

Guidance Bibliography

An Annotated List of Books, Pamphlets
and Periodical References on Guidance
Appearing During the Calendar Year 1936

Compiled by

MARION H. WITMER and MARIS M. PROFFITT



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FOREWORD

Workers in the field of guidance have long felt the need for a comprehensive bibliography of current literature on guidance. The Office of Education with the assistance of the National Occupational Conference prepared a bibliography for the literature appearing in 1935, which was issued as United States Department of the Interior, Office of Education Bulletin 1937, No. 36. The publication here presented is the second annual bibliography on guidance covering the literature for the year 1936.

The cooperation of the National Occupational Conference in continuing its assistance in the compilation of this bibliography is gratefully acknowledged.

BESS GOODYKOONTZ,
Assistant Commissioner of Education.

GUIDANCE BIBLIOGRAPHY: 1936

AN ANNOTATED LIST OF BOOKS, PAMPHLETS, AND PERIODICAL REFERENCES ON GUIDANCE APPEARING DURING THE CALENDAR YEAR 1936

SCOPE OF BIBLIOGRAPHY

This bibliography, covering guidance techniques and procedures for the year 1936, is organized upon the same principles as the Guidance Bibliography: 1935.

In compiling it, an effort has been made to cover all age-groups and school levels, from childhood through adulthood. The annotations, as in the first list, include specific counseling techniques, guidance programs and practices, experimental research, bibliographies and school directories, applications of tests and measurements to guidance, studies of occupations with guidance connotations, and phases of individual and group counseling. Also included are references representing certain large subject groups which are closely allied to guidance, such as pupil personnel, social adjustment, character education, and mental hygiene.

Since it is the policy of the Office of Education to avoid duplication, this list does not include occupational information except when prepared with a specific guidance emphasis. Career information is already classified in the Occupational Index, published monthly by the National Occupational Conference. In addition, several bound bibliographies on vocations have appeared recently, some of which are annotated in the present compilation.

References to instructional procedures are not included unless they are related to classes in occupations, how-to-study courses, student orientation, or other phases of educational guidance.

Other arbitrary limitations were necessary because of the breadth of the field. Foreign publications were excluded; the form of publication, was limited to printed matter; and another single calendar year was covered.

Used in conjunction with available classified material on occupations, this bibliography will form a comprehensive overview of the field of guidance for the year 1936. The term "guidance" might here be said to include the inter-related fields of educational guidance, vocational guidance, social orientation, and occupational adjustment. Since it has been minutely indexed, this list will also serve

as a selective reference key to specific programs, specific school levels, and specific techniques.

The organization of this material has already been explained in the opening section of the *Guidance Bibliography: 1935*. For the convenience of workers dealing with definite age-groups, a repetition of its five divisions follows: Elementary schools (including preschool, nursery school, and kindergarten levels, as well as the grades), secondary schools (including junior and senior high schools and academies), colleges (including junior colleges, teachers colleges, colleges, and universities), adult and out-of-school youth (including adult guidance, youth surveys, youth problems, and community and national programs for youth), and techniques and procedures (including writings covering more than one school level, technical articles, references such as school directories and bibliographies, and other material of professional value to guidance workers).

