1931.

Claims that "the junior college must be definitely a part of the secondary system" if it is not to try to take on senior college work.

See also no. 1053.

## FUNCTIONS OF THE JUNIOR COLLEGE

432. **Campbell, Doak S.** The public junior college: An agency of democracy—the social aspects. *In National education association. Addresses and proceedings of the sixty-ninth annual meeting, 1931.* p. 588-89.

Abstract of address before the Detroit meeting of the Department of secondary school principals.

433. **Crawford, Stanton C.** The junior college. *Pennsylvania progress*, 18: 11, October-November 1931.

A general statement of the philosophy and progress of the junior college movement, with special attention given to the junior colleges in Pennsylvania, particularly those connected with the University of Pittsburgh.

434. **Esterly, Virginia Judy.** The junior college: a solution. *In National education association. Addresses and proceedings of the sixty-ninth annual meeting, 1931.* p. 395-401.

Address before the Department of deans of women. "The University is powerless to provide higher education for the majority of high-school graduates, yet their capabilities for vocational proficiency and cultural growth should have the highest respect and attention. The junior college offers provision for this group. It is the first extension within the public system to meet a need not adequately recognized.

435. **Hancock, J. Leonard.** Business education: the terminal function. *Junior college journal*, 2: 64-73, November 1931.

An address given at the University of Chicago conference on business education on the junior college level in the summer of 1931. The dean of Crane junior college, Chicago, claims that there should be no essential difference in courses in the business and commercial field for students who plan to continue work at the university and for those planning to go directly into business.

436. **Heath, Harrison F.** Announcement of two-year courses in technical education. *San Jose, Calif., San Jose State college, 1931.* 38 p. (San Jose State college bulletin, October 1931)

"This bulletin is our first complete description of the courses which have been developed at the San Jose college and are now being offered as training for the semi-professions." Contains detailed outlines of 28 junior college courses in art crafts, commercial art, costume design, design, drawing and painting, home decoration, photography, sculpture and pottery, accounting, bookkeeping, merchandising, secretarial, stenographic, and clerical work, journalism, child training, catering, costume construction, home-making, hotel management, general engineering, industrial education, etc.

437. **McAlmon, Victoria.** Vocational guidance for commercial education in junior colleges. *In National education association. Addresses and proceedings of the sixty-ninth annual meeting, 1931.* p. 347-48.

Abstract of address before the Department of business education at Los Angeles.

438. ——— Vocational guidance for commercial work. *Junior college journal*, 2: 74-77, November 1931.

Describes especially the method of construction of terminal courses for medical assistants, banking and finance, and school clerks in Los Angeles junior college.

439. **Shields, H. G.** Business education: Preparatory function. *Junior college journal*, 2: 123-32, December 1931.

Says in substance, "that junior college which will best meet its obligations as a preparatory institution, so far as professional schools of commerce are concerned, will accomplish the task best by giving general foundational work."

440. Wood, James M. Is the junior college a unit of public education? *In* Institute for administrative officers in higher education. Proceedings, 1930. Nashville, Tenn., George Peabody college for teachers, 1931. p. 31-37.

"If the objective of society be to provide not only the basic techniques but also the general or cultural background needed for intelligent citizenship, and if it be the function of the junior college to provide the latter, then it should be a part of the public-school system and should be supported at public expense."

## CURRICULUM

### GENERAL

441. Carpenter, W. W. Curricular offerings in Missouri. *Junior college journal*, 2: 16-23, October 1931.

A comparison of the curricular offerings in both the public and private junior colleges of Missouri with those in a representative group of institutions throughout the country. Includes detailed findings regarding English, fine arts, languages, mathematics, philosophy, psychology, physical education, science, social science, and terminal courses. "It is quite clear that the private junior colleges of Missouri come much closer, on the whole, to normal offerings in the different fields than do the public ones."

442. Griffin, Grace H. Y. Checking reading contracts in a college course. *School and society*, 34: 513-14, October 10, 1931.

Based upon experience in a course in child care and training at Crescent junior college, Arkansas.

443. Griffing, J. B. Adult education at San Bernardino. *Junior college journal*, 2: 133-38, December 1931.

The president of San Bernardino Valley junior college describes the extensive program of adult education, both cultural and vocational, which has been developed, reaching more than 4,000 students in the community. "The junior college is the ideal agency for adult education. The junior college extension program is the least expensive work of the college, and brings greater returns in proportion to outlay than any other part of the educational program."

444. Segel, David and Brintle, S. L. Stephens experiment at Long Beach. *Junior college journal*, 2: 49-50, October 1931.

A supplementary analysis of the experiment in teaching Stephens college orientation courses at Long Beach, Calif., in 1928-29.

445. 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."

### CURRICULUM SUBJECTS

#### *English*

446. Bietry, J. Richard. Speech education in the junior college. *Junior college journal*, 2: 87-89, November 1931.

Portion of a report presented to the National association of teachers of speech, based upon questionnaire returns from 88 junior colleges.

447. Richardson, O. D. English for semi-professional students. *Junior college journal*, 2: 30-37, October 1931.

A description of the experimental plan in use at the Los Angeles junior college.

*Modern Languages*

448. Forster, Arthur B. Some phases of modern-language teaching in the Los Angeles junior college. *Modern language forum*, 16:125-27, October 1931.

A paper read before the French section of the National education association in Los Angeles, June 30, 1931. Discusses semi-professional language courses as vision courses. Reports organization of a new National foreign-language honor society for junior colleges, the Alpha mu gamma.

449. Mitchell S. Lyman. Spanish in the junior college. *Hispania*, 14:115-20, March 1931.

Many suggestions for classroom and extraclass work in Spanish, based in part upon the author's junior college experience at New Mexico Military Institute.

450. Newton, Pauline L. and Brown, Edwin J. Modern languages in Kansas junior colleges. *Junior college journal*, 2:153-54, December 1931.

A comparison of the modern language situation in the Kansas junior colleges with that in 36 junior colleges outside the state. No significant differences found.

*Semi-professional*

451. Bell, Archibald W. Civic health. *Junior college journal*, 2:114-15, November 1931.

"In the United States there are about 17,000 young women employed in the offices of doctors of medicine and dentistry." Description of the course to meet this need as organized at Los Angeles junior college.

452. Hogeboom, Floyd Eddy. Education for dental assistants. *Journal of the American dental association*, 18:1778-81, September 1931.

A paper read before the American dental assistants association, Denver, Colo., July 22, 1930. Describes the course of training worked out at Los Angeles junior college.

*Social Science*

453. Andrews, George A. Improving history teaching in high school and junior college. *Historical outlook*, 22:292-94, October 1931.

Based upon experience with classes in history at the Principia junior college, St. Louis. Emphasizes especially detection of reading deficiency by the Van Wagenen and Whipple tests, and improvement of reading, composition, and note-taking abilities for history students.

454. James, May Hall. Teaching sociology at Sarah Lawrence college. *Peabody journal of education*, 9:168-75, November 1931.

"The results of a two years' experiment in teaching sociology in a college where standard types of curriculum and methods of teaching have been, for the time being, set aside. . . . The results seem to demonstrate the possibilities of achieving keener critical analysis, greater facility in oral and written reports, more in quantity and quality, and greater individual freedom than have been achieved through any of the more conservative methods of teaching previously used."

## LIBRARY

455. Carpenter, W. W. The junior college. *School executives magazine*, 51:186, December 1931.

Book review of W. C. Eells' *The junior college*.

456. Koos, Leonard V. A comprehensive treatise on the junior college. *School review*, 39:627-28, October 1931.

Book review of W. C. Eells' *The junior college*.

457. Wilkins, Eleanor C. Junior-college libraries. *Library journal*, 56:654, August 1931.

Report of the Junior college libraries round table at the New Haven meeting of the American library association.

458. Wilkins, Eleanor C. Junior college libraries round table. Bulletin of the American library association, 25:548-51, September 1931.

Report of the conference held at New Haven, Conn., June 1931. Contains abstracts of addresses by Virginia Kramer, Henry O. Severance, and Helen L. Scanlon.

### STAFF

459. Eells, Walter Crosby. The junior college instructor as interpreter. Junior college journal, 2:1-2, October 1931.

A plea for the broadly trained junior college instructor who can interpret the significance of the junior college movement to the community and at the same time be a competent classroom instructor.

460. Green, Bertha, and others. Deans of women. Junior college journal, 2:46-48, October 1931.

Abstracts of four addresses on the work of the dean of women given before the Junior college section of the California association of deans of women.

461. Wahlquist, John T. Status of the junior college instructor. Washington, United States Government printing office, 1931. 29 p. tables. (Office of education. Pamphlet no. 20)

A summary of the author's doctoral dissertation. Includes: The problem and methods of investigation; social, economic, professional, and legal status of the junior college instructor; and summary.

### BUILDINGS AND GROUNDS

462. Brownsville junior college high school, Brownsville, Tex. American school board journal, 83:55, August 1931.

Interior and exterior views, floor plans, and brief description of the plant.

463. Haggard, W. W. Joliet township high school and junior college addition. American school board journal, 83:56, 111, August 1931.

Illustrations of main buildings and gymnasium, and description of new addition to the plant of the oldest public junior college in the country.

### STUDENTS AND STUDENT ACTIVITIES

464. Hill, Merton E. The achievement of the public junior colleges of California. California quarterly of secondary education, 7:41-52, October 1931, 11 tables.

A detailed study of the records of 4,323 students of California public junior colleges transferring to six California colleges and universities from 1919 to 1930. "There is one fact that stands clearly forth: The record of the California public junior college is one of outstanding achievement."

465. Shackson, Rolland. Junior college debating and dramatics. Junior college journal, 2:139-41, December 1931.

Based upon questionnaire returns from 82 institutions in different parts of the country.

466. Tibbitts, Fred Lyman. Student attitudes in junior college. Junior college journal, 2:148-52, December 1931.

Report of a test of "personality attitude" designed by the author and used on the students of Yuba County junior college, California.

### EDUCATION OF TEACHERS

E. S. Evenden

assisted by Gay C. Gamble, Lake Compton, Clara Mangun, Marjorie Simonsen, Kathryn Tobin

### GENERAL REFERENCES

467. Antz, E. Louise. The philosophers recommended to teachers. Peabody journal of education, 9:80-83, September 1931.

The value of philosophy to teachers. A list of philosophical reading offered as food to eager but uninformed students of human life.

468. Becker, Carl H. Secondary education and teacher training in Germany. Teachers college record, 33: 26-44, 262-78, October, December, 1931.

The present educational situation in Germany and its new program of secondary education. The first and second of a series of three lectures in the Julius and Rosa Sachs foundation lectures, delivered before the faculty and students of Teachers college on November 10, 12, and 14, 1930.

469. Bell, Hugh M. Study habits of teachers college students. Journal of educational psychology, 22: 538-43, October 1931.

The report of an investigation to analyze the time factor in study, and to relate it to intelligence and scholastic standing. Students in State teachers colleges were used as subjects.

470. Brown, H. A. Some unsolved problems of teacher preparation. Educational administration and supervision, 17: 590-602, November 1931.

Statement of the many problems regarding teacher training and schools for teacher training which the National survey of teacher training is expected to answer or to point the way to solution, by means of its research and analysis and assembled data.

471. The closing of normal schools in Prussia. School and society, 34: 749, December 5, 1931.

As a means of partly relieving pressure on Prussian finances, educational authorities are closing normal schools for a period of at least three years.

472. Evenden, E. S. Issues in teacher-training programs. Educational administration and supervision, 17: 530-34, October 1931.

A paper read before the National society of college teachers of education, Detroit, Mich., February 24, 1931.

473. Frazier, Benjamin W. Professional education of teachers. Chapter XIV, Biennial survey of education in the United States, 1928-1930. Washington, U. S. Government printing office, 1931. 40 p. (Office of education. Bulletin 1931, no. 20)

A rather detailed discussion of the current problems in the education of teachers under the following subdivisions: (1) Supply and demand; (2) certification; (3) teacher-preparing institutions; (4) fiscal aspects; (5) institutional problems, including selective admission; (6) curriculum; (7) cadet teaching; (8) in-service training.

474. Magee, Herman J. Some criticisms of teacher-training programs. New York State education, 19: 247-48, 322, December 1931.

The writer states the criticisms of several groups of critics who (1) look upon teaching as a vocation and not a profession, (2) who look upon courses in educational theory as parasite courses, (3) who call themselves progressive educators, and assert too great emphasis is placed upon a systematic curriculum. The writer offers some suggestions for preparation for teaching in the school of to-morrow.

475. Marshall, M. V. Education as a social force; as illustrated by a study of the teacher-training program in Nova Scotia. Cambridge, Mass., Harvard university press, 1931. 161 p. (Harvard bulletin in education no. 18)

A system of teacher training suggested for the Province of Nova Scotia based on the social and economic background of that Province.

476. Morrison, J. Cayce. (Factors affecting teacher training) New York State education, 19: 299-300, December 1931.

The factors mentioned are the legislation and appropriations of State legislatures.

477. ——— Progress and objectives in our teacher-training program. New York State education, 19: 249-50, 322-24, December 1931.

A review of teacher training in New York from 1918 to 1920, and the program and objectives of teacher training in the State since 1926, when the Teacher-training division of the State education department was created.

478. A new teachers' college. School and society, 34: 528, October 17, 1931.

Announcement of a new type of teacher-training institution which will attempt to demonstrate new methods in the selection and training of young men and women who are to become teachers in nursery, elementary, and secondary schools. The college will be directed by Dr. Thomas Alexander and will operate as an undergraduate unit at the college level in Teachers college, Columbia university.



479. State teachers college, Trenton, N. J. The assembly in the teachers college. Trenton, N. J., State teachers college, 1931. 22 p.

A study of the practices in conducting the assembly or chapel program in 30 teacher-training institutions and 12 liberal-arts colleges.

480. New York State education department. Report of Committee on elementary teacher training. New York State education, 19:174-78, November 1931.

A report of progress on an investigation of the difficulties of beginning teachers as conducted by a Committee on elementary teacher training in New York State. A questionnaire was sent to all graduates of teacher-training institutions, and to supervisors of such graduates, for 1930. The same procedure was followed in 1931, and also a personal rating of such supervisors by selected field representatives of the committee.

481. Schoolman, Albert P. The Jewish teacher and the profession of Jewish education. Jewish education, 3:152-55, October-December 1931.

Address delivered at the commencement exercises of the Jewish theological seminary and of its Teachers' Institute, June 7, 1931.

482. Swenson, Anna. A State program for the improvement of teaching in the rural schools. Educational method, 11:87-89, November 1931.

Minnesota State program for the improvement of teaching in the rural areas.

483. Wilkins, Ernest H. Liberal-arts colleges in teacher education. School review, 34:576-84, October 1931.

Discusses the growing increase in secondary education with its accompanying demand for well-trained and resourceful teachers. Suggests that such teachers can be best secured by drawing from all types of institutions having proper qualifications to provide such training. Points out what liberal-arts colleges are doing, and sees 5-year training period for ideal high-school teachers.

484. Wright, Frank W. Teacher training in Massachusetts. Journal of education, 114:168-69, October 5, 1931.

First law regarding teacher training in Massachusetts created three normal schools in 1838. The curricula consists of elementary, junior high, senior high, and special subjects. In 1921 degrees were granted in normal schools.

See also no. 576.

#### ADMINISTRATION AND SUPERVISION

485. Barr, A. S. Introduction to scientific study of classroom supervision. New York, N. Y., D. Appleton and Co., 1931. 399 p. (Appleton series in supervision and teaching)

Survey of the scientific study of classroom supervision. Criticism of current supervisory practices.

486. Breckinridge, Elizabeth. A study of the relation of preparatory school records and intelligence test scores to teaching success. Educational administration and supervision, 17:649-60, December 1931.

An experiment utilizing preparatory school records and intelligence test scores to determine policies of rejection of applicants to teacher-training institutions.

487. Brown, H. A. Do teachers' colleges need reorganization? Elementary school journal, 32:97-110, October 1931.

Present form of teachers' college is copied from the liberal arts college which has a different purpose. It should be organized into "divisions" according to preparation for a particular field. Curriculum not uniform. Need of determining correct training of abilities for successful teaching.

488. Dynes, John J. Our better-educated teachers. Nation's schools, 8:33-36, September 1931

The author considers recent trends in teacher preparation, then proposes four guiding principles to be followed in the training of teachers. Attention is given to requirements

for admission to teacher-training institutions in various states, including a rating on a personality index card.

489. Frasier, George Willard. Selective admission of students: Its philosophy. *Journal of the National education association*, 20: 341-42, December 1931.

Discussion of entrance requirements for teacher-training institutions and types of persons best suited for such training.

490. Heffernan, Helen. Supervisory practices in California. *Educational method*, 11: 81-86, November 1931.

Characteristics of rural supervision in California as a State program.

491. Hertzberg, Oscar E. More rigid entrance requirements for teacher-training institutions. *School and society*, 34: 702-4, November 21, 1931.

A presentation of the methods employed by the State teachers college of Buffalo, N. Y., in its selection of students, and the success of such methods as shown by the high averages of students selected.

492. Humke, Homer L. Equality of opportunity in colleges as determined by per capita costs. *School and society*, 34: 743-44, November 28, 1931.

The quality of the training the teachers have received should be used in arriving at the equality of educational opportunity of children. Three tables show the results of this study of per capita costs in State and private institutions in three central-western States.

493. Otto, Henry J. Shall the teacher teach all subjects? *Elementary school journal*, 32: 125-34, October 1931.

Arguments pro and con for departmental teaching as an administrative practice.

494. Richardson, Mary C., *ch.* Library standards for teachers' colleges and normal schools. *Educational administration and supervision*, 17: 499-511, October 1931.

An interpretation and elaboration of the library standards of the American association of teachers colleges. Compiled by Teachers college sub-committee of the American library association, School libraries committee.

495. Rosenlof, George W. Library facilities of teacher-training institutions. *School executives magazine*, 51: 64-66, October 1931.

A suggested library program for educational institutions to follow which will adequately fill the needs of their student bodies.

496. Tilson, Lowell Mason. A study of the predictive value of music talent tests for teacher-training purposes. *Teachers college journal*, 3: 101-29, November 1931.

A study using music talent tests to predict which students should be permitted to enter courses intended for the training of prospective music supervisors and music teachers.

497. Towne, Jackson E. The location and development of accreditable library training agencies in the South. *Peabody journal of education*, 9: 163-67, November 1931.

A description of the development of accreditable library-training agencies in certain Southern situations.

498. Wofford, Kate V. The beginning teacher and the supervisor. *Educational method*, 11: 153-55, December 1931.

A function of the supervisor in caring for the problems of the beginning teacher.

See also no. 771.

## CURRICULUM

499. Bennion, Milton. Teacher-training curricula for development of international understanding. *School and society*, 34: 551-57, October 24, 1931.

The curricula should include world literature, music and art, recreation in physical activities, social geography, world history, international relations, social psychology, and ethics.

500. Cox, George J. Art-teacher training for the changing curriculum. *Teachers college record*, 33:52-62, October 1931.

Objectives of teacher training in art are to be ideal but reached by a practicable path. Instead of art teachers being required to know less and less about more and more, the author suggests a few able teachers to circulate in certain areas to coach the talented pupils and few genuinely creative spirits. Rise of modern criticism is discussed also.

501. Dynes, John J. Are adult education courses purposefully planned? *Nations schools*, 8:31-32, December 1931.

A plea for a more careful analysis of the needs of adults seeking additional education and an organization of courses to meet the needs of these adults.

502. Higbie, E. C. Four-year teacher-training curricula. *Peabody journal of education*, 9:67-76, September 1931.

Principles of curricula determination in four-year teacher-training institutions.

503. Hoff, Lillian M. Mental hygiene in the normal schools. *Understanding the child*, 1:9-30, October 1931.

Describes the pioneer work being introduced in State normal school, Salem, Mass., by lecturers. Advocates a normal-school program to promote the mental health of teachers and pupils. This program should include a consulting psychiatrist to check up on mental health of the student-teachers and to guide the correction of faculty-personality traits that may be developing; and second, it should incorporate into the normal-school curriculum a course in the Psychology of maladjustment.

504. Hasic, James F. Appropriate graduate work for elementary school principals. *Teachers college record*, 33:45-51, October 1931.

An address delivered before the National society of college teachers of education at Detroit, February 24, 1931. An appeal to give experienced principals who are college graduates an advanced study in the content and significance of the curriculum or program of activities in the elementary school.

505. Kahrs, Grace M. The problem of health in teacher-training institutions. *Journal of educational sociology*, 5:225-32, December 1931.

Because of the strain of teaching, teacher-training institutions are recommended to give a program of health for students.

506. Keene, Charles H. A health program for teacher training. *Journal of the National education association*, 20:255-56, October 1931.

A review of the aims to be kept in mind in the physical education program in teacher-training institutions.

507. Kyte, George C. Specific requirements in the two-year curricula for training elementary school teachers in representative teachers colleges and normal schools. *Educational administration and supervision*, 17:401-10, September 1931.

An investigation of the subjects and courses required in various two-year teacher-training curricula specifically stated in the bulletins and catalogs of 39 representative state teachers colleges and normal schools in 23 states.

508. Oliver, Sadie. What educational sociology should mean to the teacher of home economics. *Journal of educational sociology*, 5:162-66, November 1931.

A justification of the place of educational sociology in curricula in the training of teachers of home economics. A table is presented showing the hours in sociology required for graduation in home economics in ten of the institutions of higher learning.

509. Osburn, W. J. Constitution of our courses in principles of teaching. *Educational administration and supervision*, 17:544-51, October 1931.

The results of an extensive study of three well-known textbooks in the Principles of teaching. Books were analyzed, the elements of the outline were classified into 14 categories, and the items in each compared.

510. Phillips, Margaret. Professional courses in the training of teachers. *British journal of educational psychology*, 1:225-45, November 1931.

A report on an inquiry into the values of professional courses in the training of teachers in England.

511. Sanguinet, Edwin H. How the curriculum problem is being attacked in the Philippines. *Educational administration and supervision*, 17:665-74, December 1931.

A description of a systematic program in curriculum revision in the Philippines.

512. Sipp, Mildred L. The training of teachers in home-economics education for teaching special-class children. *Journal of home economics*, 23:946-47, October 1931.

The results of a questionnaire show that 21 out of 46 institutions which responded offer one or more courses in home economics to develop a better understanding of physically or mentally handicapped children.

513. Stratemeyer, Florence. The effective use of curriculum materials; a study of units relating to the curriculum to be included in the professional preparation of elementary teachers. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1931. 161 p. (Contributions to education, no. 460)

The effective use of curriculum materials formulates a course for elementary teachers in training in normal schools and teachers colleges, in which certain desirable principles and practices of curriculum will be treated effectively.

514. Ward, Charles C. Curriculum revision in New York State teacher-training institutions. *New York State education*, 19:252-54, December 1931.

A discussion to show possible ways and means of determining a teacher-training curriculum which will train teachers as individuals and at the same time socialize this individualism.

515. Weaver, Andrew Thomas. The place of speech training in the curriculum. *Educational administration and supervision*, 17:522-29, October 1931.

Exposition of special training as a fine factor in social adjustment of an individual.

516. Williams, Jesse Feiring. The teaching of personal hygiene in college. *Teachers college record*, 33:247-50, December 1931.

A discussion of the teaching of personal hygiene in college and dealing with the choice of subject matter and methods of presentation.

See also nos. 68, 73, 589, 709.

## INSTRUCTION

517. Carroll, Elsie C. Freshening freshman English. *English journal*, 20:762-68, November 1931.

Freshman English, as a required subject, should be kept from becoming drudgery to both teachers and students.

518. Cox, Meredith J. A project in the professionalization of subject matter through the study of the halogens. *Peabody journal of education*, 9:159-62, November 1931.

An experiment in the professionalization of chemistry by adopting a unit of college chemistry for the children in the ninth grade in the training school, to discover whether students derive any practical advantages for teaching from a subject-matter course.

519. Eberhart, Roland. Evaluating your own teaching. *Journal of the National education association*, 20:304, November 1931.

A chart by which teachers may take inventory of personal qualities, social qualities, recitation, professional growth, health, and care of schoolroom.

520. Frank, J. O. A plan for estimating teaching values in a State teachers college. *Educational administration and supervision*, 17:481-91, October 1931.

A presentation of objective criteria for evaluating the services of teachers in a teacher-training institution.

521. Hubbard, Eleanor E. Dramatics in classroom history teaching. *Education*, 52:165-68, November 1931.

A recommendation to the classroom teacher of history to serve in the rôle of dramatic producer.

522. Hurd, A. W. Does remedial instruction pay? *School and society*, 34: 467-68, October 3, 1931.

Six days of instruction were added for remedial work; tests showed improvement in achievements of students in statistics.

523. Johnson, J. B. *and others*. Proposed 1932 college testing program of the Cooperative test service. *Bulletin of the American association of university professors*, 17: 516-18, November 1931.

A proposal of all colleges, teachers colleges, and junior colleges to participate in a cooperative-testing program in 1932 that each college may compare the achievements of its students as a group with those of other colleges. The main purpose, however, is to throw light on the capacities, needs, and problems of individuals rather than furnish basis for institutional comparisons.

524. Kramer, Edna E. Some methods in professionalized subject-matter courses in Mathematics for teachers colleges. *Mathematics teacher*, 24: 429-35, November 1931.

It is the purpose of this article to list some ideas which, in the opinion of the author, might be utilized in "Professionalized subject-matter" courses in mathematics, given at teachers colleges.

525. Kriner, Harry Luther. Pretraining factors predictive of teacher success. *State College, Pa., Penn state college, School of education*, 1931. 91 p.

A summarization of notable attempts to predict success in teachers, and an account of an experiment with 131 good and 131 poor teachers. Such pretraining factors as secondary subjects carried and dropped, curriculum transfer, health, interests, etc., were utilized as predictors.

526. Long, Josephine. Modern methods of teaching business English. *Balance sheet*, 13: 142-43, December 1931.

Methodology in the teaching of business English.

527. McElroy, Howard C. Self-diagnosis as an aid to teaching French sounds. *Modern language journal*, 16: 245-48, December 1931.

Careful planning for phonetic instruction is important, but pupil motivation is of greater importance. Self-analysis is indicated as a possible aid.

528. Monroe, R. E. Radio instruction in languages. *Modern language journal*, 16: 212-16, December 1931.

A discussion of the experiments of Ohio State university for teaching languages by radio.

529. Neel, Mary O. *and Mead, A. B.* Correlations between certain group factors in preparation of secondary school teachers. *Educational administration and supervision*, 17: 675-76, December 1931.

Data from records kept at Ohio Wesleyan university of 64 college seniors preparing to teach in high school provide correlations. The highest correlation with status in student teaching is that of status in a selected group of personality traits, not complete personality.

530. Schaffle, Albert E. F. The pupil checks the teacher. *School executives magazine*, 51: 151-53, December 1931.

A survey of student opinion regarding good and undesirable qualities of teachers.

531. Speer, Charles A. The teaching of commercial arithmetic. *Balance sheet*, 13: 129-34, December 1931.

Educational reasons for teaching commercial arithmetic.

532. Valentine, P. F. The art of the teacher. New York, N. Y., D. Appleton and Co., 1931. 290 p.

A philosophy of teaching with the major viewpoint of teaching as an art.

533. Wade, N. A. Distribution of student-teachers' time in conducting recitations. *Educational administration and supervision*, 17: 692-704, December 1931.

A report of a study made by the State normal school, Frostburg, Md., of the activities of student-teachers in conducting recitations during two 6-week periods of concentrated student teaching.

534. Waldman, Mark. New objective in modern-language teaching. *Modern language journal*, 16: 232-44, December 1931.

Instruction of modern languages in secondary schools should stress the aesthetic viewpoint and emphasize the ethical element wherever and whenever possible. College students studying modern languages should be divided into three classes according to their reasons for studying a foreign language.

See also nos. 217, 442.

### PERSONNEL

535. Cook, Harris Malone. Training of State teachers college faculties. Nashville, Tenn., George Peabody college for teachers, 1931. 143 p.

A study of the specific subject preparation, professional preparation, and concentration and spread of courses in the training of teachers college faculties.

536. Hertzler, Silas. Duties of critic teachers in the secondary schools of Indiana. *Peabody journal of education*, 9: 90-97, September 1931.

A study to find what was done by critic teachers in helping student teachers overcome their problems and to do better work.

537. Lewis, William A. Liberal education for teachers. *Journal of the National education association*, 20: 295-96, November 1931.

"The basic requirement for undergraduate scholarship is the graduate scholarship of the faculty."

