

GUIDANCE BIBLIOGRAPHY

1935

AN ANNOTATED LIST OF BOOKS, PAMPHLETS
AND PERIODICAL REFERENCES ON GUIDANCE
APPEARING DURING THE CALENDAR YEAR 1935

Compiled by

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FOREWORD

Workers in the field of guidance have long felt the need for a comprehensive, current bibliography of the literature on guidance. The bibliography here presented for the year 1935 is the first attempt on the part of the Office of Education for meeting this need.

The cooperation of the National Occupational Conference in providing assistance in the compilation of this work is gratefully acknowledged.

BESS GOODYKOONTZ,
Assistant Commissioner of Education.

GUIDANCE BIBLIOGRAPHY : 1935

AN ANNOTATED LIST OF BOOKS, PAMPHLETS, AND PERIODICAL REFERENCES ON GUIDANCE APPEARING DURING THE CALENDAR YEAR 1935

SCOPE OF BIBLIOGRAPHY

While there is now a substantial amount of classified material on vocations, there has been no central compilation of material on vocational guidance techniques.

This bibliography, therefore, is an attempt to bring together, classify, and describe pertinent literature dealing with student personnel, guidance, and related methods of aiding individuals to adjustment. It includes, rather than distinguishes between, the types of guidance variously described as educational, social, vocational, and moral.

An effort has been made to cover all school levels—preschool through graduate—and all ages—childhood through adulthood. The annotations include specific counseling techniques, guidance programs and practices, experimental research, bibliographies and school directories, applications of tests and measurements to guidance, studies of occupational ability patterns, and other phases of guidance which may be noted in the index.

Certain arbitrary limitations were necessary because of the large amount of material in the field. The period covered has been limited to the calendar year 1935. The form of publication has been limited to printed matter. Publications of foreign countries have not been included, though an attempt has been made to indicate what has been done abroad by including articles in American publications on guidance in foreign countries.

Subject limitations excluded occupational information on the one hand, and instructional procedures on the other. As in all fields of education, there is a considerable amount of overlapping, so that definite principles of choice had to be laid down.

Methods of teaching were not included unless the material had reference to classes in occupations, how-to-study courses, student orientation, or group guidance.

For the purpose of the present list, pupil personnel, social adjustment, character education, and mental hygiene have been considered, in a sense, as synonymous with special phases of guidance.

The positive criterion was: Will this material be immediately useful and permanently valuable to a busy guidance worker?

The designation "guidance worker" is broadly interpreted, and includes school counselors, deans, advisers, personnel workers, principals, supervisors, club sponsors, recreation leaders, community workers, social workers, administrators, home-room teachers, classroom teachers, visiting teachers, employment interviewers, placement officers, and all whose duties include giving advisory service in a personal way.

Occupational information, as such, was excluded, but methods of securing and imparting it have been included as techniques, as have some few publications of vocational information which have been prepared with a specific guidance emphasis. For example, if a book deals with an occupation, and gives facts only about that occupation, with no application to its use in guidance work, it has been excluded. If it covers occupational fields more generally, and is adapted to school use, or is specifically intended as a guidance tool, it has been included.

In a pioneering attempt of this kind, there are many decisions as to exclusion and inclusion, the wisdom of which can be proven only by use. Also, in such an attempt some initial effort at organization must be made.

It was thought at first that a subject division of techniques coming under such terms as individual counseling, group counseling, home-room guidance, tests, personnel records, occupational courses, occupation ability patterns, aptitude discovery, personality diagnosis, collecting occupational information, imparting occupational information, administration and coordination of guidance programs, duties of guidance workers, treatment of maladjustment problems, try-out and exploratory courses, placement, and follow-up, would be the logical way to organize the material.

It soon became apparent, however, that many contributions to the field contained material touching upon several phases, or techniques, of guidance, and that some valuable works were not easily classifiable under any single pre-arranged head.

It also became apparent that much of the literature was written from, or for, a distinct age group, and that classification according to educational levels was not only convenient but natural. Accordingly, the annotations will be found to cover the following five divisions: Elementary schools (including kindergarten and preschool when suitable material was available), secondary schools (including junior and senior high schools and academies), colleges (including junior colleges, colleges, universities, and teachers colleges), adult and out-of-school youth (including adult guidance, youth surveys,

youth problems, community projects, and national programs for youth), techniques and procedures (including references such as school directories and bibliographies which might be useful to guidance workers, writings covering more than one school level, technical articles, reports on developments in the personnel field, and similar material of professional interest).

A minor innovation in this compilation is in the grouping of references according to their published form. There are two general groups of annotations; the first consists of books and pamphlets, and the second, periodical references. The justification for this division lies chiefly in its possible convenience for reference work. If the arrangement proves helpful, the effort expended in making separate listings will have been repaid. Although, in a strict chronological sense, this bibliography covers only one calendar year, the annotations will furnish a key to literature for other years.

BOOKS AND PAMPHLETS

ELEMENTARY SCHOOLS

1. ALLEN, RICHARD D. A manual for the use of the Providence class personnel charts. New York, Inor publishing company, 1935. 40 p.

Reprint from the appendix of volume 4 of the Inor group guidance series. Explains the use of the Providence class personnel chart as a device to aid in studying individual differences in the elementary school, graphically representing each child in relation to his classmates in terms of ages, IQ's, group adjustments, and test findings. This method has been evaluated and used in Providence, R. I., and at Harvard, Brown, and Boston universities.

2. AMERICAN COUNCIL ON EDUCATION. Cumulative educational record form for elementary schools. Washington, D. C., The Council, 744 Jackson Place, Undated. 16 p.

Description and sample of a single-card record system for elementary schools. Prepared for the Cooperative test service by Margaret W. Moore and Anna L. Rose. Provides space for items with guidance value, such as notable accomplishments, unusual experiences, educational plans, personality ratings, and home data. Directions are given line by line.

3. BAKER, HARRY J. and TRAPHAGEN, VIRGINIA. The diagnosis and treatment of behavior-problem children. New York, The Macmillan Company, 1935. 398 p.

Techniques used by members of the psychological clinic of the Detroit public schools in determining the underlying causes of abnormal behavior in the elementary and secondary schools. Describes the construction, validation, and administration of the Detroit Scale for the diagnosis of behavior problems, which "... consists of 66 items (possible causes) which are known to be significant in the diagnosis of behavior maladjustments." Analyzes each item, explains the scoring system, and presents illustrative case studies.

4. BERRY, CHARLES S. The behavior problem child in the home, the school, and the community. Columbus, Ohio State university press, 1935. 31 p. (Bureau of special and adult education.)

Specific things that can be done to help the delinquent child at home, in the elementary school, and as a member of the community. Studies the problem from the point of view of the child, the parent, and the teacher.

5. **BOWMAN, LEROY E.** Community programs for summer play schools . . . New York, Child study association of America, 1935. 48 p.

Suggests recreational programs for children in summer vacation schools. Includes: A typical day's schedule; basic activities; special features: personnel and plant; desirable equipment and records. Useful in its applications to guidance for leisure time.

6. **CAMPBELL, NELLIE M.** The elementary school teacher's treatment of classroom behavior problems. New York, Teachers college, Columbia university, 1935. 71 p. (Contributions to education no. 668)

Survey of discipline methods in grades 1 through 6, in 83 classrooms in southern New Jersey. Includes a scale for measuring classroom control, a classification of specific acts of misbehavior, and an analysis of types of punishment into the following nine categories: Physical force, censure, overtime, deprivation, ignoring, verbal appeal, reward through social approval, explanation or assistance in meeting the situation, reward through privilege. Found some disparity between teachers' professed theories of discipline and actual practices. Evaluation of treatments; summary of findings; recommendations.

7. **NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS.** Fourteenth yearbook: Socializing experiences in the elementary school. Washington, D. C., National education association, 1935. 622 p.

Discussion of all phases of informal school activities which have a socializing influence. Selects those which have been considered traditionally extracurricular, and shows how some of these are being integrated with the curriculum and with instruction. Covers assemblies, including talking pictures and radio, pageants, special days, music, physical education, clubs, student councils, safety cadets, the activity program, cooperating community organizations, and many others. First-hand descriptions of programs in individual schools.

8. **NEW JERSEY. (STATE) DEPARTMENT OF PUBLIC INSTRUCTION.** Character emphasis in education for elementary and high schools. Trenton, N. J., The Department, 1935. 59 p. (Bulletin no. 1, June 1935)

A State committee presents guiding principles and specific activities for character development in school. Emphasizes habit formation through life situations. Includes case studies and a series of forms for reporting procedures, literature, and local research. Recommends and describes the use of an "incremental record" in addition to the usual permanent records and reports.

9. **SLEZER, MARGARET M. and KADU, ELSIE.** Group and club activities for first, second, and third grades. New York, National child welfare association, 70 Fifth avenue, 1935. 28 p.

Specific socializing activities for the very young in school. The aim is to provide realistic experiences suited to the chronological, mental, and social ages of the primary grades. Similar material is available for older groups, particularly on school citizenship clubs.

10. **WILSON, FRANK T.** Guiding our children; helping children to find and face reality. New York city, Globe book company, 1935. 251 p.

Personality development through parental guidance of the very young. There is a brief section on preparing for life work, which elaborates the statement that "Preparation for life work begins early in childhood. It may be of two sorts: Information and training."

SECONDARY SCHOOLS

11. **ANDERSON, A. CLETUS; IRVINE, PAUL; and PANNELL, HENRY C.** The world at work; . . . occupational information for the junior high school. Auburn, Ala., Prather publishing company, 1936. 268 p.

Workbook in occupations. Includes informational material, tests, bibliographies, special report suggestions, drills, and teaching guide. Covers problems of the home, school, and community, as well as fields of work in America.

12. ASSOCIATED PRINCIPALS OF THE HIGH SCHOOLS AND ACADEMIES OF THE STATE OF NEW YORK. COMMITTEE ON SECONDARY SCHOOL PROBLEMS. . . . Guidance in the secondary school; report of a subcommittee of the committee on secondary school problems of the Associated academic principals. Albany, New York State teachers association, 1935. 59 p. (Educational monograph no. 3)

Outlines the essentials of a workable program of guidance for secondary schools and gives an interpretation of the functions such a program should include. Prepared by a group of guidance workers in and near Albany, N. Y. Covers activities, records, interviewing, placement, follow-up, methods of fitting occupational material, subject-matter for a high-school orientation course, counselor's qualifications, and other details. Considers the contribution of the classroom teacher, the librarian, the homeroom, the school assembly, and school clubs to guidance.

13. BECKER, ELSA G. Guidance at work in a large city high school; second annual report of the guidance department of the Samuel J. Tilden high school, Brooklyn, New York, September 1933 to June 1934. New York board of education, High school division, 500 Park Avenue, 1935. 125 p.

Detailed description of an actual guidance program, showing, by statistics and experience, typical problems met and methods of solving them in a large metropolitan high school. Many specific examples of activities.

14. BREWER, JOHN M. and GLIDDEN, CHARLES H. Newspaper stories for group guidance; a book on problems of character. New York, Inor publishing company, 1935. 250 p.

A book for elementary and junior high school students by an educator and a journalist. Built around the "good news" in newspapers, it contains 170 brief human-interest incidents, each followed by questions designed to bring out ethical implications. Contents are stories of right-doing and cover the major life-areas of school, home, citizenship, vocation, and recreation. Includes selections on international relations, business, travel, money, religion, danger, misfortune, overcoming hardships, and a few stories of animals. Avoids the workbook plan by substituting the student notebook. Pen-and-ink illustrations.

15. ——— HURLBUT, FLOYD; and CASEMAN, JUVENILIA. Elements of business training. Boston, Ginn and company, 1935. 536 p.

Revision of 1931 edition of a book describing all types of office work. New material on travel, banking, insurance, home-owning, good management in school, and good management in the home. Stresses participation in school activities as a means of developing good judgment. Gives details of filing, buying, selling, shipping, transportation, handling money by mail, and other business transactions. Differential assignments through graded exercises, correlated work books, and objective tests.

16. BURNHAM, HELEN A.; JONES, EVELYN; and REDFORD, HELEN D. The boy and his daily living. Chicago, J. B. Lippincott company, 1935. 363 p.

Presents material related to the daily life of high-school boys. Developed in the Denver public schools during a 10-year period. Covers health, etiquette, personal finance, personal hygiene, family relationships, neighbors and community life. Addressed to boys. Useful as supplementary reading or as a reference in homeroom activities. Bibliographies. Illustrations.

17. CHAMPAIGN, ILL. SENIOR HIGH SCHOOL FACULTY. The Champaign guidance charts. Champaign, Ill., Senior high school, 1935. 24 p.

Set of 20 charts, 11 by 17 inches, bound in folio form. Each shows graphically the relationships of one high-school subject to from 25 to 75 specific occupations. The set is the result of a cooperative guidance project conducted by the principal and teachers of the Champaign senior high school.

School subjects charted are as follows: Physical education, social science, history, English, journalism, speech, dramatics, art, music, mathematics, biology, chemistry, commercial education, industrial education, woodwork, mechanical drawing, printing, auto mechanics, home economics, and foreign languages.

18. COHEN, HELEN L. and CORYELL, NANCY G., eds. *Educating superior students: cooperative studies.* Association of first assistants in the high schools of the city of New York. New York, American book company, 1935. 350 p.
Treatment of gifted pupils in the New York city high schools with respect to their selection; discipline, and instruction. Chapters by specialists on techniques in art, biology, economics, English, health education, history and civics, home economics, Latin, mathematics, modern foreign languages, music, physical science, speech, and stenography. Notes on clubs. Bibliography.
19. COOPE, JESSIE. *Guidance procedure in the McKinley high school.* Washington, D. C. The Author. McKinley high school, 1935. 38 p.
Gives a plan of organization for guidance services and briefly describes activities included.
20. GREGG, ABEL J. and FEENEY, CHARLOTTE. *Junior Hi-Y manual.* New York. General board, Young men's Christian association, 1935. 57 p.
Manual of group guidance especially adapted to the junior high-school level. Tells how to start a club; gives details of club activities, organization, ritual, leadership, and supervision. Nearly one-third of the manual is devoted to methods of using the club as a means of vocational exploration.
21. HATHAWAY, GEORGINA W. *If you are considering retailing.* Rochester. N. Y., Rochester atheneum and mechanics institute, 1935. 15 p. (Vocational guidance series, pamphlet no. 1)
Pros and cons of an occupational field, addressed to high-school boys and girls. Presents various phases of store work. A section called "You and retailing" helps pupils to analyze their fitness for the field. This is the first of a continuous series of pamphlets on various vocations.
22. HOSKLE, HELEN C. *The girl and her future.* Rev. ed. New York, Random house, Inc., 1935. 383 p.
Addressed to girls, to guide them toward an intelligent choice of an occupation. Presents facts about a variety of vocations, and outlines the twentieth century employment situation as it must be faced by women. The concluding chapters consider the special problems of the grammar-school graduate, the high-school graduate, and the college girl.
23. JOHN F. SLATER FUND. *Public secondary schools for Negroes in the Southern States of the United States.* Washington, D. C., The John F. Slater fund, 726 Jackson Place, NW., 1935. 72 p. (The Trustees of the John F. Slater fund, occasional papers, no. 29)
Tabulated list of "... all public schools for Negroes in the southern States of the United States that offer any instruction at all on the secondary level, as of October 1, 1933." Gives, for each school: The county, Negro population of school age, name of school, post office address, details of enrollment, and teaching staff.
24. LOGIE, IONA M. R. *Careers in the making; modern Americans when they were young and on their way.* New York, Harper & brothers publishers, 1935. 381 p.
A set of extracts from the biographies of contemporary Americans, furnishing information on 20 occupations. Many of the selections have literary merit in addition to their vocational value. Useful to teachers wishing to refer pupils to the life histories of people who have succeeded in specific fields. The appendix lists 400 additional biographies covering about 40 occupations.
25. LYSER, ALBA MARGARET and HUDNALL, GLADYS F. *Social problems of the high school boy.* Austin, Tex., The Steck company, 1935. 340 p.
Social and moral guidance for boys, covering material not usually included in school curricula. Arranged in unit form by San Antonio teachers who developed it in their classes. Covers physical well-being, personality development, how to dress, how to buy clothing, common rules of etiquette, vocations, and other personal problems. Illustrated with color charts, photographs, census figures, diagrams, and accompanied by a teacher's manual with suggestions, problems, courses of study, and tests.

26. **MCANDREW, WILLIAM, ed.** Social studies; an orientation handbook for high-school pupils. Boston, Little, Brown, and company, 1935. 465 p.
 Authoritative writers each contribute 1 of 15 chapters on such subjects as: What high schools offer, what high school can mean to a boy or girl, school clubs, utilizing time, personal hygiene, home and family relationships, community life. Addressed to high-school students.
27. **McKOWN, HARRY C.** Character education. New York, McGraw-Hill, book company, Inc., 1935. 472 p.
 Discussion of character development through individual counseling, the curriculum, extracurricular activities, the homeroom, the classroom, the community, the home, and the teacher. Defines character. Considers character education with reference to its history, to modern life, recent trends, objectives, psychology, and to direct and indirect methods of moral instruction. Includes activities for teachers and leaders of young people; analysis of the function of homerooms; suggestions for individual counseling; principles underlying counseling; and organization of counseling in the school.
28. **MYERS, GARRY C.** Learning to be likable; a brief discussion of important personal problems. Columbus, Ohio, School and college service, Station B, 1935. 128 p.
 Popularized discussion of such factors as overcoming loneliness and timidity, common problems of poor mixers, persons who are liked most, good manners, health and personality, posture, stuttering, personal neatness, and other details. Suitable for the junior high school level.
29. **MYERS, GEORGE E.** Choosing a suitable vocation. Ann Arbor, University of Michigan, Vocational education department, 1935. 3 p.
 Recommends extensive, then intensive, study of occupations. Suggests systematic self-study and lists specific questions to answer about possible vocations. Originally prepared as a 10-minute radio talk, this leaflet is valuable as a skeleton plan for individual guidance.
30. **MYERS, THEODORE.** Intra-family relationships and pupil adjustment; the relation between certain selected factors of the home environment of junior-senior high school pupils and the adjustment and behavior of these pupils in school. New York, Teachers college, Columbia university, 1935. 115 p. (Contributions to education no. 651)
 Study to develop a measure of home factors and to discover what relations exist between home conditions and school achievement. Findings reveal areas where significant work with the home may be done by the school. The intra-family questionnaire forms a comprehensive list of items a school can learn about the home life of a pupil.
31. **NEWKIRK, LOUIS V. and GREENE, HARRY A.** Tests and measurements in industrial education. New York, John Wiley and sons, 1935. 253 p.
 Covers tests in manual arts, industrial arts, and vocational training in continuation, trade, and evening schools. The following chapters are especially useful to counselors: Intelligence and aptitude tests in industrial education; Construction and use of informal tests; Rating and developing personality and character traits. There are also sections on the meaning of a test score, making tabulations, statistical interpretations, and objectifying the marking system. Concludes with a glossary of terms and a list of test publishers and distributors.
32. **PACE, HOMER S.** I choose my vocation. New York, Pace institute, 225 Broadway, 1935. 29 p.
 General overview of the principal office occupations, addressed to high-school students. Suggests ways to face the alternatives of going to college, entering business, or continuing technical study.
33. **PATEY, HENRY C. and STEVENSON, GEORGE S.** Mental health emphasis in education; a qualitative study. New York, National committee for mental hygiene, 50 W. 50th Street, 1935. 96 p.
 Part 1 deals with the philosophy of mental hygiene; part 2 points out its identities to education; part 3 outlines the mental hygiene functions of the school; part 4 con-

siders professional services and training, with a graph showing how the services of various school specialists may overlap.