BOOKS AND PAMPHLETS

ELEMENTARY SCHOOLS

1. CALIFORNIA STATE DEPARTMENT OF EDUCATION. CURRICULUM COMMISSION. Teachers' guide to child development in the intermediate grades. Sacramento, Calif., The Department, 1936. 658 p.
 Suggestions from the experience of California grade teachers; details of activity programs; examples of classroom activity suitable for each grade from kindergarten through fourth. Illustrated.
2. FOSTER, JOSEPHINE C., and HEADLEY, NEITH E. Education in the kindergarten. New York, American book company, 1936. 338 p.
 Kindergarten methods. Outlines techniques of securing personality adjustment of the very young. Contains a chapter on the child who needs special attention. Explains the type of individual records which can be begun in kindergarten, and their value in guidance and other cumulative uses.
3. GREENE, HARRY A. and JORGENSEN, ALBERT N. The use and interpretation of elementary school tests. New York, Longmans, Green and company, 1936. 530 p.
 Construction, use, and interpretation of both standardized and informal tests in the elementary grades. Separate chapters on various subject fields, and on the use of tests in diagnostic and remedial work.
4. HAXTON, JENNIE N. and WILCOX, EDITH. Step by step in the nursery school. Garden city, New York, Doubleday, Doran and company, Inc., 1936. 224 p.
 Techniques of overcoming common behavior difficulties in a nursery school maintained by the New York kindergarten association. Procedures are described step-by-step, in chronological order, in case-report style. Ages of children were from 2 to 5.
5. MORGAN, JOHN JACOB B. The psychology of the unadjusted school child. Rev. ed. New York, The Macmillan company, 1936. 339 p.
 Explains mental hygiene with special reference to school situations. Each chapter ends with a list of practical suggestions to teachers for meeting specific difficulties as brought out in the text. The final section deals with techniques of observation and treatment which can be used by elementary classroom teachers.

6. MUNKRES, ALBERTA. Personality studies of six-year-old children in classroom situations. New York City, Bureau of publications, Teachers college. Columbia university, 1936. 181 p.

Technique of child study using "... systematic observation in natural situations, and daily record . . . in collecting data on . . . personality responses. . . . Represents repeated contacts with 10 children in classroom situations."

After an introductory explanation of the technique, 10 6-year-old children are each described in detailed personality studies. They were in attendance at various types of public and private schools, representing experimental, demonstration, progressive, retarded-class, formal, and semi-informal methods. States the value, limitations, and use of this particular child-study technique in actual school situations and in training teachers.

7. NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. Fifteenth yearbook: Personality adjustment of the elementary school child. Washington, D. C., The Association, 1936. 672 p.

Articles by workers in the various fields of child guidance, child adjustment, and child development, with particular reference to the elementary school. Includes techniques, philosophy, teacher-child and teacher-parent relationships, types and symptoms of maladjustment, personality development, occupational adjustment of gifted children, child guidance clinics, and a survey of the services of school psychologists and other guidance specialists. The final chapter summarizes selected research on pupil adjustment.

8. ROGERS, JAMES F. What every teacher should know about the physical condition of her pupils. Washington, Government Printing Office, 1936. 30 p. (United States Department of the Interior, Office of Education. Pamphlet no. 68.)

Revision of Health Education Bulletin No. 13, telling what teachers can and cannot do in the way of health examination in school. Suggests examining instruments, how to make a general examination, a detailed examination; includes use of the eye test card, a copy of which is inserted in the pamphlet; describes audiometer, watch, voice, and thermometer tests; notes the usual symptoms of communicable diseases; includes a sample school health record.

9. ROWNTREE, JENNIE I. Handbook of child guidance. Rev. ed. Seattle, The University of Washington, 1936. 95 p. (. . . Extension series . . . no. 4, April 1936.)

Child study and guidance for teachers, adult leaders, and parents. Presents modern principles of home training in nontechnical language, and discusses methods of teaching child guidance courses to girls in high school and college.

SECONDARY SCHOOLS

10. ANDERSON, HENRY L. A guide to occupations and vocational guidance. Paynesville, Minn., The Paynesville press, 1936. 41 p.

Pamphlet prepared for use in the public secondary schools of St. Paul, Minn. Part 1 contains a number of simple forms for pupil self-analysis. Part 2 has suggestions and outlines for vocational study. Part 3 consists of practical suggestions and exercises on applying for work. Bibliography for guidance workers.

11. BREWER, JOHN M. Occupations; a textbook for the educational, civic, and vocational guidance of boys and girls. Boston, Ginn and company, 1936. 622 p.