538. Ludeman, Walter W. What about teaching experience? *School and society*, 34: 537-39, October 17, 1931.

A discussion of the demand for experienced teachers in city and town schools which forces the beginning teacher into the rural areas.

539. Malan, C. T. What are the most desirable character traits of teachers? *Education*, 52: 220-26, December 1931.

The most desirable character traits of teachers as viewed by 302 teachers in service in Indiana and 336 seniors in Indiana university and State teachers college in Terre Haute, Ind.

540. New York (State) Education department. Secondary teacher-training committee report. *New York State education*, 19: 178-81, November 1931.

Majority are teaching both their major or minor subjects. More than one-third answering questionnaire had no practice teaching.

541. Preparation and certification of elementary school principals in New York. *Elementary school journal*, 32: 93-96, October 1931.

The New York Commissioner of education issued a statement of required standards which consist of two grades of certificates, provisional and permanent. Requirements for permanent certificate: four years of high school, four years of college, five years of experience; provisional requirements: two years of experience, and is good for five years, with the same educational qualifications as the permanent certificate.

542. Saucier, W. A. Shall the teacher be trained or educated? *Educational administration and supervision*, 17: 683-91, December 1931.

Viewing teaching as a profession, this article makes certain recommendations that will assure the prospective teacher possession of broad social outlook and intelligent action.

### SCHOOL BUILDINGS

543. Hollis, E. V. Breckenridge training-school buildings, State teachers college, Morehead, Ky. *American school board journal*, 83: 48, November 1931.

Plan of a distinctly specialized type of building, housing a modern elementary and high-school program and providing for observation, practice teaching, and experimental work.

544. The new building of the teachers college at the University of Cincinnati. *School and society*, 34: 828, December 19, 1931.

A description of the new teachers college at the University of Cincinnati.

## STUDENT TEACHING

545. **Alexander, Thomas.** A plan for a demonstration teachers college. *Virginia teacher*, 12: 192-95, October 1931.

Also in cond. form, *Elementary school journal*, 32: 161-65, November 1931.

Plan for establishment of Demonstration and experimental teachers college in Teachers college, Columbia university: The purpose is to discover and develop new methods in the field of teacher education with no attempt to follow either traditional or radical patterns. Discussion of the curricula, plan of study, faculty, selection of students, method of study and of organization of this college which is to begin in the fall of 1932, are set forth.

546. **Baughner, Jacob I.** Organization and administration of practice teaching in privately endowed colleges of liberal arts. *New York, N. Y., Teachers college, Columbia university*, 1931. 127 p. (Contributions to education, no. 487)

A study of practice teaching for prospective secondary school teachers in privately endowed colleges of liberal arts, particularly emphasizing the small college.

547. **Eisea, A. F.** Teacher training that benefits both teachers and schools. *Nation's schools*, 8: 49-52, October 1931.

Northeast Missouri state teacher's college requires three months regular teaching under supervision in selected schools. Results show pupil's achievement same as with regular teacher, decreased costs and valuable training for student-teacher.

548. **Eubank, Louis Allen.** The organization and administration of laboratory schools in State teachers colleges. *Kirksville, Mo., Northeast Missouri State teachers college*, 1931. 89 p. (Teachers college bulletin)

A picture and analysis of the operation of laboratory students in State teachers colleges.

549. **Shurtleff, Oliver.** High-school practice teaching at Salem college. *West Virginia school journal*, 60: 28, November 1931.

A description of the method of this institution in conducting teacher-training work in the local high school.

550. **Strebel, Ralph F.** Teacher preparation at Syracuse university. *Educational administration and supervision*, 17: 583-89, November 1931.

Description of the unification of the Syracuse university instructional and curricular facilities for teacher training and of the development of a program of supervised student teaching in cooperation with the Syracuse public-school system. This program provides a "policy-making body," and administrator, supervisors, who are teachers of special methods in their respective fields, and the cooperating teachers. The selection of student-teachers is made from a "provisional preregistration" and the criteria for selection is given.

## SUPPLY AND DEMAND

551. **Foster, Richard B.** Continuous employment for the teacher. *Journal of the National education association*, 20: 343-44, December 1931.

Discusses the types of legislation affecting the contractual status of teachers, and the factor of surplus licensed teachers operating against continuous employment.

## TRAINING-FOR SPECIAL TYPES OF TEACHERS

552. **Denneen, Marie B.** Essentials in the training of the Latin teacher in colleges and in service. *Classical journal*, 27: 173-82, December 1931.

The Latin teacher should have a knowledge of the subject and also related subjects; should understand human nature, have a training in methods, observation, and practice teaching. Postcollege training should be continued by reading; there should be cooperation with other departments and schools, participation in professional organizations, and post-graduate study and travel.

## TRAINING IN SERVICE

553. Bathurst, Effie Geneva. A teachers-college follow-up service. New York, N. Y., Bureau of publications, Teachers college, Columbia university, 1931. 89 p.

A study on the development of a program for a follow-up service of a teachers college in a service area with little or no local school supervision, as a means of assisting its graduates.

554. Morrison, J. Cayce. The relation between general and technical education in the in-service training of teachers. Educational administration and supervision, 17: 417-25, September 1931.

The writer distinguishes between general and technical education, with a discussion on the increasing importance of in-service training as brought on by a rapidly advancing science of education.

555. Showalter, B. B. Extension teaching as an agency in supervision. Educational method, 11: 156-65, December 1931.

A description of extension teaching as carried out by one division of extension teaching in an Alabama institution.

See also no. 573.

## COLLEGES, UNIVERSITIES, AND GRADUATE SCHOOLS

Arthur J. Klein  
assisted by W. Ray Smittle

## GENERAL REFERENCES

556. Current literature on higher education. Teachers college bulletin on higher education, 3: 12-65, November 1931.

A bibliography of materials on higher education. The references are serially numbered from 3991 to 4773 on pages 12-65. Topical arrangement of references is given on pages 50-65.

557. Evans, Henry B. Educational boards and foundations—1928-1930. Biennial survey, chapter XXI. Washington, U. S. Government printing office, 1931. 9 p. (U. S. Office of education. Bulletin, 1931, No. 20)

This is a section of the Biennial survey of education in the United States, 1928-1930. Contains (a) General education board; (b) Rockefeller foundation; (c) Carnegie corporation of New York; (d) Carnegie foundation for the advancement of teaching; (e) Jeanes fund; (f) John F. Slater fund; (g) Phelps-Stokes fund; (h) Commonwealth fund; (i) Julius Rosenwald fund; etc.

558. Gray, William S., ed. Recent trends in American college education. Chicago, University of Chicago press, 1931. 253 p.

This comprises the proceedings of the Institute for administrative officers of higher education. The central theme of the Institute for 1931 was the subject as given. The program was organized around the following topics: (a) Reorganization of the junior college; (b) Reorganization of the senior college; and (c) Comprehensive examinations and tests.

559. Jacob, Peyton. The enduring function of the changing college. Peabody journal of education, 9: 131-42, November 1931.

American higher education has three distinct functions, but explicitly recognizes only two: (a) Professional and technical training, and (b) research. The third function he designates as the collegiate. The article is an attempt to clarify this function.

560. Johnston, J. B. Adjusting college education to the individual. Journal of the National education association, 20: 275-76, November 1931.

Higher institutions of education are shaping their offerings and facilities to meet the interests and abilities of their students. Procedures for accomplishing this are: (a) Adequate information; (b) counseling; (c) survey courses; (d) change in emphasis on examination; (e) plans for independent study; (f) field of concentration; (g) tutorial system.



561. Lewis, William Mather. Mediocrity and the college. *School and society*, 34: 713-18, November 28, 1931.

The nation needs relief from mediocrity. There are two outstanding elements in the remedy for mediocrity in education: (a) Evaluation of individual capacity, and (b) the development of such capacity and the management of independent intellectual achievement. Plans are presented for the operation of a college which would give relief to mediocrity.

562. MacCracken, John H. Congress of the universities of the British empire. *Educational record*, 12: 437-49, October 1931.

A report of the Fourth quinquennial congress of the universities of the British Empire held in London, July, 1931. Papers presented included: (a) The Relations of the city of Edinburgh and the university; (b) Universities and current fallacies; (c) The University graduate in commerce and industry; Subjects discussed included: (a) The standard and the conditions of the candidate for the Ph. D. degree in relation to other postgraduate qualifications; (b) The condition of admissions to universities and their effects; (c) Postgraduate study of medicine and surgery in Great Britain; (d) Facilities for overseas students in British universities.

563. Some progressive college projects. *Association of American colleges bulletin*, 17: 312-38, November 1931.

Thirty-seven colleges present descriptions of institutional projects of the following types: (a) curriculum reorganization, orientation and survey courses; (b) honors courses, tutorial systems, comprehensive examinations; (c) coordinate colleges; (d) faculty selection and development; (e) appreciation of the fine arts; (f) religious education and character-building program; (g) library service; (h) community service; (i) junior year abroad; (j) faculty advisors; (k) student selection and admission; (l) financial and building program; (m) athletic policies; (n) institutes of public affairs; (o) regulation of fraternities and sororities, and (p) miscellaneous.

564. Suzzallo, Henry. A vitalized college seen in the making. *New York Times*, section 3, 1, 7, December 6, 1931.

A newspaper report of the speech given by Doctor Suzzallo before the Interfraternity conference held in New York in which trends that are remaking colleges were discussed.

565. Walters, Raymond. Statistics of registration in American universities and colleges. *School and society*, 34: 783-96, December 12, 1931.

A detailed analysis of enrollments is given in 444 universities and colleges in all parts of the United States as of November 7, 1931.

See also nos. 472, 479, 544.

## ADMINISTRATION

566. Anthony, Alfred William. Philanthropy for the future. New York city, Federal council of churches of Christ in America, 1931. 148 p.

A collection of papers presented at the Fourth conference of the committee on financial and fiduciary matters of the Federal council of the churches of Christ in America. The following papers are important to those interested in philanthropy in higher education: The Cornell university bequest program; How may charities be appraised? Standards of measurement of educational institutions; Better wills and wiser public giving; The common stock in the eleemosynary institution's portfolio; reports of committees on annuities and pensions.

567. Institute for administrative officers in higher education at George Peabody college for teachers. Proceedings of the meeting, July 7-11, 1931. Shelton Phelps, ed. College and university education. Nashville, Tenn., George Peabody college for teachers, 1931. 166 p.

The Institute was held July 7-11, 1931. Contains: (a) Some trends in higher education; (b) Organization and control in higher education; (c) Is the junior college a unit of public education? (d) Sources of financial support of higher education; (e) The liberal arts college; (f) The rise of the normal school; (g) Standardization and flexibility in higher education; (h) Budgetary procedures; (i) Standards, requirements and procedures in the graduate school; (j) The improvement of college teaching; (k) The academic and professional teaching of college teachers; (l) Sources of subsidy for selecting future educational leaders; (m) Fundamentals of curriculum-making at the college level; (n) The dean's work, what is it?

568. John, Walton C. College and university administration. Chapter xiii. Biennial survey of education, 1928-1930. Washington, U. S. Government printing office, 1931. 44 p. (Office of education. Bulletin, 1931, no. 20)

This is a section of the Biennial survey of education in the United States, 1928-1930. Contains: Part I. (a) Growth and coordination of higher educational institutions; (b) Aspects of growth; (c) Problems resulting from expansion; (d) Higher educational associations; (e) Coordinating agencies for research; (f) Surveys. Part II. Emerging types of colleges and universities; (a) Recent decisions; (b) Present trends in higher education.

569. Kirkpatrick, J. E. Academic organization and control. Yellow Springs, Ohio, Antloch press, 1931. 246 p.

The author discusses the field of the academic constitutional history and theory. The governments of eight privately controlled, and one publicly controlled, institutions are presented.

570. McElroy, Robert M. College education in England and America. Current history, 35: 53-60, October 1931.

Many interesting comparisons are made between the colleges and universities in the United States with those in England. A number of weaknesses in each system are given.

571. McNeely, John H. Business management and finance. Journal of higher education, 2: 487-92, December 1931.

The findings of the Land-grant survey staff in regard to business management and finance in the 69 land-grant institutions are summarized in this article. The extent of the practice as well as the disadvantages of intermingling the educational and business functions are shown.

572. Ogan, R. W. and Orr, Cora I. College study schedule. New Concord, Ohio, Muskingum college, 1931. 4 p.

Contains: (a) 22 principles of study program building are listed; (b) provisions for recording activities of the individual student per week by days and hours per day; (c) summary of activities for the week.

573. Palmer, Archie M. In-service training of college administrators. School executives magazine, 52: 158-60, December 1931.

Presents a survey of the number of professional courses offered in universities and colleges for the training of college administrators.

574. Saifi, Issa Khan. [Higher education] In Modern Persia and her educational system. pp. 44-49, 60-79, 90-93. New York city, Teachers college, Columbia university, 1931. (International institute of Teachers college. Study no. 14)

This is number 14 in the studies of the International institute of teachers college, Columbia university. The organization and control of Persia's higher education program are presented briefly.

### BUSINESS EDUCATION

575. Malott, J. O. University education for business. In his Commercial education. Chapter V. Biennial survey of education, p. 43-46. Washington, U. S. Government printing office, 1931. (U. S. Office of education. Bulletin, 1931, no. 20)

A section of the Biennial survey of education in the United States, 1928-1930. It presents some noteworthy developments in the business curricula in institutions of higher education.

### COURSES OF STUDY

576. Bennett, Raymond D. A topical organization of teachers' activities for use in the construction of courses. Columbus, College of education, Ohio State university, 1931. 43 p.

A report issued by the Curriculum subcommittee on required professional courses, College of education, Ohio State university. A topical organization of the 1,001 type activities of the Commonwealth teacher-training study under 51 activity topics formulated for

use in the reconstruction of the professional education courses or units of these courses. This report is being used by the committee as a source of content for courses in education as one basis for organizing content, and as a check upon the completeness of the professional courses.

577. Israeli, Nathan. Course-crabbing. *School and Society*. 34: 540-44, October 17, 1931.

A report dealing with students' notions or attitudes to, and suggestions about course-crabbing. The report analyzes the returns of a questionnaire dealing with the following: (a) What do you understand by course-crabbing? (b) What is your attitude to course-crabbing? (c) What suggestions have you to make in regard to course-crabbing?

578. Levinson, Ronald B. A project in orientation. *Journal of higher education*, 2: 502-5, December 1931.

A description of the orientation course for freshmen at the University of Maine.

579. Park, Julian. The new curriculum at the University of Buffalo. *Association of American colleges bulletin*, 17: 338-43, November 1931.

Describes (a) the tutorial plan at the University of Buffalo; (b) the junior-college curriculum; (c) departmental requirements, as well as course requirements; and (d) procedure regarding freshman English.

See also nos. 444, 517, 579.

### ENGINEERING EDUCATION

580. Bishop, F. L. Engineering education. Chapter XVI. Biennial survey of education in the United States, 1928-1930. Washington, U. S. Government printing office, 1931. 7 p. (Office of education, Bulletin, 1931, no. 20)

A section of the Biennial survey of education in the United States, 1928-1930. Contains: (a) Introduction; (b) Curriculum; (c) admissions; (d) junior colleges; (e) graduate work; (f) evening schools.

### EXTENSION WORK

581. Kolbe, Parke R. Over-night colleges widen their fields. *New York Times*, Section 3, 1, E 7, November 15, 1931.

The President of the Polytechnic Institute discusses some ways in which the colleges have responded to the demands of adults for formal education.

582. The liberal-arts college on the air. *Christian education*, 15: 157-66, December 1931.

On November 14, forty-six radio stations carried a program on the general theme "The liberal-arts college" to an estimated audience of 45,000,000 people. This article contains the addresses of the five speakers: J. H. Finley, Albert N. Ward, Charles R. Mann, Robert L. Kelly, and President Herbert Hoover.

See also nos. 528-529.

### FEDERAL GOVERNMENT AND EDUCATION

583. John, Walton C. The Office of education's services for higher education. *School life*, 17: 52-53, November 1931.

Presents some of the accomplishments of the Division of higher education of the Office of education from its organization in 1911 to 1931. Present and former chiefs of the Division of higher education are presented.

584. National advisory committee on education. Federal relations to education. Parts I-II. Washington, D. C., National advisory committee on education, 1931. 2 v.

Part II of this study was prepared by David Spence Hill and W. A. Fisher.

Contains: (a) The educational situation in the federal government; (b) Fields of federal responsibility for education; (c) Federal relations to education in the states; (d) Education in special federal areas; (e) Education of the Indians and other indigenous peoples; (f) Education in the territories and outlying possessions; (g) The training of

government personnel; (h) Research and information service; (i) International intellectual relations; (j) General policies and administrative procedures; (k) Governmental organization; (l) Minority reports.

### GRADUATE WORK AND ALUMNI

585. Buchanan, B. E. Graduate work in land-grant institutions. *Journal of higher education*, 2: 433-40, November 1931.

Graduate work in land-grant institutions is the fourth article in a series summarizing the "Survey of land-grant colleges and universities." Problems and theses reported and defended are: (a) The disciplines characteristic of land-grant education are fully worthy of recognition and development on the graduate level; (b) three classifications of land-grant institutions from the standpoint of their graduate development are made; (c) what are the objectives of graduate work in land-grant fields? (d) the growth of graduate work in land-grant fields is noted.

586. Demiashkevich, M. J. The French and German academic examinations and degrees. *School and society*, 34: 515-24, October 17, 1931.

The degrees granted in higher education in France and Germany are described in this article.

587. Good, Carter V.; Collins, Walter L.; and Gregory, C. A. Abstracts, graduate theses in education. Cincinnati, University of Cincinnati press, 1931. 396 p.

A list of dissertations and theses presented in partial fulfillment of the requirements for the doctoral and master's degrees at Teachers college, University of Cincinnati; abstracts of 15 dissertations and 33 theses for the years 1924-1931, inclusive, are given.

588. Graham, Frank Porter. The university of to-day. *School and society*, 34: 854-63, December 26, 1931.

A discussion of the graduate school; the university and the people; and the freedom of the university.

589. Meriam, J. L. Graduate courses in education. *Educational administration and supervision*, 17: 574-82, November 1931.

The author studied the announcements of 14 state universities for the academic year 1930-31 in an attempt to answer the following questions: What is the nature and scope of courses in education open to graduate students in state universities? What conditions may adequately determine such courses?

590. National society of college teachers of education. Nineteenth yearbook. Practices of American universities in granting degrees of higher education. Edited by F. N. Freeman. Chicago, University of Chicago press, 1931. 187 p. (Studies in education no. 19)

This yearbook presents a summary of practices in granting the master's and doctor's degrees. Part I, Introduction and the administration of requirements of the master's degree in education. Part II, Institutions in which higher degrees are administered by the Graduate school. Part III, Institutions in which higher degrees are administered in whole or in part by the School of education. Part IV, Summary.

See also no. 504.

### HISTORY

591. Honeywell, Roy John. [Higher education] *In his* The educational work of Thomas Jefferson. Cambridge, Mass., Harvard University press, 1931. p. 54-134. (Harvard studies in education, vol. 16)

Thomas Jefferson referred to himself as the Father of the University of Virginia. Chapters V to IX, Higher education, The building of the university, The faculty of the university, Subjects and methods of instruction, and University government, show the extent of his influence on the founding and subsequent development of this institution.

592. Shephardson, Francis W. Denison university, 1831-1931. Granville, Ohio, Denison university, 1931.

This book presents a story of the completion of a hundred years of institutional history of Denison university.

## INTERNATIONAL ASPECTS

593. Palmer, Archie M. The college and world affairs. Association of American colleges bulletin, 17: 398-406, November 1931.

How is the college youth of to-day acquiring a knowledge of world affairs and a habit of thinking along international lines? (a) Through curricular offerings; (b) lectures on international relations given by faculty members and distinguished outsiders; (c) exchange professorships, fellowships and scholarships; (d) international relations clubs; (e) departmental clubs and study groups; and (f) institutes on international relations.

## LIBRARIES AND READING

594. Shaw, Charles B. [Higher education] *In his* List of books for college libraries. p. 115-17. Chicago, Ill., The American Library Association, 1931.

The compiler gives a selected bibliography of books for the library in the field of higher education.

595. Wriston, Henry M. The college library and alumni reading. Association of American colleges bulletin, 17: 344-50, November 1931.

An address before the American library association, June, 1931. The relationship existing between the college and its alumni should be exclusively educational rather than promotional. Lawrence college has initiated a reading service for its alumni. The plan consists of the circulation of a selected list of books sent to the alumni upon request.

## MARKS AND MARKING SYSTEMS

596. Bohan, John E. Student's marks in college courses. Minneapolis, University of Minnesota press, 1931. 133 p.

Contains: (a) Introduction; (b) Survey of the literature; (c) General considerations; (d) Variation of marks among colleges, among departments within colleges, and among the same units for different quarters; (e) The distribution of marks and intelligence test scores; (f) Variation in the distribution of marks in certain courses as related to intelligence; (g) Relation of course marks in one subject to course marks in other subjects and to intelligence; (h) Some implications for the use of objective examinations in the determination of marks; (i) General summary and conclusions; (j) Bibliography.

## MEDICAL EDUCATION

597. Rappleye, Willard C. Medical education. Chapter XV, Biennial survey of education in the United States, 1928-1930. Washington, U. S. Government printing office, 1931. 14 p. (Office of education. Bulletin, 1931, no. 20)

Contains: (a) Introduction; (b) Changes in medical education; (c) Number of physicians; (d) Premedical education; (e) Medical education; (f) The internship; (g) Other medical institutions; (h) Basic science boards; (i) Postgraduate medical education; (j) Changes in medical practice.

See also no. 896.

## RELIGION IN HIGHER EDUCATION

598. Towner, Milton C. Religion in higher education. Chicago, University of Chicago press, 1931. 327 p.

Most of the chapters presented in this book are papers prepared for and read at the sessions of the Conference of Church workers in universities and colleges of the United States held at Chicago, December 31, 1930-January 2, 1931. Several chapters are devoted to each of the following problems: Part I, Reality and good life; Part II, The implications for religion of current trends in scientific and social thought; Part III, The contribution of the major religious groups to college and university life; Part IV, Variety of approaches to a common objective; Part V, Cooperative religious work in universities; Part VI, The training of the religious worker.

599. Uphaus, Willard E. Some problem areas in higher education. Religious education, 26: 735-41, November 1931.

A discussion of several of the specific issues related to the general field of character and religion in higher education.

## RESEARCH

600. Wright, Edith A., *comp.* [Higher education] *In Bibliography of research studies in education, 1929-1930.* p. 224-238. Washington, U. S. Government printing office, 1931. (Office of education. Bulletin, 1931, no. 13)

This bulletin contains the annual compilation of research studies in education, comprising masters' and doctors' theses and other investigations completed from July, 1929, to September, 1930. On pages 224-238 are listed 132 studies dealing with higher education.

## SPECIAL TYPES AND INSTITUTIONS

601. Baker, Thomas S. Carnegie tech and its job. Review of reviews, 84: 49-51, December 1931.

The work at Carnegie institute of technology is presented in this article by President Thomas Stockham Baker.

602. Brown, Elmer Ellsworth. New York university looks forwards. Review of reviews, 84: 55-57, November 1931.

This article presents, (a) statistics on enrollment of the institutions of higher education in New York city and the several degree-conferring units of New York university, and (b) a statement regarding the status of several units of the university.

603. Butler, Nicholas Murray. Report of the president of Columbia university for 1931. New York city, Columbia university press, 1931. 55 p.

A report of the activities of Columbia university for the year ending June 30, 1931.

604. Dyche, William A. Affiliations expand the scope of Northwestern university. Review of reviews, 84: 68-70, October 1931.

This article shows the relation of Northwestern university to a number of separately conducted services and institutions for instruction or public welfare in Chicago. The University has 53 such connections.

605. Fitzpatrick, Edward A. Financial stewardship. Journal of higher education, 2: 441-45, November 1931.

Emphasis is placed upon the need of a sense of stewardship in dispensing the funds of many Catholic colleges. Careful accounting should be made in the use of funds. Principles to be observed in a campaign for funds and potential dangers to trust funds are listed.

606. Hutchins, Robert M. and others. President's report, the University of Chicago. Chicago, University of Chicago press, 1931. 314 p.

This report is of local interest mainly. However, some topics are of general interest in higher education: (a) The graduate school of arts and literature p. 3-7; (b) The school of social service administration p. 31-36; (c) The graduate library school, p. 37-43; (d) The adviser of foreign students, p. 49-54.

607. Kelly, Robert Lincoln. The cultural college: a chapter in creative education. Christian education, 15: 88-97, November 1931.

What is a cultural college? If the liberal-arts college is true to its name it will be appreciative and creative in purpose, in method, and in accomplishment.

608. Lowell, A. Lawrence. The New England college. School and society, 34: 547-51, October 24, 1931.

An address delivered at the Centennial exercises of Wesleyan university, Middletown, Conn., in which the meaning, the aims, the objects, and the significance of New England colleges are given.

609. McConaughy, James L. Wesleyan surveys its first century. New York Sunday Times, section 3, 1, E 7, October 4, 1931.

The ideas which have shaped the work at Wesleyan university are presented in this article.

610. Parsons, Phillip A. A State university reaches out. Educational record, 12: 450-58, October 1931.

A report presented at the Convention of the American federation of arts in May, 1931, at Brooklyn. The University of Oregon's plan, known as a "Five-year program of community service for the enrichment of the community life, for social welfare, and con-

ervation of community resources in Oregon" is given. The program is to be directed and carried out by the School of applied science in cooperation with other schools and departments, and with state, county, and municipal agencies, and state and local private welfare and civic organizations.

### STANDARDS AND MEASUREMENTS

611. **Beeves, Floyd W.** The need for new methods of accrediting institutions of higher learning. *Bulletin of the American association of university professors*, 17: 522-30, November, 1931.

The present standards of the North central association are stated in terms of minimum requirements and do not provide adequately for the stimulation and guidance to continuous improvement of institutions which meet these minimum requirements but have not attained the highest degree of excellence. Perhaps the term criteria of excellence might be substituted for the term standard. Major phases of higher education for which criteria of excellence should be set up are: (a) aims; (b) control and administration; (c) student management; (d) faculty competence; (e) curriculum and instructional procedures; (f) financial efficiency; (g) physical plant and equipment; and (h) institutional tone.

612. **Tyler, Ralph W.** More valid measurements of college work. *Journal of the National education association*, 20: 327-28, December 1931.

This article discusses techniques whereby the validity of the measurement of student achievement may be increased.

See also no. 523.

### STUDENTS

613. **Angell, Robert C.** The influence of the economic depression on student life at the University of Michigan. *School and society*, 34: 657, November 14, 1931.

The report presents the results of a study made by a class in sociology under the direction of the author. The data were gathered by means of blanks filled out by students, statistics secured from university and other sources, investigations of student organizations and activities, and interviews with business men, landlords, and university officials. Contains (a) the university population; (b) student income; (c) student consumption; (d) student organizations; (e) mental and moral factors.

614. **Douglass, Harl B.** The relation of pattern of high-school credits to scholastic success in college. *North central association quarterly*, 6: 283-97, December 1931.

A paper read before the Commission on unit courses and curricula of the North central association, March, 1931. The units gained by high-school students in foreign languages, mathematics, vocational subjects, English, social studies, and natural sciences are correlated with the scholastic success of a group of students in college. His conclusions question the desirability of admitting students to college upon the basis of minimum earned credit in specified subject-matter fields. References are made to other investigations which have been made in this field.

615. **Eurich, Alvin C.** The reading abilities of college students, an experimental study. Minneapolis, University of Minnesota press, 1931. 206 p.

Can college students improve their reading abilities under a rigid program of intensive drills in paragraph reading and vocabulary? Will such drills, in turn, favorably affect their scholastic or academic efficiency? The book presents the results of a study initiated to aid in finding the answers to these questions. Part I presents the problem and a review of the literature; Part II, reading tests and scales; Part III, experiments in reading—reading experiments I, II, III, and IV.

616. **Jenkins, John G.** Student's use of time. *Personnel journal*, 10: 259-64, December 1931.

How do college students occupy their time? This article shows how 125 students at Iowa State college distribute their time in a typical week. Comparisons are made with a similar study made at Cornell university.

617. Johnston, J. B. Undergraduate migration. *Journal of higher education*, 2: 471-80, December 1931.

A study dealing with 2,321 students who entered the University of Minnesota with advanced standing during the years 1922-1930. Only 44 per cent of those transferring did satisfactory work, which is a lower percentage than those who entered as freshmen at the university. Criteria are given for predicting the academic success of these migrating students. By applying criteria to this group of students 70 per cent of those placed in the more promising group will be successful. Of the other half only about 15 per cent would do satisfactory work if they were admitted.