In part 3, under the heading "Guiding the child", is a detailed discussion of pupil personnel, guidance, and counseling. Attention is called to the variety of titles given to people doing essentially the same work. Integration of their activities on a functional basis is recommended.

34. PATRY, FREDERICK L. Outlines of personality adjustment and reconstruction . . . New York, National child welfare association, 70 Fifth avenue, 1935. 47 p.

Principles and practices of personality study, for teachers and teachers in training. Detailed directions for self-study, with a list of personality traits to be encouraged by the teacher, and suggestions for developing them in pupils. Illustration showing a graphic method of making a case study. Bibliography.

35. PENNSYLVANIA. DEPARTMENT OF PUBLIC INSTRUCTION. Suggestions for developing guidance practices in secondary schools; a handbook for guidance teachers and counselors. Harrisburg, Pa., The Department, 1935. 110 p. (Curriculum studies bulletin no. 13)

State-wide guidance program resulting from the cooperative effort of authorities in the field. Outlines a comprehensive public-school set-up with examples, bibliographies, and instructional and illustrative material useful to classroom and homeroom teachers. Includes certification standards for counselors. Revision of Pennsylvania's general guidance bulletin, 1925.

36. ROEMER, JOSEPH; ALLEN, CHARLES F.; and YARNELL, DOROTHY A. Basic student activities; organization and administration of homerooms, clubs, and assemblies. New York, Silver Burdett and company, 1935. 367 p.

Holds that the basic activities of successful school administration are homerooms, clubs, and assemblies, and stresses the need for the cooperation of the entire faculty. Presents techniques, materials, plans, procedures, and philosophy to build faculty interest.

Analyzes homerooms, clubs, and assemblies each in terms of: Function, aims, materials, activities, year and semester programs, grade placement of programs, sample programs, posters, references. Gives foundation, major factors, and literature of the extracurriculum. The appendix lists 28 national organizations for adolescents.

37. SAMUEL, HELEN E. The gateway to the future. Boston, Mass., Christopher publishing house, 1935. 82 p.

Half-hour playlet in one act, suitable for junior high school students. A group of 21 characters, representing parents, teachers, and business people, discuss opportunities in 10 vocations. This play was especially designed to be part of a graduation exercise, and is arranged for school presentation at assemblies and other programs.

38. STEVENS, WILLIAM O. The right thing; how to be decent though modern. Dodd, Mead & Company, 1935. 152 p.

Directed to young men by the headmaster of a boys' school, this book covers the typical problems faced by youth, and suggests common sense solutions in terms of positive conduct. Deals with moral codes, social obligations, problems in honesty and altruism. Useful on the secondary level. Written in popular style.

39. SYMONDS, PERCIVAL M. and JACKSON, CLAUDE E. Measurement of the personality adjustments of high-school pupils. New York City, Teachers college, Columbia university, 1935. 110 p.

Construction and evaluation of an adjustment questionnaire for individual pupils, and of an identification sheet on which students rate and identify each other. Includes a scale of adjustment statements such as: What kind of a year are you having? Describes miscellaneous methods of securing data on pupils; covers interviewing and the case study; points out relations between school marks, achievement, conduct, and intelligence.

The main values of the instruments devised and used in this study lie in making surveys of adjustment in schools and classes.

40. WALKER, MARGARET M. Study of high-school failures. Philadelphia, Pa., Temple university, 1935. 113 p.

Two-year study of failing and non-failing pupils in a Philadelphia high school. Important causes of failure were found to be low mentality, social maladjustment, financial worry, and lack of a vocational incentive. Use of the case-study method reduced failure from 42 to 25 percent in the 2-year period. Includes a survey of previous investigations, tabulations, summary, educational implications.

41. WHIPPLE, GUY M., ed. Educational diagnosis; National society for the study of education, 34th yearbook. Bloomington, Ill., Public school publishing company, 1935. 563 p.

Writers in their respective fields review the status of diagnosis in specific school subjects, as well as in behavior disorders, vocational aptitude, musical talent, art, leisure-time activities, and creativeness. Separate chapters are devoted to physical, intellectual, emotional, social, environmental, and school factors as respectively associated with learning difficulty. Techniques and elements of diagnosis, characteristics of a satisfactory diagnosis, the psychological laboratory, and remedial principles are also covered.

42. WOODRING, MAXIE N. and FLEMING CECLIE W. Directing study of high-school pupils. Rev. and enl. New York, Teachers college, Columbia university, 1935. 253 p.

Purposeful study as an educational problem. Discusses study methods, directed study, aids to study, remedial instruction, training in study procedure, diagnosis of study habits, use of the library, interviewing pupils to improve study, home study, the study hall, and recent trends. Three annotated bibliographies on study. Reprinted from *Teachers college record*.

43. WOODWARD, ELIZABETH. Personality preferred; how to grow up gracefully. New York, Harper & brothers publishers, 1935. 209 p.

Social guidance for girls. Covers conduct at home and at social affairs, dress, grooming, speech. Written in conversational style, especially adapted to the high-school level.

44. WRIGHT, JAMES C. and WRIGHT, DONNA S. Home-room programs for junior high schools. Keokuk, Ia., The Extra-curricular publishing company, 1935. 213 p.

Home-room programs and topics for seventh, eighth, and ninth grades. All activities are described in detail and are arranged in order for discussion. Several units on vocational guidance.

45. WYMAN, LILLIAN K. Character and citizenship through student government. Philadelphia, Pa. The John C. Winston company, 1935. 173 p.

Describes methods of student self-government used for 20 years in the William Penn high school. Lists good books for advisers and homeroom teachers. Treats beginnings of student government, elections, volunteers, the study hall, the court, installation of officers, the homeroom, student assemblies, club activities, leadership training. Appendix includes a constitution for a students' association, directions for monitors, a club charter, an honor campaign, and topics for group discussion.

46. YEAGER, TRESSA C. An analysis of certain traits of selected high-school seniors interested in teaching. New York city, Teachers college, Columbia university, 1935. 87 p.

Groups of high-school boys and girls were studied as to their preferences for various vocations. Includes forms for collecting personal information and for measuring attitude toward the teaching profession. The author recommends more careful guidance of prospective teachers, and states that "... the candidate's leadership in extra-curricular activities should be evaluated in weighing his qualifications."

COLLEGES

47. **AMERICAN ASSOCIATION OF UNIVERSITY WOMEN.** A. A. U. W. fellowships and fellows. Washington, D. C., The association, 1634 Eye Street, N. W., 1935. 32 p.
Contains the history of fellowships offered by the American association of university women, with mention of some of their holders. Requirements, amounts, and subjects are stated. About a dozen A. A. U. W. scholarships are available each year, though the number varies, some being biennial, and one triennial.
48. **AMERICAN STUDENTS' FOUNDATION.** Yearbook, 1934-1935. New York, The Foundation, RKO building, Radio city, 1935. 308 p.
Directory of schools on various levels, particularly college, giving tuition costs. Includes a classified list of available scholarships.
49. **BELL, HUGH M.** The theory and practice of student counseling, with special reference to the adjustment inventory. Stanford university, Calif., Leland Stanford university press, 1935. 138 p.
Description of the construction and validation of a personality inventory. One hundred and forty questions, selected from an original 400, were placed in inventory form, administered, validated, and correlated for reliability in four adjustment phases, as follows: Home, health, social, emotional. The appendix carries a copy of each question, giving the scoring weights for affirmative, negative, and neutral answers, and the percentages of maladjusted responses.
50. **BENNETT, MARGARET E.** Building your life; adventures in self-discovery and self-direction. New York, McGraw-Hill book company, 1935. 335 p.
College orientation in non-technical terms, with suggestions for self-understanding based on accepted psychological principles. Subject matter includes such topics as: Seeing ourselves, trailing our conflicts and compensations, charting our mental health, sources of happiness, the total life-plan, our vocations, our avocations, marriage and home, getting along with others, conserving time and energy, extending our horizons, developing a life philosophy. The appendix has examples of tests for aptitude, personality, and intelligence; occupational census statistics; and rankings of occupations; this is a popularized version of *College and Life*, by the same author.
51. ——— and **HAND, HAROLD C.** Problems of self-discovery and self-direction. New York, McGraw-Hill book company, Inc., 1935. 171 p.
'College students' workbook in looseleaf form for freshman orientation classes. Developed from experience in teaching them. Arranged in units, it covers typical college experiences, with emphasis on individual self-study and occupational analysis.
Each unit directs the student's attention to a basic issue, such as: Why are you attending college? What happens when we learn? What should you know about libraries? What should be the purposes of examinations? How do you picture yourself? What are some of the ways of developing a wholesome personality? How shall you choose and prepare for a vocation? Accompanying each unit are questions, directions, blank forms, and bibliographies.
52. **BOUCHER, CHAUNCEY S.** The Chicago college plan. Chicago, University of Chicago press, 1935. 844 p.
Detailed study of the administration of the 4-year junior college program in effect at the University of Chicago since September 1931. Describes student guidance and personnel work in a separate chapter. Summarizes principal features of the plan, noting that advisers are all faculty members who teach part-time, and who are relieved of some of their administrative duties.
53. **BRIGGS, EUGENE S.** The preparation of secondary teachers in teachers colleges for guiding and directing extraclass activities. Jefferson City, Mo., State department of education, 1935. 115 p.
Measures the demand for teachers who can guide extraclass activities. Suggests a detailed extracurricular program for a State teachers college.
54. **CAMPBELL, WILLIAM G.** A comparative investigation of the behavior of students under an honor system and a proctor system in the same uni-

versity. Los Angeles, The university of southern California press, 1935. 95 p. (Southern California education monographs, no. 6)

Experiment using several groups of college students in Texas, testing their honesty by means of seven experiments each offering a different opportunity for dishonesty in getting grades. Found that there was a certain amount of cheating under both honor and proctor systems, but that students tend to be somewhat more honest under the honor-council plan, and apparently most honest when examinations are most fair. The proportion of cheaters—about one-third—remained fairly consistent under varying conditions. Though few cheated in all situations, there was a tendency for those guilty in one situation to be guilty in another.

55. CHAPMAN, HERMAN H. Professional forestry schools report, giving the comparative status of those institutions that offered instruction in professional forestry for the school year 1934-35. Washington, D. C., Society of American foresters, 1935. 174 p.

Contains useful educational information for those interested in forestry as a vocation. Evaluations of leading professional forestry schools in the United States. Compares about 20 institutions on the basis of curriculum, faculty, laboratory facilities, libraries, school forests, graduates employed in forestry, and other factors.

56. COLE, LUELLA and FERGUSON, JESSIE M. Students' guide to efficient study; a manual based on the results of scientific investigation into the study habits of college students. New York, Farrar and Rinehart, 1935. 38 p.

Tells college students how to plan work, concentrate, read economically, take notes, review, take examinations, memorize, develop correct habits, test their own ability, and check their college preparation. Covers such essential elemental skills as writing speed, reading speed, technical vocabulary, arithmetic, simple algebra, and English composition.

57. ECKERT, RUTH E. and JONES, E. S. Value of a how to study course for college students. Buffalo, N. Y., University of Buffalo, 1935. 46 p. (University of Buffalo studies, vol. 10, no. 2)

Comparison of the advantages and disadvantages of a university course in the techniques of study. Shows that the course benefited the poorer students most. Indicates briefly the actual methods of instruction, and recommends further research. Detailed tabulations.

58. FRASER, BIRD H. Student life department of the State teachers college . . . , Trenton, N. J., State teachers college, 1935. 40 p. (Trenton studies in education no. 3, February 1935.)

The dean of women describes the program of extraclass activities at Trenton State teachers college. Designed to develop social qualities necessary in teaching, the program is coordinated by the Student life department. This booklet includes a staff chart, floor plans, details of counseling technique, and a table showing 45 extracurricular organizations with name, purpose, faculty sponsorship, and basis of membership.

59. GREENLEAF, WALTER J. The cost of going to college. Washington, U. S. Government printing office, 1934. 24 p. (U. S. Department of the Interior, Office of education, Pamphlet no. 52)

Annual rates for an individual attending college are tabulated separately for each institution, in terms of: Tuition, fees, room, board, incidentals, total freshman expense. Data was secured from registrars of more than 300 colleges and universities in 1933-34, including State, municipal, denominational, privately controlled, and independent technological institutions. Men's colleges, women's colleges, and coeducational institutions are listed separately. A general summary of costs precedes the tabulations.

60. JOHN, WALTON C. Graduate study in universities and colleges in the United States. Washington, U. S. Government printing office, 1935. 234 p. (U. S. Department of the Interior. Office of education, Bulletin 1934, no. 20)

National survey of practices in graduate schools, giving facts regarding development, control, administration, standards, and requirements for degrees. Data secured from

abstracts of catalogs checked by college officials, and from annual and biennial reports of the Office of education. Lists 160 institutions granting masters' degrees, and those that granted one or more Ph. D. degrees in 1926, 1928, and 1930. The appendix names members of the Association of American universities as of 1935.

61. **NEW JERSEY. STATE DEPARTMENT OF PUBLIC INSTRUCTION.** The program of student personnel services at the New Jersey State normal school . . . Newark, New Jersey State normal school, 1935. 59 p.

Describes the organization of student personnel work in the New Jersey State normal school, as follows: Selection of students, orientation, guidance, counseling, health service, psychiatric service, extracurricular activities, student-teaching, placement, follow-up, records, and research. Concludes with a tabular outline of the cumulative record system which has been developed in the school.

62. **PATRICK, JAMES G.** The role of intimate groups in the personality development of selected college men. Los Angeles, University of southern California press, 1935. 43 p. (School of research studies no. 6, Social science series no. 9.)

Study of the life histories of selected college men. Distinguishes, defines, and attempts to determine the effect of intimate groups on personality development. Types of groups studied are: The family, the class in school, neighborhood playmates, clubs, fraternal organizations, and miscellaneous social groups. Suggests "situational intelligence" as a new term in defining social adjustment.

63. **PROFACE, DOM, pseud.** College men; their making and unmaking. New York, J. P. Kenedy and sons, 1935. 314 p.

A dean of college men relates his experiences with students. In a series of brief anecdotes, he brings out his methods of helping them meet such difficulties as adjustment to college, finance, social life, temperance, athletics, study habits, and other factors. Each of the 16 chapters is devoted to a particular phase of personal growth. Written in conversational style.

64. **RAFFENSPERGER, H. E.** College and university scholarships. Harrisburg, Pa., Dauphin publishing company, 1935. 307 p.

Compilation of all types of financial aid offered to students by colleges and universities of the United States. Includes gift scholarships, loan scholarships, loan funds, fellowships, assistantships, research scholarships, and student self-help. Information is given as to when and to whom to apply. Institutions are listed alphabetically by States, with a specially classified subject index.

65. **TRELKELD, HILDA.** The educational and vocational plans of college seniors, in relation to the curricula and the guidance programs in forty-five Pennsylvania colleges. New York, Teachers college, Columbia university, 1935. 202 p. (Contributions to education no. 639)

Survey of vocational guidance programs in 45 Pennsylvania institutes. Analyzes the plans and curricular interests of 4,246 college seniors. Among the conclusions: College seniors are a highly selected, persistent group; college plans originate largely by the freshman year of high school; junior high is a time for exploration, and senior high, for making tentative decisions.

Determines relationships between vocational interests, curricular offerings, cultural motives, extramural interests, favorite subjects, and other preferences; discusses guidance on the college level; describes guidance practices in Pennsylvania colleges.

66. **U. S. DEPARTMENT OF THE INTERIOR. OFFICE OF EDUCATION.** National survey of the education of teachers; special survey studies, vol. 5. Washington, U. S. Government printing office, 1935. 484 p. (U. S. Department of the Interior, Office of education, Bulletin 1933, no. 10, vol. 5)

This is the fifth of a 9-volume set. Part 3 of this volume deals with student personnel work, p. 155-232, by Benjamin W. Frasier and Walter J. Greenleaf.

One chapter is on orientation, guidance, and adjustment in schools for prospective teachers. Others cover standards of institutions, living conditions of students, extracurricular activities, student advisers, and deans.

67. **WALTERS, JACK EDWARD.** Individualizing education by means of applied personnel procedures. New York, John Wiley and sons, Inc., 1935. 278 p.

As stated by the author, "Part 1 is a handbook for teachers and others who counsel the individual student about his personnel and personal adjustment. Part 2 is a description and analysis of centralized guidance bureaus. Part 3 outlines personnel methods which have been used in centralized bureaus, but which can be used by individual teachers. The methods are presented as usable on all school levels, but, on the whole, are probably of most value to college workers. Many specific illustrations. Selected bibliography.

68. **WRENN, C. GILBERT, ed.** University training and vocational outlets. Stanford University, Calif., Leland Stanford junior university, 1935. 74 p.

Bulletin ". . . to assist the student in making an intelligent choice of a major field . . . and of a vocational goal harmonious with such training." Summarises occupational lectures to students; answers typical questions asked in discussion periods; and outlines trends in university study and training.

ADULT AND OUT-OF-SCHOOL YOUTH

69. **AMERICAN ASSOCIATION FOR ADULT EDUCATION.** Adjustment service series reports 1-12. New York, American association for adult education, 1935. 12 v.

The reports include the following: 1. Jerome H. Bentley: the adjustment service; 2. L. S. Hawkins and Gwendolen Schneidler: Selection and training of counselors; 3. Garret L. Bergen and Raymond S. Ward: Registration and counseling procedure; 4. Garret L. Bergen, Gwendolen Schneidler, and LeRoy Sherman: Use of tests; 5. L. S. Hawkins: Development of informational resources; 6. Charles O. Flertz, Medical and psychiatric services; 7. L. S. Hawkins, Gwendolen Schneidler, and H. A. White: Community agency relationship; 8. Jerome H. Bentley and Helen Kelley: Costs of the adjustment service; 9. C. S. Coler, John A. Fitch, Florence L. Fitch, and Donald G. Paterson: General appraisals of the adjustment service; 10. Garret L. Bergen and John F. Murphy: Ten thousand clients of the adjustment service; 11. Emma Seipp, Study of one hundred clients of the adjustment service; 12. L. S. Hawkins and Harry N. Falkin: Clients' opinions of the adjustment service.