Explains the relation of school to work; describes important fields of work; emphasizes the social aims of vocational guidance. Divides vocations into four major fields, and subdivides these into ability levels. Shows that the choice of a vocation really involves four decisions concerning: Field of work, pattern of interest, level of ability, and specific calling. The appendix carries a classified list of occupations with notations as to the increase or decrease in number of workers from 1920-1930.

This is a complete revision of the 1923 edition by Gowin, Wheatley, and Brewer. It is arranged in teaching units, with questions and exercises after each chapter. Bibliography for high-school students.

12. DARLING, MILLARD S., and GREENBERG, BENJAMIN B. *Effective citizenship: personal, vocational, and community civics*. New York, Prentice-Hall, 1936. 448 p.

Vocational civics, including vocations in general, vocational opportunities, raw materials, manufacturing and trade. Personal civics, covering mental growth, planning for life, and developing one's personality. Other subjects are community civics, citizenship, and government.

13. EASTERN COMMERCIAL TEACHERS' ASSOCIATION. *Ninth yearbook: Guidance in business education*. Philadelphia, Pa., The Association, 1200 Walnut street, 1936. 361 p.

Guidance techniques and procedures, followed by accounts of successful guidance activities of commercial teachers.

Each chapter describes a program in actual operation. Included are examples of personal practices in business; guidance in business education for junior high, senior high, junior college, teachers college, private business school, and adult students; opportunities for guidance outside of the recitation period; opportunities for guidance through adaptation of class materials in a dozen different commercial subjects; and a discussion of the vocational guidance problems of school executives.

William R. Odell edited this yearbook, and the 43 contributors are workers in the guidance and commercial fields.

14. EDMONDSON, JAMES B., and DONDINEAU, ARTHUR. *Vocations through problems*. New York City, The Macmillan company, 1936. 233 p.

Basic information on principal fields of work, arranged for guidance use at the junior high school level. Includes material on securing employment, enrolling with a reputable employment agency, answering advertisements, changing jobs, securing advancement, and other steps in the employment process. Divisions of the book are based on the census classification.

15. EMICK, GLENN O. *Cooperative training in retail selling in the public secondary schools*. Washington, Government Printing Office, 1936. (United States Department of the Interior, Office of education, Vocational education bulletin no. 186, Commercial series no. 10)

Cooperation of schools and stores in giving training and tryout experiences to high-school students. Covers development of the system, aims, curricula, instructional methods, and pupil-relationship practices, including placement, follow-up, and pupil personnel in various centers.

16. FULMER, CLARK A. *Whither? The choice of a life work . . .* Lincoln, Nebraska State department of vocational education, State capitol building, 1936. 63 p.

Gives comparative results of four studies of the occupational interests of junior and senior high school students in Nebraska in 1924, 1928, 1932, and 1936. The pamphlet consists almost wholly of tabulations of data, with brief explanatory notes. "The results of all four studies, arranged in parallel vertical columns, reveal trends in occupational interests and a widening range of occupational information."

17. GILES, Mrs. IMOGENE KEAN. *Occupational civics*. New York, The Macmillan company, 1936. 390 p.

Occupational information for high-school pupils. The choice of a lifework is called an "occupational adventure." A chart is suggested, followed by general reviews of industrial, commercial, professional, and governmental fields, with a section on personal planning and training.

18. HALTER, HELEN. *Society in action; a guide for the social studies*. New York, Inor publishing company, 1936. 336 p.

Fifty curriculum units on various phases of student life, arranged in three groups centering, respectively, around the individual, the local community, and the national community. There is a unit on vocational interests and aptitudes, pp. 30-35, and one on vocations in the community, pp. 222-26. Includes ways of investigating occupations, questions for class discussion, references for reading, and suggestions to teachers on conducting oral reports, group study, and class discussions.

19. JORDAN, ARTHUR M. *How to study.* Boston, [Mass.], The Christopher publishing house, 1936. 97 p.

Selected principles of study for high-school pupils.