618. Katz, Daniel and Allport, Floyd Henry. *Students' attitudes*. Syracuse, N. Y., Craftsman Press, Inc., 1931. 408 p.

Presents the results of a comprehensive questionnaire study regarding the attitudes, opinions, and practices of students at Syracuse university.

619. McMurray, Kathryn R. The college maid shop. *Christian education*, 15: 176-81, December 1931.

A description of the way in which Maryville college gives part-time employment to a large percentage of her women students.

620. Pressey, Luella Cole. A class of probation students. *Journal of higher education*, 2: 506-10, December 1931.

A report of an analysis of the difficulties found among 204 freshmen probation students enrolled in a noncredit course at the Ohio State university during the Winter quarter of 1930. Physical, social, vocational, and emotional handicaps as well as deficiencies in study habits were common among this group of students.

621. Remmers, H. H. Some attributes of superior students. *Personnel Journal*, 9: 167-78, October 1931.

An attempt to find out in what measurable ways distinguished students differ from their nondistinguished fellow-students. The author found a student's chances of appearing on the list of Purdue's distinguished students are enhanced if the following facts can be affirmed about him: (a) Having high standing on entrance test; (b) being in schools of agriculture, chemical engineering, or science; (c) being a junior or senior rather than a freshman or sophomore; (d) being younger than the normal age at entrance; (e) being slightly heavier than average; (f) being less interested in sports than the average student; (g) having a father who is a professional man; etc.

622. Walters, J. E. Seniors as counselors. *Journal of higher education*, 2: 446-48, November 1931.

Report of an experiment conducted at Purdue university in which 220 delinquent freshmen were divided into two groups, an experimental and a control group, and placed under the supervision of five senior students during the first semester. The purpose of this experiment was to discover if effective personnel counseling of freshmen could be accomplished by seniors. A comparison of the amount of delinquency in each of the two groups at the end of the first eight-weeks period in the second semester shows very favorable results for the experimental group.

### TEACHERS AND TEACHING

623. Alexander, Thomas. Faculties called poor at teaching. *New York Sunday Times*, section 3, 1, E 7, October 18, 1931.

Reasons are given in this article for establishing the Demonstration and experimental teachers college which is to open in the fall of 1932 at Columbia university.

624. Bane, Charles L. *The lecture in college teaching*. Boston, Richard G. Badger, 1931. 128 p.

Contains: (1) The relative effectiveness of the lecture; (2) The major defect of the lecture; (3) Suggestions on lecture technique; (4) Hints from some master lecturers; (5) Safeguards for the lecture.

625. Chambers, M. M. The legal status of professors. *Journal of higher education*, 2: 481-86, December 1931.

The rights and privileges of teachers employed by a state-supported institution in regard to status, tenure, and compensation are interpreted, in the light of judicial decisions made on same.



626. Fox, Dixon Ryan. The British professor. Bulletin of the American association of university professors, 17: 532-36, November 1931.

The British professor's educational background, professional opportunities, and financial standing are presented.

627. Humke, Homer L. Indices of the quality of a faculty. Phi delta kappa, 14: 85-86, October 1931.

An instrument for the measurement of college faculties is needed. Such a device should be standardized and evaluated and made available to both large and small faculties. The three major purposes of a faculty are (a) teaching, (b) participation in community activities, and (c) producing.

628. Taylor, W. E. A dilemma in college instruction. English journal (college ed.), 20: 741-49, November 1931.

The average college instructor represents an intellectual discipline differing from that of his students. The students' minds are often dominated by authority and convention and moulded by standardized mass opinion. The instructor has been trained in the attitude of scientific inquiry—an attitude which rejects the control of authority, convention, and standardized judgments. What is a satisfactory solution of this problem?

See also, nos. 483, 549, 552.

### HIGHER EDUCATION OF WOMEN

629. Foster, Mary Louise. The progress of higher education for women in Spain. Journal of the American association of university women, 25: 10-14, October 1931.

Presents pertinent facts concerning the founding, curricula offered, and organization of the institutions of higher education for women in Spain.

630. Talbot, Marion and Matthews, Lois Kimball. The history of the American association of university women. New York city, Houghton Mifflin Company, 1931. 479 p.

Contains: (a) Organization of the American association of university women and its several branches; (b) research projects of the organization; (c) financial status; (d) its influence in the field of higher education of women in the United States and abroad.

See also no. 407.

### PUBLIC-SCHOOL ADMINISTRATION

Carter Alexander

assisted by W. S. Elsbree, N. L. Engelhardt, Paul E. Mort, Jesse Newlon, John K. Norton, and George D. Strayer

### GENERAL REFERENCES

631. Barr, A. S. and Rudisill, Mabel. An annotated bibliography on the Methodology of scientific research as applied to education. Madison, University of Wisconsin, 1931. 130 p. (Research bulletin no. 13)

More than 600 selected general and topical references, including measurement and statistics, well annotated, classified, and arranged. Valuable for all interested in conducting sound research in school administration.

632. Carpenter, W. W. Is the educational Utopia in sight? Nation's schools, 8: 71-73, September 1931.

Brief statements are made of certain basic assumptions for education in a democracy. Present trends are discussed for: Span of public education; child labor laws; compulsory school attendance; continuation school; provisions for handicapped children; and health services.

633. Carrothers, George E. New opportunities for educational organizations. University of Michigan School of education bulletin, 8: 19-21, November 1931.

A clear presentation of the opportunities and obligations of educational organizations. The approach is through cooperative effort in better legislation, special personal services, and providing for educational consultants unbiased and specialized.

634. Deffenbaugh, W. S. and Covert, Timon. School administration and finance. Chapter I. Biennial survey of education in the United States, 1928-1930. Advance pages. Washington, U. S. Government printing office, 1931. 58 p. (Office of education. Bulletin, 1931, no. 20)

The first chapter in the Survey deals with these topics showing trends in state and local school administration and school finance for period 1928-1930.

635. Federal relations to education. Report of the National advisory committee on education. Parts I and II. Washington, D. C., National advisory committee on education, 1931. 2 v.

A statement of policy likely to be very far-reaching. Advocates research and advisory functions; abandonment of appropriations for special purposes, and of all administrative and control activities; and a secretary of education in the cabinet. One minority report opposes the last item, and one advocates special appropriations for Negro education. Part II gives basic facts and statistics, which will be of interest mainly to research workers.

636. Hollis, E. V. The library in the elementary school. Journal of the National education association, 20: 191-92, June 1931.

The author believes that school libraries will be effective only as the attitudes and training of the teacher make them. He pleads for a library-centered school with a library of the reading laboratory type. A good suggestion on the importance of the library in both elementary and secondary schools.

637. Lovejoy, Philip C. Helping education out of its present dilemma. Nation's schools, 8: 80, 82, 84, October 1931.

Emphasizes the need for trained educational leaders, the elimination of petty jealousies and more general adoption of the line and staff organization, and better financial administration, as ways out of some of the difficulties in which American education finds itself to-day.

638. Merrill, A. M. Needed: A national educational policy. School executives magazine, 51: 74, October 1931.

The writer favors a strong unified national educational program as superior to state and local systems. He believes that a national policy of education would facilitate the attainment of two objectives stated in the preamble of the Constitution: "To form a more perfect union," and "to promote the general welfare."

639. Read, H. Woods. The importance of the school census. School executives magazine, 51: 77-78, October 1931.

A new, simple, and useful method of taking the school census and of knowing the exact amount of schooling, age, and all necessary information for each child in the district. In addition to the above, the writer lists the census and age requirements for each of the 43 states having such requirements.

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

A brief discussion of modern points of view in the teaching of geography. Suggestive to the administrator, but offering only a meager beginning for the curriculum-maker. Includes a very short bibliography.

641. Reeder, Ward G. Making educational research function. American school board journal, 83: 29-30, 92, November 1931.

Good general article stressing research on practical educational problems, definite programing and a more effective dissemination of results.

642. School administration. In Bibliography of research studies in education: 1929-1930. Washington, United States Government printing office, 1931. p. 238-260. (Office of education. Bulletin, 1931, no. 13)

Seventy references, a few annotated, mostly unpublished, on school administration researches under way or completed in 1929-30. Includes all agencies known to be engaged in educational research that sent returns.

643. Sibert, O. E. and Anderson, Earl W. Experience and training of Ohio school administrators. Educational research bulletin (Ohio State university) 10: 347-49, September 30, 1931.

An analysis of the experience of the 2,315 superintendents of schools and high-school principals in the public schools of Ohio. Data are presented for the group as a whole and for individuals holding various degrees and employed in areas of different classifications. Makes no attempt to determine the experience or training necessary for attaining election to such positions.

644. Smith, J. Russell. Geography for school superintendents. School executives magazine, 50: 478-79, 492, June 1931.

An eloquent plea for more serious attention to geography as an essentially philosophical study of earth-life relationships. Turning geography over to teachers untrained and incapable of bringing out this important aspect is deplored. Much the same kind of plea might be made for history, although history has suffered less in the school and an equally strong plea might be made for a combination which would fully develop the fundamental relationships of man and environment with all their philosophical implications. The advocate of the unified courses would have no great difficulty in turning all such strong arguments to the support of his own proposals.

645. Special methods in the elementary school. Review of educational research, 1: 1-323, October 1931.

Selects and briefly presents the findings of important objective investigations bearing upon methods of teaching in the various elementary school subjects. Consideration is confined generally to studies published since 1925. Valuable bibliography of 438 titles grouped by subjects.

646. Swift, Fletcher Harper. The challenge and promise of the new education. Nation's schools, 8: 21-24, November 1931.

A brief historical survey of the development of the modern school which critically summarizes the contributions made to the progressive-school movement by Rousseau, Pestalozzi, Froebel, Dewey, and Montessori.

647. What kind of an administrator would you like to be? School executives magazine, 51: 75, October 1931.

Shows that three types of school administrators are: The opportunistic type, the expert manager type, and the constructive educational type. Considers leadership in cooperative effort to be the chief function of administration and the mechanics of operation as a means and not an end of administration.

648. Winchell, Cora M. Home economics for public-school administrators. New York, Bureau of publications, Teachers college, Columbia university, 1931. 151 p.

Indicates type of education needed by girls to-day, and gives basis for girls and boys to use in solving future home and community problems. Choice of material made by 28 home economists. Good, selected, annotated bibliography and list of courses of study showing newer trends given.

See also nos. 410, 419, 428, 430, 432, 440, 464, 498, 500, 503-504, 520, 538, 540, 548.

## SCHOOL BUILDINGS

### CONSTRUCTION

649. American standards association. Sectional committee of the safety code for the lighting of school buildings. Standards of school lighting. New York city, The Association, 1931. 34 p.

A preliminary draft of suggested requirements for a school-lighting code representing scientific and authoritative recommendations for all phases of artificial lighting of schools.

650. Carrier, William H. Standards of heating and ventilation. School executives magazine, 51: 58-60, 90, October 1931.

President Carrier, of the American society of heating and ventilating engineers, presents a thoroughly scientific analysis of the problems of heating and ventilating. Suggested standards for air movement, air condition, temperature, and humidity are included.

651. Childs, Frank A. Lincoln high school and field house, Wisconsin Rapids, Wis. American school board journal, 83: 41-48, 87, November 1931.

A modern high school incorporates a field house and auxiliary features to serve community as well as school needs. Illustrations and plans.

652. Engelhardt, N. L. Field survey data book for the analysis of a high-school building. New York city, Bureau of publications, Teachers college, Columbia university, 1931.

Prepared for use in connection with the high-school standards by the same author. The form is such that data on all phases of the building may be conveniently and rapidly entered. Its chief value lies in the thorough postsurvey analysis that may be made from the information collected.

653. ——— Score-card for junior-high school buildings. New York city, Bureau of publications, Teachers college, Columbia university, 1931.

The basis of rating is on 1,000 points for an ideal plant, with various subdivisions allotted appropriate weightings as parts of the whole. The score card is to be used in connection with the junior-high school standards, now in press.

654. ——— and Burton, T. C. A report of a proposed country-day school for New Canaan, Conn. New Canaan, Conn., The authors, 1931. 42 p.

Recommendations for a country-day school based upon a survey of existing plant and educational facilities. The proposal includes plant and equipment needs, educational program, staff, salaries, and tentative budget estimates. A section on tuition rates, administration, and endowments concludes the report.

655. Goldthorpe, J. Harold. How ninety-four schools divided their floor area. Nation's schools, 8: 51-58, September 1931.

Based on tabulation of 94 plans reproduced in the American school board journal during the 10-year period 1920-29.

656. Gymnasium planning and construction. Trenton, N. J., State Department of public instruction, 1931. 42 p.

Describes various types of gymnasiums and evaluates each in the light of educational fitness. Items of equipment, standards of lighting, location, and arrangement of auxiliary rooms are considered.

657. Halperin, M. P. A school building that harmonizes with the homes it serves. Nation's schools, 8: 36-39, August 1931.

Emphasizes the efforts of the architects to surround a school with an air of domesticity, despite its size. The plans, illustrations, and text explain how well the designers accomplished their purpose.

658. Hart, Chester. Your school—its construction and equipment. Nation's schools, 8: 100, 102, August 1931.

Describes and illustrates simple and serviceable kitchen equipment, and ranges and dishwashers of a new and simplified type.

659. ——— Your school—its construction and equipment. Nation's schools, 8: 98, 100, October 1931.

Describes the essential classroom equipment for motion-picture projection, and discusses desirable features of all movable and built-in facilities.

660. Kirby, Byron C. Planning a platoon-school building. School executives magazine, 51: 105-6, November 1931.

Develops certain definite principles of plant planning, with emphasis on location of classrooms and special rooms. Notes peculiar requirements of the educational program of the platoon school in relation to the physical features of the school.

661. Martin, E. William. A school that satisfies civic as well as educational needs. Nation's schools, 8: 33-37, October 1931.

A description, with plans, of a modern consolidated high-school building that embodies flexibility and multiple use.

662. **New York Commission on ventilation.** School ventilation: principles and practices. New York city, Bureau of publications, Teachers college, Columbia-university, 1931. 75 p.

A summary to date of the findings of the New York Commission on ventilation. It reports conclusions of the commission on the controversial issues of mechanical versus natural ventilation. A most significant contribution.

663-664. **A playground that achieves maximum use.** American school board journal, 83:38, September 1931.

A brief description of a 15-acre playground that has been developed for both school and community needs. The diversity of play and recreational facilities is typical of modern trends.

665. **Smith, V. T.** Summary of published opinion on school ventilation. American school board journal, 83:51-52, August 1931.

An annotated bibliography.

See also nos. 74, 543.

#### EQUIPMENT

666. **Brown, Jean Collier.** A study of sanitary drinking fountains. American school board journal, 83:34, October 1931.

Reports the combined drinking-fountain standards of the American public health association and the Women's bureau. These standards have been developed after years of scientific experimentation and represent the most authoritative findings on the subject to date.

667. **Brownell, S. M.** Shall the plans for the new school include radio installation? Nation's schools, 8:53-58, October 1931.

Raises and discusses several objections to school radio installation, based on personal experience and opinions of administrators, and suggests standards.

668. **Gray, H. A. and Brunstetter, M. R.** Research in the field of educational talking pictures. School executives magazine, 51:6-8, 38, September 1931.

Description of work of the Research division of one educational talking-picture organization in determining possible values, setting up standards, securing leading educators as actors, and producing useful films, giving titles of 56 films so far completed.

669. **Kefauver, Grayson N.** Are public address systems broadening education? Nation's schools, 8:53-60, August 1931.

A most significant study of the use of the public address system in the schools of the United States. The investigators have assembled data on the type of schools reporting use, number of each type, location of equipment, in building, cost of systems, and who purchased the equipment.

670. **Loring, Charles G.** Mural paintings in schoolhouses. American school board journal, 83:57-60, September 1931.

The text and illustrations of this article call attention to a very important but neglected phase of school-building decoration. The author stresses the mural painting as a lasting and continuous means of inspiration. Reproductions of murals from a number of schools indicate the significance of the writer's contention.

671. **New unit ventilators and what they mean to the school.** Nation's schools, 8:102, 104, August 1931.

Describes and evaluates, with plans, two new-type unit ventilators.

672. **Scott, Cecil W.** Electric time systems for school use. School executives magazine, 51:14-15, 34, September 1931.

Describes and evaluates various electric time systems. Contains practical suggestions for school officials responsible for electric time system installation.

673. **Tappan, Julia B.** Who is to blame for the school's lack of hand-washing facilities. Nation's schools, 8:25-30, November 1931.

A revealing study of hand-washing facilities in 145 schools of various types in 15 different states, which shows how the resourcefulness of teachers and school officials may to some extent overcome a deficiency here in plant planning.

## FINANCE

(See Finance—Buildings)

## MANAGEMENT

674. Barker, Howard. How Salt Lake City maintains beautiful wood floors. *American school board journal*, 83:31, 90, October 1931.

Describes the preparation of old and new floors for treatment by various floor preservatives and methods.

675. Bond, Horatio and Stansfield, R. S., jr. Fire survey of Moline, Illinois. Boston, Mass., National fire protection association, 1931. 39 p.

A significant example of a thorough fire survey. Causes of fires are analyzed and methods of fire prevention and fire fighting are critically evaluated. Mimeographed.

676. Feinstein, H. L. and West, J. C. A simple method for determining the relative efficiency of coals. *American school board journal*, 83:34, November 1931.

Valuable for use in a specific plant.

677. Ganders, Harry S. A neglected educational frontier. *Journal of the National education association*, 20:299-300, November 1931.

Significance of the cooperative attitude of the janitorial staff with respect to general school morale. Practical suggestions on leadership, higher ideals of service, improved methods of selection and training are given.

678. Improving janitorial service in the schools of Ohio. *Nation's schools*, 8:38-40, October 1931.

Fifty out of 88 counties in Ohio have adopted the uniform rules for janitors as developed by the College of education, Ohio State university; they are here reproduced.

679. National fire protection association. School fires. Boston, Mass., The Association, 1931. 63 p.

A record of 875 school fires reported to the National fire protection association. Includes detailed tables of causes of fires, types of occupancy, construction of buildings, location of origin, fire protection used, loss of records, and loss of life.

680. Reeves, Charles E. Cleaning and treating woodwork and furniture. *Nation's schools*, 8:43-46, August 1931.

Suggests cleaning schedules and evaluates methods, materials, and equipment used in the service. Describes repainting, revarnishing, and renewing school furniture.

681. ——— Cleaning blackboards, erasers, and toilets. *Nation's schools*, 8:43-46, September 1931.

Describes the tools, appliances, and methods essential to cleaning blackboards, erasers, and toilets; and includes time schedules, the personnel of the staff, and a summary of details.

682. ——— How to plan a satisfactory window-washing schedule. *Nation's schools*, 8:65-67, November 1931.

Describes various cleaning agencies and their use in window washing and discusses frequency and time for doing the jobs. Considers also miscellaneous jobs such as polishing metal fixtures, cleaning rugs and carpets.

688. When the school should own and operate its own laundry. *Nation's schools*, 8:66-68, August 1931.

Sets forth briefly the advantages of school-owned and operated laundries. Considers type and extent of equipment, operation, and maintenance.

## BUILDING PROGRAMS

684. Harris, James H. and Ittner, William B. Pontiac completes balanced building program. *American school board journal*, 83:41-45, 92, October 1931.

Describes a striking example of modern schoolhouse planning. Layouts and illustrations indicate definite educational policies. Functional grouping is noticeable in all departments.

685. Moehlman, Arthur B. Building the ultimate plant. *Nation's schools*, 8: 70-73, October 1931.

Explains and discusses the annual plant program as the last general division in the development of the ultimate plant.

686. ——— Disposing of the present plant. *Nation's schools*, 8: 86, 88, 90, August-1931.

Analyzes appraisal, replacement, finance, and abandonment, in connection with the whole plant program. Suggests a schedule for building elimination based on factual data.

687. ——— How to determine the location of new centers. *Nation's schools*, 8: 78, 80, 82, September 1931.

Considers various factors as district and subdistrict boundaries, future growth and development, and optimum walking distance, and suggests the preparation of two plans, one for the existing district, and a second for the existing district plus surrounding territory.

688. Oberholtzer, E. E. How cooperative service effected a successful building program. *Nation's schools*, 8: 21-24, October 1931.

A good account of the effective work at Houston, Tex.

### BUSINESS ADMINISTRATION

689. De Young, C. A. Extraneous factors affecting budgetary practices in public-school administration. *American school board journal*, 83: 38-40, November 1931.

Summarizes a rather exhaustive study of the unforeseen and unpredictable factors affecting the school budget.

690. Engelhardt, N. L. Financial economies which may be effected through improved business administration. *School executives magazine*, 51: 99-101, 132, 136, November 1931.

A significant statement of the true economies possible through intelligent application of sound principles in budgetary procedure, administration of tax levy and collection, purchase of equipment, services and supplies, and in safeguarding public funds. Bibliography.

691. Essex, Don L. Bonding *versus* pay-as-you-go. II-III. *American school board journal*, 83: 39-40, 92; 55, October-November 1931.

Appraises both methods, submits criticisms of each, and considers the method to be adopted in a local situation. Develops plan of cooperation between school and municipal authorities which makes possible the last-named even for the small community. Describes actual cases. Bibliographies given.

692. Job, L. B.; Reeder, W. G.; and Heck, A. O. The school clerk and his records. Bloomington, Ill., Public School Publishing Company, 1931. 80 p.

A valuable handbook to give the school clerk professional assistance similar to that now available for superintendents and teachers. Stresses matters found to give school clerks the most trouble, particularly the keeping of financial accounts and records.

693. McClinton, J. W. Some uneconomic factors in school buying. *School executives magazine*, 51: 17-18, September 1931.

Also in *Texas outlook*, 15: 23-24, December 1931.

A brief analysis of some of the more widely used methods in purchasing school supplies and equipment. Several concrete examples illustrate abuse of bidding and sampling.

694. Payne, A. C. Buying supplies on scientific lines. *School executives magazine*, 51: 16, 33, 34, September 1931.

A description of a practical experiment to determine the relative merits and costs of the folded *versus* the roll towel.

695. Van Dyke, G. E. Getting full value in school-business management. *American school board journal*, 83: 49, 119, 120, September 1931.

Discusses in the light of local experience general principles of administration, methods of purchasing equipment and supplies, maintenance of plant, and school-building repairs.

## CLASSIFICATION AND PROGRESS

696. Ayer, Fred C. Taking the guess out of grading. American school board journal, 83: 35, 90, October 1931.

The author holds that all indices of pupil's achievements in the course which are to influence final grades should be made commensurable by being translated into numerical terms. Appropriate weights should be assigned to different types of work. The assigning of qualitative marks (A, B, etc.) and their transmutation into numerical values are discussed. An empirical method of computing mid-score and grade segments is proposed. A more refined method of scoring by computation of the average and standard deviation for determining grade segments is presented.

697. Burr, Marvin Y. A study of homogeneous grouping in terms of individual variations and the teaching problem. New York, Bureau of publications, Teachers college, Columbia university, 1931. 70 p.

This study reveals great overlapping of achievements of groups of students homogeneously classified. When groups are made nonoverlapping in achievement in one subject, they overlap in other subjects. The implications of homogeneous grouping are discussed.

698. Cornell, Ethel L. The effect of trait differences in ability grouping. Albany, University of the State of New York, 1931. 27 p. (University of the State of New York. Bulletin no. 981, October 1, 1931)

The bulletin discusses trait differences, individual differences, and the relation of trait difference to homogeneous grouping. It reports the results of an experiment testing the feasibility of ability grouping. The author shows there is considerable amount of overlapping for the various groups and subjects, and concludes that variability is such that grouping will not provide sufficient homogeneity to relieve the teacher of the necessity of providing work for the individual at his level of development.

699. Cowen, Philip A. What is wrong with our graded system? Nation's schools, 8: 45-50, November 1931.

An historical résumé and critical evaluation of the origin and evolution of the graded system in education. A comprehensive review and analysis of the various plans and remedies proposed are included in this thought-provoking article.

700. Eyre, Ruth. Overage pupils in an express group. Los Angeles educational research bulletin, 11: 12-16, September 1931.

Classes whose personnel was chosen from overage students in 7B classes were designated as express groups in this experiment. The major criteria for selection of the class personnel were: Counselor's listing, marks during 7B term, interview, and physical fitness. Teaching was departmentalized and the following time allotted for courses: A7, first 10 weeks; B8, second 10 weeks; A8, 20 weeks. The experiment served the purpose of decreasing chronological retardation by one semester for pupils with normal ability by offering them opportunity to work ahead.

701. Fowlkes, John Guy. Homogeneous or heterogeneous grouping—-which? Nation's schools, 8: 74, 76, 78, October 1931.

A comparison of three control groups heterogeneous on the basis of IQ, and three experimental groups homogeneous on the basis of IQ, was reported from Glendale, Calif. Achievement results measured by standard tests lead the author to the conclusion that the weight of evidence is clearly against the plan for homogeneous grouping on the basis of IQ.

702. Kellher, Alice V. A critical study of homogeneous grouping with a critique of measurement as the basis for classification. New York, Bureau of publications, Teachers college, Columbia university, 1931. 166 p.

Part I of this dissertation presents an historical résumé of the evolution of some significant concepts involved in school provisions for individual differences. Part II contains critical analyses of the basic implied assumptions involved in homogeneous grouping and measurement as the basis for grouping. The major conclusion is that homogeneous grouping is not desirable in our elementary schools.

703. Moore, H. K. Bibliography of Thomas A. Edison school. Mimeographed. Cleveland, Ohio, Thomas A. Edison school, 7100 Hough Avenue, The Author, 1931. 4 p.

Fourteen references, annotated with significant quotations, on the Cleveland, Ohio, day-school for 1,000 truant and problem boys.



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

Board of education of Rochester has extended its endeavors to "equalize opportunities" until to-day it has 16 special services for handicapped children of the city. The main departments of these services are classes and schools for: Mentally handicapped, physically handicapped, and socially handicapped.

705. **Zachry, Caroline B.** Personality development in the classroom. *Journal of the National education association*, 20: 291-92, November 1931.

The author discusses some basic principles of mental hygiene, cites some short case studies of mental illness, and suggests some technique for application of the principles that may be effective in the classroom. Creative aptitudes and integrated personality are woven into the context of this article.

See also nos. 91, 188.

### CURRICULUM AND COURSES OF STUDY

706. **Buswell, Guy Thomas.** Summary of arithmetic investigations (1930). *Elementary school journal*, 31: 756-66, June 1931.

A very useful bibliography, made more valuable by limitation to what the author considered to be competent contributions. Helpful to curriculum-makers and supervisors and to administrators who wish to know where to get current reports on arithmetic.

707. **Coxe, Warren W.; Baer, Joseph A.; Van Cott, Harrison H.; and Wiley, George M.** Courses of study and curriculum offerings in junior high schools in New York State. Albany, N. Y., State education department, University of the State of New York, 1931. 330 p.

A report of a rather comprehensive study of the existing provision of junior high schools in the State of New York. It contains a complete list of such schools, descriptions and discussions of programs, and, incidentally, a good deal of current junior high school theory. A number of good illustrations and a carefully selected and annotated bibliography help to make this monograph a valuable handbook on the state of present practice in the field covered.

708. **Freeman, Frank N.** Should the curriculum be built on children's interests or social needs? *School executives magazine*, 50: 553, 579, August 1931.

An unsatisfactory answer to the question. The proposals boil down to the "sugar-coating" of subject matter, arbitrarily assigned by the need of adjustment of society.

709. **French, Will.** Curriculum revision as a summer-session activity. *Educational administration and supervision*, 17: 512-21, October 1931.

An excellent account of actual experience in organizing a group of teachers to carry on curriculum revision for a city system as a summer-session project in a distant university. This work was well integrated with the curriculum revision carried on during the school year. Many advantages are cited and the plan seems to be very well thought out and highly practical. A good suggestion for other systems.

710. **Freuell, Elbert K.** Extracurricular activities in secondary schools. New York, Houghton Mifflin Company, 1931. 552 p.

An excellent textbook by one of the leaders in this field. Questions follow each chapter and a very full bibliography, arranged by topics, is included in the book. Modern practice in extracurricular activities is summed up and the point of view is progressive.

711. **Horn, Ernest.** The principles of activity programs. *Baltimore bulletin of education*, 10: 1-3, September 1931.

Proposes a clearer definition of the term "activity" in the educational use, and suggests very briefly four important principles for evaluating the educational worth of an activity.