Each of the above pamphlets describes a phase of the work. Together, they form a review of the activities of the New York Adjustment service published "in order to make available to others the experience gained in setting up and operating the Service . . ." during its existence from February 1, 1933, to May 31, 1934. Reports are procurable separately, or in a set. See entry under author's name in this section for annotation of each report.

70. **ANGELL, FRANCIS.** Compete! Philadelphia, Pa., Dorrance & company, Inc., 1935. 104 p.

Addressed to girls who must earn a living without the usual social and educational advantages. The opening chapters deal with securing a position, holding it, and conduct at work. The remainder of the book is devoted to social etiquette.

71. **BELDEN, CLARK.** Job hunting and getting. Boston, L. C. Page & Co., 1935. 297 p.

Complete details of a practical job-finding campaign written from experience by a man who was once out of work. Directed to the \$2,000-and-over income class of the business and professional men's level, it presents the mechanics, psychology, and strategy of finding and investigating openings. Includes techniques of interviewing, preparing an experience outline, checking contacts, follow-up, letter-writing, answering blind ads, planning daily schedules, and other problems of the unemployed.

72. **BENTLEY, JEROME H.** The adjustment service; a report of an experiment in adult guidance. New York, American association for adult education, 1935. 67 p. (Adjustment service series report 1)

The New York Adjustment service, sponsored by the American association for adult education, conducted an experiment in adult guidance during which individual counseling was free to more than 12,000 men and women. This report, illustrated with floor plans, photographs, and charts, describes the general plan which was in effect from February 1, 1933, to May 31, 1934. Important experiences met in organizing and operating the service are presented. Methods of meeting specific problems,

such as selection of staff, training of counselors, relations with clients, relations with community agencies, costs, and methods of evaluation, are outlined. Other reports in this series take up each of these problems in detail.

73. BENTLEY, JEROME H. and KELLEY, HELEN. Costs of the adjustment service. New York, American association for adult education, 1935. 49 p. (Adjustment service series report 8)

Complete cost analysis, of an adult guidance program, including: Distribution of operating expenses by functional divisions for 16 months; classified man-hours for 1 month; 22 pages of detailed fiscal tables. One of these compares the costs of the New York Adjustment service with unit costs for guidance in secondary schools in 9 cities, personnel work in colleges, in industrial companies, in mental clinics, in nursing services, in employment bureaus, in parole offices, and in social agencies.

74. BERGEN, GARRET L. and MURPHY, JOHN F. Ten thousand clients of the adjustment service. New York, American association for adult education, 1935. 95 p. (Adjustment service series report 10)

Descriptive and statistical study of types of adults who came to the New York Adjustment Service. Part 1 gives characteristics of clients; part 2, problems presented by clients; and part 3, services rendered to clients. Problems of clients are briefly classified into 10 types, the 4 most common of which are: Adult irresolution, vocational confirmation, threshold guidance, and job placement advice. Though the services rendered differed with each client, all had interviews and one or more of the following: Medical examination; psychiatric interview; suggestions as to vocations, avocations, training, and placement. This study of the Service was conducted by the Psychological corporation.

75. ——— SCHNEIDER, GWENDOLEN; and SHERMAN, LE ROY. Use of tests in the adjustment service. New York, American association for adult education, 1935. 65 p. (Adjustment service series report 4)

Describes an adult testing program as to personnel, physical set-up, scheduling of clients, establishing rapport, method of administering tests, maintaining of equipment, scoring room, training of testers and scorers, costs, evaluations by authorities. Appendix has descriptions of 18 tests, with pen-and-ink illustrations of mechanical equipment such as block tests and form boards.

76. ——— and WAED, RAYMOND S. Registration and counseling procedure in the adjustment service. New York, American association for adult education, 1935. 164 p. (Adjustment service series report 3)

Detailed description of how adult applicants were registered and carried through every step of the counseling procedure. Part 1: General outline. Part 2: Transcription of the manual of registration procedure. Part 3: Transcription of the manual of counseling procedure. Appendix: Facsimiles of 32 forms and record cards; a sample case-record showing forms in use; references to educational and avocational literature.

77. CLETON, GLEN U. Occupational adjustment in Allegheny county; a report of an experiment in educational and vocational guidance of unemployed adults. Pittsburgh, Pa., Pittsburgh personnel association, 1935. 58 p. (Distributed by the Carnegie Institute of Technology, Schenley Park, Pittsburgh, Pa.)

Briefly summarizes the activities of adult placement, guidance, and training agencies in Pittsburgh. Analyzes data on vocational preferences gathered in co-operation with the Carnegie Institute of Technology and the Pennsylvania State employment service. Describes a project in adult guidance; gives details about the groups tested, measuring devices used, and clinical methods of occupational adjustment. Differentiates men's vocational interests and women's vocational interests.

78. COLE, C. S.; FITCH, JOHN A.; FITCH, FLORENCE L.; and PATTERSON, DONALD G. General appraisals of the adjustment service. New York, American association for adult education, 1935. 95 p. (Adjustment service series report 9)

Evaluation of the Adjustment service as a demonstration and experiment in adult guidance by the following observers: The educational director of a large manufactur-

ing company, a member of the faculty of a school of social work, and a psychologist. The Adjustment service was operated in New York as a work-relief project in 1933 and 1934, and attempted to adjust unemployed white-collar adults by means of comprehensive modern guidance procedures.

79. DAVIS, KINGLEY. Youth in the depression. Chicago, Ill., The University of Chicago press, 1935. 48 p.

Outlines youth programs in general, beginning with the early history of the CCC, the NYA, the student aid of the FERA, and others in America. Sketches also the youth movement in Germany since 1871. Pictures the young people of modern Russia, Italy, France, and England, giving some of their characteristic activities.

80. DEARBORN, NED H. Once in a lifetime; a guide to the CCC camp. New York, Charles E. Merrill company, 1935.

Primarily for boys already enrolled in the Civilian Conservation Corps, this book briefly sketches vocational interests, touches upon 15 occupational fields, suggests spare-time activities, and brings out the personal problems of camp life. Emphasizes the opportunity to use camp experiences as a basis for future vocational advancement. Points out the relationship of the CCC to other government activities.

81. FIETS, CHARLES O. Medical and psychiatric service in the adjustment service. New York, American association for adult education, 1935. (Adjustment service series report 6)

Summary of medical and psychiatric services in an adult-guidance clinic, including organization charts, staff, floor plans, equipment, records, medical functions, psychiatric functions, techniques, cooperation with other departments, and a statistical analysis.

82. HAWKINS, L. S. Development of informational resources of the adjustment service. New York, American association for adult education, 1935. 75 p. (Adjustment service series report 5)

Library resources and methods useful to guidance workers. Covers filing and classification systems with special reference to guidance, and presents a plan for the cooperation of a guidance agency with educational organizations. Sample occupational analyses. Special section on the duties of art, music, and recreation counselors.

83. ——— and FIALKIN, HARRY N. Clients' opinions of the adjustment service. New York, American association for adult education, 1935. 95 p. (Adjustment service series report 12)

Attempt to measure the value of the adult counseling offered by the Adjustment Service in terms of the testimony of persons receiving the service. Replies were received from 80 percent of 1,938 clients who were sent questionnaires. A majority of those answering felt that they had benefited in some way; a few criticized. The appendix carries tables comparing 100 individual cases studied in detail with the total group of 10,000 clients.

84. ——— and SCHNEIDER, GWENDOLEN. Selection and training of counselors at the adjustment service. New York, American association for adult education, 1935. 57 p. (Adjustment service series report 2)

Problems encountered in setting up an adult guidance program. Methods explained to aid those organizing similar services. Untrained counselors had to be selected from among applicants eligible for, if not actually receiving, relief. The training program, designed to meet a minimum of time and a maximum of efficiency, is described. Exhibits include diagrams, tables, and book-lists for counselors-in-training.

85. ——— and WHITE, H. A. Community agency relationships of the adjustment service. New York, American association for adult education, 1935. 80 p. (Adjustment service series report 7)

States methods used by an adult guidance clinic to secure and maintain rapport with social agencies, employment centers, and State education departments. Samples of letters, referral forms, and extracts are included as exhibits. The Adjustment service was a demonstration of adult guidance in New York city.

86. **HILL, FRANK E.** The school in the camps; the educational program of the Civilian Conservation corps. New York, American association for adult education, 60 East 42nd Street, 1935. 84 p.
Detailed description, in conversational style, of the classes taught and the counseling done in the CCC camps. The author made personal visits to the camps and has illustrated the booklet with photographs, case studies, and reproductions of actual conversations and comments of enrollees. Describes advisers, their duties, their salaries, their opportunities. Tells of teaching on the job, personal interviews, classrooms, and faculty.
87. **MYERS, GEORGE E.** Changing one's vocation in adult life. Ann Arbor, University of Michigan, Vocational education department, 1935. 3 p.
Reprint of a 10-minute radio talk, pointing out the special problems faced by an adult who is making an occupational change. New factors in the situation require a merciless self-inventory.
88. **SEIPP, EMMA.** A study of one hundred clients of the adjustment service. New York, American association for adult education, 1935. 30 p. (Adjustment service series report 11)
Evaluation of the adult guidance work done by the New York adjustment service in terms of clients' individual progress toward a goal at a given time after counseling. Intensive analyses of the case records of 100 clients selected at random. Appraisals of three factors: Adequacy of records, adequacy of counseling, and degree of adjustment. The Service was found especially helpful to persons in their early twenties with little work experience, and to adults who had had difficulty in concentrating on a single occupational field.
89. **STRATHMORE, RALPH.** Planning a career through vocational guidance. New York, Strathmore guidance bureau, 119 W. 57th Street, 1935. 95 p.
Popularized explanation of the philosophy, principles, and practice of vocational guidance. Includes a method of personal analysis, brief overviews of 15 professions, and a section touching upon several other vocations.
90. **THORNDIKE, EDWARD L.** Adult interests. New York, The MacMillan company, 1935. 265 p.
Technical report of controlled experiments on adult interests, likes, and dislikes. Notes changes in intensity of interest; shows differences in interests and attitudes between young adults and older adults; discusses the optimum distribution of adult education; outlines methods of teaching adults. Appendices include data on changes of interests with age, a provisional inventory of normal satisfiers and annoyers, a sample intelligence test, a sample vocational interest blank, tests of ability to understand lectures and readings, and other material useful to guidance workers on the adult level.
91. **U. S. DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION. VOCATIONAL EDUCATION DIVISION.** Vocational guidance in rehabilitation service; a manual of procedure for counseling and advising physically handicapped persons and assisting them in adjusting or readjusting themselves to vocational life. Rev., 1935. Washington, U. S. Government printing office, 1935. 56 p. (Vocational education bulletin no. 148, series no. 20)
Guidance techniques used in counseling and placing the handicapped. Practical suggestions, including initial interview, personality survey, selection of job for which to train, occupational preparation, job analysis, placement, and follow-up. Includes training supervision. Gives directions for making a general survey of employment opportunities.

TECHNIQUES AND PROCEDURES

92. **AMERICAN COUNCIL ON EDUCATION.** Instructions for use of American council on education brief cumulative record form for public schools. Washington, D. C.; The Council, 744 Jackson Place. Undated. 8 p.
Pamphlet describing a single-card system of recording detailed information about each pupil. In addition to the usual age-grade data, space is provided for information

on home influences and social adjustment, mental and emotional characteristics, extra-curricular and free-time activities, notable accomplishments, vocational experiences and plans, and other items with guidance value. A sample card is furnished.

93. AMERICAN COUNCIL ON EDUCATION. Report of the third educational conference [in] New York . . . 1934, under the auspices of the Committees on personnel methods and on educational testing of the American council on education, the Commission on the relation of school and college of the progressive education association, the Cooperative test service, and the educational records bureau. Washington, D. C., American council on education, 1935. 162 p.

Ten reports made to 450 educators in conference on such topics as educational measurement and guidance, the testing movement, problems of an admissions office, accrediting of secondary schools, a college physics testing program and its meaning to high-school guidance, training teachers for guidance.

Describes two special projects: The character education experiment in Washington, D. C., and the 8-year experimental study of the Progressive education association.

94. AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. The application of research findings to current educational practices. Washington, D. C., National education association, 1935. 273 p.

"This is the first complete annual report of the meetings of the American educational research association, a department of the National education association, to be published in separate bound form." Includes a section on problem of research in city school systems, covering individualized instruction, character education, parents' interest in education, and group guidance, p. 12-27.

Of special interest to guidance workers are two articles, one by Harry J. Baker, entitled "What changes in guidance of physical and mental growth of elementary school children?" p. 152-56; and one by Marion R. Trabue on "The bliss of ignorance in educational and vocational guidance", p. 254-8. The latter outlines the occupational fact-finding program of the U. S. Employment service. Many of the articles in this bulletin deplore the failure of schoolmen to apply the findings of research workers to actual school situations.

95. BOWLER, ALIDA C. and BLOODGOOD, RUTH S. Institutional treatment of delinquent boys; Part 1: Treatment programs of five State institutions. Washington, U. S. Government printing office, 1935. 324 p. (U. S. Children's bureau publication no. 228)

Study of the following State schools for delinquent boys: Whittier State school, Whittier, Calif.; Boys' vocational school, Lansing, Mich.; State home for boys, Jamesburg, N. J.; State agricultural and industrial school, Industry, N. Y.; and Boys' industrial school, Lancaster, Ohio. "It . . . presents a general picture of each institution as it appeared . . . to field workers . . . having considerable experience in connection with delinquency problems and institutional life."

96. ———. Institutional treatment of delinquent boys; Part 2: A study of 751 boys. Washington, U. S. Government printing office, 1935. 149 p. (U. S. Children's bureau publication no. 230)

Analyzes the results of institutional treatment on the basis of a ". . . detailed study of 751 boys who had been under care in 5 State institutions and had been released 5 or more years prior to the time of the study." The relation of various factors to successful adjustment was noted. A high proportion, 85 percent, of the boys who were convicted of offenses after release, were poorly adjusted in employment. Length of training, parole service, marital status, and affiliations with organized groups were also studied.

97. Buros, OSCAR K. Educational, psychological, and personality tests of 1933 and 1934. New Brunswick, N. J., Rutgers university, 1935. 44 p.

First of a series of annual bibliographies of standard tests. Includes 257 tests, classified and cross-referenced as to aptitudes, subject fields, and purposes, with complete data for each. A later (1936) edition cumulates this 1933-34 list, with the list of tests for 1935.

98. **BYRNE, HARRIET A.** Women who work in offices. Washington, U. S. Government printing office, 1935. 27 p. (U. S. Women's bureau, bulletin no. 132)
- In two parts: (1) a study of employed women, and (2) a study of women seeking employment. Data were obtained in seven cities in 1931-32 from personnel records, pay rolls, and personal interviews, covering almost 43,000 women. Found that a large proportion of women were employed in very small offices. Information of a specific nature was obtained as to chief occupation, age, education, training, daily hours, and weekly earnings. Useful in guiding girls interested in commercial work.
99. **CUNLIFFE, REX B.** Trends in vocational guidance. New Brunswick, N. J., Rutgers university school of education, 1935. 52 p. (Rutgers university studies in education, no. 8)
- Trends in guidance classified and discussed under the following five headings: Newer objectives in vocational guidance, occupational analysis, teaching of occupations, counseling, placement and follow-up. The material on occupational analysis is especially practical. Includes factual reports of guidance programs in various parts of the United States.
100. **DAVIS, HELEN E.** The report of the study of work with younger girls in the Y. W. C. A. New York, Woman's press, 1935. 24 p.
- Report of a study of leisure and recreation showing that younger girls who belong to the Y. W. C. A. spend most of their spare time reading, doing housework, listening to the radio, and participating in various types of group activity.
101. **DODGE, ARTHUR F.** Occupational ability patterns. New York, Teachers college, Columbia university, 1935. 97 p. (Contributions to education, no. 658)
- Technique for tracing, localizing, and graphing constellations of abilities, using data from records of the Adjustment service, New York. Analysis of Scores of 322 men representing 6 occupational groups, and 329 women representing 7 fields. Found that classification, vocabulary, and personality tests differentiated most clearly between occupations; number-checking tests differentiated salespeople from clerical workers; traveling salesmen differed from engineers on certain tests. Since these differences were noticeable only when median scores were used, individuals cannot be analyzed by this method.
- The author states that occupational ability patterns would be more significant if based on minimum scores of successful workers rather than on median or average scores of unemployed persons, as was necessarily done in this study. To avoid future confusion in the field, he recommends that only one ability pattern, based on single standard norms, be presented for each occupation.
102. **DVORAK, BEATRICE J.** Differential occupational ability patterns. Minneapolis, University of Minnesota, 1935. 48 p. (Employment stabilization research institute bulletin vol. 3, no. 8)
- Uses the psychograph technique to compile data secured from records of the Minnesota employment stabilization research institute. Compares occupational ability patterns of men clerical workers, garage mechanics, women office clerks, graduate nurses, saleswomen, janitors, and policemen. Reveals a statistically reliable difference between combined tests scores of different groups. Improves technique for pursuing the theory of unique traits. Infers that if an individual's profile, or psychograph, matches that of successful people in a certain occupation, he is likely to have some traits necessary for success in that field.
103. **EDUCATIONAL BUREAU.** College and private school directory of the United States. Chicago, Ill., The Bureau, 168 North Michigan Avenue, 1935. 496 p.
- This directory carries a descriptive list of universities, colleges, private schools, technical, commercial, and vocational schools in the United States. They are arranged according to subject, and alphabetized according to States. One section lists publishers and other business concerns related to the educational field.
104. **FEDERATED COUNCIL ON ART EDUCATION.** Fashion illustration as an occupation. New York city, The Council, 745 Fifth avenue [and] New London,

Conn., Institute of women's professional relations, Research headquarters, Connecticut college, 1935. 40 p.

Answers, for the art student, such questions as: Who does fashion illustration? What must a fashion illustrator know? Where is the work done? Where can the beginner get a start? What is the demand for fashion illustrators? What do they earn? What are the disadvantages of their profession? What type of person is successful? Lists colleges and universities offering instruction in fashion illustration, as well as professional art and vocational schools in New York city and throughout the United States.