20. KAHM, HAROLD S. *How to make money; a book for boys and young men.* New York, D. Appleton-Century company, inc., 1936. 209 p.

Spare time money-making plans for boys in school. Many of the suggestions are also suitable for girls.

21. KRAYBILL, I. R. *Cheltenham's vocational day.* New York city, National occupational conference, 1936. 2 p.

Vocational guidance through visiting speakers who come to the high school, hold round-table discussions, and have individual conferences with pupils. Arrangements for the day are in the hands of students in the National honor society. Occupational notes are later published in the school paper. Reprinted from *Occupations*, April 1936.

22. LAYTON, WARREN K. *Guidance needs of Detroit's 15-year-old pupils.* New York City, National occupational conference, 1936. 6 p.

Research project of the Detroit branch of the National vocational guidance association covering the guidance needs of 15-year-old children. Of the 25,000 in the Detroit area, 4,350 were reached by questionnaire, with from 3,000 to 4,000 usable replies. Needs revealed by the study were: More sympathetic adult companionship; assistance in evaluating motion pictures; employment experience; a feeling for the dignity of all useful work, whether white-collar or not; more health education; and more vocational training. Reprinted from *Occupations*, December 1936.

23. LEE, EDWIN A. *The shop teacher as a counselor.* New York City, National occupational conference, 1936. 4 p.

The shop teacher's special knowledge of his craft can be combined with guidance functions such as: Disseminating information about his trade to pupils, and to other teachers; participating in occupational surveys for vocational guidance purposes; placement and follow-up; personal observation of trainees. Reprinted from *Occupations*, November 1936.

24. LEE, JONATHAN MURRAY and LEE, DORRIS MAY. *A guide to measurement in secondary schools.* New York, D. Appleton-Century company, 1936. 514 p.

Exposition of various phases of measurement in the modern secondary school, written for teachers and principals. Includes a chapter on measurement in guidance, giving answers to basic questions, such as: What are the various types of tests useful in guidance work? Of what value are interest and adjustment questionnaires? How can test scores be handled for predictive purposes? What use is made of tests for guidance?

25. LOS ANGELES CITY SCHOOL DISTRICT. *What about jobs?* [By Theodore Barrett, comp.] Los Angeles, Calif., Educational research and guidance section, Division of instruction and curriculum, 1936. 257 p. (School publication no. 285) [Revised edition distributed by the Educational research association, Pasadena, Calif.]

Manual intended to ease the transition from high school to work. "Prepared for the use of pupils, teachers, and counselors in the senior high schools with a view to aiding in the problem of vocational choices and adjustments." Gives in detail the practical techniques of job getting and success on the job. Tells how to recognize legitimate private schools and dependable placement agencies, and how to identify fake education and employment rackets. Answers questions as to when and how to apply for work, gives sample application blanks, typical application forms, typical interviews, and a letter campaign. Explains the facts which schools are called upon to furnish about former students. Presents employers' opinions.

Prepared in Los Angeles under the direction of Elizabeth L. Woods, as a text for training pupils in the fundamentals of job getting. Two further editions were reprinted with revision in 1936. These editions were published by the McClure Publishing Company, New York and Los Angeles, and are distributed by the Educational research association, 2214 East Colorado boulevard, Pasadena, Calif.

26. NEW HAMPSHIRE STATE BOARD OF EDUCATION. Program of studies recommended for the public schools of New Hampshire, grades 7 to 12: Guidance. 4th ed. Concord, N. H., State board of education, 1936. 32 p.

Standard program for guidance for New Hampshire presented by a committee of superintendents, headmasters, principals, and teachers. Contents: Objectives of guidance; chart of organization and administration; guidance activities for junior and senior high schools; indications of the success of a guidance program; bibliography.