712. **Langvick, Mina M.** Current practices in the construction of State courses of study. Washington, United States Government printing office, 1931. 84 p. (Office of education. Bulletin, 1931, no. 4)

A very useful little handbook of facts concerning curriculum revision. Covers legal provisions, policies of state departments, survey recommendations, and a summary of current practices in curriculum-revision work.

713. Melvin, A. Gordon. Current confusion concerning the curriculum. *School and society*, 33: 729-31, May 30, 1931.

A critical and somewhat rebellious analysis of current curriculum reforming activities. The charge of confused thinking about *curriculum* and *method*, as laid by the author, may not hold against the best of the reformers, but the article is a salutary challenge to curriculum-makers to think their problems through. The author seems, however, to miss some of the fundamental aspects of modern educational philosophy.

714. Pore, O. E. The first year of curriculum revision in Ravenna. *School executives magazine*, 50: 524-26, July 1931.

-Good description of an effective program of curriculum revision in a small system. Especially good for its suggestions for making such a program inexpensive.

715. Rolker, Edna. The development of an arithmetic course of study for prevocational pupils. *Baltimore bulletin of education*, 10: 6-8, September 1931.

Describes a plan for working out a limited-content curriculum for pupils of dull-normal average ability.

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

An excellent demonstration of what can be done with a small high school by the application of intelligence to the accepted secondary curriculum in accordance with principles, stated by the author, which represent very well what may be called a consensus of present-day ideas as to good high-school practice. A good next-step suggestion. Does not raise any fundamental questions concerning the general adequacy of current secondary education.

717. Cleveland, Ohio. Board of education. The special schools and curriculum centers. Report of the Superintendent of schools for the school year of 1929-1930. R. G. Jones, superintendent. Cleveland, Ohio, The Board, 1931. 206 p.

This annual report contains excellent descriptions of two phases of the work of the Cleveland public schools. One phase concerns the special schools, nine in number, representing approaches to the problems of individual differences of special students. Another phase concerns the curriculum centers that are seeking to determine experimentally better methods of instruction.

See also nos. 507, 514.

## FINANCE

### BUILDINGS

Moehlman, Arthur B. Financing the school-plant program economically. *Nation's schools*, 8: 76, 78, 80, 82, November 1931.

Discusses the expense of the ultimate plant, and explains definite procedures that will effect economies.

### COSTS AND ECONOMIES

719. Comstock, Lula Mae. Per-capita costs in city schools, 1929-30. Washington, U. S. Government printing office, 1931. 13 p. (Office of education. Pamphlet, no. 19)

The fifth study in the series beginning in 1922.

720. Engelhardt, N. L. Financial economies which may be effected through improved business administration. *School executives magazine*, 51: 99-101, 132, 136, November 1931.

A helpful statement of what constitutes true economy with good suggestions for economies in budget making, safeguarding school funds, buying human services, and buildings.

721. Fowlkes, John Guy. Viewing school costs in terms of school service. *Nation's schools*, 8: 90, 92, 94, 96, September 1931.

A method of putting school costs over a period of years on a uniform basis when length of term, cost of living, and pupil-teacher ratio varied. Illustrated with data from elementary schools of Glendale, Ariz.

722. Lovejoy, Philip. Diverse economies that mean money to the system. Nation's schools, 8: 82, 84, August 1931.

Considers the issues of sick leave and health insurance in relations to possible economies, scientific purchase of equipment, and improved methods of reporting personal expense accounts.

723. Moehlman, Arthur B. Making finance the servant not the master of education. Nation's schools, 8: 64-66, September 1931.

The need of long-time budgeting and sound accounting considered merely as agencies for carrying out the educational program which in turn should be considered as only part of the larger social program.

724. Rochester, N. Y. Board of Education. The budget of the Board of education, 1932. Rochester, N. Y., The Board, 1931. 16 p.

Significant for popular-presentation elements, particularly for translation of functional expenditure terms.

725. School costs and the teacher load. American school board journal, 83: 111-112, September 1931.

Actual Western state case showing need of schoolmen having definite and defensible teacher-load standards. By a high-school principal.

726. A school expenditure map for America. School life, 17: 32-33, October 1931.

Describes the plans and personnel of the National survey of school finance of the United States Office of education, and lists "21 unknowns of school finance" under consideration by the survey.

#### GENERAL

727. Adequate financing. The outlook for rural education. Research bulletin of the National education association, 9: 245-46, September 1931.

Facts given to show the inadequacies and inequalities of rural school finance in the various states, with brief recommendations for improvement. Annotated bibliography of eight references.

728. Beyer, Walter F. The practicability of state insurance funds. American school board journal, 83: 48, 116, 119, September 1931.

Concludes that state insurance is not the best method, is quite specific, and builds up a case out of an actual situation.

729. Clark, Harold F. Panic hits the bond market. American school board journal, 83: 58, November 1931.

The usual article with all data through September, 1931, and some through October.

730. ———. School interest rates rise. American school board journal, 83: 64, September 1931.

Usual article going through July, 1931, on all items, and through September on some.

731. Greene, Crawford. The payment of tuition in the public schools. American school board journal, 83: 43-45, 116, September 1931.

A bird's-eye view of legal aspects of practical tuition problems, with numerous citations of statutes in various states.

See also nos. 404-405, 476.

#### STATE AID

732. Covert, Timon. State aid for school consolidation and pupil transportation. Washington, U. S. Government printing office, 1931. 9 p. (U. S. Office of education. Leaflet no. 3)

Such aid is a material factor in these schools in more than half the states, and was granted mainly to encourage the movement. Legal provisions and statistics for 1928-29.

733. Grossnickle, Foster E. Capital outlay in relation to a state's minimum educational program. New York, Bureau of publications, Teachers college, Columbia university, 1931. 68 p.

A study of capital outlay in relation to a state's minimum educational program determined by statistical techniques for the curve of the best fit applied to data from one state.

Constant relationship of outlay to current expenses within a defined limit is revealed. Critical evaluation of previously proposed plans by Adams, Baldwin, and Mort is included.

734. Moehlman, Arthur B. The price of tradition. University of Michigan School of education bulletin, 3:2-4, October 1931.

A strong article asserting that current Michigan school curtailments are due as much to traditional localism in taxation, districting, and carelessness in internal financing, as to the depression. Advocates removal of these difficulties after adequate study before doing any more with state aid.

735. Noble, M. C. S., Jr. New problems in public-school finance. American school board journal, 83:32, 80, November 1931.

Stresses the need for scientifically derived standards for selecting, collecting, and distributing state sources of revenue.

736. Supporting public education and distributing school funds in an attempt to help schools through their financial crisis. School executive magazine, 51:76, October 1931.

A view of Federal aid notes on a proposal for distributing Florida state aid on an instruction basis, and on the Arkansas anti-deficit law.

### LEGISLATION

737. Belleau, W. E. State regulation of private schools. School and society, 34:436-40, September 26, 1931.

Analysis by states of the regulation of private schools according to methods of incorporating degree-conferring institutions; regulations applicable to schools receiving pupils of compulsory attendance age and those receiving pupils not subject to compulsory education laws; the construction and sanitation of school buildings; certification of teachers; curriculum requirements; teaching in the English language; provision of free textbooks; medical inspection; and the requirement that teachers take an oath of allegiance. The conclusion is that the regulation of private schools in the United States is not rigid.

738. Heck, Arch O. A study of the Ohio compulsory education and child labor law. Columbus, Ohio State university, 1931. 210 p. (Bureau of educational research. Monograph No. 9)

Compiles and interprets comprehensive data to show development and detailed provisions of Ohio's compulsory school attendance and child-labor law, arguments for and against its existing provisions and proposed changes (including many statistical data from other States), its actual operation with respect to school attendance, and its effect on school costs and economic status of youth. Includes 12 constructive recommendations concerning the State's compulsory-attendance laws and their enforcement, and recommends that further study of compulsory-attendance and child-labor laws on a nation-wide scale be made.

(See also nos. 413, 421, 476.)

### ORGANIZATION

739. Hetrick, C. S. Is the small elementary school being neglected for its high school? American school board journal, 83:40, 87, November 1931.

Data to indicate that for Nebraska the answer is "yes."

740. Otto, Henry J. Administrative practices followed in the organization of elementary schools. American school board journal, 83:35-36, September 1931.

This checklist study was confined to prevailing practices regarding the most significant aspects of elementary school organization. Typical elementary school units have 35 pupils, a single teacher, with some special-subject teachers. In six and eight year schools, only 4 per cent operate units other than this type. Influence of school plant, classification and promotion of children, and special classes are discussed. The conclusion is that the typical elementary school unit represents in a large measure traditional practices.

741. Otto, Henry J. Trends and problems in elementary school organization. *American school board journal*, 83: 29-31, October 1931.

Despite the traditional type of elementary school which has been portrayed in this study, kindergartens were found in 52 per cent of the districts studied; teaching on departmental basis in upper grades in 84 per cent of 8-year, and 37 per cent of 6-year schools; typical student classes in 38 per cent of districts. Most of these practices have entered in the past 10-15 years. Unsolved problems in organizations are: Best combination of grades in single units; experimental evidence to show preference of one administrative practice over another; experiments as in Winnetka, Detroit, and Gary, to evaluate gross organization.

742. Reavis, William C.; Pierce, Paul B.; and Stullken, Edward H. The elementary school; its organization and administration. Chicago, University of Chicago Press, 1931. 572 p.

This is a treatise on the modern elementary school, its function, curriculum, organization, and importance. Disposal of administrative details is treated by definite and constructive suggestions. Techniques and standards for the larger phases of administrative organization are discussed, as are also constructive principles and practices of classroom supervision.

### PUBLIC RELATIONS

743. Cooper, William John. Purchasing power: Education creates it. *School life*, 17: 1-2, September 1931.

Facts and arguments to support effectively the statement "that every dollar invested in education brings returns to American business by creating a higher standard of living."

744. Cornell, Helen Banlett. Publicity through a seventy-fifth anniversary. *School review*, 39: 461-65, June 1931.

A good account of an actual program of legitimate publicity, effectively based on a natural school event and resulting in greatly augmented interest in the school on the part of public, staff, and students. Gives indirectly many detailed hints for making such a campaign successful and satisfactory.

745. Davis, Sheldon Emmor. The teacher's relationships. New York, The Macmillan Company, 1931. 415 p.

Deals with the teacher in relation to the school board, the community, administration, supervision, the teacher himself, the pupils, parents, colleagues, auxiliary school officers, the profession, professional literature, and statistics. The volume is systematically organized as a textbook for teacher-training classes and includes well-selected references and exercises at the ends of chapters.

746. Moehlman, Arthur B. The elementary principal in public relations. *Bulletin of the Department of elementary school principals (National education association)*, 10: 664-65, July 1931.

Very brief outline of the author's suggestions as to the functions of the elementary principal in a continuous program of community relations. Excellent analysis of the public relations situation and a clear-headed consideration of the principal's responsibilities in this connection.

747. Oertel, Ernest E. Why a public relations program for schools? *School executives magazine*, 51: 11-13, 34, September 1931.

A justification in terms of educational philosophy.

748. Strayer, George D. The contribution of public education to the welfare of the nation. *School and society*, 34: 307-11, September 5, 1931.

A considerable showing of items to indicate that public education has made the kind of contributions expected of it as the "foundation upon which the democratic state is built." Suggestions for future given.

### RURAL SCHOOL ADMINISTRATION

749. Elliott, Bernice. Democratic spirit in the one-room school. *Journal of the National education association*, 20: 277, November 1931.

A descriptive account of the experiment of Michigan State normal school in Ypsilanti in individualized instruction among six one-room schools. In the skill subjects most study

Material is self-instructive and self-corrective. In social sciences and similar subjects instruction remains chiefly a group activity, several grades being included in informal discussions in this democratic environment.

750. Foote, John M. The city-county school district. American school board journal, 83:51-52, October 1931.

A clear and pointed description of the county system of schools in Louisiana and the merits of the Louisiana plan as compared with other plans. Presents arguments to support the position that the county-unit plan of organization is superior to other plans which include smaller areas.

751. Hunkins, R. V. The superintendent at work in smaller schools. Boston, D. C. Heath and Company, 1931. 401 p.

The author has adopted and consistently used a plan for his book whereby he (1) describes cases and problems with which he has been faced as the superintendent of a small school system, and (2) presents, without obtruding himself, his solutions to these problems. The keynote in the procedures reported is cooperation.

752. Lord, F. E. Individualizing instruction in the rural school. Nation's schools, 8:60-64, November 1931.

The typical teaching situation in a one-room rural school with the varied individual differences of pupils and an analysis of teacher activities is presented. Experiments in a reorganized schedule in which individualized instruction materials are used are suggested as instruments of improving teaching and learning technique.

753. The outlook for rural education. Research bulletin of the National education association, 9:1-302, September 1931.

A vivid presentation of facts, which show the extent and severity of the educational handicap to which rural children are subjected. Suggests sound remedial measures designed to improve educational opportunities in rural areas. A highly significant publication, particularly for rural school administrators.

754. Simon, Donald L. The small town superintendency need neither be a glorified janitorship nor an exalted clerkship. School executives magazine, 51:32, 33, September 1931.

A defense of the small-town superintendency as a position which requires high qualities of leadership. Points out that the superintendent should be expected to plan and administer a constructive educational program after being released from teaching and routine clerical duties.

755. Skidmore, C. H. Marked progress in consolidating rural schools. American school board journal, 83:52, 87, November 1931.

Summarizes the results of a 10-year consolidation program in a sparsely settled "county-unit" district in the State of Utah. A map and detailed data accompany the article.

756. York, Ada. How California integrates its rural schools with life. Nation's schools, 8:30-32, October 1931.

An account of how the rural schools of San Diego County, Calif., have employed various non-school agencies and organizations and exploited the local environment to enrich the experiences of rural children.

## SURVEYS

757. Holly, T. C. Survey of the schools of Springfield, Ohio. Columbus, Ohio State university, 1931. 84 p. (Bureau of educational research. Monographs, no. 10)

A compact but comprehensive survey of a school system including the following major divisions: Growth and character of the city, the school organization and school population, status of the present school plant, utilization of the present plant, the financial program, and school-building needs.

758. Mort, Paul E. The National survey of school finance. American school board journal, 83:53, November 1931.

Aims, problems, and news to date of this survey by its associate director, who is the chief technical worker.

759. School surveys by the Division of field studies, Teachers college, Columbia university. Teachers college record, 33:116-26, November 1931.

Good, brief treatment of the effects of school surveys, and bibliography of 28 surveys conducted by the Division of field studies of Teachers college, Columbia university, in the past decade.

760. Strayer, George D. The work of the Division of field studies. Teachers college record, 33:113-15, November 1931.

Bird's-eye view of the aims and methods of work of the school survey activities of the Division of field studies of Teachers college, Columbia university, for the past 10 years.

### SOCIAL ASPECTS

761. Anderson, A. Helen. Activity in character education. Journal of the National education association, 20:201-2, June 1931.

The author is unworried and unsentimental about current youth. She reports that in Denver the high-school people recognize that activities giving opportunity for character developing responses and attitudes have taken the place of complacent neglect on the one hand and moral discussions and preachments on the other.

762. Terpenning, Walter A. Educational relativity. School executives magazine, 51:125-27, November 1931.

Discusses in a very informal fashion a number of situations of educational significance in relationships of parents to teachers, parents to children, teacher to children, and children to children.

See also nos. 61, 81.

### SUPERINTENDENTS

763. Engelhardt, Fred. The professional education program for school executives. American school board journal, 83:49-51, November 1931.

Reviews the significant research studies made during the last decade on the status of the superintendent of schools and proposes an educational program for the prospective school executive in the light of available evidence. The main steps in the program outlined are four or five years of professional and broad cultural undergraduate work; graduation from a college of education at about 21 years of age; at least two years' experience as a teacher; at least one year of professional study in graduate school; entering a small superintendency principalship, or assistant superintendency; and continuation of formal education in summer schools or during leave of absence parallel to experience.

764. Hand, H. C. How the city superintendent can best market his services. Nation's schools, 8:41-43, November 1931.

Summary of a questionnaire study of the vocational histories of 583 city superintendents involving approximately 2,000 placements. Presents data on the value of various agencies and methods in supplying information for first, present, and total placements.

765. Henzlik, F. E. Ways that help the superintendent to make the most of his day. Nation's schools, 8:55-59, November 1931.

Makes definite suggestions concerning how the small school administrator can conserve his time and energy and increase his efficiency by budgeting his time, delegating responsibility and authority, using modern office aids, and employing more intelligent and efficient means of getting work done.

766. Soper, Wayne W, and Baer, Joseph A. A study of the clerical duties of district superintendents of New York State. (Bull. of the U. of the State of N. Y.) Albany, N. Y., University of the State of New York, 1931. 44 p. (Bulletin of the University of the State of New York, no. 962)

Presents facts submitted by district superintendents of schools in New York State relative to time spent in the performance of various duties. Concludes with recommendations for better use of available time.

## SUPERVISION

767. Fitzpatrick, F. Burke. Supervision of elementary schools. Dansville, New York, F. A. Owen Publishing Company, 1931. 128 p.

Sets forth certain fundamental characteristics and basic activities of good supervision. The discussion questions and topical references at the end of each chapter serve to enhance the value of this presentation as a classroom textbook.

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

A practical treatment presenting the essential features of a suitable organization for classroom supervision. Describes and applies the methods that supervisors should employ.

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

Reports results of an attempt to appraise objectively the effect of the individual supervisory conference on classroom procedure. Concludes that carefully planned conferences produce demonstrable effects in the classroom.

770. ——— Problems in school supervision. Boston, Houghton Mifflin Company, 1931. 214 p.

A companion volume to "How to supervise" by the same author. The writer sets up a progressive series of 33 typical problems in school supervision, supplies the data and references necessary to their solution, and shows instructors how to use the problems most effectively with classes in school supervision.

771. Lyda, John W. and Shannon, J. R. A self-rating scale for supervisors of instruction. American school board journal, 83: 54-55, October 1931.

Presents the composite judgment of more than 300 leaders in the field of supervision. The scientifically constructed scale, divided into three major parts—qualification of the supervisor, policies of supervision, and supervisory activities, should prove valuable to all types of supervisors.

772. National education association. Department of supervisors and directors of instruction. The evaluation of supervision. Fourth yearbook. New York, Bureau of publications, Teachers college, Columbia university, 1931. 181 p.

Sets up criteria for evaluating activities concerned with the supervision of instruction. Describes and illustrates procedures and techniques, both subjective and objective, for evaluating supervision. An important contribution to supervisory literature.

773. Newlon, Jesse H. Supervision at the crossroads. School executives magazine, 51: 9-10, September 1931.

An authority on supervision submits some critical comments on its theory and practice which emphasize a reconsideration of the whole problem. An analysis of the philosophy of supervision, its techniques and purposes, and some thoughts concerning the status of the teacher are included.

774. Simpson, Mabel E. Specific problems in supervision. A supervisor's point of view. School executives magazine, 51: 102-4, 124, November 1931.

Discusses the responsibilities and relationships which should obtain between the supervisor and the superintendent, the principal, the teacher, the outstanding teacher, the inexperienced teacher, and the unprogressive teacher.

See also nos. 131, 133.

## TEACHERS

## CERTIFICATION

775. Preparation and certification of elementary school principals in New York. Elementary school journal, 32: 93-96, October 1931.

The combined efforts of local school officials, state officers, and representatives of organized educational groups have developed standards for the preparation and certification of elementary school principals in the state of New York. The complete regulations as issued by State Department of education are reproduced.

See also nos. 541, 547.



## GENERAL

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

Reports the conclusions of a study to determine to what extent high-school scholarship, college scholarship, and teaching success are related. The results show a uniformly low correlation and a narrow range. The investigator submits some generalizations concerning other operative variables which do not enter into statistical data of the study.

777. Coxe, Warren W. Study of the elementary school teacher in New York state. Albany, N. Y., University of the state of New York, 1931. 49 p. (University of the State of New York bulletin, no. 975)

Contains data relating to the general training, professional training, teaching experience, and nationality of elementary school teachers in the state of New York.

778. Crofoot, Mentha. Amount of time spent in school work in terms of teacher hours and pupil hours. *Educational administration and supervision*, 17: 446-52, September 1931.

A local school system attacks a problem in a scientific way. The time schedules of 79 teachers are closely analyzed to determine the inequalities in teaching load and necessary out-of-class work. Interesting and surprising facts are revealed.

779. Gates, C. Ray. What teachers buy in life-insurance. *School executives magazine*, 51: 127-28, November 1931.

A report of a study in a city of 20,000 population to determine the status of the teaching staff with reference to life insurance. Certain significant facts about the amount of insurance carried, the economic responsibilities of those insured, the number of teachers insured, the type of policy, and the differences between men and women, are revealed. The writer draws some sound conclusions from his findings.

780. Goll, Reinhold W. An introduction to a code of professional ethics for school principals. *Elementary school journal*, 32: 196-206, November 1931.

The author sketches briefly the nature and purpose of codes of ethics in general. The contribution of this article is the comprehensive code which has been developed for guiding the professional conduct of school principals.

781. Legal status of married-women teachers. *School and society*, 34: 571-76, October 24, 1931.

This study excludes any question of capacities and teaching potentialities. Its attention is focused wholly upon the legal side, summarizing existing studies, reviewing the statutes upon the subject, clarifying and harmonizing court decisions and judicial opinion, and clarifying the effect of maternity upon the teachers' tenure.

782. Otto, Henry J. Specialization in teaching in the elementary school. *Elementary school journal*, 32: 17-21, September 1931.

Current practices in assigning teaching duties are divided into six more or less distinctive plans. Tables showing frequency of individual plan occurrence in various types of school organization accompany the text discussion.

783. Parker, J. S. How to organize and manage a teachers' credit union. *Nation's schools*, 8: 59-63, September 1931.

A detailed explanation of the purposes and operation of a credit union for teachers. Concrete illustrations are drawn from the experiences of larger cities and other units.

784. Smith, Gale. Planning the teacher's work on the unit basis. *American school board journal*, 83: 74, 106, September 1931.

A clear description of the unit-lesson plan as it has been developed in Rensselaer, Ind. The text discusses the operation of the plan, and explains the techniques employed. Charts and lesson plans are included.

785. Thomas, Earl; Reavis, W. C.; and others. A study of the influence of departmental specialization on the professional attitudes of high-school teachers toward certain administrative problems. *Bulletin of the Department of sec-*

ondary school principals of the National education association, no. 37, May 1931. 70 p.

Contains material on the organization of the curriculum, the size of the class in relation to instruction, pupil failures, the function of the teacher in the class period, teacher rating, faculty meetings, supervision, and the distribution of the principal's time.

See also no. 493.

#### SALARIES

786. The comparison of salaries among urban and rural teachers. School and society, 34: 253-54, August 22, 1931.

An advance summary of a few of the important facts revealed by a forthcoming study in salary trends. Total salary figures and percentages are given to show contrasts between salaries of urban and rural teachers from 1921 to 1930.

787. Elsbree, Willard S. Teachers' salaries and the financial depression. American school board journal, 83: 28, 80, November 1931.

Presents reasons why teachers' salaries should not be reduced because of the current economic depression.

788. Foster, Richard B. The teacher and his salary. Journal of the National education association, 20: 289-90, November 1931.

This article discusses the problem of adequate salaries for teachers, and points out the economic factors which influence salary fluctuation.

789. Salaries paid in city-school systems in 1930-31. Journal of the National education association, 20: 265, October 1931.

A table, with brief legend, showing the median salaries of elementary and high-school teachers by states, and cities of more than 100,000 in population, 30,000 to 100,000, 10,000 to 30,000, 5,000 to 10,000, and 2,500 to 5,000 in population.

790. Salaries paid school administrative and supervisory officers, 1930-31, in 88 cities of more than 100,000 population. Washington, D. C., National education association, Research division, 1931. 17 p.

Consists of an exhaustive tabulation of salaries of all types of school workers from the superintendent to the janitor.

791. Vestal, C. L. Teachers' salaries. American school board journal, 83: 32-33, October 1931.

A penetrating discussion of teachers' salaries from the viewpoint of some general principles. The problems of better salary bases, supply and demand, retrenchment, and general economies, are scrutinized in their relationship to salaries.

#### SUPPLY AND DEMAND

792. The induction of new teachers into service in the Los Angeles high schools. Los Angeles Educational research bulletin, 11: 1-32, October 1931.

Begins with a tabular analysis of the new teacher with respect to years of previous experience. The main content deals with the influence of various agencies used in adjusting the new teacher to physical environment, position on the staff, the policies of the school, the education program, and the community.

793. Bigg, H. H. Selecting teachers from the oversupply. School executives magazine, 51: 22, September 1931.

A superintendent reports his analysis of the references of applicants for teaching positions. The conclusion is that candidates are usually rated lower in tact and initiative than in any other quality. He continues with a discussion of these two items.

794. Teacher demand and supply. Research bulletin of the National education association, 9: 307-400, November 1931.

A noteworthy and authoritative investigation of the ever-present problem of teacher demand and supply. Following the presentation of statistical data, the study develops certain outstanding facts and submits a suggestive state program. An extensive annotated bibliography is included.

See also no. 551.

## TENURE

795. **Overn, A. V.** The length of service of Minnesota teachers. *Elementary school journal*, 32:34-43, September 1931.

An analysis of the teaching history of a large number of teachers to determine the variable factors causing shifts to other districts. The changing status of the teacher is also traced as she moves from the lower to the higher or from the higher to the lower teaching position. Several tables accompany the text.

796. **Permanent tenure for teachers.** *Nation's schools*, 8:66-67, October 1931.

The writer defends teacher tenure as a measure to preserve continuity of the educational program and to maintain stability of the profession. Certain improvements are suggested to overcome the common objections to teacher tenure.

## TEXTBOOKS

797. **Harring, Sydney.** What primer shall I use next? *Elementary school journal*, 32:207-13, November 1931.

A study of percentage of words common to 15 well-known primers. It is of great value in choosing primers for either repetition of words or for additional words.

798. **Jensen, Frank A.** Textbook publishers and the schools. *School executives magazine*, 51:51-52, October 1931.

While most of this is familiar, it has some worth-while suggestions on contacts with publishers.

799. **Johnson, W. P.** Problems affecting the publishing business and the teaching profession. *School executives magazine*, 51:56-57, October 1931.

A sensible article by a publisher discussing uniformity, samples, mimeographing, budget percentages, and economy in seat-work materials.

800. **Maxwell, C. R.** The score card as a tool in the selection of textbooks. *American school board journal*, 83:54, November 1931.

Advocates using a score card and discusses its advantages.

801. State publication of textbooks. The Kansas experiment. *American school board journal*, 83:88, September 1931.

Quotations from an adverse article on the Kansas state textbook printing experiment, in the *New York Times*.

See also no. 79.

## ADULT EDUCATION

Alonso G. Grace

802. Adult education in the Indian Young men's Christian association. *Bulletin of the World association for adult education*, 50:11-24, November 1931.

An analysis of the organization of the Young men's Christian association in India for adult education, and a discussion of the program in various centers.

803. **Bond, M. N. and Bond, R. P.** *Adventures in reading.* Chapel Hill, N. C., University of North Carolina Press, 1931. 56 p.

An outline for individual and group study. Contains 18 reading courses on various subjects. Arranged in such a manner that a group may register for a single course according to the individual interest and need in the group.

804. **Butler, Nicholas Murray.** Freedom, responsibility, and intelligence. *Journal of adult education*, 3:393-96, October 1931.

An analysis of the objectives of adult education.

805. **Cartwright, Morse.** International aspect of adult education. *Adult education*, 7:1-4, September 1931.

A comparison of the Adult education movement in the United States, England, Scandinavia, Czechoslovakia, and other European countries. The work of the World association.

806. Churches on the gospel of education. *Journal of adult education*, 3: 401-9, October 1931.

A presentation of the Jewish, Protestant, and Catholic point of view by Rabbi Louis Wolsey, Rev. Ralph Sockman, and Rev. George Johnson, representing these groups.

807. Filene, Edward A. Adult education in a modern age. *Adult education*, (supplement) 7: 1-3, September 1931.

The economics of the modern age and the relation of adult education to the changing industrial order.

808. Fletcher, Mildred and Fletcher, B. C. Trends in evening school education in St. Louis. *Journal of educational research*, 24: 293-98, November 1931.

A study of the growth of the public evening schools of St. Louis from 1859 to 1928.

809. An Indian scheme of rural reconstruction. *Bulletin of the World association for adult education*, 50: 1-11, November 1931.

A description of the plan of the Devadhar Malabar Reconstruction trust of rural reconstruction through adult education.

810. Moyer, James A. Guidance program of the National commission on the enrichment of adult life. *Adult education*, 7: 6-9, September 1931.