105. FITCH, JOHN A. Vocational guidance in action. New York, Columbia university press, 1935. 204 p. (Job analysis series of the American association of social workers, no. 5)

Survey of what guidance workers actually do from day to day, described from the viewpoint of a social worker. Part 1 is a brief overview of the guidance movement; part 2 deals with counseling in terms of duties, methods, activities, qualifications, and working conditions of counselors; part 3 deals with placement, illustrating various types of placement offices and the methods employed in each. The appendix contains a number of individual job analyses, and several sample tools, such as forms, letters, courses of study, placement records, and counseling forms.

106. GREER, SARAH. A bibliography of civil service and personnel administration. New York, McGraw-Hill Book company, 1935. 143 p. (Commission of inquiry on public service personnel, monograph 1)

Selected list of American and foreign publications on problems of public service personnel in nations, States, counties, and cities. Sections on classification, salary standardization, appointment, reinstatement, training, promotion, discharge, discipline, retirement, women in the civil service, and civil service systems in various countries.

107. HALL, FRED S., ed. Social work year book, 1935; a description of organized activities in social work and in related fields, third issue. New York, Russell Sage foundation, 1935. 698 p.

Biennial directory, with details of organization, location, and activities. Lists national and State agencies, both public and private, doing all types of social work. Contains topical articles arranged alphabetically by subject under such headings as: Adult education, boys' work, child and youth protection, occupational therapy, parent education, personnel administration, preschool children, probation, psychiatric clinics for children, recreation, school health work, social case work, unemployment relief, visiting teachers, vocational education, vocational guidance, youth service associations. Includes Federal emergency agencies doing related work.

108. HOPKINS, JESS T., and others. The emergence of a new public employment service. Albany, N. Y., J. B. Lyon company, 1935. 345 p. [Distributed by the New York State employment service, 124 East 28th Street, New York city.]

Description of employment techniques and guidance procedures found useful in the Rochester demonstration center. Complete instructions as to size of staff, special qualifications, training programs, organization of divisions and sections, space and furnishings, interviewing rooms, files, forms, tests, field visits, publicity, occupational classification, and methods of securing employers' orders. Special reports in chapters by Mabel E. Crafts, Charles H. Howard, and Willard E. Parker.

109. HOPPOCK, ROBERT. Job satisfaction. New York, Harper and brothers, 1935. 308 p.

Report of two surveys of job satisfaction using a person-to-person canvass and a questionnaire. The first included 88 percent of the employed and unemployed residents of New Hope, Pa., revealing less than one-third of them dissatisfied, with 66 percent finding more satisfaction in work than in recreation. Interviews with 80 persons are given in detail and are illustrated with candid camera shots of some of the subjects.

The second survey covered 100 satisfied and 100 dissatisfied teachers, comparing personal factors in the lives of the satisfied with corresponding situations in those

of the dissatisfied, and tabulating their answers to 258 questions. The report includes facsimiles of all forms used.

Chapters 1 and 2, summarizing and interpreting results, and chapters 6 and 9, abstracting 32 other investigations having some bearing on job satisfaction, are especially valuable. Published under the auspices of the National occupational conference.

110. HOWARD, FRANK E. and PATRY, FREDERICK L. *Mental health; its principles and practice, with emphasis on the treatment of mental deviations.* New York, Harper and brothers, publishers, 1935. 552 p.

A psychologist and a psychiatrist combine views and experience in the field of mental hygiene. After an exhaustive technical treatment of the subject, the concluding chapters suggest methods of personality reconstruction with special applications to the school situation, including the role of the classroom teacher, the pupil, and the visiting teacher. Exhaustive selected bibliographies on various phases of mental hygiene.

111. HUTCHERSON, GEORGE E., *comp.* *Guidance, a list of books and pamphlets recommended for use in secondary schools and in the upper grades of elementary schools.* Albany, University of the State of New York press, 1935, 15 p.

Bibliography of practical tools for guidance workers listed as follows: Methods of studying the individual, his personality, his work, his world, his leisure; occupational information for boys, girls, and women; student texts and workbooks; literature for teachers on principles and techniques of guidance; directories of colleges, private schools, special training opportunities, and scholarships; directions for improving library facilities for guidance.

112. INTERNATIONAL LABOUR OFFICE. *Children and young persons under labour law.* Geneva, Switzerland, International labour office (League of Nations), 1935. 842 p. (Studies and reports, series I, no. 3) [Distributed by the International labour office, Washington, D. C., branch, 734 Jackson Place.]

World-wide compilation of laws pertaining to child labor. Covers every kind of juvenile employment except apprenticeship. Part 1 is a general review of the subject. Part 2 shows the details of child labor laws in tabular form, allowing comparisons between nations. The tabulation for the United States is made according to States, giving scope of laws, ages to which applied, working hours, rest intervals required, and other details. Part 3 is a 50-page bibliography classified by countries.

113. ———. *Problems of vocational guidance.* Geneva, Switzerland, International labour office (League of Nations), 1935. 183 p. (Studies and reports, series J, education, no. 4) [Distributed by the International labour office, Washington, D. C., branch, 734 Jackson Place.]

Gives briefly the history, organization, and legal regulations concerning guidance in France, Germany, Great Britain, Spain, Brazil, Italy, Switzerland, Russia, and the United States. Specifies the training of vocational advisers in various countries. Considers the medical aspect of guidance, which is stressed more strongly in Europe than in America. Takes up general methods and specific techniques of advisory work, placement, and occupational analysis employed in guidance centers. States that, "In the modern social system vocational guidance is a sort of connecting link between educational and social work on the one hand, and economic activities on the other." Concludes with pertinent remarks on the limitations, probable development, and future outlook of guidance.

114. KELLEY, TRUMAN L. *Essential traits of mental life.* Cambridge, Mass., Harvard university press, 1935. 145 p.

Mathematical methods employed in studying the human mind. Tables, statistical formulae, technical definitions. Analysis of vocations as reported to the unitary traits committee of the American council on education.

115. MCCABE, MANTHA R., *comp.* *Character education.* Washington, U. S. Government printing office, 1935. 11 p. (U. S. Department of the Interior, Office of education. Good references bibliography no. 15, rev. ed.)

Annotated list of about 60 publications on character education covering the field in general, the elementary level, the secondary level, and courses of study.

116. **MCCABE, MERTHA R.** Discussion meetings, open forums, panels, and conferences. Washington, U. S. Government printing office, 1935. 9 p. (U. S. Department of the Interior, Office of education. Good references bibliography no. 30)

Selected list of literature on values and techniques of group discussion, open forums, panels, conferences, and discussion techniques in the schools.

117. **MORTON, NELSON W.** Occupational abilities: a study of unemployed men. Toronto, Canada, Oxford university press, 1935. 279 p.

Report of a 4-year study of seven groups of unemployed men in Toronto. They were given a wide variety of tests, and results were statistically analyzed and tabulated. Tests, test groups, and testing conditions varied greatly, so that further research was recommended. Includes a critical review of the literature on occupational testing, and a group of occupational case studies.

118. **NATIONAL EDUCATION ASSOCIATION. RESEARCH DIVISION.** Report of the committee on social-economic goals of America; a descriptive bibliography of social-economic education. Washington, D. C., The Association, 1935. 93 p.

Abstracts of 265 articles describing school programs and community activities, compiled by Fred J. Kelly. Includes more than 60 guidance programs, 20 extra-curricular and recreational projects, 25 character education and mental hygiene references, and others on rural guidance programs, atypical children, adult education, student self-government, and school use of community resources. Arranged as an annotated bibliography, alphabetically by States and cities.

This edition was issued for members of the Representative assembly at the Denver convention, 1935. It is also available as the Research bulletin of the National education association, vol. 13, no. 3, p. 71-159, May 1935.

119. **NATIONAL LEAGUE OF NURSING EDUCATION.** A list of schools of nursing meeting minimum requirements set by law in the various States. New York, National league of nursing education, 1935. 35 p.

Tenth corrected list of accredited nursing schools as of January 1, 1935. Tabulates about 45 items, as expense, enrollment, and entrance requirements, for each of 1,472 schools. States having the most nursing schools: Pennsylvania, 135; New York, 115; Illinois, 123; the fewest: Nevada, 0; New Mexico, 2; Wyoming, 2. Other States average about 25. The number of student nurses and the number of schools decreased between 1931 and 1935.

120. **NEW YORK (STATE) UNIVERSITY.** Certification for administrative and supervisory service: Laws, rules, regulations, and information. Albany, University of the State of New York press, 1935. 25 p. (Certification bulletin no. 1)

Education and experience necessary for licensed counselors in New York State; requirements for school administrators and supervisors. The information on certification of counselors is obtainable separately in a 4-page reprint.

121. **PENDRY, ELIZABETH R. and HARTSHORNE, HUGH.** Organizations for youth; leisure-time and character building procedures. New York, McGraw-Hill book company, 1935. 359 p.

Source book of club information. Describes 40 privately promoted non-sectarian character education programs which are national or international in scope. Includes 11 independent societies, such as Scouts, Camp Fire Girls, 4-H Clubs, and others less known; 6 junior groups attached to adult service clubs and orders; 9 national plans for schools, as the Pathfinders, the School Republic, and the Junior Red Cross; 7 plans built around special interests and hobbies, such as gardens; 7 inter-religious groups, including Big Brother and Big Sister federations, and the Y. M. and Y. W. C. A. Analyzes each group, covering purpose, history, method, use of motives and awards, evidences of progress, addresses of leaders. Information was secured from questionnaires and interviews with active executives. Appendix lists, but does not describe, about 40 additional programs for youth, giving the headquarters of each.

122. **PRESTON, EL. C.** Principles and statutory provisions relating to recreational, medical, and social welfare services of the public schools. New York, Teachers college, Columbia university, 1935. 106 p. (Contributions to education no. 636)
 Survey of State policies and laws dealing with school activities in recreation, medicine, and social service. Reveals great variation from State to State, with most advanced procedures in the most populous industrial areas. Finds very little legislation for social welfare work through the schools.
123. **PROFFITT, MARIS M.** Private, proprietary, and endowed schools giving trade and industrial courses. Washington, U. S. Government printing office, 1935. 91 p. (U. S. Department of the Interior, Office of education, Bulletin no. 8)
 Describes approximately 800 trade schools, ranging from elementary to college grade, arranged alphabetically by State. A special section is given to schools in industrial corporations, another covers home-study courses and correspondence schools, and a third is a list of private-endowed schools of technology. Tuition fees, enrollment, entrance requirements, and other data are included. Information was secured from State departments of education.
124. **PURDUE UNIVERSITY.** Proceedings of the first annual guidance conference held at Purdue university in November 1935. Lafayette, Ind., The division of educational reference, Purdue university, 1935. 93 p. (Bulletin of Purdue university, vol. 27, no. 4)
 Summarizes addresses and discussions of guidance workers in conference. Includes: Major strategy of guidance; guidance methods in a large city system, a city high school, rural grade schools, and rural high schools; pupil personality study; guidance for living; use of the Indiana high-school testing service; community agencies contributing to guidance.
125. **QUAYLE, MARGARET S.** A study of some aspects of satisfaction in the vocation of stenography. New York, Bureau of publications, Teachers college, Columbia university, 1935. 121 p.
 Comparison of satisfied and dissatisfied stenographers in an attempt to find elements necessary for satisfactory adjustment to stenographic work. Detailed analysis of results, with composite picture of happy and unhappy women stenographers. Carries significant implications, particularly for girls enrolling in business courses.
126. **SARGENT, PORTER.** A handbook of summer camps; an annual survey. Boston, Mass., The Author, 11 Beacon Street, 1935. 733 p.
 An annual guide for parents, teachers, and camp directors. Lists, with critical descriptions of camps, all types in the United States. Gives, for each camp: Name and experience of director; camp activities, whether coeducational or not; topography of surrounding region; and other data. Individual camps are listed geographically in the text and alphabetically in the index.
127. Selected references in education, 1934. Chicago, Ill., University of Chicago, 1935. 189 p. (Supplementary educational monographs, no. 42, January, 1935)
 Reprint of 20 monthly lists of educational literature which appeared originally in the *School review* and the *Elementary school journal* during 1934. The following sections are useful to guidance workers: The extracurriculum, p. 48-50; educational psychology, p. 51-57; exceptional children, p. 121-128; and guidance, p. 65-71. The latter was published in the September 1934 issue of the *School review*. The entire list covers the period from June 1933 to May 1934.
128. **STONE, WALTER L.** The development of boys' work in the United States. Nashville, Tenn., Press of Cullom and Ghertner Co., 1935. 182 p. [Distributed by Informal education service, Nashville, Tenn.]
 Historical and factual treatise valuable for the information it contains on organizations for boys. Lists and tabulates the activities of 138 youth agencies. Analyzes 43 which deal directly with boys. Traces the development of boys' work from primitive times, and sketches the American background.

129. STRANG, RUTH M. The role of the teacher in personnel work. Rev. and enl. New York, Teachers college, Columbia university, 1935. 332 p.

Clarifies the teacher's position as a guidance worker, particularly on the higher secondary and college levels. After outlining needs and philosophy, section 1 answers such questions as: Who is doing personnel work? What does the classroom teacher contribute to individual guidance? . . . the homeroom teacher? . . . the club sponsor? Section 2 deals with student adjustment, its nature, common problems of educational guidance, factors in maladjustment, delinquency, and discipline problems. In section 3, techniques of personnel work are treated under the following heads: Case study, interview, standardized tests, rating techniques, observation, and daily schedules. The latter are contributed as an added source of information about an individual student, and are in reality brief diary records detailing a day's activities.

130. TEAD, ORDWAY. The art of leadership. New York, Whittlesey house, McGraw-Hill book company, Inc., 1935. 308 p.

Emphasizes the psychology of leadership, discusses the common problems faced by group leaders, analyzes some of the intangible aspects of leadership, and concludes with a chapter on how to train leaders. Chapter 9, on methods and manners of leading, is especially applicable to the problems of classroom teachers and group guidance workers.

131. THORNDIKE, EDWARD L. The psychology of wants, interests, and attitudes. New York, D. Appleton-Century company, 1935. 301 p.

Technical study of the *modus operandi* of human desires. Describes experiments on the respective influences of punishment and rewards, unconscious learning, satisfying and dissatisfying after-effects, differential rewards, differential punishments, intrinsic and extrinsic interests. Significant conclusions with reference to the learning process and present teaching methods.

132. U. S. DEPARTMENT OF THE INTERIOR. OFFICE OF EDUCATION. Educational directory, 1935. Washington, U. S. Government printing office, 1935. (U. S. Department of the Interior, Office of education, Bulletin 1935, no. 1)

In four parts: Part 1, Principal State and county school officers; part 2, principal city school officers; part 3, colleges and universities, including all institutions of higher education; part 4, educational associations and directories. Issued annually. Each part is available separately as soon as the information becomes available.

133. ——— VOCATIONAL EDUCATION DIVISION. Manual for instructors in Civilian conservation corps camps. Washington, U. S. Government printing office, 1935. 95 p. (Civilian conservation corps vocational series)

Practical group guidance manual intended for use with a set of 15 occupational instruction pamphlets. Designed to meet the special conditions of voluntary enrollment in non-compulsory classes. Covers the learning process, classroom procedures, and teaching efficiency. Suggests techniques of handling groups of young adults. Prepared for educational advisers of CCC camps.

The 15 instructional pamphlets are as follows: Agriculture, automobile repairing, automotive electricity, carpentry, concrete construction, conservation of natural resources, forestry, house wiring, elementary masonry, and bricklaying, mechanical drawing, photography, radio servicing, soil conservation, and plane surveying.

134. U. S. EMPLOYMENT SERVICE. Interviewing applicants in public employment offices. U. S. Government printing office, 1935. 86 p. (U. S. Employment office manual series, section 1)

Practical suggestions on interviewing, including the office setting, the interviewer's preparation, steps in the interview, and accuracy of data based on interviews. Bibliography.

135. VAN WAGENEN, NOEL B. The stability of self-description tests of personality-adjustment. New York city, Columbia university, 1935. 59 p.

Study of variations in methods of administering a personality test, and of the effect of such variations on group scores. Subjects were 460 junior high school pupils in Brooklyn and Manhattan. The test used was found to be fairly stable.

136. **VOCATIONAL SERVICE FOR JUNIORS.** Directory of opportunities for vocational training in New York city. New York, The Service, 122 East 25th Street, 1935. 104 p.
New York City's training centers, particularly for occupations below the professional level.
137. **WALLIN, JOHN E. W.** Personality maladjustments and mental hygiene. New York, McGraw-Hill book company, 1935. 511 p.
An introduction to mental hygiene for educators, counselors, and psychologists. Combines principles and practices of psychology, psychiatry, and education. Case studies, specific examples, definitions of technical terms.
Discusses such topics as procrastination, shifting the blame, rationalization, evading responsibility, temper tantrums, insomnia, physical defects, stage fright, sublimation, and substitution. Presents the mentally healthy personality as a positive concept; shows symptoms of maladjustment as deviations, and as inadequate responses to life's difficulties; suggests specific remedies.
138. **WARD, CARLOS EDGAR.** Organized camping and progressive education. Nashville, Tenn., Informal education service, 1935. 180 p.
Notes educational aspects of camping; describes the actual activities carried on in a successful camp; covers self-government, cumulative records of campers, case studies, information sheets for parents, behavior scales, daily programs, activities of counselors. Notes problems, lags, and trends of the modern camping movement; suggests relationships to State and national parks, the CCC, and other developments; points out the educational aspects and possibilities of organized camping.
139. **WOOD, BEN D.** The major strategy of guidance. Washington, D. C., American council on education, 1935. 28 p.
Report combining articles from the *Educational record* and *Occupations*, stressing the need for adequate cumulative records, suggesting techniques for maintaining them, emphasizing personal and social guidance as the major opportunity of the schools, and explaining an anecdotal method of keeping individual records.
140. **WOOD, THOMAS D. and LERIGO, MARION O.** The healthy personality. Bloomington, Ill., Public school publishing company, 1935. 40 p.
Reprint from a health education series for teachers, with emphasis on physical well-being. Attention is given to such considerations as extracurricular activities, mental hygiene, the growing personality, causes of mental disorders, the curriculum, discipline, and pupil placement. Includes a teacher's outline for classroom analysis of personality problems.
141. **YOUNG, PAULINE V.** Interviewing in social work; a sociological analysis. New York, McGraw-Hill book company, Inc., 1935. 416 p.
Exhaustive treatment of interviewing techniques. Includes objectives, content of the interview, special situations, ethical standards, personality problems in interviewing, and methods of recording interviews. Analyzes psychological factors, such as illusions, inaccurate memory, and timidity; and sociological factors, such as clashes of interest, language barriers, and differences in social philosophy. Recommends special treatment of the following types of interviewees: The immigrant, the Negro, the executive, the employer, the new poor, the timid, the hostile, the hesitating, the nervous, the cunning, and the positive. Reproduces numerous interviews and case histories. Analyzes each. Bibliography.