A report of the guidance program of the National commission on the enrichment of adult life.

811. The needs, interests, and leisure time activities of adults. Cleveland, Ohio, Cleveland conference, 1931. 84 p.

A study of the needs, interests, and activities of adults registered for courses in various community institutions.

812. Peffer, Nathaniel. Educating workers at their jobs. *Journal of adult education*, 3: 410-14, October 1931.

A criticism of present methods of educating workers on the job. Suggestions for making the process more effective.

813. Reed, Carol. The enrichment of adult life in Minneapolis. Minneapolis, Minn., Board of education, 1931. 103 p.

A report of the studies completed by the Extension division of the Minneapolis schools and the Council for adult education. A study of opportunities for adults, and an analysis of the interests of adults. Reference to radio programs is included.

814. Robertson, James K. The Far East, with special reference to China, its culture, civilization, and history. Chapel Hill, N. C., University of North Carolina Press, 1931. 87 p.

Study outline for individuals or groups interested in the problems of China.

815. World association for adult education. Twelfth annual report and statement of accounts. London, World association for adult education, 1931. 31 p.

The annual report of the World association for adult education, containing group reports.

See also nos. 443, 580-581, 1006.

## NEGRO EDUCATION

Ambrose Callver

assisted by Alethea Washington and Theresa A. Birch

816. Allen, E. H. The community's responsibility for health education in Negro schools. *Bulletin (National association of teachers in colored schools)* 12: 25-26, December 1931.

States that each member of a community should aid in health education inasmuch as ill health affects each individual.

817. Brawley, Benjamin G. Education. *In his A short history of the American Negro*. New York, The Macmillan Company, 1931. p. 132-46, 157-63, 210-18.

In the chapters devoted particularly to Negro education the author traces the work of various religious organizations and other groups in organizing schools for Negroes; dis-

discusses "The Tuskegee idea" of practical education; and presents the following observations concerning self-help in Negro education: (1) the Negroes have paid in direct property and poll taxes approximately \$90,000,000 during the last 65 years; (2) they have contributed at least \$35,000,000 to education through their churches; (3) the Negro student probably pays a larger percentage of the running expense of the institution that he attends than any other student in the land.

818. ——— Ironsides: The Bordentown school. *Southern workman*, 60: 410-16, October 1931.

Gives a brief history and description of the work of the Manual training and industrial school for colored youth at Bordentown, N. J.

819. Caliver, Ambrose. Bibliography on the education of Negroes. Washington, U. S. Government printing office, 1931. 34 p. (U. S. Office of education. Bulletin, 1931, no. 17)

Annotated references on different phases of education of Negroes for the years 1928-1930.

820. ——— The largest Negro high school. *School life*, 17: 73-74, December 1931.

Describes the physical plant and discusses a few innovations in the internal administration and community activities fostered by the Birmingham Industrial high school of Birmingham, Ala.

821. ——— Negro schools and American education week. Washington, U. S. Office of education, 1931. 10 p. Mimeographed. (Circular no. 43)

Reports activities of Negro schools in American education week for previous year; presents general program for current year, with bibliography for reference and figures to show progress made in education in recent years.

822. Cooper, William John. The Negro and education. Bulletin (National association of teachers in colored schools), 12: 15-16, 30, December 1931.

The article states that the Negro to survive and advance must have an education that will prevent his forming so large a part of the largest class of unemployed—the domestic servants; that will enable him to farm intelligently and profitably; that will give him more to sell than brawn, which commodity is more and more becoming dispensable. Emphasis must be placed upon capacities and potentialities rather than handicaps.

823. Cromwell, Otella; Turner, Lorenzo Dow; and Dykes, Eva B. Readings from Negro authors for schools and colleges. New York, Harcourt, Brace and company, 1931. 388 p.

A textbook of literary writings by Negroes embracing selections of poetry, short stories, one-act plays, essays, and public addresses, with suggestions for study and an extensive bibliography of additional works by Negroes.

824. Davis, Jackson. New head of the Jeanes and Slater funds. *Southern workman*, 60: 404-6, October 1931.

Presents a biographical picture of Dr. Arthur D. Wright, the new head of the Jeanes and Slater funds.

825. Davis, John W. Platform for teachers in colored schools. Bulletin (National association of teachers in colored schools), 12: 5, 24, December 1931.

The author presents in 14 points "background thought" as a basis for consideration of a factual and critical study of education as it affects Negroes.

826. Du Bois, Rachel Davis. Building tolerant attitudes in high-school students. *Crisis*, 40: 334, 336, October 1931.

Description of a project designed to build tolerant attitudes in high-school students, using seasonal events to develop the program embraced in the year's slogan, "The contribution of various races to our complex American life."

827. Du Bois, W. E. B. Education. *Crisis*, 40: 350, October 1931.

Editorial comment on educational situations among Negroes in the Canal Zone, New Orleans, La., and in Muskogee, Okla.

828. Embree, Edwin B. Learning the new civilization. *In his Brown America*, the story of a new race. New York, The Viking press, 1931. p. 60-137.

The author presents a historical sketch of Negro education under the captions. Sporadic education during slavery, A Kentucky crusader, Mission schools, Public schools, and

Strategic college centres. There is appended a bibliography of books by and about the Negro that "may prove most interesting and profitable to the lay reader."

829. Gardner, Katherine. Changing racial attitudes. *Crisis*, 40: 336, October 1931.

Discussion of the work of a Philadelphia high-school teacher in changing racial attitudes through a course in "Problems of democracy."

830. The government studies Negro education. *Southern workman*, 60: 500-2, December 1931.

Editorial dealing with radio speech of Doctor Calver concerning the National surveys being conducted by the government.

831. Hope, John. Trained men for Negro business. *Opportunity*, 9: 343-45, 350, November 1931.

How Atlanta university is meeting the need for trained Negro business men.

832. Johnson, Edwin D. Experimenting with a social science project. *North Carolina teachers record*, 2: 70, 77, October 1931.

The author outlines the teacher-pupil program of discipline worked out in the Henderson public schools as a unit in the teaching of civics. The coordination between the four groups of Knights, Safety patrols, Courts, and Social committees has made changes too subtle for measurement, as well as concrete, measurable changes in improvement in enrollment and attendance.

833. Klineburg, Otto. The question of Negro intelligence. *Opportunity*, 9: 366-67, December 1931.

The writer examines the results of several investigations of Negro intelligence. He is led to conclude that "the difference between white and Negro children in intelligence-test scores tends to disappear as the environments of the two groups approach equality."

834. Landsdown, W. L. Historical sketch of school and early pioneers of Enid, Okla. *Bulletin (National association of teachers in colored schools)*, 12: 21-22, 29, December 1931.

Historical development of Booker T. Washington high school in Enid, Okla.

835. New buildings at Atlanta university. *School and society*, 34: 693, November 21, 1931.

News item on the \$1,000,000 anonymous donation to Atlanta university for constructing new buildings.

836. Newbold, N. C. Unfinished tasks and new opportunities in education in North Carolina. *North Carolina teachers record*, 2: 66-67, 75-76, October 1931.

The unfinished tasks are: 1. Jenness supervisors in counties that need them and where none are at work now; 2. High-school opportunities for Negro children where such do not exist; 3. New and larger school buildings with adequate equipment for Negro children throughout the State. The new opportunities are stated as: 1. Long-term summer schools, or special winter terms for ministers; 2. Opportunity for development of dramatic art in high schools and colleges; and 3. Productive scholarship.

837. ——— The White House conference. Its significance to the National association of teachers in colored schools. *Bulletin (National association of teachers in colored schools)*, 12: 19-20, October 1931.

The writer, through quotations from the report of the subcommittee of the White House conference on Negro schools, shows the need for participation on the part of the Association in plans for the promotion of a health program for Negro children. He suggests that through committee appointments or otherwise the association engage (1) in the needed extension of public-health service; (2) in assisting institutions of higher learning toward adoption of adequate health-education programs, especially for the training of teachers; (3) in organizing programs for the study of local health conditions; (4) in setting up at least one health council in every county and large community in the South.

838. Scott, A. S. Effect of familiarity with standardized intelligence tests on subsequent scores. *Bulletin (National association of teachers in colored schools)*, 12: 12, December 1931.

Reports a study made in the Negro high school in Daytona, Fla., designed to investigate the effect of a testing program on intelligence tests results.

839. Sherwood, Grace H. *The Oblates' hundred and one years.* New York, The Macmillan company, 1931. 288 p.

"The Oblate sisters of Providence is a religious society of virgins and widows of color. Their end is to consecrate themselves to God in a special manner not only to sanctify themselves and thereby secure the glory of God, but also to work for the Christian education of colored children"—thus reads the first rule of the first Negro sisterhood in the United States, established in Baltimore in 1829 through the efforts of a priest, M. Joubert. In addition to detailed description of the work of this "motherhouse" the author devotes chapters to the establishment and work of similar institutions in St. Louis, Mo., Leavenworth, Kans., Cuba, Ridge, Md., and Charleston, S. C.

840. Thompson, Mrs. Vinetta. *Vocational guidance for Negro boys.* *Dunbar news*, 3: 1, 5-6, December 16, 1931.

The purpose of the vocational guidance program in the Frederick Douglass junior high school in Harlem is stated as follows: To instill wholesome character, to improve health conditions, and to equip boys with tools which will enable them to compete in the modern scheme of civilization.

841. Trenholm, H. Council. *Radio address of President Trenholm, Washington, D. C., American education week.* *Bulletin (National association of teachers in colored schools)*, 12: 11, 30, December 1931.

Discusses the professionalization of teachers in colored schools.

842. Work, Monroe N. *Education.* In *Negro yearbook, an annual encyclopedia of the Negro, 1931-32.* Chapter xviii. p. 195-253. Tuskegee institute, Ala., Negro yearbook publishing company, 1931.

Reports the history, progress, and status of education for Negroes, giving scholastic and financial statistics, and lists of high schools and institutions of higher learning.

843. Wright, R. B. *The present business possibilities for our race youth.* *Bulletin (National association of teachers in colored schools)*, 12: 13-14, 26, 27, December 1931.

The author states that the business of feeding, clothing, and sheltering the vast Negro group offers opportunities for the Negro with sound education and righteous purpose who, in addition, manifests the capacity for hard work and self sacrifice.

## FOREIGN EDUCATION

James F. Abel

Severin K. Turoszanski, Frances M. Fernald, and Alina M. Lindgren

### GENERAL

844. App, August J. *The Siurot schools; their graphic method and Catholic spirit.* *Catholic educational review*, 29: 527-32, November 1931.

See also no. 471.

### INTERNATIONAL

845. Balz, André. *Dans les congrès internationaux.* *Revue Universitaire*, 40: 252-53, October 1931.

Professional workers in France hold their congresses at Easter, and many international congresses were held in France. Prominent among these were the meetings of students in the interest of good feeling between France and Germany. Immediately after the World War all schools, even the great military institutions, considered replacing the study of German by that of English, but soon a saner view predominated.

846. Castella, Ernest. *The educational and the didactic film.* *International review of educational cinematography*, 3: 1017-25, November 1931.

The author defines the didactic film as one "that helps the master in his didactic work, a film the use of which should be combined with the oral lesson, during regular class hours, devoted to the subjects of study fixed by the curriculum; a film the presentation

of which is capable of being slowed down or stopped according to the comprehension of the pupils and the necessities of the verbal explanations." He considers any instructive film to be educational.

847. Congrès International de l'Enseignement Technique Professionnel organisé par la Province de Liège sous le Haut Patronage du Gouvernement. Rapports, discussion des rapports, vœux émis. Liège, Imp. A. Larock, 1931. 580 p.

The proceedings of the International congress of professional technical education held at Liège, Belgium, in 1930. Twenty-six countries were represented. The discussions were centered around five questions relating to pupil orientation, legislative and industrial intervention, the training of teachers, the technical education situation in the different countries, and the creation of an international office of technical education. It includes good accounts of technical education in Sweden, Netherlands, Denmark, Italy, Nova Scotia, Poland, Austria, Estonia, and Northern Ireland.

848. Congrès Internationaux; enseignement technique. L'Information Universitaire, 10:1, September 1931.

The second international congress of technical education, organized by the French association for the development of technical instruction, was opened on September 25, 1931, in the National conservatory of arts and trades, in Paris, with 36 nations represented. Among the subjects studied are vocational placement, collaboration of the Government with professional groups, employers and workers in the organization of vocational instruction and technique, training of sales and advertising agents, general culture in the technical training of engineers, the moving-picture in vocational placement, apprenticeship and technical instruction, technical journals and technical education.

849. Courtis, S. A. Word sketches of foreign schools. University of Michigan School of education bulletin, 3:22-24, November 1931.

Doctor Courtis was in Europe for six months giving standardized tests to 14,000 children, to be able to compare their development with that of children of like ages in the United States. In this short article he states that "The most significant generalization (about European education) is the realization of the utter impossibility of appraising European practices in terms of American ideas and standards."

850. Eaton, Helen S. International language. World unity magazine, 9:89-98, November 1931.

The writer argues for an international language to aid in the spread of scientific knowledge, to make commercial and governmental international affairs easier, to make foreign travel simpler, and to add to the value of the radio and talking moving pictures. She reports on the research being done in the whole question of auxiliary language by the International auxiliary language association.

851. Huber, Michel. La 20<sup>e</sup> Session de l'Institut International de Statistique. Journal de la Société de Statistique de Paris, 62:331-45, December 1931.

Report of the twentieth session of the International Institute of statistics opened at Madrid, Spain, on September 15, 1931, following the extra session held in Tokio, Japan, in 1930. The next extra session will be held in Mexico City in September, 1933, coinciding with the celebration of the centenary of the Mexican society of geography and statistics. In order to simplify the work of obtaining comparable data on public service personnel for the different nations, the following classification is being considered: Judiciary, administrative, teachers, Government, other personnel.

852. International labour conference. Fifteenth session, Geneva, 1931. The age of admission of children to employment in nonindustrial occupation. Geneva, International Labour Office, 1931. 180 p.

An excellent survey of the laws and practices relating to child employment in nonindustrial occupations in 37 countries, with conclusions and valuable appendices.

853. Kruijmel, C. J. and Sigal, D. J. E. Le paludisme et l'enfant. Revue internationale de l'enfant, 12:3-65, Juillet-Aout 1931.

A fairly comprehensive account of the effects of malaria on very young and older children.

854. Malott, J. O. La enseñanza comercial en los Estados Unidos. Boletín de la Union Panamericana, 55:1216-26, Noviembre 1931.

An illustrated general account of commercial education in the United States.



855. Michie, H. T. International school exchange. Scottish educational journal, 14: 1182-83, October 30, 1931.

A very interesting account of an exchange of a class of 16 boys and girls from the Durer lower school in Saxony with a similar class in the Aberdeen, Scotland, grammar school, for five weeks of study. The author notes particularly the gains the children made in languages.

See also nos. 499, 510, 562.

## BY COUNTRIES

arranged alphabetically

### AFRICA

856. Thurnwald, Richard. The missionary's concern in sociology and psychology. Africa, 4: 418-33, October 1931.

Supplementary to a paper in *Africa*, vol. IV, no. 2, entitled "The Missionary as an anthropological field-worker." The author stresses the importance of studying the social life of the tribe or tribes with which one works. The article contains warnings that "reliable data are far preferable to too much systematisation of dubious material" and "a clear and ample description of the state of affairs is always preferable." An unusually strong article.

857. Twining, Cicely. Child-welfare work in Mombasa. Mother and child, 2: 254-55, October 1931.

A descriptive and interesting account.

858. Wiegräbe, Paul. A reader in the vernacular for West Africa. Africa, 4: 435-44, October 1931.

A good discussion of the characteristic reading books for native children. The author states, "It is well known how this practice [of teaching English too early in the course] injured not only the native tongue, but also the foreign language, and what is yet worse, the capacity for thought."

### ARGENTINA

859. Childrens' height and weight. El Monitor de la Educación Común, 50: 144-47, August 1931.

This periodical, the organ of the "Consejo Nacional de Educación," Buenos Aires, publishes the Wood-Baldwin tables, showing the height and weight of children from 5 to 18 years of age, and the monthly increase in weight of boys and girls indicated by the study of two million children in the United States. The President of the National council of education recommends that these tables be used in determining the nutrition and growth of school children where scales are available, and that the parents be informed, as to the progress made by their sons and daughters. The council has jurisdiction over the elementary schools of Buenos Aires, the national territories, and the national elementary schools in the provinces.

860. Información Nacional; el analfabetismo en Tucumán. Censo escolar en la Provincia de Buenos Aires. El Monitor de la Educación Común, 50: 146, May 1931.

The Province of Tucumán had 10,000 more children between 7 and 15 years of age in 1931 than in 1930. Copies of the decree of March 14, 1931, regulating the child-labor law, were distributed, and teachers were helped by the police, school visitors, and inspectors, to abate truancy. In a population of 465,000, with 92,000 children of school age, the enrollment was 80,000, the secondary-school attendance being 2,800. The quality of the work in the secondary and higher schools was excellent and it is expected that the number attending will soon increase.

861. Martín, Angel S. Caballero. La Universidad en Santa Fé. Santa Fé, Imprenta de la Universidad, 1931. 289 p.

An excellent volume on the University of Santa Fé, Argentina, arranged in four parts: The University of Santa Fé, dealing with the history and general growth of the institution; First National congress of university students; University reforms; and the National university of Litoral.

## AUSTRALIA

862. Fowler, H. L. *Induction or deduction? An experimental investigation in the psychology of teaching.* Melbourne, Melbourne University Press, 1931. 84 p.

The report of an experiment undertaken to answer two questions: Is it possible to teach children by any means at all the elements of English grammar? and, if it is possible, what is the best way to do it? The author states that the experiments show that the deductive method of teaching, where there is explanation of the relation to be taught, and immediate reference to particular cases, is much better than the inductive method.

863. Lewis, Clarence G. *Radio in education.* Education gazette (South Australia), 47: 264-65, 283-84, October 15-November 13, 1931.

Articles in which the author argues against using the radio as an advertising medium, stresses its importance in education, and discusses a number of points that he believes essential to the successful use of the radio in the school room.

864. Queensland. Secretary for public instruction. *Fifty-fifth report for the year 1930.* Brisbane, Frederick Phillips, 1931. 97 p.

The annual descriptive and statistical report on education in the State of Queensland, Australia. It includes the reports of the chief and district inspectors, and those of various special institutions, as well as that of the senate of the University of Queensland.

865. South Australia. Minister of education. *Report, with appendices, 1930.* Adelaide, Harrison Weir, government printer, 1931. 48 p.

The regular annual report for the year 1930.

## AUSTRIA

866. *Austro-American institute of education, 1926-1931.* [Report] Vienna, Austro-American institute of education, 1931. 43 p.

This pamphlet contains the report of the Institute for 1930, an article on the rediscovery of Vienna, and an excellent sketch entitled "Study in Austria" which describes clearly and accurately the school system of Austria with special reference to the advantages it offers students from foreign countries.

867. Fadrus, Viktor and Aigner, August. *Die Diesterwegs-Schule in Linz. Schulreform* (Leipzig), 10: 641-65, December 1931.

An interesting description of the Diesterwegs-Schule in Linz, Austria. This school was opened in September, 1931, and includes accommodations for a boys' and girls' folkschule, a hilfsschule, a hauptschule for boys, and special accommodations for gymnastic work.

868. *Statistische-Mitteilungen. Beilage zum Verordnungsblatt*, 15: 1-54, September 1931.

A statistical official report of schools in Austria at the close of 1930.

869. Svenson, Gunnar. *Intryck från Wiens Folkskolor. Folkskolans Vän* (Göteborg), 48: 721-22, December 1931.

Impressions of folk schools in Vienna with special reference to organization and local conditions resulting from recent educational reforms in Austria. This is one of several brief articles by the same author dealing with education in Vienna which have appeared in recent issues of this periodical.

See also no. 1125.

## BELGIUM

870. Belgium. *Ministère des sciences et des arts.* [Official bulletin] Dison, Imprimerie Disonaise, 1930. (Bulletin, Vingt-quatrième année, no. 4)

The fourth number of the official bulletin of the Ministry of sciences and of arts of Belgium. Contains laws and decrees, circulars and dispatches, miscellaneous documents, and a list of the acquisitions of the central library.

871. Lehman, Reinhold. Das Schulwesen Belgiens in Zahlen. Blätter für Schulzählung. Beilage zur Allgemeinen Deutschen Lehrerzeitung, 28:21-24, September 1931.

A statistical account of schools in Belgium for the years 1925 to 1929, inclusive.

## BOLIVIA

872. Bolivia. Comisión técnica de estudio de la situación de la enseñanza en el país. Informe presentado a la consideración del Supremo Gobierno por el comisionado Dr. Georges Rouma. La Paz, Imp. Artística, 1931. 106 p. table, chart.

The report of a survey of education in Bolivia made by a commission headed by Doctor Rouma of Belgium. A brief, excellent, and authoritative statement of education in that country with suggestions for its betterment.

## BRAZIL

873. Ministerio do Trabalho, Industria e Commercio. Estatística da Imprensa Periodica no Brasil, 1929-30. Rio de Janeiro, Brazil, Typ. do Dep. Nacional de Estatística, 1931. 146 p.

List of periodicals of regular publication in Brazil for 1929 and 1930, classified and compared with those of 1912. The general increase was 115 per cent, but sports had a representation of 5 magazines in 1912 and 58 in 1930, while there was but one children's magazine in 1912 and 11 in 1930.

## BULGARIA

874. Bolgarya. Glavna Direktzya na statistikata. Statistika na Obrazovanyeto v tzarstvo Bolgarya. Uchebna 1928-29 godina. Sofia, Derzhavna Pechatnitsa, 1931. 152 p.

The official statistics of public instruction in Bulgaria. Contains those for the primary, secondary, special, and higher education for the school year, 1928-29.

## CANADA

875. Ball, Augustus H. The Saskatchewan government correspondence school. School, 20:314-20, December 1931.

The government of Saskatchewan maintains correspondence instruction for children living in territory so sparsely settled that the proper number of pupils necessary for opening a school is not in the area fixed by law, and for "shut-in" children, chiefly cripples. This is an interesting account of how the work is carried on.

876. Houston, William. Old-time schools in the Province of Ontario. School, 20:222-24, November 1931.

A brief, pleasing account of frontier schools in Canada.

877. Quebec. Bureau Central des Examineurs Catholiques. Rapport du Bureau Central des Examineurs Catholiques au Comité Catholique du Conseil de l'Instruction Publique. L'Enseignement Primaire, 53:173-74, November 1931.

The report of the Central bureau of Catholic examiners to the Catholic committee of the Council of public instruction, for the school year 1931-32. Candidates to the number of 4,028 were examined for the teachers' certificates June 23-26, 1931, in 44 localities. The results of these examinations are given for both the elementary and the higher school candidates.

878. ——— Congrès des Phytopathologistes de Langue Française. Rapport, 1931. Le Naturaliste Canadien, 58:166-67, August-September 1931.

French phytopathologists met at Quebec on August 26-27, 1931, and went over the French names used for 575 plant diseases reported by the Canadian phytopathological society at its annual meeting, June 1931. While the French language committee, as well as the phytopathologists, willingly consent to have their work reviewed in France, they are unanimous in their recommendation that the correct terms be used in the agricultural departments, in schools and in literature.

879. Quebec. Congrès des Principaux des Écoles Normales Rapport du huitième Congrès, 1931. *L'Enseignement Primaire*, 53: 175-88, November 1931.

The eighth Congress of the principals of the normal schools in the province of Quebec was held September 15-16, 1931, in the city of Quebec. It voted against uniformity in the examinations for the elementary certificates for teaching, which was recommended by the Catholic committee at its session in May, 1931. The reason given for the negative vote was that the necessary uniformity is assured by the use of the same program in all normal schools, as all are under the supervision of the Inspector general. The written examination papers are on file in the respective normal schools for a year, and are open to inspection.

880. Saskatchewan. Department of education. Circular for teachers and students. 1931-1932. Regina, Roland S. Garrett, 1931. 12 p.

881. ——— Regulations and courses of study for secondary schools. 1931-1932. Regina, Roland S. Garrett, 1931. 53 p.

882. Stapleton, W. C. An arithmetic test. *Journal of education (Nova Scotia)*, 11: 108-23, September 1931.

An account of a test given to 5,727 children in town, village and rural schools in Nova Scotia. Closes with good suggestions about teaching the subject.

#### CHILE

883. Chile, Universidad. Folleto A 1. I. Disposiciones constitucionales. II. Estatuto organico de la Enseñanza Universtaria. Santiago, Balcells & Co. [1930?] 34 p.

The organic statute of university instruction in Chile as published in the Official diary of December 14, 1929.

#### CHINA

884. China Christian educational association. Statistical report of Christian colleges and professional schools of China, 1930-1931. Shanghai, China Christian educational association, 1931. 20 p.

A collection of 19 tables of statistics about the Christian colleges in China.

885. Smith, Harold Frederick. Elementary education in Shantung, China. A study of the reorganization of the curriculum in the elementary schools of rural Shangtung, and plans for the preparation of teachers for these schools. Nashville, Tenn., Amessu, 1931. 159 p.

The author spent twenty years in China in educational work and is thoroughly familiar with the section of which he writes.

#### COLOMBIA

886. Colombia Republica. Ministro de educacion. Memoria del ministro de educacion nacional al Congreso de 1931. Tomo. II. Bogota, Imprenta nacional, 1931. 126 p.

The second part of the official report of the minister of education to the Congress of Colombia.

887. Lanks, H. C. Elementary education in Colombia. *School and society*, 34: 631-34, November 7, 1931.

An excellent brief factual account.

#### COSTA RICA

888. Martínez, Fernando. El Contacto Carcelario del Niño. *Boletín del Patronato Nacional de la Infancia*, 1: 283-85, August 1, 1931.

According to the writer, who is Public Defender at San José, the code of penal procedure makes no distinction between adults and children and the separation of groups when made is imperfect. Reports on boys' and women's reformatories.

889. Primer Congreso Nacional del Niño. Boletín del Patronato Nacional de la Infancia, 1: 175-220, June 1, 1931.

This issue is devoted to the proceedings of the First National congress of the child, held at San José, Costa Rica, from April 26 to May 3, 1931. A statement of the results desired from the congress is found in a letter from the President of the republic, written April, 1931, and found on page 216.

## CZECHOSLOVAKIA

890. Ceskoslovenske, Republiky. Zpravy Statniho uradu statistického. Praha, 1931. p. 328-356.

Statistical reports on professional schools in Czechoslovakia for the school year, 1929-30.

## DENMARK

891. Kaakund-Jørgensen, F. C. Er der Mulighed for at forhøje den undervisningspligtige Alder i Danmark? Svensk Läraretidning, 50: 778-81, September 9, 1931.

The author discusses the raising of the school compulsory age in Denmark from 14 to 15 and gives a historical account of education there.

892. Skolradion, den hittillsvarande betydelse och framtida möjligheter. Svensk Läraretidning, 50: 904-7, Oktober 14, 1931.

Past and future significance of the radio in education. The article deals specifically with the school radio problems of Denmark.

## ECUADOR

893. Ecuador. Ministerio de instrucción pública. Informe que el ministro de educación pública, bellas artes, deportes, etc., presenta a la Nación en 1931. Quito, Talleres tipográficos nacionales, 1931. 288 p. illus., vigns.

The annual official report of the ministry of education in Ecuador.

894. ——— National assembly. Anuario de Legislación Ecuatoriana, 1928-29. Vol. 27, Part one, 1931. 447 p.

The laws, decrees, orders, and resolutions of the National Assembly of 1928-29. Included therein is the decree of the National Assembly dated June 7, 1929, which authorizes the President to proceed to the reorganization of the schools of secondary instruction, and to designate directors of studies.

## ENGLAND

895. Adamson, John William. English education, 1789-1902. Cambridge, The University press, 1930. 519 p.

The author has divided the time covered by his account into the pre-Victorian, early Victorian, and later Victorian periods. A well-planned work that adds much to the history of education.

896. American students in British medical schools. Journal of the Association of American medical colleges, 6: 375-76, November 1931.

This is a statistical report of data gathered by the General medical council for the Association of American medical colleges. It shows that 1,229 and 1,218 Americans applied for admission to medical schools of Great Britain in 1930 and 1931, respectively; that in 1930, those accepted numbered 295, and 77 matriculated. Only 60 were accepted in 1931.

897. Auden, G. A. The maladjusted child. British journal of educational psychology, 1: 266-77, November 1931.

An excellent paper read before the education section of the British association in September, 1931.