PERIODICAL REFERENCES

ELEMENTARY SCHOOLS

142. **ALLEN, W. PAUL.** A character education program. *Educational method*, 14: 391-92, April 1935.
Twelve-point program for character development in a Cleveland elementary school. Each point covers a specific activity, such as a child study group, home visits, professional reading for teachers, special classes for retarded children, and elimination of the traditional type of report card.

143. BALL I. GRACE, *and others*. A cooperative report card. California journal of elementary education, 4: 42-46, August 1935.

Fifth- and sixth-grade pupils worked with their teachers to evolve fair evaluations of their aptitudes, interests, and efficiency in school work, in such terms as: How good am I at finding facts? what have I accomplished? How well do I get along with other children? Includes facsimiles of the records, and descriptions of the classroom methods used.

144. BISHOP, LOUIS F., Jr. Hobby guidance for children with handicapped hearts. Occupations 14: 233-37, December 1935.

A doctor suggests a variety of hobbies for children suffering from cardiac ailments. Tropical fish, story-writing, pets, play directing, and other activities for convalescents; constructive amusement, within both physical and financial limits, for those who must remain in bed.

145. GROVER, CHARLES C. Gifted children in elementary school. Nation's schools, 16: 12-16, July 1935.

Guidance and adjustment of gifted children in the elementary school through curriculum enrichment, acceleration, ability grouping, and special classes. A review of these provisions is followed by a suggestion for combining them with acceleration for those planning to attend college.

146. HARDY, MARTHA C. The out-of-school activities of well-adjusted and poorly adjusted elementary school pupils. Journal of educational psychology, 26: 455-67, September 1935.

Reports a series of observational studies of a group of elementary school pupils. Includes data on behavior with reference to special traits as shown by their out-of-school activities. The most outstanding difference between well-adjusted and maladjusted children was the higher general intelligence of the former. The only other instances in which significant variations appeared were the following: The maladjusted had smaller play groups, preferred more vigorous play, and attended the movies oftener than did the well-adjusted.

147. POLSTER, ARTHUR H. Counseling in the elementary school. California journal of elementary education, 4: 51-54, August 1935.

Status of guidance on the elementary level. Includes illustrations of organized counseling services and general suggestions for developing guidance in the early grades.

148. SCHLOSSER, F. F. Study and treatment of maladjustment of elementary and high school pupils. Wisconsin journal of education, 67: 269-70, February 1935.

Faculty cooperation in the study and treatment of maladjusted pupils in Algoma, Wis. A survey of the whole school system, including the elementary level, was made using an inventory scale on maladjustment prepared at the University of Wisconsin by T. L. Torgerson. Methods of diagnosis and treatment are described.

149. WOODHOUSE, Mrs. CHASE GOING. Vocational guidance in the elementary school. National elementary principal, 15: 83-84, December 1935.

Recommends a wider conception of vocational guidance beginning in the elementary grades. Such a program would include arousing interest in fields of work, inculcating good social attitudes toward honest labor, and "... eliminating false social evaluations of different kinds of work."

SECONDARY SCHOOLS

150. ALVEY, EDWARD, Jr. Integrating guidance in the revised curriculum. Virginia journal of education, 23: 253-60, March 1935.

Suggestions to teachers for incorporating vocational guidance in social studies courses, language arts classes, and other school activities. Includes a general treatment of guidance with a brief explanation of the revised curriculum in Virginia.

151. ANDRUS, ETHEL P. Building a guidance program. *Occupations*, 13: 781-90, June 1935.
Describes the growth of guidance as an integral function of the Lincoln high school, Los Angeles, Calif. Complete details of the program are given. Obtainable as a separate pamphlet in reprint form.
152. BROOKER, ELSA G. The objectives of guidance in secondary schools. *High school quarterly*, 23: 167-172, April 1935.
Presents various views of guidance; shows that secondary school population makes guidance necessary; states objectives of guidance; outlines a centralized guidance program for a secondary school.
153. BELLEAU, WILFRID E. Factors influencing vocational choice. *Industrial education magazine*, 37: 152-53, May 1935.
Questionnaire study of occupational choices of 200 pupils in the Boys' technical high school, Milwaukee, Wis. Tabulations are briefly analyzed.
154. BROCKMAN, L. O. Guidance through doing; tryout experiences for high-school students. *Occupations*, 13: 413-16, February 1935.
Lewiston, Mont., population 6,000, offers vocational guidance to its high-school students by the tryout method. School credit is allowed for shop, store, and office experience.
155. CARRINGTON, ELAINE S. Working with hands—and brains; a boy considers the possibilities of plumbing. *Occupations*, 13: 694-7, April 1935.
Radio playlet showing the advantages of entering a trade in contrast to the difficulties and crowded conditions in the professions. Suitable for school presentation.
156. CARTER, H. D.; PYLES, M. K. and BRETNALL, M. P. A comparative study of factors in vocational interest scores of high school boys. *Journal of educational psychology*, 26: 81-98, February 1935.
Comparison of data on vocational interests of 183 high-school boys who filled out the Strong vocational interest blank, with similar data on college men compiled by Thurstone. Multiple factor analysis indicates the presence of three, possibly four, interest factors.
157. Characteristics of a sound guidance program in a secondary school; a symposium. *California journal of secondary education*, 10: 357-90, May 1935.
Nine articles on guidance, as follows: George C. Jensen. Why have guidance? Harold C. Hand and Verna A. Carley. When shall we have a sound guidance program in the secondary schools? Virgil E. Dickson. A guidance program for secondary schools; Virginia Lee Block. The place of mental hygiene in the guidance program [and] The length of assignment as a factor in mental health; Mardele Robinson. Guidance and the curriculum; Herman A. Spendt and Leo B. Hart. Counseling in the secondary schools; Albert D. Graves. The mental hygiene emphasis in guidance; J. O. McLaughlin. A vocational guidance technique.
158. COHEN, I. DAVID. Vocational guidance in our schools. *High points*, 17: 5-11, October, 1935.
Description of the guidance program in the Brooklyn boys' vocational high school, as it has developed during a 16-year period. Summary lists 14 elements of a good guidance program.
159. COLANGELO, ROBERT C. Guidance in a boys' club. *Industrial arts and vocational education*, 24: 110-11, April 1935.
Experiences in guiding members of the Worcester, Mass., boys' club. The program included a guidance card, interviews, Saturday visits to industries, case studies, and occupational classes.
160. CONWELL, AGNES E. Futility of commercial education without guidance. *Education*, 55: 414-20, March 1935.
Vocational guidance in business training. Considers the nature and importance of guidance, occupational analyses, personality adjustments, requirements of counseling,

- and the responsibility of commercial teachers. Suggests division of a guidance program for commercial education into four periods: (1) The general period; (2) the pre-vocational period; (3) the early vocational; and (4) the early employment period.
161. COOK, F. M. Guidance in the Fairfield, Alabama, high school. High school quarterly, 23: 274-6, July 1935.
Guidance plan in a small high school, administered by the principal and two counselors, with emphasis on guidance through the regular subjects. A number of faculty meetings were held before launching the plan.
162. COBY, F. BYRON B. Graduates appraise extracurriculum activities. School review, 43: 672-82, November 1935.
Questionnaires from 266 former high-school pupils reporting that "... many of the activities which are maintained in high school are of little use in later years. More practical and useful activities should be provided."
163. Counseling and guidance. Secondary education, 4: 224-26, September 1935.
Article prepared by the research division of the National education association as a basis for discussion in faculty meetings and other professional groups. Includes a statement of the high-school guidance problem, topics for group and individual investigation, and a selected bibliography.
164. CUNNINGHAM, S. DONALD. The vocational plans of a select group of high-school seniors. School review, 43: 281-6, April 1935.
Study of 108 boys and 109 girls from Jefferson county, Ohio, who participated in the Ohio general scholarship test during the 4-year period 1930-1933, inclusive, and who indicated their vocational choices. Found that 83.4 percent had chosen a life-work and that boys selected a greater variety of vocations than did girls. First choice was engineering for the boys, teaching for the girls.
165. DENNING, RUTH O. Guidance through the homeroom. Junior-senior high school clearing house, 10: 100-3, October 1935.
Guidance suggestions to homeroom and classroom teachers. Holds that a sincere personal interest on the part of the teacher is more important than are "hard and fast rules" for homeroom guidance.
166. FREMMER, MABEL F. Extracurricular activities in music. Education, 56: 97-100, October 1935.
Suggested list of 10 types of musical activities for high-school groups, with aims, objectives, and methods for each. Arranged according to the degree of musicianship required, they are: Composers club, bands and orchestras, informal music, glee clubs, creative instruments, music science, banjo, harmonica, and stunt song clubs.
167. GOODMAN, HELEN C. IQ in relation to graduation after failure. Journal of educational psychology, 26: 195-205, March 1935.
Records of 1,373 high-school pupils were studied to determine what part "... the IQ rating should play in advice to pupils continuing or discontinuing school." Compares IQ and chronological age, IQ and sex differences, IQ and course of study, IQ and subject failed, IQ and employment. Found such similarities between graduates and nongraduates as to indicate that "... the determining influence of IQ on graduation after failure is relatively small as compared with other factors which, though still largely unclassified, must be powerful."
168. Guidance in southern schools. High school quarterly, 23: 262-71, July 1935.
Brief descriptions of guidance activities in the following States: Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Texas, and Virginia. Includes schools in large and small cities.
169. Guidance program for a secondary school. University high school journal, vol. 14, no. 1, p. 1-61, June 1935.
This entire issue is devoted to high-school guidance.
Contents: Herbert E. Stolz. A good guidance program for a secondary school; G. A. Rice and Paul Fleming. The administration of guidance; Marion Brown. Train-

- ing teachers and student teachers as personnel workers in guidance; Marion Brown and Vibella Martin. Techniques used in guidance at (California) university high school; Grace Inman-Kane and Vibella Martin. Guidance in the social program; Vera D. Miller and Bernice B. Hargrove. The teacher in guidance.
170. **HARAJIAN, ELEANORE.** Case of the incorrigible pupil. *Nebraska educational journal*, 15: 151-53, April 1935.
A high-school principal suggests 12 techniques for dealing with a problem child, including private conferences, study of his home conditions, case history, and discovery of his interests.
171. **HAWK, HERBERT C.** The personal record file. *Junior-senior high school clearing house*, 9: 296-300, January 1935.
Intergration of pupil records for better guidance and placement at the Winfield, Kans., high school. Describes records as to size and physical make-up, methods of filing, facts obtained, and uses made of them.
172. **HENSON, CLARENCE C.** Guidance in the Isidore Newman school. *High school quarterly*, 24: 8-11, October 1935.
Describes the guidance program in an endowed, coeducational, college-preparatory school in New Orleans, La.
173. **HEWES, AMY.** Why pupils leave high-school. *School review*, 43: 287-94, April 1935.
Survey of high-school drop-outs in Holyoke, Mass., including home visits and school records. Found that about one-fourth of those who entered never completed high school; that the largest number of those who left did so because their families could not afford to keep them in school; and that high-school pupils who left school for work did not find permanently satisfactory occupational adjustment in their first jobs.
174. **HINDERMAN, ROY A.** A four-square program; guidance aims and methods in a university high school. *Occupations*, 13: 791-94, June 1935.
Describes four special guidance features of the high-school maintained by the University of Wisconsin, namely, curriculum modification, homeroom advisement, vocational information through regular school subjects, and weekly radio dramas on occupations.
175. **HOPPOCK, ROBERT.** Starting a guidance program. *Occupations*, 13: 344-7, January 1935.
Step-by-step procedure for a school principal to follow in initiating a guidance program. Answers this request: "I am the principal of a small school. We cannot afford a full-time counselor and we do not have much money to spend on books. Please tell me what I can do to start a guidance program." This article has been reprinted and is available from the National occupational conference.
176. **JORDAN, A. M.** Occupations of Negro high-school graduates in North Carolina. *High school journal*, 18: 24-27, January 1935.
Negro high-school graduates during the years 1931-1934 and their vocations. Information obtained from principals of 11 schools on the records of 1,095 pupils. Found that, "Aside from teaching and nursing very few occupations are entered by Negroes which utilize the type of training received by them in high school." Detailed tabulations.
177. **JORDAN, EDWARD B.** The philosophy of guidance. *Catholic educational review*, 33: 335-48, June 1935.
Discusses basic questions, techniques, and philosophy of high-school guidance. Presents a program of educational guidance for the junior and vocational guidance for the senior.
178. **KEMCHNER, E. L.** Guidance and extracurricular activities. *Illinois teacher*, 28: 330-31, June 1935.
Questionnaire study of the practices of 18 technical high schools in Illinois having an enrollment of more than 1,000. Data on number of deans, vocational advisers and counselors, classes in occupations, extracurricular activities, extent of pupil participation, and club emphasis on vocations.

179. KING, WILLIAM A. Guidance in a junior high school. Junior-senior high school clearing house, 10: 214-16, December 1935.

Guidance as a phase of the homeroom program in the James Monroe high school, Seattle, Wash. Activities include school clubs with vocational aspects, community projects, exploratory experiences, a course in occupations, special counseling, and group conferences.

180. KROGER, ROBERT and LOUITT, C. M. The influences of father's occupation on the vocational choices of high-school boys. Journal of applied psychology, 19: 203-12, August 1935.

Information on vocational choices of 4,543 boys in 4 Indianapolis high schools secured in 1932. "The data support the statement that a very small number of boys while in high school desire to follow their fathers' occupations. In fact the larger percentage choose an occupation at a higher level than that of their father . . . Nearly 70 percent want to engage in work that is represented by only 35 percent of the present gainfully employed population. On the other hand, only 1 percent want to engage in laboring occupations which are represented by 30 percent of the population and by 11 percent of their own fathers."

181. LEE, C. E. Boys looking for jobs; volunteer counselors in Cincinnati high schools. Occupations, 14: 123-4, November 1935.

Cooperating with the public schools, the Cincinnati Y. M. C. A. arranges interviews for eleventh- and twelfth-grade boys with business and professional men. Initial interviews are held at the schools on counseling day, when 60 or 70 business men volunteer their services.

182. LINCOLN, MILDRED E. Information the drama way; suggestions for teachers of classes in occupations. Occupations, 14: 31-36, October 1935.

A variety of suggestions and references on dramatization as an aid in imparting occupational information. Sample playlet on aviation.

183. LITTLE, HARRY A. A guidance program for small high schools in Georgia. High school quarterly, 24: 4-8, October 1935.

Fourteen guidance activities which can be carried on in small secondary schools.

184. MCBEE, MARIAN. Mental hygiene clinic in high school; an evaluation of the problems, methods, and results in the cases of 328 students. Mental hygiene, 19: 238-80, April 1935.

Five-year study of 328 cases in a demonstration child-guidance clinic at the Lake View high school, Chicago, Ill., staffed with three full-time and two part-time workers. Detailed analyses of data; descriptions of techniques; case histories. Recommends child-guidance methods which are practicable in a school clinic.

185. MILLER, L. HORTENSE. A homeroom and counseling plan involves character-building activities. Junior-senior high school clearing house, 10: 165-70, November 1935.

Recounts the homeroom plan at Northeast junior high school, Kansas City, Mo., which has 1,250 pupils in 29 homerooms. A complete outline of all activities, meetings, committees, and teachers' duties is given.

186. MITCHELL, CLAUDE. Prognostic value of intelligence tests. Journal of educational research, 28: 577-81, April 1935.

Analysis of intelligence test scores of a total of 1,146 pupils entering high school during a 10-year period from 1921 to 1931. Gives statistics on the number admitted and the number of drop-outs at each IQ level. Concludes that intelligence tests can be used for prognosis of general high-school success, as well as for prediction in algebra and English.

187. MORRISON, ROBERT H. Major themes for home-room guidance in the secondary school. High school teacher, 11: 151-53, May 1935.

Specific activities for homerooms, grades 7-12. Grade 7: Adjustment and orientation in high school. Grade 8: Choice of life occupations. Grade 9: Selecting an institution for training beyond the high school. Grade 10: Interpreting community institutions. Grade 11: Development of personality traits. Grade 12: Guiding prin-

- ciples for adjustment after high-school graduation. Includes a summary, selected bibliography, minimum time allotment, principles of individual and group guidance, participation of the homeroom in general school affairs.
188. NEWHALL, FREDERICK A. Students speak out on guidance. *New York State education*, 22: 688-91+, June 1935.
- Results of a questionnaire on guidance filled out by 200 high-school seniors in the Madison high school, Rochester, N. Y. A copy of the questionnaire with total student responses is given, showing types of guidance services desired by pupils.
189. PARSONS, A. REBECCA. Homeroom activities. *Education* 56: 82-85, October 1935.
- Activities in the Paul Revere junior high school, Revere, Mass. Student committees on scholarship, housekeeping, parliamentary procedure, programs, thrift, junior aid, and others. For example, the housekeeping committee arranges its work as follows: Monday, exhibit of written work; Tuesday, library day; Wednesday, loyalty day; Thursday, bulletin board; Friday, graphs and special work.
190. PERSING, C. L. and SATTLEY, H. R. Discovering the reading interests of maladjusted students. *Bulletin of the American library association*, 29: 13-23, January 1935, part 1.
- Report of a 3-year program in New Trier township high school, Winnetka, Ill., adjusting 115 retarded pupils to school, and, in a few cases, to work. Encouragement of reading interests played a large part. Specific corrective measures are described.
191. RAMSEY, W. M. Vocational guidance day. *Journal of business education*, 11: 19-20, November 1935.
- System and results of a special program for girls in the Roosevelt senior high school, Los Angeles, Calif. Vocational guidance day included a reception and luncheon for guest speakers, homeroom activities, and group conferences on vocational choices. A vocational day for boys is also held annually.
192. RICHARDSON, H. D. The intelligence quotient and secondary-school guidance. *School review*, 43: 49-59, January 1935.
- Retests of 193 high-school juniors who had taken the same intelligence test as eighth-graders. Found inconstancy of intelligence quotients, particularly for young-bright and older-dull pupils of the secondary level. Recommends a modification of guidance practices based on results of group intelligence tests.
193. RUDMAN, BARNET. Guidance. *School and society*, 41: 645-47, May 11, 1935.
- Critique, in general terms, of the philosophy underlying vocational and non-vocational guidance in American secondary schools.
194. SANDERSON, VIRGINIA S. A school's counseling services. *Progressive education*, 12: 110-13, February 1935.
- Principles and philosophy underlying a program of individual counseling. Recommends a central committee of counselors to carry on individual, group, and parent guidance. Suggests methods of organizing counseling services in a high school.
195. SPANABEL, ELMER E., ed. Effectize pupil guidance. *Business education world*, 16: 21-25, 131-34, 295-99; September, October, December 1935.
- Series of articles on vocational guidance through classroom activities in commercial geography, business arithmetic, salesmanship, and other commercial subjects. Among the authors are Zoe A. Thralls, E. P. Barnes, and Ernest A. Zellott.
196. STEIN, LUCY, and BARR, MARY D. Causes of maladjustment of some problem boys in a junior high school. *California journal of secondary education*, 10: 305-12, April 1935.
- Research showing that reading disability is one of the causative factors in behavior difficulties. States that "... the arithmetic-reading-age ratio is a more valid basis of classification in the junior high school than the mental age-chronological age ratio ..."