898. Bulletin de l'Institut Catholique de Paris. Vol. 22, November 25, 1931. p. 280-281.

In October, 1931, Cardinal Bourne opened in London the Institut catholique des hautes études with eight evening courses in philosophy, theology, church history, and the

Bibb. When resources permit, additional courses will be given in theology, sociology, natural sciences, etc. It is expected that the Institute will develop in time into a Catholic university.

899. Clarke, F. A central institute for the study of education in the Empire. *Journal of education* (London), 63: 767-69, November 1931.

Although discussing the proposal to establish a central organization for studying education throughout the British commonwealth of nations, the author went far beyond a mere discussion of such a plan, and dealt with such far-reaching questions as dominion autonomy, the Commonwealth of the future, should the Commonwealth be continued, and if it is continued how it will be held together. An unusually strong article.

900. A contingent education policy. *Schoolmaster and woman teacher's chronicle*, 120: 639, October 29, 1931.

A discussion of the economic crisis in England and of its effect on education and the salaries of teachers.

901. Davis, V. S. E. Typical school curricula and time tables. XII.—the Latymer school—a large secondary mixed day school. *Journal of education* (London), 63: 829-32, December 1931.

The twelfth article in a fine series on school curricula and time tables in England.

902. A director of education. Prospects. *School government chronicle*, 124: 88-90, October 1931.

A careful analysis of the economy program in England and of the effect it has on education particularly with respect to reorganizing according to the Hadow report.

903. Ffennell, B. W. Country schools for town children. *Times educational supplement*, 22: 401, October 17, 1931.

An account of the Wytham Abbey plan used in the summer of 1931, by which children from the poorer districts of Oxford were taken daily to the countryside and there given instruction. This is a good sketch of a plan that worked well in practice and may apply to other parts of England.

904. Gibberd, Vernon. The central school as a great adventure. *School government chronicle*, 124: 94-96, October 1931.

The Hadow report provides for central schools to which all children in England are to be transferred at the age of 11 plus, excepting those that gain free place scholarships in a secondary school. This means a large program of change and development and it is that program which the author discusses carefully and pointedly.

905. Great Britain. Board of education. Education in 1930, being the report of the Board of education and the statistics of public education for England and Wales. London, H. M. Stationery Office, 1931. 219 p.

The official annual descriptive and statistical report of education in England and Wales.

906. ——— List of certified special schools, recognized institutions for the training of blind and other defective students, and nursery schools in England and Wales. London, H. M. Stationery Office, 1931. 45 p.

The latest official list of special schools in England and Wales.

907. ——— Report by His Majesty's inspectors on the provision of instruction in applied chemistry in technical schools and colleges in England and Wales. London, H. M. Stationery Office, 1931. 55 p. (Educational pamphlets, no. 85)

A descriptive and statistical pamphlet supplementary to a report on instruction in pure chemistry, issued in 1927. In it the term "applied chemistry" is limited to the chief branches of the chemical industry.

908. Gurner, Ronald. Day schools of England. London, J. M. Dent & sons, Ltd., 1930. 121 p.

The author compares the day schools, most of them maintained by public funds, with the famous old boarding schools of England. He concludes that with respect to curriculum the day school is fully equal to the boarding school; that in other educational essentials the day school is making a contribution of increasing value; and that the day boy derives from his school and home life certain advantages to which a boarding-school boy can lay no claim.

909. Help for young people out of work. Times educational supplement, 22: 417, October 31, 1931.

"If the plight of an unemployed man be tragic enough, that of an unemployed boy is in many respects even more so." Tells of the work being done in the juvenile instruction centers begun in January, 1930, in England to give boys and girls a sense of dignity of personality and worthiness of effort.

910. Illuminating engineering society. Subcommittee of the technical committee. The natural lighting of schools. Journal of education (London), 63: 833-34, December 1931.

The same issue contains an article on The artificial lighting of schools. These two articles are reports of subcommittees appointed in 1930 to review findings on similar topics that were made in 1913 and 1914.

911. Kay, Margaret M. The history of Rivington and Blackrod grammar school. Manchester. Manchester university press, 1931. xxi, 208 p.

The Rivington school was founded in 1566 as a typical Elizabethan grammar school. The account is well written. Its publication leads the reader to hope that more such studies will be made and that the student of the history of education will no longer be forced to draw his data from a few much-overwritten public schools of England. "Not only is a personal study of the history of individual schools required but the correlation of these histories with each other, and with the numerous other ways in which our ancestors were taught to face the battle of life."

912. McCallum, R. B. Oxford and the financial crisis. Oxford magazine, 50: 13-14, October 15, 1931.

Discusses the fall in the value of the fixed money income of the college and the possibility of investing its capital in land or productive industry or having educational and charitable institutions form cooperative investment trusts.

913. Morgan, H. T. Typical school curricula and time tables. XI.—The nonselective central school. Journal of education (London), 63: 765-67, November 1931.

A school which cares for children that do not succeed in entering secondary or selective central schools. Most of the children are definitely low in ability and attainment. The program is purposely limited. The author advises against any form of standardization.

914. Myers, C. S. On the nature of mind. Nature, 128: 744-45, October 31, 1931.

An address delivered before the psychology section of the British association for the advancement of science. Among other pointed comments, the author says, "We are certainly never justified in assuming that we can measure accurately any mental process by measuring its objective response."

915. National union of teachers. Special executive meeting. The executive and the general election. Schoolmaster and woman teacher's chronicle, 120: 562-64, October 15, 1931.

The report of the meeting of the executive of the National union of teachers in which a questionnaire was arranged for candidates for seats in Parliament at the general election, to determine their attitude toward education, and the discussion of the situation.

916. Nunn, Sir Percy. Freedom in the school. Listener, 6: 857-58, November 18, 1931.

The author believes that good schools are based on two principles: That love of learning is natural in man; and that in the making of character there is no influence as strong as the influence of a free society upon its members. An unusually good article.

917. The order in council. Schoolmaster and woman teacher's chronicle, 120: 523, October 8, 1931.

The text of the English order in council made to carry out the provisions of the National economy act as it relates to education.

918. The order in council and after. Schoolmaster and woman teacher's chronicle, 120: 519, October 8, 1931.

Deals with the order relieving the Board of education of its duty to defray at least 50 per cent of the approved expenditure of the local authorities, and relieving the authorities of 10 per cent of the teachers' salaries.

919. Perkins, H. P. Oxford. Reprint from *School and society*. Vol. 34, August 8, 1931. 13 p.

A well-written article on the system of training in Oxford.

920. Phillips, Margaret. Professional courses in the training of teachers. A report on an inquiry into values. Part I. *British journal of educational psychology*, 1: 225-45, November 1931.

The report of an inquiry among 24 men and 66 women teachers as to the value of the teacher training they received.

921. The registration movement in England. *South Indian teacher*, 4: 403-5, September 15, 1931.

An excerpt from a bulletin of the Royal society of teachers explaining how the registration of teachers in England came about and the conditions of registration.

922. Robinson, Sir Charles Grant. Education at the British centenary—summary. *School government chronicle*, 124: 91-92, October 1931.

Summary of an address on educational development, 1831-1931, a centenary survey and a forecast delivered by Sir Charles Grant Robinson before the education section of the British association for the advancement of science.

923. Yorkshire, England, West Riding county council. Twenty-third annual report of the School medical officer, on the medical inspection and treatment of school children, for the year ended 31st December, 1930. *Yorkshire, Eng., The Council*, 1931. 41 p.

An excellent brief report.

See also no. 626.

#### FEDERATED MALAY STATES

924. Federated Malay states. Education department. Annual report of the Education department for the year 1930. Kuala Lumpur, Federated Malay states government press, 1931. 58 p.

The official annual report on education; includes a brief history of the States and of the growth of the education department.

#### FRANCE

925. *Annuaire général de l'université et de l'enseignement français, 1930-1931. France-Tunisie-Maroc*. Paris, *L'Information Universitaire*, 1931. 1022 p.

The directory of educational institutions for 1930-31 with their personnel, in France, Tunisia, and Morocco.

926. *Apropos de l'Agrégation d'Allemand*. *Revue de l'Enseignement des Langues Vivantes*, 48: 348-51, August-October, 1931.

Gives the results of the latest examination of candidates for certificate of "agrégation" for teachers of German language and literature in French secondary schools. Suggests the causes of failures, and advocates daily practice in translation.

927. Bourgin, Hubert. *Pour la Defense de la Culture*. *Revue Universitaire*, 40: 218-26, October 1931.

Discusses the present methods of teaching science, finding the results of the present method are worse when science is taught by good teachers than when taught by poor ones! Adolescents encounter concepts that are falsified by their brevity and lack of coherence. Professor Bourgin recommends to the teacher of science the method that is successful in the literary sections of the lycées and colleges, i. e., composition, exposition, and analysis, applied under rules that are well understood.

928. *Le Droit de 50 francs*. *L'Information Universitaire*, 10: 1, September 1931.

The fee of 50 francs imposed on candidates for examination for the French secondary school certificate need not be paid by a student belonging to a family having four minor children (under 21 years of age), or by a student enjoying certain scholarships.



929. L'Education—Enseignement secondaire. *Petit Journal*, 12: 3, November 15, 1931.

A brief and clear description of secondary education in France, written in French and supplied with explanatory notes in English.

930. Les Étrangers et la Médecine. Equivalence du Baccalauréat. *L'Information Universitaire*, 10: 2, September 1931.

The equivalence of foreign secondary-school certificates with those of France, for entrance to the French universities, is affected by the arrêté of July 21, 1931, which amends the arrêté of November 16, 1915. Foreign students may not demand State diplomas in medicine, pharmacy, or surgery, unless they hold the initial diplomas required of the French student.

931. Les Femmes et le Droit. *L'Information Universitaire*, 10: 1, October 24, 1931.

This indicates courses in law which lead to attractive positions for women in France, together with hints as to work. Gives information as to occupations connected with law that are not overcrowded, names of professional periodicals to which notaries often turn in search of advertisements by candidates for employment, and salaries in different lines of law work.

932. Fouret, Louis-André. Pour la Création de Séries de Disques Pédagogiques destinés à l'Enseignement des Langues Vivantes. *Revue Universitaire*, 40: 227-31, October 1931.

Professor Fouret, teacher of German at the lycée "Lakanal" at Sceaux, France, and member of the Higher council of public instruction in France, gives a general outline of the German discs needed for the use of the phonograph in teaching the three highest classes of the French secondary school. As yet a really complete and satisfactory series of discs for the teaching of modern languages in French schools, secondary schools particularly, is not to be found, though excellent work has been done with the phonetic discs for beginning such study.

933. France. *Ministre de l'Instruction Publique*. Légion d'Honneur. Promotion du Cinquantenaire de l'École laïque. Comprendra 10 croix d'officier et 75 de chevalier. *L'École & La Vie*, 15: 11, October 31, 1931.

In circular of October 9, 1931, the Minister of public instruction announced that a new law provides 85 Legion of honor decorations for schoolmen, and that each territorial department should present at least one candidate for the croix d'officier, and two, one at least to be a retired elementary school teacher, for the croix de chevalier.

934. Fuster, Jacques. Les Mainteneurs de la Terre. *Journal des Instituteurs et des Institutrices*, 78: 33-35, October 10, 1931.

The predominantly rural department of Sarthe, France, had but five post-school agricultural courses in 1930; in 1931, it had 36. In September, 1930, the coveted agricultural certificate authorized by ministerial order of August 2, 1929, was granted to 35 experienced teachers after a course of 25 lessons. Fewer teachers are requesting transfer from rural posts, and there are fewer applications for even the principalship of city schools.

935. Grèges, Georges. Une Œuvre Américaine pour les Aveugles. *La Nouvelle Revue*, 54: 307-11, October 15, 1931.

More than 125 official delegates met in New York, April 15-30, 1931, at the Conference for the welfare of the blind, authorized by Congress in February, 1930. It was voted to establish headquarters at Paris, France, of a world organization to further useful initiatives in behalf of the blind without distinction as to race, nationality, or religion. Each of the countries that eventually becomes a member of the central council, as well as the 37 countries represented at the New York conference, will have eight delegates.

936. Grenoble, Université de. Livret de l'Étudiant, 1931-32. Grenoble, Xavier Drevet, Éditeur, 1931. 180 p.

The students' handbook of the University of Grenoble, France.

937. Les Maladies transmissibles dans les colonies françaises de l'Amérique. *Boletín de la Oficina Sanitaria Panamericana*, 10: 1523-25, November, 1931.

The campaign against malaria by the Institute of hygiene and microbiology is necessarily limited to the distribution of quinine in the schools during the summer and fall,

with instructions as to prevention and cure. Methodical instruction in the schools is given in Guadeloupe, where 24 per cent of the hospital cases affected by this disease are fatal. In French Guiana, where important colonization projects during the past two centuries have been hindered by the disease, school instruction is the first line of attack.

938. Toulouse, University. Rapport Annuel du Conseil de l'Université, 1929-30. Toulouse, The University, 1931. 163 p.

Foreigners trained by the University of Toulouse to take the lead in their own countries are keeping the younger generation away from their alma mater. Formerly, there were many Serbians in the agricultural institute at Toulouse; they are rare now. This institute is the pioneer in the movement to give adequate agricultural training to rural schoolmasters; the data were obtained there that persuaded the Parliament to meet two-thirds of the expenditure for teachers' salaries and to provide funds for agricultural instruction.

See also no. 586.

#### GERMANY

939. Blau, Nelly. Das Krüppelfürsorgegesetz vom 6. Mai 1920 und seine Wirkung in der Praxis unter besonderer Berücksichtigung des Stadtkreises Bonn a. Rh. Berlin, 1930. 42 p.

A doctoral dissertation written at the University of Bonn. A discussion of the effectiveness of a law for the care of cripples.

940. Cooper, William A. The junior year in Germany. Monatshefte für deutschen Unterricht, 23: 216-20, November 1931.

An interesting and instructive account of the formal opening of the junior year in Germany, inaugurated at München on September 1, 1931.

941. Eberhard, D. Otto. Welterschulungsbewegung. Berlin, Furche-Verlag, 1930. 253 p.

Deals with modern trends in education throughout the world; includes such topics as the lay school of France, soviet pedagogy, modernism in Turkey, rebuilding Jewish Palestine through the school, etc.

942. Fehn, E. Das erste junior jahr an der Universität München. Monatshefte für deutschen Unterricht (Madison) 23: 254-55, December 1931.

An account of the first junior year in Germany by one of the members of the Deutsche Akademie in München.

943. Franz, Herbert. Individualität, Bildungsideal, Bildungsfunktion und Bildungs-idee. Würzburg, 1930. 30 p.

A study of the relationship between individuality, the educational ideal, function, and idea.

944. Goerres, Josef. Die Idee der Selbstenfaltung und der Selbsttätigkeit bei Harnisch und Diesterweg. Ochsenfurta, Main, Fritz und Rappert, 1930. 53 p.

An investigation of the idea of spontaneity according to Harnisch and Diesterweg.

945. Grebe, Wilhelm. Grundsätzliches zum philosophischen Unterricht. Monatschrift für Höhere Schulen (Berlin) 30: 761-68, December 1931.

An abstract of a lecture delivered at an educational meeting at Kassel on some of the fundamental principles to be considered in philosophical instruction.

946. Guthmann, Johannes. Entwicklung und Selbstentfaltung bei Herbert Spencer. Ochsenfurta, Main, Fritz und Rappert, 1930. 74 p.

An investigation of Herbert Spencer's ideas with regard to the evolutionary development of the psychological faculties and the recognition of spontaneity.

947. Hagan, John E. The Arbeitsschulmethode in Germany. Catholic educational review, 29: 385, September 1931.

948. Hoedt, Georg. Die Frage des Verhältnisses der sittlichen und religiösen Erziehung. Grossenhain, Verlagsdruckerei Hans Plasnick, 1930. 60 p.

A doctoral dissertation written at the University of Bonn. A careful discussion of the question of the content of moral and religious instruction and their relation to each other.

949. **Leuken, Hugo.** Tuisikon Ziller. Seine pädagogischen Reformbestrebungen, geschichtlich und kritisch beleuchtet. Bonn, L. Neuendorff, 1930. 87 p.  
A doctoral dissertation written at the University of Bonn. Under the captions: The formal steps; The cultural historical steps; and The idea of concentration, the author discusses Ziller's contributions to education.
950. **Lindner, P. Benedikt Max.** Prolegomena zu Thomas von Strassburg. Würzburg, St. Rita Verlag und Druckerei, 1930. 45 p.  
The psychology of Thomas of Strassburg is presented.
951. **Mehlhose, Paul.** Folkskollärarutbildningen i fristaten Sachsen. Svensk Läraretidning, 85: 745-55, September 1931.  
A good account of elementary school teacher training in Free State Saxony.
952. **Mühe, Th.** Die Unterrichtsdauer der höheren Schule im Pichte des Hamburger Experiments. Deutsches Philologen-Blatt, 33: 497-500, August 1931.  
The author discusses the experiments of shortening the secondary-school attendance period, replacing a standard 9-year with an 8-year curriculum, as introduced in Hamburg.
953. **Müller, Carl Victor.** Experimentelle Untersuchungen über kindlich Schlussprozesse mit besonderer Berücksichtigung der Vorgänge der Repräsentation. Leipzig, Akademische Verlagsgesellschaft, 1931. 166 p.  
Experimental investigation in the processes by which children reach conclusions, with special reference to the precedence of representation. Begins with a survey of the work of Meumann, Stern, and others in investigating child conclusions and judgments. The author then tries various experiments such as conclusions formed about space direction, time, great-small, similarity, and part-whole relations.
954. Die neuen preussischen Studentafeln. Zentralblatt für die gesamte Unterrichts-Verwaltung in Preussen, 18: 264-69, September 1931.  
Contains official curricula of all Prussian secondary schools in force for the year 1931-32, fixed by decree of the Minister of sciences, fine arts, and public instruction of Prussia, September 14, 1931.
955. Die Reichsschulzählung 1926/27. Die Schule in der Finanzstatistik. Blätter für Schulzählung. Beilage zur Allgemeinen Deutschen Lehrerzeitung, 28: 17-21, September 1931.  
An expository account of elementary and secondary schools with a statistical survey of school finance in Germany for the year 1926-27.
956. **Rohlfing, Adolph.** Der Schuler Austausch mit Spanien. Pädagogische Zentralblatt, 11: 534-43, Oktober 1931.  
A discussion of the pedagogical exchange of students with Spain in the same manner as with England and France.
957. **Schneider, Frederich.** Internationale Pädagogik, Auslandspädagogik, Vergleichende Erziehungswissenschaft. Internationale Zeitschrift für Erziehungswissenschaft. Erster Jahrgang 1931-32, Drittes Heft. p. 392-407.  
The third of a series of articles on the history, nature, methods and results of International education, foreign education, and comparative education. This article deals specifically with educational tendencies among the different nations.
958. **Simon, Eduard.** Klassen und Schülerzahlen der öffentlichen höheren Lehranstalten Preussens Ostern 1931. Deutsches Philologen-Blatt, 39: 449-52, July 22, 1931.  
A statistical report of public secondary schools in Prussia in 1930-31.
959. **Stammer, Hugo.** Die Persönlichkeitspädagogik Ernst Lindes im Zusammenhang mit seiner Philosophie. Würzburg, C. J. Becker Universitäts Druckerei, 1930. 77 p.  
Deals with the personality pedagogy of Ernst Lінде in connection with his philosophy.
960. **Steinmetz, Joseph.** Das Substanzproblem bei Wilhelm Wundt. Düsseldorf, 1931. 50 p.  
The problem of substance according to Wundt with particular reference to its psychological application.

961. Stern, Hans. Über die Freiheit als Gegenstand und Voraussetzung philosophischen Denkens. Würzburg, Konrad Trietsch, 1931. 54 p.

A discussion of freedom as the object and hypothesis of philosophical thinking.

962. Süß, Fritz. Die Einschätzung und Bedeutung der Liebesübungen in der Modernen Pädagogik. Würzburg, George Grasser, 1930. 87 p.

Historical sketch of the development of interest in physical training in Germany from the time of Rousseau through that of Herbart and his followers.

963. Voll, Carola. Experimentelle Untersuchungen über die Grundlagen der fremdsprachlichen Begabung. Leipzig, Johann Ambrosius Barth, 1929. 82 p.

The author reviews the studies previously made to determine special ability in learning foreign languages and recounts the results of her experiments with some 13- and 18-year-old children in an upper real school in Würzburg.

964. Weidel, Karl. Pädagogik und Philosophie. Internationale Zeitschrift für Erziehungswissenschaft. Erster Jahrgang 1931-32. Drittes Heft. p. 338-50.

A discussion of the question as to whether the science of education is an independent science or a mere philosophic discipline.

#### HUNGARY

965. Erzébet, Baranyai. A neveléslélektani kutatás magyar feladatai a tanítás lélektana körében. Szeged, Hungary, Acta litterarum ac scientiarum Reg. Universitatis Hung. Francisco-Josephinae, 1931. 147 p.

Hungarian problems of educational psychology, in the field of psychology of teaching. Comprises: Scope and subject of educational psychology; Aim of educational-psychological research; Organization and field of the educational-psychological research—its general and special problems; General program of a Hungarian educational-psychological institute and expected results; Delimitation of the subject of this study, its method, division of the material; External educational situation; Mental functions. A good bibliography is included.

See also no. 1128.

#### INDIA

966. Bombay. Education department. Report on public instruction in the Bombay Presidency for the year 1929-30. Bombay, Government central press, 1931. 188 p.

967. ——— Supplement to the Report on public instruction in Bombay for 1929-30. Bombay, Government central press, 1931. 201 p.

These two volumes constitute the annual descriptive and statistical report on education in Bombay.

968. Chatterjee, Ramananda. Poet Tagore's university. School and society, 34: 681-91, November 21, 1931.

The story of a school founded 30 years ago by Tagore with the purpose of teaching children naturally in wholesome surroundings. The school has grown into an international university of considerable strength.

969. Meston, W. Problems of changing times in Indian education. South Indian teacher, 4: 419-29, September 15, 1931.

A clear statement of the difficulties that have arisen in education in connection with the Government of India act. Deals mostly with administration.

#### IRISH FREE STATE

970. Donovan, G. The position of Irish to-day. Irish school weekly, 33: 1299-1302, November 23, 1931.

A frank discussion of the attempt to revive the Irish language in the Irish Free State and of the results that have been secured in the past decade. The author believes that the attempt to force the language on the people is a mistake.

## ITALY

971. *Attività dell'Associazione Fascista della Scuola. La Nuova Scuola Italiana*, 9: 4-7, November 1, 1931.

The Fascist school association, into which all prior teachers' organizations were consolidated, includes 1,925 university professors, 1,567 assistant professors, 14,246 principals and teachers of secondary schools, and 88,037 inspectors, directors, and teachers of elementary schools, making a total of 103,775, or 90 per cent of all teachers in Italy. The bimonthly magazine published by the library section of the association has more than 100,000 subscribers.

972. *Bergamaschi, E. Un Esempio di Educazione Rurale, le "Colonie dei Giovani Lavoratori."* *La Nuova Scuola Italiana*, 4: 161-64, November 1, 1931.

A description of the farm colonies for boys near Rome in whose visitors' book, Professor Karstadt, inspector of the ministry of Prussian instruction, wrote: "I hope that institutions like the 'Peace gardens' may be established in my country." The president and founder of the three farm colonies and of the well-known marine schools for boys gives due credit to the American Red Cross for its share in the foundation of the schools.

973. *Ferlini, Also. Lo Studio e l'Osservazione dei Minori Traviati.* *Scuola Nazionale*, 10: 1-8, October 1931.

Discusses the methods of diagnosis and treatment of wayward boys in the institution created by the national organization for the welfare of mothers and children in Italy (*Opera Nazionale Maternità-Infanzia*). The study of the child begins with the home. The form and degree of the deficiency is worked out as far as possible and a decision made as to the boy's probable response to normal educational training. The Government employment bureau has found a place for every boy handled by the institution.

974. *Festa, Andrea. L'Educazione della Donna Indigena in Colonia.* *L'Educazione Nazionale*, 13: 517-19, October 1931.

An extract from a report, "The work of the schools in the colonies," given at the first congress of colonial studies held at Florence, Italy. In the school year 1916-17, the Government school for Jewish girls in Tripoli, "Margherita di Savoia," had an enrollment of 213 pupils; the enrollment now is 697. At present, instruction for Arab girls must be limited to such practical instruction as will make them better homemakers. When the existing prejudice against education of girls has been lessened, it will be possible to raise the standard. Tripoli and Bengasi have two schools exclusively for Mussulman girls, where they learn to sew and weave.

975. *Istituzione dell'insegnamento dell'agricoltura e della contabilità rurale in alcuni Regi istituti magistrali. I—Leggi, Regolamenti e altre disposizioni generali.* *Bollettino Ufficiale*, 53: 2988-89, December 8, 1931.

The subjects of agriculture and rural bookkeeping were introduced into 62 teachers' institutes by Royal decree, no. 1431, August 14, 1931. Two hours a week are assigned to these subjects in the second year of the higher course, and one hour a week in the third year.

976. *Maggiore, Luigi. Per la Difesa della Stirpe.* *La Politica Sanitaria del Regime. Difesa Sociale*, 10: 309-21, July 1931.

A report of the progress made in carrying out the program of the last decade in regard to better living conditions. Medical oversight of physical education, measures for maternity care, the campaigns for the reduction of malaria and adenoidism, and the moral training given by the *Balilla* and *Piccole Italiane* organizations, are discussed at length.

977. *Un Nodo della Riforma Scolastica al Pettine della Realtà.* *Cultura Popolare*, 21: 371-77, October 1931.

The selective principle of the Gentile school reform, in force since 1923, caused special difficulties at the beginning of the school year, October, 1931-32, because of the unusually large number of 12-year-olds, and the general lack of information concerning the benefits of the new postelementary schools called "training schools for work." Suppressing the word "Lavoro" in the sign over the door of the schoolhouse has tended to clear up the misconception. The only industrial school in Milan for postelementary school children had an enrollment of 21 pupils—about equal to the number of its teachers—while 1,500 children were excluded from the *ginnasi* and similar schools in that city.

978. *Peiser, Werner. Die Italiänische Volksschule der Gegenwart.* *Pädagogisches Zentralblatt (Berlin)*, 12: 617-26, December 1931.

An interesting account of the elementary schools in Italy.

979. La relazione della Giunta del Bilancio sulla scuola secondaria di avviamento al lavoro. Nuova Scuola Italiana, 9: 3, October 25, 1931.

A summary of the report presented by the General budget committee to the President of the Chamber of deputies in regard to the enactment into law of the reorganization of the secondary school for training for work. The schools affected are those administered under the decree-law of October 6, 1930, and consist of 400 secondary schools with a 3-year course, 174 industrial and commercial training schools, 185 complete preparatory courses, and 450 incomplete courses. These schools are intended for graduates of the 5-year elementary schools who do not enter the classical or scientific courses.

#### JAMAICA

980. Jamaica. Education department. Annual report of the education department for the year ended 31st December, 1930. Kingston, Government printing office, 1931. 58 p.

An unusually good official report in which the school system is described in some detail and the statistical data for the year are given.

#### JAPAN

981. Tiszone, Pablo L. La Escuela Primaria en el Japón. El Monitor de la Educación Común, 50: 137-43, August 1931.

Report on the public schools of Japan where, during a stay of some weeks, the writer studied the elementary schools. There is no adult illiteracy in the population of 80,000,000, and no child lacks school privileges. The modern school of the western nations has been introduced without weakening the native traditions and customs or destroying the unity and patriotism of the Japanese. In 1868, Japan had no public and but few private schools. The author says that much of Japan's strength and unity is due to the calibre of its elementary school teachers and their cooperation with the home in discovering and correcting waywardness and defects in the children. The result is that every Japanese student is interested in the vital problems of his country and ready to sacrifice his personal advantage to it.

#### KOREA

982. Keng, Han Fong. Koreanisches Schulwesen in alter und neuer Zeit. Allgemeine Deutsche Lehrerzeitung, 35: 682-83, August 1931.

A brief account of schools in Korea [Chosen].

#### LUXEMBURG

983. Schneider, Ernst. Die Entwicklung und aktuellen Entwicklungstendenzen der Zahnheilkunde im Luxemburg. Bonn, J. F. Carthans, 1931. 91 p.

This study of the development and development tendencies of dentistry in Luxemburg contains material on the educational requirements for those entering the dental profession.

#### NEAR EAST

984. Near East college association, incorporated. Annual report, 1930-1931. New York, Near East college association, 1931. 78 p.