197. **STROBEL, JOSEPH R.** Vitalizing the P. T. A. through the homeroom. Junior-senior high school clearing house, 10: 206-9, December 1935.
In Shaker Heights, Ohio, the junior high school has 930 students in 36 homerooms. Parents are enlisted to help the school by organizing them into small groups, each having a specific project.
198. **THAYER, V. T.** Guidance in the Fieldston plan: orientation to life as a function of education. Occupations, 13: 677-86, May 1935.
Details of the educational program in the high-school department of the Ethical culture schools of New York City. Children representing various social levels study side by side. Instruction is organized around major interests having vocational and economic possibilities. Also published as a separate reprint by the National occupational conference.
199. **TINSLEY, S. B.** The guidance program in the Louisville, Kentucky, high school. High school quarterly, 23: 272-4, July 1935.
The guidance program of the Louisville, Ky., girls' high school is centered around the homeroom, with the cooperation of the principal, teachers, and student council advisers. Homeroom periods daily, with a group guidance period weekly.
200. **TOWNER, MARION W.** Do you like to work outdoors? A guidance play. Occupations, 13: 492-95, March 1935.
Radio playlet showing possibilities for life-work open to boys who like to be outdoors. Suitable for school presentation.
201. **TRIPLETT, RICHARD J.** Interests of commercial students. Journal of abnormal and social psychology, 29: 409-14, January 1935.
A group of 375 commercial students in high school were found to have high economic, low aesthetic, and high religious interests. "No significant correlations were found between the several interests and ability to do clerical work."
202. Visiting speaker. Occupations, 13: 445-46, February 1935.
The Baltimore schools tactfully instruct their visiting speakers by issuing a printed pamphlet outlining points to be covered in occupational talks to high-school pupils. The pamphlet is reproduced in this article.
203. **WAGNER, MAZIE E. and STRABEL, EUNICE.** Teaching high-school pupils how to study. School review, 43: 577-89, October 1935.
Statistical evaluation of a how-to-study course in some Buffalo secondary schools, in terms of credits earned and average marks on the New York State Regents' examination. The experimental group did academic work which was somewhat superior to that of the untrained control group.
204. **WHITE, BRUCE.** The causes of non-performance among high-school students. Educational administration and supervision, 21: 132-6, February 1935.
Data on 160 seniors from 40 high schools in the State of Washington, showing that two important causes of non-performance in school subjects are lack of educational influences in the home, and possession of interests not satisfied in school.
205. **WILLIAMSON, E. G. and DARLEY, J. G.** Trends in the occupational choices of high-school seniors. Journal of applied psychology, 19: 361-70, August 1935.
Analysis of vocations chosen by Minnesota high-school seniors for the years 1929-1933. Tabulations by year, sex, occupational level, and number selecting specific vocations. The total changes in choices over a period of years reflect, indirectly, the effect of vocational guidance programs in high schools, but "concentration of choices in a few traditional categories continues to exist, in spite of the fact that such concentration is not in agreement with known facts about corresponding distributions of abilities, interests, and opportunities."
206. **WINSTON, ELLEN.** An experiment with high-school senior vocational interviews. Journal of educational sociology, 9: 195-99, December 1935.
A feature of the guidance program in the Broughton high school of Raleigh, N. C., is a series of voluntary vocational interviews which seniors may have with business

people. The part-time director of guidance arranges them, and, in the article, describes techniques and outcomes.

COLLEGES

207. **ACHILLES, PAUL S.** Vocational motives in college; extent and significance of career decisions. *Occupations*, 13: 624-28, April 1935.
Report of a Psychological corporation survey of 50 colleges and universities to determine to what extent college students are vocationally motivated. Found that those who had decided on careers were generally better adjusted and had higher grades than undecided students. Only 12 percent of 4,527 undergraduates reported themselves as totally undecided as to choice of work. The greater the indecision, the greater was the need and conscious desire for guidance.
208. **Antioch graduates hold their jobs.** *Personnel Journal*, 14: 60-63, June 1935.
An appraisal and description of personnel and placement work at Antioch college, where the cooperative work-study plan is in effect.
209. **BAKER, FRANK E.** Program of guidance for teacher-educating institutions. *Educational administration and supervision*, 21: 657-71, December 1935.
Describes the program of guidance at the Milwaukee State teachers college, which includes six steps: Guidance through selective admission; in the freshman period; in the junior college; in admission to the senior college; through pre-practice assignments; and during practice teaching. All counseling and related activities are described, with facsimiles of forms and records used.
210. **BEHRENS, H. D.** Effects of a "how to study" course. *Journal of higher education*, 6: 195-202, April 1935.
Study of two equated groups of students at Ohio State university differing in that one group had enrolled in a "how to study" course and the other had not. In general, students in the latter group had lower achievement records than the former.
211. **BELL, HUGH M.** College students' interest in personal development. *Journal of educational research*, 29: 518-23, March 1936.
Study of vocational and personal interests of freshmen at Chico State College, Calif. Analyzes experiences contributing to their personal and social development.
212. **BINGHAM, WALTER V.** Engineering aptitudes. *Occupations*, 14: 197-202, December 1935.
States that about 62 percent of students entering engineering colleges drop out. Lists five engineering aptitudes; suggests and evaluates several instruments for measuring them; concludes that measurements help to form total patterns of personality, which may be useful to a counselor, and are most valuable when a number of measures are used.
213. **BONNER, HUBERT.** Personnel work at Ironwood junior college. *Junior college journal*, 6: 117-21, December 1935.
General organization of the student personnel department in the junior college at Ironwood, Mich. Emphasis is on educational guidance, with special attention to failing students and problem cases. A test construction project is also carried on.
214. **BRADSHAW, FRANCIS F.** The scope and aim of a personnel program. *Bulletin of the American association of collegiate registrars*, 11: 41-49, October 1935.
General review and explanation of policies, principles, practices, and aims of personnel work on the college level.
215. **BYRNS, RUTH K. and HENMON, V. A. C.** Entrance requirements and college success. *School and society*, 41: 101-4, January 19, 1935.
Foreign languages and mathematics as college-entrance requirements. Investigation based on the high-school records, psychological test ratings, and college achievement of 687 seniors in the University of Wisconsin. Conclusion: "The facts seem to show that foreign languages and mathematics do not develop a student's capacity for successful college work."

216. BYRNS, RUTH K. and HENMON, V. A. C. Long-range prediction of college achievement. *School and society*, 41: 877-80, June 29, 1935.
Fourteen-year study of the records of 250 University of Wisconsin students who were given intelligence tests in 1920, when they were freshmen in the Madison public schools. Indicates that college achievement can be predicted approximately as well from intelligence test scores secured in the freshman year in high school, or even earlier, as from similar data secured at the time of graduation.
217. CAMPBELL, DOAK S. *comp.* Directory of the junior college, 1935. *Junior college journal*, 5: 209-23, January 1935.
Tabulates data on 532 junior colleges. Includes location, control, date organized, number of instructors, whether coeducational or not, type of organization, enrollment, and other facts.
218. CANADY, HERMAN G. Individual differences among freshmen at West Virginia State college. *Journal of Negro education*, 4: 246-58, April 1935.
Testing during 1931-33 at the West Virginia State college for Negroes to determine individual differences as a basis for guidance. The following tests were administered to from 300 to 500 entering freshmen: Achievement tests in English and arithmetic, psychological examination, a socio-economic status scale, and a vocational interest questionnaire. Tabulations show individual and group differences.
219. CLEETON, GLEN U. Clinical treatment of maladjusted college students. *Journal of engineering education*, 25: 405-10, February 1935.
Problems and procedures of adjusting college students, particularly those with scholastic failures and emotional difficulties. Holds that punitive measures such as repeat courses, warnings, and probation should be replaced by clinical procedures such as intelligence testing and study training. Results of pertinent investigations are summarized. One showed that "all scholastic difficulty cases do not rate low on intelligence examinations", and another that "about one-fourth of college students read less effectively than the average eighth-grade child."
220. COLLIGAN, EUGENE A. Training teachers for guidance. *Educational record*, 16: 132-44, January 1935.
Report of an address clarifying concepts of guidance and presenting the educational guidance plan in operation at Hunter college, New York.
221. COWLEY, WILLIAM H. Student discontent and job placement. *Personnel journal*, 14: 146-50, October 1935.
Reviews the unemployment situation with reference to college graduates in Germany, Italy, England, and the United States; recommends better college-placement bureaus; outlines the system in effect at Ohio State university.
222. CULVER, BENJAMIN F. When students choose careers. *Personnel journal*, 14: 64-70, June 1935.
Study of 158 Stanford university students indicating that those who are certain about their occupational choices and who are directly interested in a specific vocation "... are more definitely oriented with respect to their futures than those whose interests are derived ... The largest percentage ... selected vocational fields while seniors in high school, and specific occupations when juniors in college."
223. DOWNS, MARTHA. Personnel research in a normal school. *Personnel journal*, 13: 280-83, February 1935.
Six ways in which research and guidance are functioning at the Newark, N. J., State normal school.
224. DUNCAN, H. G., and DUNCAN, WINNIE L. Attitudes of college students toward professions. *Journal of educational sociology*, 9: 200-4, December 1935.
Summary of the vocational choices of 182 men and 92 women in colleges in North Carolina and California, and New England. Preferred occupations were medicine, law, business, and teaching, but many related professions were ignored. A large number of students had no definite plans; "indefiniteness and lack of reasoning" characterized the reasons for their vocational choices.

225. ECKERT, RUTH E. Analyzing the superior college student. *School and society*, 41: 60-72, January 12, 1935.
- Study of superior men students at the University of Buffalo, showing "that the superior college student has been the superior high-school student" and indicating the need for early guidance of the gifted. Data on vocational choices show that indecision as to life work does not prevent superior achievement in college.
- This study is reported with complete tabular results in chapters 2 and 3, *University of Buffalo studies*, volume 9, 1934, by E. S. Jones and others.
226. ELLS, WALTER C. Certification requirements for junior college instructors. *Bulletin of the American association of university professors*, 21: 473-6, October 1935.
- Occupational information for prospective teachers. Lists the 11 States having the most junior high schools, and gives the requirement for teaching in each.
227. ——— and REITZ, MAURICE G. Personnel study of prospective engineers among California junior college students. *Journal of engineering education*, 25: 524-35, April 1935.
- Report of the California junior college mental-educational survey showing that 1,040 men, or 20 percent, chose engineering vocations, though less than one-half of 1 percent of the United States male population are engineers. Other data having implications for guidance workers are as follows: Information on mental ability; scholastic achievement (in which chemical, mechanical, and mining engineering divisions had the highest scores); pattern of high-school preparation, especially mathematics and science; institutional preference, and time of occupational choice.
228. FEDER, DANIEL D. An evaluation of some problems in the prediction of achievement at the college level. *Journal of educational psychology*, 26: 597-603, November 1935.
- Prediction of college success as an aid to guidance. Study showing that "... the best basis for prediction is the student's previous record of achievement"; and that specific prognostic tests "... have more power for ... prediction than do tests of general ability."
229. FLETCHER, H. F. Selection of students at the college level for the study of law. *School and society*, 41: 686-88, May 18, 1935.
- Testing program for freshman pre-legal students at the University of Illinois.
230. GIBB, LOUISE. Evaluating a conference. *Occupations*, 13: 546, March 1935.
- Skidmore college's 3-day vocational conference evaluated and found successful in terms of student outcomes. Women representing nine different fields gave talks and interviews. Organization of the conference is described briefly.
231. HALE, WYATT W. The registrar's part in coordinating personnel work. *Bulletin of the American association of collegiate registrars*, 10: 342-47, July 1935.
- Holds that the registrar, by reason of his central position, should be responsible, first, for all student records before and after college entrance; and, second, he should act as a liaison officer between the student and those in charge of the following types of guidance: Personal, vocational, curricular, and extracurricular.
232. HILTON, MARTHA E. Dean of women; a growing profession in coeducational colleges. *Occupations*, 13: 701-3, May 1935.
- Comparison of the status and duties of deans of women in public coeducational junior colleges in 1925-26 and 1931-32.
233. JONES, GEORGE A. A. and LASLETT, H. R. The prediction of scholastic success in college. *Journal of educational research*, 29: 266-71, December 1935.
- Prediction of success in college by the use of a formula based on high-school average and a psychological test score. Analyzes and compares three prediction formulae devised, respectively, by Jones, Dvorak, and Taylor. States that "the high-school composite mark is the best single criterion for the prediction of college scholastic success."

234. MALOTT, JAMES L. Relation of intelligence to success in college studies. *Wisconsin journal of education*, 67: 271-72, February 1935.
Comparison of intelligence test scores with school records of 907 students in the State teachers college at River Falls, Wis. Among other findings was "a positive relation between intelligence and success in college studies."
235. MOSS, F. A. Report of the committee on aptitude tests for medical students. *Journal of the association of American medical colleges*, 10: 23-45, January 1935.
An aptitude test is administered annually to more than 9,000 prospective medical students in more than 600 colleges. Methods of preparing, mailing, and marking the tests are described, with information as to their predictive value. Use is made of them by the admissions offices of medical schools.
236. NEEL, MARY O. and MATHEWS, C. O. Needs of superior students. *Journal of higher education*, 6: 29-34, January 1935.
Problems and traits of superior college students who were succeeding in their courses, as compared with those who were not. Discloses personal problems, indicates a lack of adjustment to college, and points out the need for counseling.
237. PARKER, ROBERT J. A plan of guidance for a junior college. *California journal of secondary education*, 10: 496-502, November 1935.
Guidance program for a junior college, including staff. Methods of putting the program into operation, arrangement of student programs, orientation courses, guidance research, placement, and follow-up.
238. PATRY, FREDERICK L. What the college student should know about present-day mental hygiene. *Journal of abnormal and social psychology*, 30: 4-16, April-June 1935.
Advice addressed to college students with reference to personal development, self-control, habit formation, vocational adjustment, and mental hygiene.
239. Personnel programs. *Bulletin of the Association of American colleges*, 21: 115-37, March 1935.
A panel discussion, as follows: Eugenie A. Leonard and Anna Y. Reed. If guidance is inherent in higher education, who shall guide?; J. Hillis Miller. The allocation of guidance functions; Esther A. Gaw. A guidance program as administered at the Ohio State university.
240. PIPEK, R. F. Freshmen preferences; studies in college orientation. *School and society* 41: 374-76, March 16, 1935.
Freshmen in Syracuse university indicated their favorite subjects, which were psychology, astronomy, and philosophy. Their two most urgent requests were for guidance in choosing a vocation, and a more thorough discussion of science and religion.
241. Professional status and employment of graduates. *Journal of engineering education*, 26: 165-238, November 1935.
Five reports and a discussion of college personnel and placement methods, as follows: Ralph M. Barnes. Study of the methods used by engineering colleges in aiding their graduates to secure employment; J. E. Walters. Obtaining engineering employment; M. M. Boring. College-graduate placement survey; H. L. Davis. Preparation for seeking employment; C. H. Casberg. Employment in small industries; discussion.
242. REITZ, WILHELM. Forecasting marks of new plan students at the University of Chicago. *School review*, 43: 34-48, January 1935.
Under the changed conditions of the new plan at the University of Chicago college success cannot be predicted as well by the usual methods, i. e., rank in high-school class and average high-school mark. The Chicago college plan replaces the credit-point-hour ratio with percentile ranks on seven comprehensive examinations, and abandons course-by-course progress for progress at the student's own rate. A psychological examination appeared to be the best single predictor of marks on the comprehensive examinations.

243. SMITH, V. T. Occupational adjustment of college graduates as affected by scholarship in their undergraduate majors. *School and society*, 41: 237-38, February 16, 1935.
Questionnaire investigation of occupational activities of 816 University of Illinois graduates as related to their undergraduate activities. No casual relationship was found, though graduates with high scholarship records more often followed vocations in their undergraduate fields than did those with low records.
244. SONTAG, CONSTANCE G. Antioch's cooperative plan. *Occupations*, 13: 496-502, March 1935.
Evaluation of the cooperative work-study plan at Antioch college in terms of the vocational adjustment of its graduates. Data secured from questionnaires sent to alumni of the Department of education.
245. STRABEL, EUNICE E. What about warned students? *School and society*, 42: 581-4, October 26, 1935.
Evaluation of guidance in terms of the effectiveness of interviews with University of Buffalo students whose mid-semester grades indicated unsatisfactory work. Of the warned students who did not report to the personnel director, 50 percent failed one subject, and 25 percent failed two or more. Of the interviewed students only 28 percent failed one subject, and 18 percent failed two or more. The groups were equated on several bases.
246. STRONG, EDWARD K. Predictive value of the vocational interest test. *Journal of educational psychology*, 26: 331-49, May 1935.
Responses of 138 senior men at Stanford university to the Strong vocational interest inventory in 1927, and follow-up of occupations in which they were engaged in 1932. Found that one-half of them changed their occupations within 5 years after graduation, and that: "Men continuing in an occupation obtain a higher score in it on the interest test than in any other occupation."
247. STURTEVANT, SARAH M. and SPALDING, EUGENIA K. Suggestion toward vocational guidance within the school of nursing. *American journal of nursing*, 35: 67-69, January 1935.
Changes in the nursing profession require vocational guidance after, as well as before, school entrance. A complete counseling plan is outlined, together with a guide for preparing a 2,000-word theme on a specific nursing occupation. Though intended for student nurses, the theme outline is applicable to the analyses of other occupations.
248. THOMPSON, C. H. Vocational guidance of Negroes, *Occupations*, 14: 44-7, October 1935.
Describes forms of guidance existing for college-trained Negroes, and includes an abstract of an article from the January 1935 issue of the *Journal of Negro education* on employment of college graduates.
249. TOWNSEND, M. E. Administrative phases of a student personnel program: a description of staffing, materials, and organizations as found at the New Jersey State teachers college at Newark. *Educational administration and supervision*, 21: 641-56, December 1935.
Detailed report of the administrative methods used to carry on personnel services at the New Jersey State teachers college. Lists the teaching staff members who do counseling, describes their selection, and explains the following faculty groups through which guidance work is carried on: The personnel cabinet; counselors' group; class and club advisers; and integration board. Lists a total of 25 records, explaining each, and dividing them into the following groups: General, guidance, student-teaching, administrative research, and disciplinary records.
250. TURNELL, A. M. Relation of personality to scholarship. *Junior college journal*, 5: 355-57, April 1935.
Study of the scholarship and character traits of 778 students in the junior college at Pasadena, Calif. Found low correlations of scholarship averages with Bernreuter

personality inventory scores, and high correlations of scholarship averages with instructors' ratings of character traits. Suggests the presence of "halo effect." Notes a "... tendency for the correlation to be positive between the introvert score and academic scholarship, and negative for the skill subjects."