An illustrated bulletin containing the reports for the year of the American university at Beirut, Constantinople woman's college, Robert college, International college of Smyrna, Athens college, and the American college of Sofia.

#### NETHERLANDS

985. Weigh, Egon. Die Volks- und Mittelschulen in Holland. Pädagogisches Zentralblatt, 11: 568-89, November 1931.

An abstract of the introduction to a statistical treatise of the folk and middle schools in Holland in 1929, published under the direction of the Central bureau for statistics in 's Gravenhage.

## NEW ZEALAND

986. New Zealand. Minister of education. Child welfare, State care of children, special schools, and infant-life protection. Wellington, W. A. G. Skinner, 1931. 5 p.
987. ——— Education: primary education. Wellington, W. A. G. Skinner, 1931. 38 p.
988. ——— Education of native children. Wellington, W. A. G. Skinner, 1931. 10 p.
989. ——— Higher education. Wellington, W. A. G. Skinner, 1931. 18 p.
990. ——— Manual and technical education. Wellington, W. A. G. Skinner, 1931. 12 p.
991. ——— Report . . . for the year ending December 31, 1930. Wellington, W. A. G. Skinner, 1931. 36 p.
992. ——— Secondary education. Wellington, W. A. G. Skinner, 1931. 23 p.
993. ——— Teachers' superannuation fund. Wellington, W. A. G. Skinner, 1931. 6 p.

The eight publications listed above make up the regular annual official reports on education in New Zealand. They are largely statistical.

## NICARAGUA

994. Paniagua, Frutos. La Sanidad en Nicaragua. Boletín de la Oficina Sanitaria Panamericana, 10: 1417-26, November 1931.

Some items relating to schools in Nicaragua are included in this extract from the report presented by the Minister of hygiene and public welfare to the National congress of Nicaragua.

## NORWAY

995. Norges Offisielle Statistikk. VIII. 163. Skolevesenets Tilstand, 1928-29. Oslo, H. Aschehoug and Co., 1931. 63 p.

Official statistics on education in Norway for the year 1928-29. Published by the Ecclesiastical and education department.

996. Qvamme, Borre. Education in Norway and the United States: a comparison. American Scandinavian review, 19: 615-16, October 1931.

The author compares secondary and higher education in Norway with that in the United States.

## PERU

997. Peru. Dirección general de enseñanza. Programas analíticos de instrucción primaria. 1931. Lima, Imprenta "San Cristobal," 1931. 170 p.

The official programs for primary instruction in Peru.

## POLAND

998. Felinski, M. The Ukrainians in Poland. London, Published by the Author, and printed by Reynolds & Co., Ltd., 1931. 173 p.

Contains a chapter on Statistical review of schools for Ukrainians in Poland.

## SANTO DOMINGO

999. Secondary school reform. Revista de Educación, 8: 185-98, November 25, 1931.

Official orders dated July 1 and September 25, 1931, require the presence of the teacher of the next higher class at final examinations in the grade schools; and fix the minimum age for entrance to secondary schools at 12 years.

## SCOTLAND

1000. Boyd, William. American life and education. I-V. Scottish educational journal, 14:1260-61; 1290-91; 1334-35; 1353-54; 1376-77, November 20-December 18, 1931.

Contains: 1. America through six pairs of eyes, p. 1260-61; 2. The American people, p. 1290-91; 3. Civilization in the melting pot, p. 1334-35; 4. The American philosophy of life, p. 1353-54; 5. The American child, p. 1376-77.

An entertaining and, on the whole, very fair series of five articles written by an exchange professor from Scotland who with his wife and four children spent a year in the United States and Canada. Professor Boyd taught at Columbia university and Ohio State university and delivered lectures in other cities. His articles are wholesome reading for any American.

1001. Curricula from twelve to fifteen: A valuable survey from Scotland. [London] Times educational supplement, 864, 22: 441, November 21, 1931.

A review of a survey just made and reported by the Scottish Council for research in education. It deals with the school years in organization of instruction in Scotland that are commonly those of children in what is termed the "advanced division." This division is considered to be a part of secondary education but intended for those that do not expect to study later in universities.

1002. Great Britain. Scottish education department. Education, general reports for the year 1929-30 on education in Scotland, by His Majesty's chief inspectors of schools. London, His Majesty's Stationery Office, 1931. 92 p.

A part of the annual official report on education in Scotland.

1003. ——— Training of teachers. Report, statistics, etc., 1928-30. London, His Majesty's Stationery office, 1931. 38 p.

The official report on the training of teachers in Scotland.

1004. Lischka, Charles N. Organization of the Scottish system of elementary education. Catholic educational review, 29: 458, October 1931.

1005. Low, H. B. Relation of reading comprehension to arithmetical ability. Scottish educational journal, supplement, vol. 14, no. 6, December 1931. 7 p.

The report of an experiment made to determine to what extent ability in solving arithmetical problems is correlated with ability to comprehend the significance of printed matter.

1006. Marwick, William H. Adult education in Glasgow 80 years ago. In Proceedings of the Royal philosophical society of Glasgow, 129th session, 1930-31. p. 86-96.

An interesting account of the beginnings of adult education in Glasgow.

1007. National economy order, 1931. [Education, Scotland] Scottish educational journal, 14: 1097, October 9, 1931.

The text of the orders in council giving effect to the provisions of the National economy act. Includes also the English order dealing with the reduction of teachers' salaries.

1008. The provision made in Scotland for the abnormal child. Scottish educational journal, 14: 1293-94, November 27, 1931.

A summary of the work being done in Scotland for abnormal children.

1009. Scottish council for research in education. Committee on advanced division curriculum. Curriculum for pupils of 12 to 15-years. London, University of London Press, 1931. 843 p.

The proposal to raise the school-leaving age in Scotland from 14 to 15 called forth this investigation into the curriculum of studies to be offered young people who will leave the day schools at 15. A well-arranged study.

1010. Sheridan, Clarence A. Adult education: a criticism. Scottish educational journal, 14: 1287, November 27, 1931.

The author contends that adult education has no cohesion and no sequence, that organized courses should be arranged and certificates granted for their successful completion.



1011. Tripartite schemes of work for primary classes. *Scottish educational journal*, 14: 1157-58, October 23, 1931.

The Dundee Head-teachers' association recently worked out a course of study for primary schools in such a way that the pupils are to be divided into three sections—bright, normal, and dull. It is being tried out in most of the Dundee schools during the present session. The article above, by J. W., is an account of this scheme.

1012. Woddis, M. J. Captain Osbert Sitwell on education and the crisis. *Scottish educational journal*, 14: 1136-37, October 16, 1931.

The report of an interview that was mostly couched in general terms and offered little for the solution of the difficult situation in the schools of the British Isles.

## UNION OF SOUTH AFRICA

1013. Transvaal. Education department. Report for the year ended December 31, 1930. Pretoria, Government printer, 1931. 172 p.

The annual official descriptive and statistical report of education in Transvaal.

## SOVIET UNION

1014. Bollig, Richard J. The German Catholic schools in southern Russia. Washington, D. C., Catholic education press, 1931. 31 p.

1015. Jones, B. Mouat. Russia in the melting pot: the State as schoolmaster. *National education (New Zealand)*, 13: 523-54, November 1, 1931.

The author, as principal of the Manchester school of technology, describes the attempt of the Soviet Union to train about 120,000 graduate engineers and 185,000 technicians to carry out the five-year plan. He visited the Union and saw much in the technical institutions that he thinks commendable.

1016. Orford, E. J. Education in Russia. *Schoolmaster and woman teacher's chronicle*, 120: 652-53, October 29, 1931.

A descriptive account of schools in Russia where the author states, "there is no tradition to hamper, no tradition based on a dead and different past, of what a child ought to know or be able to do when he leaves school."

1017. Pervyi Vserossiiskii s'yezd po Polytekhnikeskomu obrazovanyu. Moskva-Leningrad, Narkompros, 1931. 570 p.

An account of the work of the first All-Russian congress on Polytechnical education in the Soviet Union, held in August, 1930, at Moscow.

1018. Salmond, J. D. Reorganizing Russia. Education in the Soviet Union. *National education (New Zealand)*, 13: 587-88, December 1, 1931.

A brief survey of the present educational conditions in Russia.

1019. Tambovtsev, Serge Pavlovich. Technical education in the Soviet Union. *Economic review of the Soviet union*, 6: 436-39, October 1931.

The author outlines the reorganization of technical education in the Soviet Union.

## SPAIN

1020. La Reforma de la Preparación del Magisterio en España. *Revista de Pedagogía*, 10: 464-68, October 1931.

The full text of the decree of September 29, 1931, which makes a radical change in the method of training the elementary school teachers in Spain, and which prohibits granting a teacher's certificate to secondary-school graduates on passing examinations in pedagogy, teaching practice, and music. The number trained is determined by the number of teachers needed. Graduates are assigned to posts immediately and confirmed at the end of a year's probation, if the work is satisfactory.

1021. La Reforma de las Normales. *Escuela Moderna, Suplemento*, 41: 1400, 1417, 1436, September 12, 16, 19, 1931.

The Minister of public instruction announced that the reform of the normal schools would be effected in September, 1931, entrance examinations given in October, and the courses begin in a single normal school in each province in November. The courses are 8 years in length, exclusively pedagogical in character, and the number allowed to

enroll therein is not to exceed the demand for teachers, consideration being given to the number of unemployed teachers, and to the number that study independently for teacherhood.

1022. Spain. President and Minister of public instructions. Decreto constituyendo una Fundación nacional para investigaciones científicas y ensayos de reformas. Boletín Oficial del Ministerio de Instrucción Pública y Bellas Artes, 22: 141-43, July 31, 1931.

The decree of July 2, 1931, announced the establishment of a National foundation for scientific investigations and the testing of reforms. This institution succeeds the Board for the extension of studies and scientific investigations created in 1907, which was limited to the Department of public instruction. Beneficiaries of the new organization will include the ministerial departments, provinces, cities, public and private associations, foundations, and private individuals. Means will be devised for developing the ability of the personnel of the Government service.

1023. ——— [Elementary schools] Decree dated September 8, 1931. Boletín Oficial del Ministerio de Instrucción Pública y Bellas Artes, 22: 440, September 22, 1931.

The new republic had opened 7,000 elementary schools but being unable to meet the demand for new schools, abrogated the decree of May 21, 1931, now allowing private schools to remain open where the public schools are insufficient in number.

1024. ——— Exchange of students and of information. Boletín Oficial del Ministerio de Instrucción Pública y Bellas Artes, 22: 138, 358, July 31, September 4, 1931.

The decree of July 10, 1931, authorized the exchange of Spanish and German students for the summer vacation schools. Effort will be made to effect such exchange with English, French, and other students. The initiative was taken by the Instituto Escuela of Secondary education at Madrid and the work is carried on there by the Board for extension of studies.

1025. ——— [Music and drama] Decrees dated September 15, 1931, fixing duties of the Junta nacional de la Música y Teatros Líricos. Boletín Oficial del Ministerio de Instrucción Pública y Bellas Artes, 22: 460-62, September 25, 1931.

One of the decrees cited above requires the National Music and Lyric-Theatrical Board to develop the extensive program which is outlined, during the next six years; the other directs special attention to the mystery play "El Misterio de Elche" or "La Festa," which is sung every year by residents of the city of Elche and which draws many tourists to the locality. Foreign appreciation of Spanish music is to be increased by the orchestras and choruses that the Spanish Government will assist in sending abroad, especially to Spanish America.

1026. ——— The new programs of the universities. Boletín Oficial del Ministerio de Instrucción Pública y Bellas Artes, 22: 441-42, September 22, 1931.

Shows the cancellation of the former university programs by decree of May 13, 1931; the same issue has the new programs for the school year 1931-32 for the faculties of law and medicine (pages 440-41), and that of the new 5-year course of the faculty of sciences in the University of Madrid, leading to the title of "Químico diplomado."

1027. ——— School libraries and books. Boletín Oficial del Ministerio de Instrucción Pública y Bellas Artes, 22: 373-74, 438-39, September 8-22, 1931.

Better books at a lower cost, and adequate provision, is the purpose of the decrees of August 7 and 22, and September 8, 1931, referred to above. Every library under the jurisdiction of the Ministry of public instruction, whether national, provincial, or municipal, is required to have a circulating section prepared to lend textbooks as well as other books. The single textbook, adopted for the elementary schools in Italy, is not approved in Spain, despite its cheapness.

1028. Spain. President and Minister of public instruction. [Teachers salaries] Decree dated June 23, 1931. Boletín Oficial del Ministerio de Instrucción Pública y Bellas Artes, 22: 281, August 21, 1931.

The minimum salary of public-school teachers in Spain was increased to 3,000 pesetas a year, from July 1, 1931. The additional amount, nearly three million pesetas, was divided between 1,800 teachers with a salary of 2,500 pesetas, and 5,033 teachers, with 2,000 pesetas.

## SWEDEN

1029. Barnens uppdelning i begåvningslinjer. Svensk Lärartidning, 433 949-51, Oktober 1931.

A discussion of the advisability of segregating pupils into intelligence groups for purposes of instruction

1030. Danell, Gideon. Seminarieorganisationen. Folkskollärarnas Tidning (Stockholm), 48: 1088-91, December 1931.

A criticism of seminary organization recently proposed by the Royal board of education.

1031. Franzén, J. Svensk Lärartidning genom 50 år. Svensk Lärartidning (Stockholm), 49: 1003-09, December 1931.

A retrospective review of the life of the periodical, Svensk Lärartidning, and its attitude toward outstanding educational problems as seen by one of its former editors on the occasion of its fiftieth anniversary.

1032. Ljunggren, C. August. Hälsoarbetet i Folkskolan. Folkskollärarnas Tidning (Stockholm), 49: 1114-15, December 1931.

A discussion of the furtherance of work in hygiene in the elementary schools.

1033. Seminarieorganisationens omfattning. Svensk Lärartidning, 47: 1047-49, November 1931.

The proposed reorganization in Sweden of the institutions for the training of elementary teachers.

1034. Sveriges Offentliga Bibliotek. Accessions-Katalogue 45, 1930. Stockholm, P. A. Norstedt & Söner, 1931.

An accession catalogue published by the Royal library, of foreign publications, through 1930, of the public libraries in Sweden. Of foreign works published before the decade ending 1930 only the most important are included. A list of foreign universities and high schools with which an exchange of publications is carried on is also included.

1035. Den tilltänkta seminarier reformen, Svensk Lärartidning (Stockholm), 48: 1076-78, December 1931.

An eclectic criticism of the proposed seminary reform.

1036. Vik, Fridtjov. Fysikk-sloyd. Skolebladet (Oslo), 48: 617-18, November 1931.

An account of a summer course in physics and sloyd for teachers given at Göteborg, Sweden, in 1931.

## SWITZERLAND

1037. Lejeune, Eduard und Lejeune, Gustav. [Student reminiscences] Pestalozzianum (Zurich), 48: 25-28, November 1931.

Intimate pictures of life in Pestalozzi's institute at Yverdon, 1807-1811, from letters of two of its pupils.

1038. Schmoller, G. Hulligerschrift und experimentelle Schriftkunde. Schweizerische Lehrerzeitung (Zurich), 49: 574-77, December 1931.

An interesting account of the motor activities necessary in writing the letters H and M. The author thinks that any worth-while reform in writing must be based upon the needs and abilities of the child.

## SYRIA

1039. Raguey, L. Évolution de l'enseignement en Syrie sous le mandat Français. L'Enseignement public, 106: 222-44, Novembre 1931.

An excellent descriptive account of the evolution of education in Syria under the French mandate, from an authoritative source.

## PROCEEDINGS, REPORTS, AND OFFICE OF EDUCATION PUBLICATIONS

Martha R. McCabe

### PROCEEDINGS OF ASSOCIATIONS

1040. American association of collegiate registrars. Proceedings of the eighteenth national convention, Memphis, April 15, 16 and 17, 1930. Harrisburg, Pa., The Evangelical press, 1930. Bulletin of the American association of collegiate registrars, n. s. 5: 1-273, October 1930.

Contains: 1. L. B. Hopkins: What lies behind the methods of personnel? p. 21-30. 2. Adam L. Jones: A selective system of admission to college, p. 33-42. 3. H. M. Showman: Academic records of colleges which have gone out of existence, p. 72-75; discussion, p. 75-78. 4. Cary E. Melville: Extracurricular activities and their methods of control, p. 79-81. 5. J. P. Mitchell: What important contributions to educational administration should registrars attempt to make in the next few years, p. 121-128. 6. F. B. O'Rear: The possible scope of a handbook for registrars, p. 129-135. 7. Harold M. Smith: Credentials of Chinese students, p. 136-145. 8. John L. Grant: Uniform standard in grading, p. 146-154. 9. Mary T. Moore: Registration and sectioning, p. 203-206. 10. Sister Mary Fidella: Grouping students according to ability tests, p. 209-212. 11. G. N. Harward: The registrar's part in curriculum building, p. 217-222.

1041. American association of university women. Fiftieth anniversary and seventh national convention (Forty-third general meeting) Hotel Statler, Boston, Mass., April 8-11, 1931. Proceedings. Washington, D. C., The Association, 1931. 309 p.

Contains: Minutes of business sessions, committee reports, etc. Also, 1. Dorothy Canfield Fisher: Learn or perish as college women, p. 68-78. 2. John Erskine: Fine arts in the college, p. 78-81. 3. George D. Stoddard: Research in early behavior manifestations, p. 82-92. 4. C. S. Boucher: Current chapters and experiments in the liberal-arts college, p. 201-212. 5. Laura Zirbes: The present status of the elementary school, p. 106-115. 6. Augusta Bronner: The clinical approach to the study of childhood and adolescence, p. 127-135. 7. E. D. Grizzell: Current changes and experiments in secondary education, p. 147-156. 8. J. J. Oppenheimer: Current changes and experiments in the junior college, p. 170-187.

1042. American home economics association. Proceedings twenty-fourth annual meeting, Detroit, June 22-27, 1931. Baltimore, Md., The Association, 1931. 94 p. tables. (Bulletin of the American home economics association, series 14, no. 1, September 1931)

This report contains the proceedings of the business sessions of the association. Papers and abstracts of papers are published in the October number of the Journal of home economics.

1043. Association of Kentucky colleges and universities. Proceedings of the fifth annual meeting, University of Kentucky, January 18, 1930. Lexington, University of Kentucky [1931] 61 p.

Contains: 1. H. L. Donovan: Changing conceptions of college teaching, p. 7-18. 2. Paul H. Farrier: A study of the quarter system, p. 19-29. 3. Ezra L. Gillis: Report on freshman grades, p. 30-37. 4. Frank L. Rainey: The history of the twenty-five years of the Association of Kentucky colleges and universities, p. 38-51. 5. Clarence M. Dannelly: Religion on the college campus, p. 52-61.

1044. Association of military colleges and schools of the United States. Report of the eighteenth annual conference, March 24, 25, 26, 1931, Mayflower Hotel, Washington, D. C. Oconomowoc, Wis., The Oconomowoc enterprise, inc., 1931. 145 p. (Major H. H. Holt, St. John's military academy, Delafield, Wis., secretary-treasurer)

Contains: 1. A. W. G. Dewar: The tuition refund in military schools, p. 26-29. 2. Edward L. King: Relations with the War Department, p. 30-35. 3. E. D. Grizzell: Some features of the standardized testing program, p. 79-95. 4. William John Cooper: Shooting straight, p. 105-110. 5. William Scott Gray: Deficiencies in reading achievement and their treatment, p. 111-120. 6. ——— Summary of suggestions relating to reading, p. 120-128.

**1045. Association of urban universities.** Proceedings of the sixteenth and seventeenth annual meetings . . . 1929 and 1930. In Cincinnati, Ohio, November 14, 15, 16, 1929. Eighth report. [Buffalo, N. Y., The Association of urban universities, 1931] 190 p. (C. S. Marsh, secretary, University of Buffalo, Buffalo, N. Y.)

Contains: 1. A. Z. Reed: Social desirability of evening or part-time law schools, p. 28-41. 2. William M. Lewis: The Lafayette plan, p. 54-63. 3. Thomas A. Budd: The alumni return to college, p. 63-71. 4. A. D. Mead: Community service through research, p. 76-87. 5. C. E. Clewell: Relation of an urban university placement service to the business interests of a metropolitan area, p. 88-99; discussion, p. 99-114. 6. George Walk: Student social relationships at Temple university, p. 118-126. 7. Theodore J. Grayson: The attitude of the undergraduates toward the evening school curriculum, p. 127-144.

**1046. College personnel officers.** Conference proceedings, held at Oberlin college, October 27 and 28, 1930. Edited by J. Anthony Humphreys, director of personnel service, Oberlin college. Oberlin, Ohio, Oberlin college, February 1931. 60 p. diagr. mimeographed.

This conference was held in cooperation with the American council on education and the Personnel research federation. Contains: 1. Herbert A. Toops: The testing program in college personnel work, p. 5-10. 2. L. D. Hartson: The validation of scales used for rating candidates for admission to college, p. 11-22. 3. G. E. Estabrooks: A project in personality development, p. 25-26. 4. A. J. Brumbaugh: The future of college student personnel service, p. 28-32. 5. Mrs. Chase G. Woodhouse: Techniques of vocational counseling for women, p. 33-34. 6. Edward S. Jones: The technique of interviewing on the college level, p. 35-37. 7. Mabelle A. Blake: Techniques of coordinating student personnel activities, p. 38-41. 8. B. C. Clothier: Techniques of coordinating personnel activities, p. 42-47. 9. D. S. Hanchett: The technique of coordinating college personnel activities, p. 48-55. 10. Roster of those attending the conference, p. 58-60.

**1047. Cummings, James E.** Proceedings of Catholic educational meetings. Catholic educational review, 29: 425-31, September 1931.

This is a résumé of the important features of several Catholic educational meetings, including the National Catholic educational association, the National Benedictine educational association, the Franciscan educational conference, Jesuit educational meetings, Educational conference of the Divine word fathers, and Catholic educators at the National education association.

**1048. Illinois. University. High-school conference.** Proceedings . . . November 20, 21, and 22, 1930. Edited and compiled by the High-school visitor. Urbana, published by the University of Illinois, 1931. 327 p. tables, diagr. (University of Illinois bulletin, vol. xxviii, no. 16, December 16, 1930)

Contains: 1. F. L. Bacon: What shall we teach?—digest, p. 18. 2. L. E. Gignilliat: Curriculum changes in a private school, p. 13-19. 3. L. R. Marston: The shifting emphasis in education, p. 19-26. 4. J. B. Nash: Administration of physical education and health in the light of general education needs, p. 26-32. 5. P. W. Chapman: Vocational efficiency, p. 32-37. 6. L. V. Koos: The progress of reorganization in secondary education, p. 44-47. 7. R. M. Hutchins: The reorganization of the University of Chicago, p. 53-56. 8. L. W. Harker: What the modern farmer expects of his teacher, p. 57-62. 9. A. C. Kinsey: Vitalizing the biology course, p. 68-69. 10. Classics section—Latin, p. 76-83. 11. Commercial section, p. 84-97. 12. English section, p. 98-132. 13. Geography section, p. 133-145. 14. History section, p. 146-157. 15. High-school library section, p. 158-163. 16. Home economics section, p. 169-186. 17. Industrial arts section, p. 187-195. 18. Journalism section, p. 196-207. 19. Mathematics section, p. 208-225. 20. Modern language section, p. 226-235. 21. Music section, p. 236-254. 22. Physical education, section, p. 255-258. 23. Physical science section, p. 259-325. 24. Dean of girls section, p. 326-327.

**1049. Minnesota school board association.** Proceedings of the tenth annual meeting held at the St. Paul hotel, St. Paul, Minnesota, February 18-19, 1931. Minneapolis, Minn., The Association, 1931. 59 p. (John E. Palmer, Montevideo, Secretary-treasurer)

Contains: 1. Belva Snodgrass: High-school journalism, p. 9-13. 2. Dean Schweikard: Vocational training, including agriculture, p. 15-18. 3. J. H. Hay: The teaching of cooperation in public schools, p. 23-24. 4. J. M. McConnell: Advancing standards of schools, p. 24-30.

1050. National association of principals of schools for girls. Proceedings of the twelfth annual meeting, February 19, 20, 21, 1931, Hotel Statler, Detroit, Mich. 193 p. (Sara F. Ellis, secretary-treasurer, The Ellis school, Pittsburgh, Pa.)

Contains: 1. Harry Peters: How shall we teach history, making use of all the efforts to promote internationalism and world peace, p. 7-28. 2. S. Ralph Powers: Science courses in the preparatory school, p. 40-59. 3. Dean Boucher: The new plan for the University of Chicago, p. 71-80. 4. Paul M. Reading: The case conference method of ethical education, p. 88-108. 5. Julius S. Bixler: Religious education, p. 124-137.

1051. National association of public-school business officials. Proceedings of the twentieth annual meeting . . . Richmond, Va., May 19th, 20th, 21st, 22nd, 1931. Trenton, N. J., MacCrellish & Quigley Co., 1931. 84 p.

Contains: 1. William John Cooper: "A houses divided," p. 31-38. 2. N. L. Engelhardt: Some general implications of school business administration arising out of the present economic conditions, p. 44-55. 3. B. W. Hibbert: They why and how of a semi-standard supply list, p. 55-87. 4. D. C. Todd: The proper working relationship between a Board of education and its officers, etc., p. 87-73. 5. E. T. Stretcher: Civic use of buildings, p. 73-76. 6. C. H. Hirst: The school plant, p. 76-84.

1052. Ohio state educational conference. Proceedings eleventh annual session, Thursday, Friday, and Saturday, April 9, 10, and 11, 1931. Columbus, The Ohio state university, 1931. 544 p. illus. diagra. (The Ohio state university bulletin, volume xxxvi, number 3, September 15, 1931)

The program of this conference, as stated in the foreword, was organized to reemphasize development of proper conceptions of childhood and youth, and the realization of the youth's utmost possibilities, to which a college of education should devote its energies in the proper training of teachers. The topics cover a wide field as presented in this volume; the speakers were selected from among those outstanding in their special fields; many of the subjects are treated briefly.

1053. Presbyterian educational association of the South. Minutes of the eighteenth annual meeting. Montreat, N. C., June 30-July 5, 1931. Louisville, Ky., The Association, 410 Urban Building, 1931. 39 p.

Contains: 1. B. F. Cooper: The present status of the junior college, p. 9-10. 2. Robert L. Kelly: The place of a church-related college in a changing community, p. 22-27. 3. B. Warren Brown: The liberal-arts college movement, p. 27-29. 4. Statistics of our educational institutions, p. 30-39. The statistics furnished are for Presbyterian theological seminaries, training schools, training schools for colored people, Presbyterian colleges, affiliated Presbyterian college, Presbyterian junior colleges, and affiliated junior college, Presbyterian secondary schools, mountain schools—secondary and elementary, Mexican mission schools, orphans' homes and schools. To the above statistics is added a table of comparative educational data of 13 Protestant denominations for 1930.

1054. Public-school business officials' association of the State of California. Proceedings of the fourth annual convention . . . Hotel Californian, Fresno, Calif., March 12-14, 1931. 122 p.

Contains: 1. Andrew P. Hill: What the State department is doing to improve school-building construction, p. 56-66. 2. J. H. Bradley: Financial school-building program, p. 72-74. 3. Ira W. Coburn: Construction of schools from a contractor's point of view, p. 80-84. 4. John J. Donovan: Professional relations between the architect and school board, p. 89-96. 5. W. E. Whalin: Strange things I have seen in school buildings, p. 102-105. 6. H. M. Monroe: The creative side of business administration, p. 107-111.

1055. Schoolmen's week, Philadelphia. Eighteenth annual proceedings. Joint meeting, Southeastern convention district of the Pennsylvania State educational association, March 18-21, 1931. Philadelphia, The press of the University of Pennsylvania, 1931. 597 p. tables, diagra. (University of Pennsylvania. School of education. Bulletin, vol. xviii)

Contains: W. C. Bagley: The School of the air, p. 1-7. 2. Margaret Harrison: The teacher's use of radio, p. 7-11. 3. T. E. Finegan: Big business and education, p. 11-21. 4. William McAndrew: Where are we now? p. 21-27. 5. William John Cooper: Trends in rural school legislation, p. 29-33. 6. County unit of administration, p. 44-72. 7. Teacher training, p. 72-135. 8. Diagnostic measurements and remedial instruction,

p. 185-211. 9. Educational measurements in secondary schools, p. 211-223. 10. The behavior problem child, the school and the community, p. 223-241. 11. J. N. Rule: The financing of public education in Pennsylvania, p. 241-251. 12. H. J. Stack: The use of visual education in the teaching of safety, p. 255-261. 13. Educational values of the puppet-show as a junior-high school activity, p. 275-283. 14. Directing learning in the secondary school, p. 283-295. 15. The junior high school—a retrospect, p. 295-310. 16. Secondary school conferences (commercial studies, English, geography, Latin, history, industrial education, mathematics, modern languages, music) p. 501-591.