251. **TYLER, HARRY E.** Student personnel work at Sacramento. *Junior college journal*, 5: 346-51, April 1935.

Organization of the Division of student personnel at the Sacramento junior college. Includes original aims, counseling services, and a summary of student opinions on guidance.

252. **UHRBOOK, R. S.** Jobs for college men. *Occupations*, 13: 318-23, January 1935.

What college-placement bureaus ought to know about employers. What employers want to know about college graduates. What college seniors can do about it. Available in reprint form from the National occupational conference.

253. **WAGNER, MAZIE E. and MILLS, HENRY C.** College credit in advance; anticipatory examinations as an articulation device. *Occupations*, 14: 245-50, December 1935.

The University of Buffalo allows brilliant high-school seniors to take junior college courses for credit, by means of a special examination system which includes a program of interviews and group meetings. Also issued as a reprint by the National occupational conference.

254. ——— and **STRABEL, EUNICE E.** Predicting success and failure in college ancient and modern foreign languages. *Modern language journal*, 19: 285-93, January 1935.

Among the findings of this study of 666 University of Buffalo students during the years 1925-1929, is the following statement: "... At this university the languages are more easily predicted than any other field of college endeavor." Also, that "... the Regents' average is the best general index to college success and to success in any specific language."

255. **WILLIAMSON, E. G.; LONGSTAFF, H. P.; and EDMUNDS, J. M.** Counseling arts college students. *Journal of applied psychology*, 19: 111-24, April 1935.

Clinical procedures in counseling; development of the student counseling program at the University of Minnesota since 1923; survey of procedures in 1933-34; analysis of types of students, number of interviews, amount of case-study data collected by counselors, campus agencies involved, problems handled, and problems requiring the most case work. One tabulation classifies the particular things that counselors do for specific types of students.

256. **WOOD, BEN D.** Information for guidance; the anecdotal method of personal analysis. *Occupations*, 13: 795-803, June 1935.

Explains the use of recorded observations of specific conduct as a counseling technique at the Rochester athensum and mechanics institute, Rochester, N. Y. This article has been reprinted and is available from the National occupational conference.

257. **WRENN, C. GILBERT.** Aiding the fit; guidance for students of high intelligence in a college personnel program. *Journal of higher education*, 6: 357-63, October 1935.

Summarizes three studies of above-average students at Stanford university; formulates a program of guiding those of high intelligence to their true ability level.

258. ———. Intelligence and the vocational choices of college students. *Educational record*, 16: 217-19, April 1935.

Study of two groups of junior college men, their intelligence and their vocational choices. The data secured "... all point to the greater consistency, permanence, and suitability of the vocational choices of students high in academic intelligence ... as compared with students low in such intelligence."

ADULT AND OUT-OF-SCHOOL YOUTH

259. Adjustment service, *redivivus* [and] Adjustment service, jr. *Occupations*, 14: 68-70, October 1935.
Continuation by other agencies of some of the activities of the former adult Adjustment service of New York city. "Adjustment service, jr." is the Junior consultation service, a joint project of the junior division of the New York State employment service and the Vocational service for juniors.
260. BINGHAM, WALTER V. Classifying and testing for clerical jobs. *Personnel Journal*, 14: 163-72, November 1935.
Classifies 14 grades of clerical work, from office boy to actuary, showing levels of difficulty and salary range for each. Describes a number of tests for clerical aptitude.
261. BIXLER, HAROLD H. The junior placement office, a community institution. *Employment service news*, 2: 8-9, May 1935.
Cooperation of public schools and public employment offices in Atlanta, Ga., in the placement of juniors, particularly recent high-school graduates.
262. BURRITT, OLIN H. Vocations open to blind people. *Occupational therapy and rehabilitation*, 14: 19-27, February 1935.
Mental, as well as manual occupations are open to blind people. Among the possibilities are insurance underwriting, osteopathy, selling magazine subscriptions, music store operation, poultry husbandry, stand concessions, typing, stenography, law, the ministry, and teaching. This article briefly sketches possibilities, and names successful blind men in business and in the professions.
263. CLETON, GLEN U. and MASON, CHARLES. Measuring executive ability. *Personnel journal*, 13: 277-79, February 1935.
Experimental research, using the findings of eight objective tests, showing that executive ability is a composite quality. States that executives have "above-average standing on a large number of traits that can be rated . . ." Those measured in this study were consistently high in health and drive, judgment of fact, reaction to human qualities, and leadership.
264. DUNBAR, H. W. Skill may soon be scarce. *Factory management and maintenance*, 93: 238-39, June 1935.
A post-depression inventory of personnel in a manufacturing concern revealed a lack of skilled machinists and foremen. An 18-months' training program is described in detail, with methods of selecting apprentices, costs, time allowance, pay schedules, and lecture subjects.
265. Employment among former members of Civilian conservation corps. *Monthly labor review*, 40: 45-47, January 1935.
Survey conducted by the Federal emergency relief administration, tracing 110,000 former CCC enrollees in 1933-34. About 36.4 percent, or 40,326, had secured jobs. Most of the others were unemployed, though some had re-enrolled, and a few had enlisted in military service.
266. FEDDER, RUTH. The world is laying for you. *Progressive education*, 12: 518-24, December 1935.
Girls who have been graduated from high school and have not found work are in danger of losing their morale and becoming unemployable. Presents typical cases, bringing out the dangers of enforced leisure and suggesting methods of adjustment.
267. FOWLER, CEDRIC. The Youth ticket. *New outlook*, 165: 39-42, January 1935.
Psychology of misemployed college graduates whose work is below the level of their special training, and whose discontent may become a serious social problem. Shows that European countries do not have this situation because of their restrictions surrounding higher education.
268. FRIEND, JEANETTE G. Place of vocational adjustment in a family society. *Family*, 15: 337-41, February 1935.
How two young men were helped to solve their unemployment problems by the Vocational adjustment bureau of the Family welfare association in Boston. Includes inter-

- viewing techniques, tests, interpretation of results, vocational profile, steps in finding the work desired. General statement relating vocational guidance to family case work.
269. HANNA, JOSEPH V. Job stability and earning power of emotionally maladjusted as compared with emotionally adjusted workers. *Journal of abnormal and social psychology*, 30: 155-63, July-September 1935.
- Work histories of 61 well-adjusted individuals compared with case studies of 61 maladjusted workers. Comparisons with respect to age, intelligence, education, average time spent on jobs held, and average weekly salary revealed slight differences in favor of the adjusted group, but allowance had to be made for a 2-year difference in average ages of the groups studied.
270. HARRIMAN, PHILIP L. An objective technique for beginning the interview with certain types of adults. *Journal of applied psychology*, 19: 717-24, December 1935.
- Use of pictures as an intermediary in establishing rapport in the initial stages of adult interviewing. Forty subjects in a State home for delinquent women were interviewed by this method, with stenographic reports and analyses of 10 cases.
271. HAYES, MARY H. S. Guidance and the NYA; plans for disseminating occupational information. *Occupations*, 14: 240-3, December 1935.
- Plans for the National youth administration for counseling out-of-school youth.
272. HOOPINGARNER, NEWMAN L. Why men fail—or succeed. *Occupations*, 14: 105-11, November 1935.
- Describes a credit course for normal adults in personality improvement and vocational orientation which has been offered for 11 years at New York university. Includes general, analytic, and diagnostic procedures, with directions for an individual survey of personality traits. Available as a reprint from the National occupational conference.
273. HOWARD, CHARLES H. Helping the applicant to help himself. *Employment service news*, 2: 3-7, December 1935.
- Daily opportunities for service encountered by interviewers. Preparation for counseling; techniques of improving interviewing methods; pooling vocational information; special aids to applicants.
274. KRATZ, JOHN A. Rehabilitation and placement of the physically disabled. *Employment service news*, 2: 3-5, August 1935.
- Rehabilitation through Federal aid; outline of program and procedures. "Rehabilitation workers agree that . . . guidance and placement represent the high points of the rehabilitation process."
275. LEWIS, CLARE L. An employment service for younger boys and girls. *Employment service news*, 2: 7-10, June 1935.
- Early history and typical daily procedure in the division of junior placement of the New York State department of labor.
276. MANEY, CHARLES A. College graduates face the future. *Journal of higher education*, 6: 371-75, October 1935.
- Survey of the employment of college graduates 6 months after graduation from 231 colleges and universities. Found that one in every four graduates had not secured work. Gives comparative data on percentages securing work in various parts of the country, and in various fields.
277. MERRITT, VIRGINIA C. A junior counseling service in the D. C. public employment center. *Employment service news*, 2: 6-7, May 1935.
- Methods of registration, counseling, placement, cooperation with schools, and other services to juniors in the employment center of the District of Columbia.
278. MONTAGUE, HARRIET. What can a hard-of-hearing person do? *Volta review*, 37: 743-46, December 1935.
- Examples of deaf persons who have accomplished vocational rehabilitation; suggestions for training deaf children and readjusting deaf adults; methods of overcoming psychological handicaps such as fear and loss of self-confidence.

279. MYERS, GEORGE E. What of unemployed youth? *Education*, 55: 468-71, April 1935.
 Recommends a 4-part program to maintain the morale of unemployed youth: General education, vocational preparation, wholesome recreation, and participation in community services. Gives details and states that "... counseling in its best sense . . . should permeate the whole program."
280. PALMER, GLADYS L. Characteristics of the jobless. *Personnel Journal*, 14: 222-24, December 1935.
 Analysis of new applicants at the Philadelphia State employment office as to: Age, sex, occupational grouping, duration of unemployment, and percent born in the United States. "The people placed with least difficulty have been found to be women under 25 and men around the ages of 35 and 39."
281. PATTERSON, WILLIAM F. The Federal-State apprentice-training program. *Industrial education magazine*, 37: 232-4, November 1935.
 Early history, principles of operation, and basic standards of the Federal committee on apprentice training.
282. PLESS, MARIE A. The plight of the hard-of-hearing. *Occupations*, 14: 237-39, December 1935.
 Describes activities in New York city in behalf of the deaf. Calls attention to the prevalence of hearing difficulties, and to the lack of adequate vocational guidance for the deaf. Suggests specific procedures.
283. ROSE, NORMAN L. Guidance in the evening school. *Industrial arts and vocational education*, 24: 1-3, January 1935.
 Guidance needs of 1,186 evening high-school students in Pittsburgh, Pa. Found 87 percent of the men enrolled were over 18 years of age, and in great need of vocational and educational counseling. They stated that "... day-school courses and extracurricular activities (had) not served as guides to occupations." Other findings show that less than one-fourth lost their jobs due to the depression; that they took their first jobs because they were the only ones available; and that workers do not become permanently adjusted early in their working careers. About 86 percent requested assembly talks on occupations, and 64 percent wanted personal counseling.
284. SELIGMAN, HERBERT J. Recreation for the young job-hunter. *Better times*, 16: 19+, January 7, 1935.
 Supervised study and recreation for unemployed youth to supplant the "dismal waiting around" at an employment office. The program includes classes, discussions, demonstrations of application interviews, and studies of job specifications.
285. SHUMAN, JOHN T. Helping our graduates find work. *Industrial arts and vocational education*, 24: 283-85, October 1935.
 Functions of a public-school employment service for youth; guidance, morale-building, placement, follow-up, employer interviews. Recommends that the school coordinator be placed on public employment and personnel committees, and that guidance and employment services operate the year round. Gives 10 placement techniques.
286. SMITH, MAPHEUS. Trends in the ages of gainful workers, by occupation, 1910-1930. *American statistical association journal*, 30: 678-87, December 1935.
 Occupational trends, studied in terms of the changes in age groups in 53 occupations. Though the percentage of gainfully employed workers has decreased from 1910, "... the actual number of gainful workers has steadily increased." Predicts that, in percentages, "... the aging of the working population will continue . . . for at least two decades . . ." By 1960 or 1970, the age of gainful workers will be closer to the upper limit of efficiency, if recent trends are not interrupted. These and other findings are based on census data and birth-rate statistics. Details for a number of occupations are given.
287. STUDEBAKER, JOHN W. Planning a permanent program for youth. *National parent-teacher magazine*, 30: 22, December 1935.
 Points out the serious national problem of three million unemployed youth. Recommends youth guidance-centers, forums, part-time apprenticeship in service organizations, conferences with older persons, and other measures.

TECHNIQUES AND PROCEDURES

288. **AIKIN, WILFORD M.** Purposes of the eight-year experimental study. Educational record, 16: 107-20, January 1935.
- Experimental study sponsored by the Progressive education association to effect better coordination of high-school and college work. "In brief the plan provides that a small group of secondary schools be set free by the colleges to engage in experimental study . . . , and the colleges agree to accept students from these schools for a period of 5 years, beginning in 1936, without regard to course requirements . . . and without further examination."
289. ——— Serving the needs of youth. Occupations, 14: 112-14, November 1935.
- Guidance implications of the 8-year experimental study of the Progressive education association. For 5 years, beginning in 1936, 30 high schools are freed by 250 colleges from traditional entrance requirements. Each high school conducts special experimental research during this period.
290. **ALLEN, RICHARD D.** New frontiers of guidance. Occupations, 14: 273-75, December 1935.
- This book review of Trends in Vocational Guidance by Rex B. Cunliffe expands into a survey of developments in guidance, with an explanation of the class-counselor type of organization in effect at the Hartford, Conn., and Providence, R. I., schools.
291. Art of interviewing, by a staff member, Illinois reemployment service. Employment service news, 2: 3-4, June 1935.
- Suggestions for developing skill in interviewing.
292. **BAUMGARTEN, FRANZISKA.** Approach in taking tests; a technique for studying the examinee's behavior. Occupations, 14: 115-22, November 1935.
- Reproduction of detailed observation sheet for noting reactions of persons taking tests, and interpreting their behavior during the test period. Includes such points as manner of starting, concentration, distraction, expression, movements of the body, work tempo, movements of the hands, manner of handling tools, order and quality of work, conduct toward difficulties, manner of accepting help, attitude toward own performance, conduct after completing task. Limitations: Observations are subjective and are not relatively weighted.
293. **BECKER, ELSA G.** The school turns parent. High points, 17: 5-8, March 1935.
- Presentation, to parents, of the problems and methods of vocational guidance. Explains what counselors do. Points out the need for financial provision for guidance in the schools. Originally delivered as a radio address.
294. **BRADSHAW, FRANCOIS F.** Minimum essentials in guidance. High school journal, 18: 195-96, October 1935.
- Individual guidance presented as an educational necessity. Principles and philosophy of guidance. "The school is signing its own death warrant when it says that we cannot deal with children individually."
295. **BREWSTER, JOHN M.** Individual development and guidance—definition and scope. Harvard teachers record, 5: 164-71, June 1935.
- Philosophy of guidance; guidance as a special service; two approaches to vocational guidance; harmonizing guidance services; clarifying terminology, such as "personnel", "dean", "counselor", and "orientation"; educational guidance as the starting point for a school guidance program.
296. **CARBERRY, MABEL A.** An attempt to determine the consistency of judgments regarding the adjustment status of children examined by a child guidance clinic. Journal of juvenile research, 19: 75-92, April 1935.
- Technique of evaluating child guidance work by having each child's adjustment status rated by four individuals: The parent, the teacher, the local worker, and a staff member of the California bureau of juvenile research.

297. COOPER, LEWIS B. The guidance movement. *Texas outlook*, 19: 33-34, October 1935.
Data on guidance in Texas gathered by the Guidance section of the Texas State teachers association. Programs functioned through the following five activities, in order of frequency: Home-rooms, clubs, athletics, class assemblies, and case-study conferences.
298. COREY, STEPHEN M. Neglected aspect of vocational guidance. *School and society*, 42: 404-6, September 21, 1935.
States that "We have placed too little emphasis upon actual job placement as against preference and training."
299. Counselor certification. *Occupations*, 14: 152-53, November 1935.
Revision of requirements for a counselor's certificate in New York State effective September 1, 1935. Gives qualifications for both provisional and permanent certificates.
300. DAVIDSON, MARION. The relationship of adjustment status of child guidance clinic cases to age, mental capacity, and school placement. *Journal of juvenile research*, 19: 160-70, July 1935.
Investigation of the records of 200 children who had been studied under the 5-year program, 1929-1934, of the California bureau of juvenile research. Attempts to show relationships between degree of adjustment and the following: Chronological age, mental age, intelligence quotient, school placement and school status. Concludes that "... the following groups of children are apparently more likely to adjust well ... after clinical guidance: The group as a whole; children below 15 years of age; those mentally aged 6 to 12; those of normal or superior intelligence; those below grade 7 in school.
301. DAVIS, EDWIN W. Aids to occupational research; a guide to available source materials. *Occupations*, 13: 503-13, March 1935.
Includes source material and key references to occupations, personnel work, occupational research. Lists bibliographies, special sources, abstracts, indexes, book reviews, terminology, directories, history, editorial comment, book lists, professional organizations, and specialized periodicals on guidance. Available in reprint form from the National occupational conference.
302. DEMOTTE, AMELIA. Mental hygiene of the deaf child. *Volta review*, 37: 224-25 +, April 1935.
The special problems of deaf children are not due to deafness alone, but "... come as a result of the manner in which [they have] been trained at home." Suggests methods of giving them a sense of security in their school life.
303. DEWEY, JOHN. Character training for youth. *Recreation*, 29: 139-42 +, June 1935.
Shows that character formation is more a matter of total experience than of direct moral instruction. "Character . . . is something that is formed rather than something that can be taught as geography and arithmetic are taught." Points out a number of influences on young people such as the movies, economic conditions, and home conditions. Suggests policies, including parent education and reorganization of schools on a social basis.
304. DVORAK, BEATRICE J. Occupational testing in the public employment service. *Employment service news*, 2: 6-7, November 1935.
Testing project under the auspices of the Division of standards and research of the U. S. Employment service. Gives background of the project, techniques, guidance conferences, types of service rendered, testing for vocational fitness, and special services to juniors.
305. GAY, RUTH. Mental hygiene clinics in schools for the deaf. *Volta review*, 37: 741 +, December 1935.
Lists basic needs of deaf children. Notes changed conceptions of what the physical plant in a school for the deaf should be, and recommends needed changes in psychological approach.

306. GILES, G. R. Moving forward in Australia. *Occupations*, 13: 596-601, April 1935.

Guidance activities in New South Wales, Victoria, South Australia, and other sections. Programs center around educational institutions; all are in the early stages of growth.

307. Guidance across the seas; a symposium. *Occupations*, 13: 581-604, April 1935.

Five articles describing organized guidance in Germany, Hawaii, Australia, Japan, and India, as follows: Else Ulich-Bell. A national system in the Reich. C. C. Robinson. Youth and jobs in the mid-Pacific; G. R. Giles. Moving forward in Australia; Yotti Ueno. A rising sun in Japan; and India's awakening interest [from the London Times].

308. HART, HUBERT N. Student adjustment through personal consultation. *High points*, 17: 20-25, March 1935.

A counselor describes his interviewing procedure.

309. HECK, ARCH O. Pupil-personnel services in the public schools. *Educational research bulletin* (Ohio State university), 14: 57-61; 98-102; 155-61; 182-90; 214-16; March, April, September, October, November 1935.

Series of five articles in a factual survey of guidance and personnel work in 92 of the 98 cities in the United States with populations of 100,000 or more. Covers the years 1930, 1932-1934. Gives data on size of attendance and personnel staff in various cities. Shows the increased emphasis on psychology, child study, mental hygiene, and guidance in dealing with truant and problem cases. Notes the development of pupil personnel bureaus. Compares the functions of counselors, attendance officers, visiting teachers, and personnel workers in the schools.

The articles are as follows: Pupil-personnel services . . . ; Development of various pupil-personnel services; Recent changes in public-school personnel service; Pupil-personnel staffs in 1934; Administrative organization.

310. HICKS, J. ALLAN. Preparing teachers for guidance. *Education*, 56: 234-38; December 1935.

Description of the training program at Albany in the New York State college for teachers, with special reference to their preparation for guidance work.

311. HILL, ARTHUR S. A statistical analysis of significant factors in pupil maladjustment. *Journal of educational sociology*, 9: 219-30, December 1935.

Comparison of delinquent and non-delinquent children by computing critical ratios for each of 55 items relating to their families, material environment, school records, personal factors, and development records. The cases studied had been referred to the Department of pupil adjustment of the Des Moines, Iowa, public schools. Findings indicate "that delinquent causal factors tend to appear as groups . . . rather than singly . . ." A standardized scale of items was used in place of the usual narrative form of case study.

312. HUTSON, PERCIVAL W., comp. Selected references on guidance. *School review*, 43: 540-46, September 1935.

Overview of guidance literature from September 1934 to September 1935, in an annotated bibliography of 48 titles.

313. ——— Testing the guidance program. *Nation's schools*, 15: 21-23, June 1935.

Evaluation of a guidance program by studying the success of its distributive and adjustive phases. States that the former can be measured in terms of suitability of student choices of college and occupation; the latter phase is concerned with specific adjustive techniques such as diagnostic tests, adjustment inventories, and interviewing.

314. KELLER, FRANKLIN J. Grappling with the youth problem; occupational adjustment in Great Britain. *Occupations*, 13: 298-317, January 1935.

Britain's national program for the occupational adjustment of youth outlined against the English socio-economic scene. Four guidance agencies are analyzed: Juvenile em-

ployment exchanges and bureaus, junior instruction centers, head masters' and mistresses' employment committees, the "public" schools. Methods of individual analysis, occupational information, and professional journals as they exist in England are described. Critical appreciation in terms of values for America.

315. KILPATRICK, WILLIAM H. Character and the new society. *Occupations*, 13: 395-98, February 1935.

Authorized report of address before the American vocational association presenting a philosophy of guidance which would work toward equalization of opportunity and would make young people adaptable to swift occupational changes.

316. KITSON, H. D. Mistaken ideas concerning vocational guidance. *Nation's schools*, 15: 36-38, April 1935.

Clarifies concepts of guidance; distinguishes vocational education from vocational guidance; and restates guidance principles. Illustrated with photographs of counseling activities.

317. ——— The occupation of vocational counselor. *Occupations*, 13: 515-19, March 1935.

Appraisal and abstract of available material on vocational guidance as an occupation. Includes a brief job-analysis of counseling; institutions employing counselors; duties, qualifications, salaries, how to secure a position, number in the field, and literature on the subject. This article is procurable as a separate pamphlet.

318. LINCOLN, EDWARD A. Methods and results in the Harvard growth study. *Harvard teachers record*, 5: 24-33, February 1935.

Data on the physical and mental measurements of more than 1,000 children gathered during a 12-year period by the Harvard Psycho-educational clinic. Measurement techniques and some tentative findings are given in this article.

319. LOUGHRAN, JOHN M. Guidance at work in the depression. *Occupations*, 13: 488-92, March 1935.

Radio address on guidance by a New York city high school principal. Stresses need for individual attention to pupils in a time of mass education, and recommends a central full-time staff of specially equipped workers.

320. LUND, JOHN. The general aim of guidance. *School executives magazine*, 54: 134-36, January 1935.

Interpretation of the scope of guidance on various levels, including elementary, junior high, senior high, and trade schools; outline of some guidance procedures in the public schools of Newton, Mass.

321. MACDONALD, CHARLES E. Counseling the deaf. *American annals of the deaf*, 80: 95-104, March 1935.

Organized procedure for counseling in a school for the deaf. Presents staff organization, the face-to-face interview, and methods of meeting educational and vocational adjustment problems. This plan is suggested to replace the common practice of making decisions for deaf pupils.

322. MORGAN, ARTHUR E. Guidance for rural youth; vocational guidance in the southern uplands. *Occupations*, 13: 773-80, June 1935.

Deplores the lack of guidance in rural areas and small towns. Suggests new occupational possibilities such as erosion prevention, terracing surveyor, forest management, forest laborer, management of farmers' cooperatives, fishing cooperatives, fertilizer cooperatives, raising game birds, rural electrification, community refrigeration, specialized agriculture, home hospitals, rural government, supervision of rural recreation.

323. MYERS, GEORGE E. Coordinated guidance; some suggestions for a program of pupil personnel work. *Occupations*, 13: 804-7, June 1935.

Lists activities which may be included under pupil personnel work. Gives reasons for and methods of coordinating guidance through school organization.

324. National organizations interested in vocational guidance. *Occupations*, 13: 568-70, March 1935.

List of more than 40 national organizations prepared by the research division of the National education association. Gives headquarters address, name and title of person to contact, and a brief statement of the guidance activities of each agency. The National occupational conference issues this article as a separate reprint.

325. Negroes and occupational life: Recent contributions to the study of vocational problems. *Occupations*, 14: 44-55, October 1935.

Three articles on guidance for Negroes, the first of which is by Charles H. Thompson. The second is a recapitulation of a report by Charles S. Johnson in the *Journal of Negro education* for January 1935 on employment of Negro college graduates. The third is on guidance through social agencies, and is a summary of an unpublished study on Negro guidance begun in 1933 by the National vocational guidance association. Additional material appears in *Occupations*, vol. 14, no. 2, p. 168-69, November 1935.

326. NIETZ, JOHN A. The depression and the social status of occupations: *Elementary school journal*, 35: 454-61, February 1935.

Three groups of high-school seniors rated 40 occupations as to social status in 1928, 1932, 1934. These rankings were compared with a similar study made by Counts in 1925. In both studies, there were very few changes in rank during the 10-year period, and most of these were in the middle 20 occupations. "No marked changes occur among the highest 10 or the lowest 10. . . . Apparently, the depression has not affected the social status of occupations as much as might have been expected."

327. One hundred books; a library on occupational adjustment. *Occupations*, 13: 417-21, February 1935.

Selected, annotated bibliography useful to guidance workers. Includes sources of occupational information, vocational self-guidance, high-school texts, teachers' texts on guidance principles, college orientation texts.

328. PECK, LEIGH. Teachers' reports of the problems of unadjusted school children. *Journal of educational psychology*, 25: 123-38, February 1935.

Summarizes literature on teachers' attitudes toward behavior disorders; analyzes 175 case studies of maladjusted children written by teachers enrolled in child-psychology classes, 1932-34.

329. PENCE, EDITH E. Social trends and vocational guidance; occupational consequences of social and economic trends. *Occupations*, 14: 139-46, November 1935.

Analysis of social trends in 21 statements gleaned from authoritative writers. Statements of their effect on employment, such as decrease of factory and farm labor, increase in housing activities, research, recreation, and other fields.

330. PETROWSKI, NELLIE M. Personality and placement. *Employment service news*, 2: 5-7, June 1935.

Qualifications of a good interviewer, techniques and psychology of interviewing, and importance of friendliness.

331. PROCTOR, WILLIAM M. Intelligence and length of schooling in relation to occupational levels. *School and society*, 42: 783-86, December 7, 1935.

Relationships between scores on intelligence tests and later occupational status were found to be positive in this 13-year study of 1,500 individuals who were tested as secondary school pupils in 1917-18. Summarizes, tabulates, and indicates the bearing of these data on guidance in secondary schools. A positive relationship was found between intelligence and length of schooling.

332. ——— Trends in pupil guidance. *California journal of secondary education*, 10: 113-17, January 1935.

Calls attention to social changes exemplified by the fact that in 1910 the first junior high school in Berkeley was a terminal institution for 30 percent of its pupils, while in 1934 there was almost no dropout between the ninth and tenth grades in California. Vocational guidance in the junior high school has given place to other

phases, such as social, health, and avocational guidance. Vocational courses are being "relegated" to the eleventh and twelfth grades of the senior high school. On the adult level, technological developments demand training for two or more jobs, and retraining of those workers displaced by machines. Other trends are toward more leisure and more interest in social engineering.

333. Professional requirements in France. *Occupations*, 13: 646-49, April 1935.
Outline of the French course for counselors, or "orienters", translated from the Bulletin of the national institute of professional orientation of France. The course includes physiology, psychology, pathology, psychiatry, pediatrics, political and social economy, and technical information on occupations.
334. Psychological bulletin [Educational psychology number], vol. 32, no. 7, July 1935, p. 453-523.
This number is entirely devoted to reviews of tests and test research appearing in 1934.
Contents: Rudolf Pintner. Intelligence tests; Vernon Jones and Robert H. Brown. Educational tests; J. B. Maller. Character and personality tests.
335. Psychological tests. Review of educational research, vol. 5, no. 3, June 1935, p. 185-331.
Summary of literature and research on testing covering the period 1932-34, prepared by the Committee on psychological tests of the American educational research association.
Fields of psychological measurement include: Intelligence, aptitude, character, personality, emotional adjustment, and social attitudes tests. Techniques include: Test construction, statistical interpretation, and measurement of personality and character through conduct and information. Concludes with a bibliography of 1,033 titles.
"This issue revises and brings down to date the issues of the *Review of educational research* for June 1932, entitled Tests of personality and character, and for October 1932 entitled Tests of intelligence and aptitude."
336. Publicity. Practical suggestions from the workshop of experience. *Occupations*, 13: 644, April 1935.
Seven suggestions for enlisting support and securing publicity for a school-guidance program.
337. RICCIARDI, PATRICIA. Summarizing the parent interview in a child guidance clinic. *Journal of juvenile research*, 19: 146-59, July 1935.
Presents a 5 by 8 record card for summarizing an interview with a parent about a problem child. This study was made in collaboration with Norman Fenton. The forms were developed through experimental use and revised in the light of critical suggestions from psychologists, school counselors, administrators, nurses, social workers, and others who interview parents. Includes facsimiles of forms.
338. ROBINSON, BRUCE B. Place of the child-guidance clinic in mental hygiene. *Educational method*, 14-180-83, January 1935.
Discussion of the services of a child-graduate clinic, and suggestions as to how the educator and the clinician may cooperate.
339. Social maturity: Year-by-year tests. *Literary digest*, 120: 14, November 2, 1935.
Brief editorial description of the Vineland social maturity scale. Lists a series of graded accomplishments from babyhood to adulthood, such as standing alone during first year of life, and performing expert work during the high-adult stage. Abilities are given for each year of life from 1 to 9, and grouped for the years 11-14, 15-17, 18-20, 20-30, and over 30.
340. STRANG, RUTH M. Research on technics used in the study of individuals. *Teachers college record*, 37: 100-10, November 1935.
Discussion of the status of basic research on the following guidance techniques: Tests, records, personal observation, rating scales, interviewing, and case studies.

341. SULLINGER, T. EARL. Some social factors in school non-attendance. *School and society*, 41: 238-40, February 16, 1935.
Study of the reasons for truancy in the Omaha public schools. Data from attendance records in 1931-32; general analyses of 1,741 pupils; details of 130 cases; personal interviews with parents, teachers, principals, and others. Concludes that the chief cause of non-attendance in Omaha was non-cooperation of the parents.
342. Survival strategy. *Occupations*, 14: 269-71, December 1935.
Negro workers in 10 fields: Medicine, nursing, law, the ministry, engineering, architecture, social work, library work, teaching, and business.
343. SUTTON, WILLIS A. Guidance is featured in Atlanta schools. *School management*, 4: 106; February 1935.
Brief exposition of guidance activities in Atlanta, Ga.
344. TREACY, JOHN P. Educational and vocational guidance. *Catholic school journal*, 35: 256-57, October 1935.
Historical survey, recent developments, significant quotations, and selected references on guidance. Includes a brief chronological summary of important steps in the guidance movement from 1905 to 1935.
345. TURNER, MARIE R. Guidance in Breathitt county, Kentucky. *Occupations*, 13: 712-15, May 1935.
First report of the guidance program in Breathitt county, Ky., made by the county superintendent at the 1935 convention of the National Vocational Guidance association. The June 1936, issue of *Occupations*, Section 2, gives the complete story.
346. Vocational guidance in Great Britain. *International labor review*, 31: 714-19, May 1935.
Guidance in Great Britain, giving: Historical survey, methods of advisement, school reports, psychological tests, guidance in rural areas, and qualifications for vocational guidance officers.
347. Vocational guidance in the Museo social Argentino. *Bulletin of the Pan-American union*, 69: 959-60, December 1935.
Briefly sketches vocational guidance activities in Argentina.
348. Vocational guidance [in Switzerland]. *Bulletin of the international bureau of education*, 9: 9-10, 1st quarter 1935.
Brief announcement of the fact that "The Swiss Society for vocational guidance and the protection of apprentices, under the patronage of the Federal office of industrial arts and crafts and labour, is organizing courses for the training of vocational advisers in Switzerland." The Swiss Department of public instruction cooperates by making a yearly survey of the vocational preferences of pupils of legal school-leaving age.
349. Vocational guidance of Negroes. *Journal of Negro education*, vol. 4, no. 1, January 1935, p. 1-147.
The entire issue is devoted to the vocational guidance of Negroes.
Contents: Charles S. Johnson. The Negro college graduate and where he is employed; T. Arnold Hill. Education and guiding Negro youth for occupational efficiency; H. A. Callis. The need and training of Negro physicians; Estelle G. Massey. Riddle. The training and placement of Negro nurses; Charles H. Houston. The need for Negro lawyers; Miles M. Fisher. Negroes as Christian ministers; Lewis K. Downing. The Negro in the professions of engineering and architecture; Paul K. Edwards. The need and education of Negro business men; Forrester B. Washington. The need and education of Negro social workers; Florence Rising Curtis. Librarianship as a profession for Negroes; Ambrose Caliver. Some problems in the education and placement of Negro teachers.
350. Vocational guidance—toward what? *Child study*, vol. 12, no. 6, March 1935, p. 163-88.
This entire issue is devoted to vocational guidance. Contents: Franklin J. Keller. [Editorial]; Benjamin C. Gruenberg. Work and leisure—a changing outlook; Lula

- Wright. Children and work; Sigmund Adler. The child—his parents and his school; Donald G. Paterson. Vocational testing; Gerthe Goodkind and Zilpha C. Franklin. Parents' attitudes and the child's future; Josette Frank. Vocational guidance by the book.
351. WALKER, BOYD R. Camp counselors are not born. Junior senior high school clearing house, 10: 477-79, April 1935.
Camp counseling as a specialized procedure; qualifications of camp counselors; phases of camp programs which need emphasis.
352. WASHBURN, CARLETON. The challenge of childhood; the educator's response. Mental hygiene, 19: 47-58, January 1935.
Outlines the advisory and psychiatric services of the Department of educational counsel in Winnetka, Ill., and briefly sketches its history.
353. ———. Mental hygiene in the school. Educational method, 14: 167-71, January 1935.
Briefly outlines "... what the Winnetka schools are attempting to do in providing for the mental health of their children." Describes the organization of the Department of educational counsel.
354. WEBLEIN, DAVID E. Guidance in a large city. Occupations, 14: 10-20, October 1935.
Baltimore's guidance program, continuous since 1923, described by the superintendent of schools in terms of administration, aims, qualified personnel, individual guidance, group guidance, placement and follow-up, the Baltimore packet system of records, publicity, information, research, visiting speakers, guidance on the elementary level, adult guidance, occupational adjustment, and rehabilitation.
355. WOELLNER, ROBERT C. Home and school in helping young people to find themselves vocationally. American school board journal, 90: 19+, April 1935.
A discussion of vocational counseling activities, addressed to school administrators. Covers value of counseling, selecting a vocation, and securing information. Suggests an expanded conception of vocational life.
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SUBJECT AND AUTHOR INDEX

Each item in this index has been listed under several headings, with a view to comprehensiveness rather than brevity. The cross-references, which are self-explanatory, have been made as copious as possible.

An alphabetized, indented outline form has been used in place of the usual paragraph arrangement. As with the cross-references, the operation of this system should be self-explanatory when in use. However, a brief explanation of the principles followed in organizing it may be in order.

The index as a whole contains three classes of items: Names of authors, names of organizations, and subject headings. The subject headings, which comprise a large proportion of the index, have been organized into three groups: Major topics, minor topics, and sub-topics. The left marginal column carries the main topics. One indention represents divisions of the main topics into minor topics. Another indention indicates division of the minor topics into sub-topics. In reading each sub-topic, the listing should be mentally preceded by the word used in the related major and minor topics. For example, under the major topic "College" will be found the minor topic "Graduate", and under "Graduate", the sub-topic "Placement." In a cross-reference, this sub-topic reads "College graduate, placement."

It is the hope of the authors that this typographical arrangement of major topics, minor topics, and sub-topics will contribute to ease in locating material quickly, accurately, and comprehensively.

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