### REPORTS

1056. Australian council for educational research. First annual report, 1930-1931. Melbourne, Victoria, Brown, Prior & Co. Pty., Ltd., 1931. 45 p.

Contains: Historical account of establishment of Council; Constitution; Report of the Executive officer for period ending June 30, 1931; State Institutes for Educational research; Educational research in Australia prior to establishment of Council.

1057. Birmingham, Ala. Board of education. Report of progress, Birmingham public schools, September 1, 1921, to August 31, 1931. Birmingham, Ala., The Board, 1931. 353 p. Illus. diags. tables.

Shows the development in the various parts of the school system by years; the subjects dealt with are in six sections, as follows: Part I, Administration; Part II, Instruction; Part III, Property; Part IV, Statistics; Part V, School census; Part VI, Finance.

1058. California. State department of education. Survey of school conditions in Santa Ynez union high school district. Directed by Andrew P. Hill, Jr. Sacramento, California state printing office, 1931. 57 p. tables, diags.

The survey presents the nature of the community and its organization, the growth in school population, the high-school accommodations, housing accommodations of the elementary schools; discusses the type of educational program needed, and district finances. The final chapter is devoted to recommendations for consolidation.

1059. Chicago principals' club. Sixth yearbook. Character education. Edited by Vernon L. Bowyer, Olice Winter, Gilbert H. Wilkinson, *chairmen*. Chicago, Published by the Chicago principals' club, 1931. 292 p. tables.

Contains: Part I. Progress in character education, p. 3-65. Part II. Character education plans and ideas found in the Chicago public schools. Part III. Studies in character education in the Chicago public schools. Summaries of practice are given in the elementary schools, the junior and senior high schools, normal school, and special schools.

1060. Cleveland. Board of education. Division of adult education. The educational and occupational status and interests of evening-school pupils with inferences pertinent to adult education. Cleveland, Ohio, Board of education, 1931. 127 p. tables, diags. (Adult education bulletin, series 4, number 3)

Sets forth the guidance and research program for the evening schools, the method of obtaining information regarding the pupil personnel, the tabulations resulting, showing enrollment of evening-school pupils, grade levels, the courses; gives an analysis of leisure time as reported by evening-school pupils, difficulties encountered by pupils, reading interests, occupational information, standardized tests and results of the tests, including the Ohio state psychological test, form 17.

1061. Institute for education by radio. Education on the air; second yearbook of the Institute for education by radio. Edited by Josephine H. MacLachy. Columbus, Ohio state university, 1931. 301 p.

This study reports on: I. National aspects of education by radio; II. Organization of radio education; III. Activities of college stations; IV. Radio in the schoolroom; V. Technical aspects of radio; VI. Investigation in radio education; VII. Presenting chain programs.

1062. Institute of international education, inc. Fellowships and scholarships open to foreign students for study in the United States. . . . New York, The Institute, 1931. 114 p. (Twelfth series, Bulletin no. 2, October 1, 1931)

This is the latest edition of the list which was first issued in 1923. It furnishes valuable information for mature foreign students who wish to continue their studies in

the United States, but who are not able to do so without some form of grant to help pay expenses.

1063. International council of religious education. Yearbook, 1931. Reports, minutes, and directory. Chicago, Ill., The International council of religious education, 1931. 275 p. tables, diags. illus.

Contains: Part I. Officers, committees, and reports; Part II. Minutes of annual meeting; Part III. Directory.

1064. Julius Rosenwald fund. Review for the year. [by] Edwin R. Embree. Chicago, Ill., The Fund, 1931. 38 p.

Presents the following: The place of universities in the Southern renaissance, p. 10-16. The year's work—public schools for Negroes, p. 17-20; Negro health; general education, p. 31; social studies, p. 31-34.

1065. League of nations. Educational survey. Geneva, Secretariat of the league of Nations, 1931. 112 p. (Volume II, no. 2, September 1931)

The material is presented in three parts. Part I. O. Halecki: University teaching of international questions in faculties of the humanities, p. 13. 2. Willy Viehweg: A German conception of the teaching of geography as a means of promoting international understanding, p. 28-32. 3. Iunius: The Nordic school in Geneva, p. 33-40. 4. John E. Barton: An international center at Elsinore, Denmark, p. 37-40. 5. Carl Henry: A study course in international affairs, p. 41-43. 6. M. Poberezski: Student conferences, p. 44-52. 7. Gordon Troup: International student vacation camps and their peaceful possibilities, p. 59-62. 8. George Milsom: The Junior red cross and the rapprochement of nations, p. 63-71. 9. World good-will day telephone conversation, communicated by the National council for the prevention of war, Washington, D. C., p. 72. Part II. How to make the League of nations known and to develop a spirit of international understanding cooperation, p. 77-96. Part III. Official section—reports, digests, and extracts, p. 97-112.

1066. National council of teachers of mathematics. The fifth yearbook. The teaching of geometry. New York city, Teachers college, Columbia university, 1930. 206 p. diags.

The study is intended to supplement and assist the National committee which has been appointed by the two associations interested in mathematics, viz, the Mathematical association of America, and the National council of teachers of mathematics. The object is to investigate the advisability of a combined one-year course in plane and solid geometry, and to stimulate discussion of this subject among the teachers of mathematics and others interested.

1067. Newark, N. J. Board of education. Department of reference and research. A school-building survey. Newark, N. J., The Board, 1931. 57 p. tables, diags. mimeographed.

Presents material on: The problem, population, school enrollment, building trends, capacity and condition of buildings in relation to school enrollment, and a tentative building program for 1931-1940.

1068. Sears, Jesse B. Sanger elementary school survey. A report of a study of the elementary schools and of their relationship to the high school of the district. . . . Sanger, Calif., Board of education, 1931. 84 p. tables.

Shows conditions as to the operation of the schools at the elementary-school level, with an evaluation of "the policies, plans, procedures, and products," and furnishes recommendations for changes and improvements when necessary. Studies the school program, the school staff, the curriculum, progress and achievement of the pupils, the business management, and costs. Found an unusual situation of good policies, good aims, and management, but poor results as to school products. The report attempts to clear up this anomalous situation and to show reasons for encouragement in the future.

1069. Secondary education board. Annual report for 1930, including the minutes of the annual conference of 1931, [held at Taft school, Watertown, Conn., on Friday, February 20, and Saturday, February 21, 1931] Milton, Mass., Executive secretary, 1931. 34 p.

Contains besides the reports of secretary, treasurer, executive secretary, the chairmen of executive committee, and of Bureau of research committee, the schedule of examinations, and other miscellaneous information.



## COURSES OF STUDY

1070. **Baltimore.** Department of education. Geography course for grades 4, 5 and 6. Baltimore, The Department, 1931. 328 p. tables, diags., maps.

A course built upon the new interpretation of geography as a study of the relationships existing between man and his natural environment. With this viewpoint, the compilers have presented the essential elements in geography work, with units for the different grades, with copious suggestions for materials and methods to be used and for the major objectives to be attained.

1071. ——— History course of study for grades four, five, and six. Baltimore, Department of education, 1931. 262 p. diagr.

The arrangement of this course is on the single cycle basis, presenting the whole stream of world history from the beginning to date. Suggestions are given concerning the use of the units, and six major objectives are mentioned.

1072. Course of study in social studies, elementary grades, 1931. Joliet, Ill., Joliet public schools, School district no. 86, Will County, Ill., 1931. 425 p. mimeog.

Emphasizes the unit plan of treatment, with objectives, subject matter, activities, references, treatment suggestions, modern type tests and outcomes included for each.

1073. **Kentucky.** State board of education. Teachers' manual and courses of study for the elementary schools . . . Frankfort, Ky., State board of education, 1931. 387 p.

This study was carefully made with the cooperation of various state departments of education which sent their studies on the elementary-school curriculum to the compilers. Such of these were incorporated and find place in the bulletin as were possible to adapt to conditions in Kentucky. All of the subjects of the elementary-school curriculum are presented at some length.

1074. **Long Beach, California.** City schools. Art courses of study for junior-high schools, grades seven, eight, and nine. Long Beach, Calif., Long Beach city schools, 1931. 106 p.

Creative thinking in terms of art has been one of the objectives of the builders of this course, and also its appreciation in everyday life. With these great objectives in mind, the study presents aims of general education, aims in teaching art, aims for art subjects, and aims in art, suggestions for art problems, processes in the teaching of certain crafts, and extracurricular activities. The work is arranged for all the grades at this level. A list of references is appended, classified by subjects.

1075. ——— Nature study and elementary science. Course of study for grades one, two, three, four, five, and six. Long Beach, Calif., Long Beach city schools, 1931. 229 p. charts.

The work of cooperating groups in the schools, as are the other courses in this series. For this important subject, there is provided a valuable outline accompanied by charts giving the activities by grades and suggestions for activities, how to use pictures, stereopticons and slides, local material, excursions, nature hobbies, etc. A helpful course for teachers.

1076. ——— Reading and literature. Course of study for grades four, five, and six. Long Beach, Calif., Long Beach city schools, 1931. 193 p. diags.

Has five objectives: 1, To develop permanent interest in reading worth-while material; 2, to give a more complete mastery of the mechanics of reading essential to interpreting and comprehending; 3, to provide opportunity for special abilities in dramatic and poetic interpretation; 4, to develop the power to listen with appreciation; 5, to develop skill in the use of books, libraries, and other sources of information. Diagnostic and remedial work and standardized tests is a section which will be valuable to all teachers of reading.

1077. ——— World history course of study for senior high schools . . . Long Beach, Calif., Long Beach city schools, 1931. 186 p.

The construction of curricula in the Long Beach city schools is the combined work of the curriculum department and the curriculum director, and is carefully worked out by means of two drafts, the first for experimentation, and the second modified as a result of the experimentation. The supervisors and classroom teachers, heads of departments and research workers have all participated in the final production. Emphasis has

been placed on the aims of education, the social studies and world history, the basic and supplementary textbooks necessary, the basic literature in fiction, biography, and travel. Valuable suggestions are furnished for activity aids in teaching, tests and testing, reports, and work sheets in World history.

1078. **McCoskey, Margaret E., ed.** An outline of naturalization course . . . Redondo Beach, Calif., Published by the Board of trustees, Redondo union high school, 1931. 50 p.

For new Americans, presenting sections on United States history, governments (national, state, and local), United States officials, American ideals, and a miscellaneous section containing a list of the presidents, problems for voters, subjects for class discussion, procedure for securing citizenship papers, etc.

1079. **Maine. State department of education.** Elementary school curriculum. State of Maine, prepared by special committee. Augusta, State department of education, 1931. 229 p.

An illustration of a revised course of study designed to meet the present needs of the school system of Maine. The work of revision was done by several committees, with the approval of the New York university Department of education, headed by Dr. Robert K. Speer of the Elementary division. It is given in broad outline form intended to allow the teacher opportunity for her own initiative.

1080. **Maryland. State department of education.** Goals in social studies for primary grades I-III, with suggestions for their achievement. A revision and enlargement of Tentative goals in geography and history, grades I-III. Baltimore, Md., State department of education, 1931. 236 p. illus. tables.

Presents a number of goals for the different grades, with special themes of family and social living, community life and social progress, man's dependence on environment, how children learn and learning activities, courses of study, equipment for primary classrooms, and an extensive bibliography.

1081. **Montana. State superintendent of public instruction.** A course of study for rural and graded elementary schools to be used in the public schools of Montana. Issued by Elizabeth Ireland, State superintendent of public instruction, 1931. Helena, Mont., The State department of public instruction, 1931. 1060 p. tables, diags.

The State department issued this course as a working basis for the school executives and teachers of the state for the elementary schools of Montana. The purpose was to make it sufficiently flexible to serve the purposes of the various teachers, and at the same time to furnish uniform standards for the schools at this level throughout the State.

1082. **Radio course in music appreciation to be broadcast over the station WLB September 30, 1931-May 25, 1932 . . . and materials and procedure of the Music memory contest of the State high-school music contest for 1931-1932.** Minneapolis, Minn., Minnesota public school music league, 1931. 55 p. (Bulletin of the University of Minnesota, vol. xxxiv, no. 48, September 12, 1931)

Gives the lesson outlines, the school equipment, the book list, record list, and the actual lessons. These are practical and useful to students in understanding the various musical forms, both vocal and instrumental; with description of the instruments, stringed wood-wind, and brass; certain lessons are given over to noted musicians and their compositions.

1083. **Wallace, Clara M.** Questions teachers ask about primary reading. [Des Moines] Issued by the Department of public instruction, 1931. 61 p. diags. (State of Iowa. Reading and study bulletin number one)

An unusual presentation of lessons in reading, which is considered "the most important of the so-called tool subjects," in the introduction to the study by Dr. Ernest Horn. The material is given in four parts: Preprimer reading; Primer reading; First-grade reading; and Second and third grade reading.

1084. ——— Questions teachers ask about reading and study in intermediate and upper grades. Issued by the Department of public instruction, Des Moines, State of Iowa, 1931. 48 p. tables. (State of Iowa. Reading and study bulletin number two)

This study was prepared to follow study no. 1, Questions teachers ask about primary reading, because in the mind of teachers of reading, reading skills and study habits do

not end with primary reading. Remedial work must be done in the high school following that began in the elementary school. The author hopes the bulletins may be found useful for teacher-training courses as well as in classroom situations.

### OFFICE OF EDUCATION PUBLICATIONS.

1085. Annual report of the Commissioner of education for the year ended June 30, 1931. Washington, United States Government printing office, 1931. 40 p. diagr. table.
1086. Bibliography of research studies in education: 1929-1930. Prepared in the Library division, by Edith A. Wright. Washington, United States Government printing office, 1931. 475 p. table. (Bulletin, 1931, no. 13)
1087. Bibliography of research studies in the training and professional status of teachers. Washington, United States Government printing office, 1931. p. 184-224. (Offprint from Bulletin, 1931, no. 13, Bibliography of research studies in education, 1929-30)
1088. Bibliography on education of the Negro. Comprising publications from January, 1928, to December 1930. Compiled by Ambrose Caliver . . . and others. Washington, United States Government printing office, 1931. 84 p. (Bulletin, 1931, no. 17)
1089. Biennial survey of education in the United States, 1928-1930. Chapter II. Elementary education. By Bess Goodykoontz . . . Mary Dabney Davis . . . Mina M. Langvick . . . Advance pages. Vol. I. Washington, United States Government printing office, 1931. 62 p. tables. (Bulletin, 1931, no. 20)
1090. Biennial survey of education in the United States, 1928-1930. Chapter III. Secondary education. By Carl A. Jessen . . . Advance pages. Vol. I. Washington, United States Government printing office, 1931. 23 p. tables. (Bulletin, 1931, no. 20)
1091. Biennial survey of education in the United States, 1928-1930. Chapter IV. Industrial education. By Maris M. Proffitt. Advance pages. Vol. I. Washington, United States Government printing office, 1931. 44 p. (Bulletin, 1931, no. 20)
1092. Certain state programs for the improvement of rural school instruction. By Annie Reynolds . . . Washington, United States Government printing office, 1931. 82 p. (Bulletin, 1931, no. 18)
1093. Educating all the children of all the people. By Francis W. Kirkham . . . Washington, United States Government printing office, 1931. 57 p. diagr. (Bulletin, 1931, no. 11)
1094. Good references on Supervision of instruction in rural schools. Bibliography no. 3, compiled by Annie Reynolds. Washington, United States Government printing office, 1931. 10 p. (Bibliography no. 3)
1095. Good references on The education of women . . . Compiled by Martha R. McCabe . . . Washington, United States Government printing office, 1931. 18 p. (Bibliography no. 4)
1096. Guidance Leaflets—Architecture. By Walter J. Greenleaf. Washington, United States Government printing office, 1931. 8 p. table. (Leaflet no. 10)
1097. ——— Pharmacy. By Walter J. Greenleaf. Washington, United States Government printing office, 1931. 15 p. (Leaflet no. 14)
1098. An indexed list of city school reports—1929-30. By Bertha Y. Hebb. Washington, United States Office of education, 1931. 20 p. mimeographed. (Circular no. 39)

1099. List of educational research studies in city school systems, no. 2. Prepared in the Library division by Edith A. Wright. Washington, United States Office of Education, October 1931. 71 p. mimeographed. (Circular no. 42)

1100. Public-school education of atypical children. By Robert W. Kunzlg . . . Washington, United States Government printing office, 1931. 160 p. tables, diags. (Bulletin, 1931, no. 10)

1101. School library activities in State teachers' associations for 1930. By Edith A. Lathrop. Washington, United States office of education, 1931. 9 p. mimeographed. (Circular no. 41)

## VOCATIONAL EDUCATION AND GUIDANCE

Edwin A. Lee

### GENERAL REFERENCES

1102. Goldthorpe, J. Harold and Meinhold, Albert A. Occupational representation in a vocational high school. *Industrial arts and vocational education*, 20: 436-38, December 1931.

A significant investigation indicating that a vocational high school serves pupils who would probably not be served by the academic schools.

1103. Hawke, J. R. Can we justify vocational education? *Industrial arts and vocational education*, 20: 429-31, December 1931:

The director of vocational education in Omaha answers a vigorous "yes" to the question in the title.

1104. Hill, Robert Tudor. What is this opportunity school? *Journal of adult education*, 3: 311-16, June 1931.

A keenly observant investigator describes Emily Griffith's Denver opportunity school.

1105. National advisory committee on education. Reports. Excerpts and recommendations. *School life*, 17: 61-64, 72, December 1931.

Excerpts and recommendations from a report which may profoundly affect the national program for vocational education.

1106. United States. Federal board of vocational education. Vocational training and unemployment. Washington, United States Government printing office, 1931. 29 p. (Bulletin 159)

A discussion of the question—What service can the public program of vocational education render to the unemployed? with particular reference to the technologically unemployed.

See also nos. 142, 144, 435, 439, 534, 622.

### AGRICULTURAL EDUCATION

1107. Jones, Henry Albert and Emsweller, Samuel Leonard. The vegetable industry. New York, McGraw-Hill Book Co., 1931. 431 p. illus. (McGraw-Hill vocational texts. Edwin A. Lee, consulting editor)

A text on the production of vegetable crops written for vocational students.

1108. Lattig, H. E. Practical methods in teaching vocational agriculture. New York, McGraw-Hill Book Co., 1931. xii, 360 p. (McGraw-Hill vocational texts. Edwin A. Lee, consulting editor)

A textbook on how to teach vocational agriculture, helpful alike to the experienced and inexperienced teacher.

1109. Martin, Earl H. The place and use of supplementary farm practice in teaching vocational agriculture. *Agricultural education*, 4: 59, October 1931.

A summarisation of a study of 24 states made by the authors.

1110. National Education association. The outlook for rural education. Research bulletin of the National education association, 9: 230-302, September 1931.

A basic discussion of the problem which concerns one child in every three who attend school in the United States.

1111. Schmidt, G. A. Teaching farm shop-work and farm mechanics through pupil projects. Agricultural education, 4: 54-55, 75-76, 80, October-November 1931.

An outstanding leader develops at length and helpfully the problems implied in the title.

1112. Skinner, John J. A superintendent looks at vocational agriculture. Agricultural education, 4: 68, 80, November 1931.

A Minnesota superintendent sets forth the principles which control the vocational agriculture program in his system.

See also nos. 224, 1049(2).

### COMMERCIAL EDUCATION

1113. Blanchard, Clyde I. State commercial contests. American shorthand teacher, 12: 55-58, October 1931.

A helpful discussion of methods of teaching shorthand.

See also November and December issues, 1931, in which the study is continued.

1114. Butts, Frances Moon, and others. Social adjustment through commercial education. New York, Isaac Pitman & Sons, 1931. 78 p.

"This bulletin is presented to the business and educational public as a contribution in the broad field of social adjustment through commercial education."

1115. Fisher, J. Edwin. Studying student interests in commercial clubs. Balance sheet, 13: 12-19, September 1931.

An interesting account of the use of a commercial club to vitalize a commercial program.

1116. Garbutt, Irving R. Education for business: Its social aims and relationships in the general program of education. Balance sheet, 13: 2-6, September 1931.

The basic principles of business education as conceived by the director of commercial education, Cincinnati public schools.

1117. Gregory, W. F. Vocational guidance. American shorthand teacher, 12: 107-10, November 1931.

A detailed and excellent discussion of the vocational guidance program in the high schools of Toronto.

1118. Jones, Lloyd L. and Holsclaw, James L. General business science. Part III. New York, The Gregg Publishing Co., 1931. x, 593-794, p. illus.

The third volume of the authors' General business series. Considers thrift, budget-making, and nontechnical financial records.

1119. ——— Projects in business science. New York, The Gregg Publishing Co., 1931. —.

Part III of the work book, based on the authors' text, "General business sciences."

1120. Lawrence, David. Commercial education. American shorthand teacher, 12: 164-66, 199-200, December 1931.

An address broadcast over a national network by the editor of the United States Daily.

1121. McConell, Burt M. Shorthand—a key to the door of opportunity. Gregg writer, 34: 67-68, 102-3, October 1931.

The value of training in shorthand to a man who would succeed in public life.

1122. ——— Shorthand is a man's job. Gregg writer, 34: 167-68, 192, December 1931.

"Fourth of a series of interviews with one-time stenographers."

1123. Manning, Florence M. Supplementary work in business English. *Journal of business education*, 7: 15-16, December 1931.

A paper outlining a plan for vitalizing business English, based on successful experience with classes averaging more than 40.

1124. Matherly, Walter J. Professional business education. *Journal of business education*, 6: 11-14, 28, November 1931.

A careful discussion of the different levels in business education, with emphasis on the professional or upper level.

1125. Ottel, Klemens. Business education in Austria. *Journal of business education*, 6: 17-18, November 1931.

A brief but authoritative discussion of Austrian business education.

1126. Schack, Bela. Training the Hungarian business man. *Journal of business education*, 6: 19-20, 23-24, 35, September-October 1931.

A two-part discussion of business education in Hungary.

1127. SoBelle, Eupert P. and Smith, Harold H. Gregg typing techniques and projects. New York, N. Y., The Gregg Publishing Co., 1931. v; 267 p.

A new typewriting text based on the idea that typing is a skill subject.

1128. Southern California commercial teachers' association. *Symposium on commercial education*. Pasadena, Calif., Southern California commercial teachers' association, 1931. Vol. I. 92 p.

Report of the significant papers presented at the October meeting of the Southern California commercial teachers' association.

1129. Studebaker, M. E. The function of commercial education in rural communities. *Balance sheet*, 13: 122-24, 154, December 1931.

An article the purport of which is covered by the title.

1130. Walters, E. G. The unit plan applied to commercial subjects. *Balance sheet*, 13: 42-50, 75, October 1931.

A well-thought-out article applying Professor Morrison's unit plan of instruction to commercial subjects.

See also no. 531.

1131. Work-book for use with Fundamentals of retail selling. Cincinnati, Ohio, South-Western Publishing Company, 1931.

A book described by its title.

1132. World federation recognizes business education. *Journal of business education*, 6: 24-26, 38, 45, September 1931.

A résumé of the significant happenings at the International conference on business education at Denver.

See also no. 435.

### HOME ECONOMICS

1133. American home economics association. Home-making. *Journal of home economics*, 23: 21, November 1931.

A list of pamphlets and other illustrative material helpful to the teachers of home-making and to be had for the asking, found in the advertising section of the periodical.

1134. Baldt, Laura I. and Harkness, Helen D. Clothing simplicity—economy for the high-school girl. Philadelphia, Chicago [etc.] J. B. Lippincott Company, 1931. 401 p. illus.

A text addressed to the high-school girl on the selection, construction, and care of clothing.

1135. Halbert, Blanche, ed. The better homes manual. Chicago, Ill., The University of Chicago Press, 1931. 782 p.

A manual prepared under the auspices of "Better homes in America, inc.," containing the expert opinions of leading specialists in home-building.

1136. Lindquist, Ruth. *The family in the present social order.* Chapel Hill, North Carolina, University of North Carolina Press, 1931. xiii, 241 p.

A significant report of research concerning successful homes, designed primarily for teachers and administrators, in the field of education for marriage and parenthood.

1137. National women's trade union league of America. [Home-making] *Life and labor bulletin*, 9: 4, December 1931.

A brief but thorough discussion of the occupation of household worker.

1138. Stocking, Stella Holly. Home-making as a vocation. *Journal of home economics*, 23: 1002-6, November 1931.

A prominent woman of Detroit tells of the advantages of being a home-maker.

1139. United States. Federal board for vocational education. *The teaching of art related to the home.* Washington, United States Government printing office, 1931. vii, 89 p. (Home economics series, no. 13. Bulletin 156)

An excellent bulletin which suggests in detail how art instruction may be adapted to home-making.

1140. ——— *The teaching of science related to the home.* Washington, United States Government printing office, 1931. 127 p.

"Suggestions for content and method in related science instruction in the vocational program in home economics."

### INDUSTRIAL ARTS

1141. A course in furniture. Sketches and drawings by Lurelle Guild. *American home*, 7: 22-23, 84-85, October-November 1931.

A series of articles dealing with fine furniture: No. VII, Early American furniture, 1620-1740; No. VIII, Colonial and federal furniture, 1770-1840.

1142. Gottshall, Franklin H. *Simple colonial furniture.* Milwaukee, Wis., The Bruce Publishing Company, 1931. 124 p.

"Thirty-eight splendid pieces of colonial furniture with accurate directions for construction, skilfully illustrated by numerous working drawings, are presented in this book."

1143. Mossman, Lois Coffey. Frederick Gordon Bonser. *Teachers college record*, 33: 1-8, October 1931.

A brief presentation of Doctor Bonser's philosophy of life by one who knew him well. Fronted with a splendid portrait of the man who so profoundly influenced industrial arts education.

1144. Russell, James E. An appreciation of Frederick Gordon Bonser. *Teachers college record*, 33: 9-14, October 1931.

A beautiful tribute to the life and service of the man who most profoundly influenced industrial-arts education, by the dean emeritus of Teachers college.

1145. Selvidge, Robert W. Mechanical drawing. *Industrial education magazine*, 33: 171, December 1931.

The sixth article in "A cooperative analysis of trade and industrial arts subjects."

1146. ——— A tentative analysis of mechanical drawing. *Industrial arts and vocational education*, 20: 454-55, December 1931.

The sixth article in a cooperative project.

1147. Struck, F. Theodore. *Industrial arts for rural communities.* *Industrial arts and vocational education*, 20: 432-33, December 1931.

A plea for enriching rural curricula by developing industrial arts.

1148. ——— Present practices and trends in industrial-arts education. *Industrial education magazine*, 33: 61-64, September 1931.

The present practices and trends in industrial-arts education.

1149. Van Leuven, E. Perry. Cold metal working. New York, N. Y., McGraw-Hill Book Co., 1931. x, 275 p. illus. (McGraw-Hill vocational texts. Edwin A. Lee, consulting editor)

An introductory text to the metal trades, including gold-metal jobs and related information, and an appendix containing tables.

See also no. 384.

### TRADE AND INDUSTRIAL EDUCATION

1150. Abercrombie, Towne B. Applied architectural drawing. Milwaukee, Wis., The Bruce Publishing Company, 1931. 156 p.

"A course in architectural drawing that teaches correct drafting-room practice as it lays the foundation for an understanding of house construction and an appreciation of good design."

1151. American foundrymen's association, apprenticeship committee. Is the foundry industry important? Industrial arts and vocational education, 20: 389-91, November 1931.

The case for vocational education in the foundry industry excellently put by the Apprenticeship committee of the American foundrymen's association.

1152. Curtis, John W. The Dunwoody plan of continuous registration of students. Industrial education magazine, 33: 133-38, November 1931.

A splendid description of the flexible scheme of enrollment at Dunwoody institute, with its advantages and its problems set forth clearly.

1153. Ewing, Claude H. Instruction manuals for paper hangers. Unit III: Hanging panel paper. New York, N. Y., McGraw-Hill Book Co., 1931. xiii, 52 p. (McGraw-Hill vocational texts. Edwin A. Lee, consulting editor)

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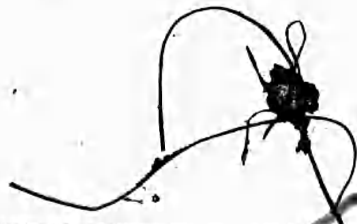
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