27. PANGBURN, WEAVER W. Adventures in recreation. New York, A. S. Barnes and company, 1936. 138 p.

Addressed to high-school students; depicts the nature and meaning of recreation, the recreation movement, and recreation as a public function. Also briefly surveys the playgrounds of the United States, giving examples of national, State, and county parks. Can be used on the secondary level as a source of individual projects, group activities, and outside readings.

28. PROSSER, CHARLES A.; ANDERSON, WALTER A.; and PALMER, R. H. Life adjustment series. Bloomington, Ill., McKnight & McKnight, 1936. 5 v.

This series of pocket-sized pamphlets includes: Selecting an occupation; Getting a job; A health program; Keeping physically fit; Taking a look at yourself; and A teacher's manual.

Each information book is accompanied by a practice book of self-tests arranged for looseleaf filing. The material was developed and used at the William Hood Dunwoody Industrial Institute, and is especially adapted to junior high school boys. Procurable in a set, or separately.

29. SMITH, LEWIS W., and BLOUGH, GIDEON L. Planning a career; a vocational civics. New York, American book company, 1936. Rev. ed. 470 p.

Guide to the study of occupations. Revised since 1929, with modernized illustrations, new facts, figures, and additional bibliographies. Part 1 introduces pupils to the study of occupations; parts 2 and 3 briefly touch upon a number of vocations for men and women, respectively; and part 4 brings the life-career problem to the individual pupil. Discusses qualifications, satisfaction, advantages and disadvantages, and something of the activities carried on in specific occupations.

30. STODDARD, ANNE G., ed. Discovering my job. New York, Thomas Nelson and sons, 1936. 173 p.

General advice and encouragement to girls, with emphasis on following one's natural interests in selecting an occupation. Covers some of the more specialized fields for women, such as writing, art, publishing, advertising, interior decorating, stage work, retail selling, social service, medicine, nursing, child psychology, and teaching. Among the 12 women contributors are Dorothy Canfield Fisher and Cornelia Otis Skinner.

31. THOMAS, HAROLD P., and PARTCH, CLARENCE E. Work guide for the study of occupations. Boston, Houghton-Mifflin company, 1936. 155 p.

Student workbook for use with or without a text on vocations. Contains a series of exercises for pupils, divided as follows: The world of work, kinds of occupations, selecting an occupation, preparing for a specific occupation. Exercise pages are perforated for detaching. Question sheets have blank spaces for answers. Covers the occupational field and is especially adapted to the high-school level.

32. TUTTLE, EDITH M. Emerging personalities; advisers' stories series. New York, Professional and technical press, 1936. 90 p.

Case histories of 10 high-school boys and girls written from experience by a public-school dean. Each illustrates a typical problem. Included are lonely students, slow students, pupils who are proud, the egocentric, the sentimental, the mechanically minded, and the gifted.

33. VIRGINIA STATE BOARD OF EDUCATION. Tentative manual for guidance in the Virginia secondary schools. Richmond, Va., Division of purchase and printing, 1936. 73 p. (Bulletin, State board of education, vol. 19, no. 1)

Guidance manual to help "... teachers, principals, supervisors, and other school officials to get a more complete and correct concept of guidance, and to suggest

to these educators plans whereby integrated guidance may function in any school or school system." The material was prepared, tested, and revised by a committee appointed by the State department of education in connection with the Virginia curriculum revision program. Gives the philosophy and scope of guidance, how to organize a school for guidance, how to utilize existing agencies, and how to apply specific techniques such as counselling and recording.

34. WEEKS, RUTH M., *ch.* A correlated curriculum; a report of the committee on correlation of the National council of teachers of English. New York, D. Appleton-Century company incorporated, 1936. 326 p.

Compilation of proposals for the correlation of English with other school subjects. Vocational information and its fusion with English is discussed, pp. 107-21, with a detailed teaching plan. There is also a character-training unit from a general theme course, pp. 126-28, and a method of correlating the curriculum with the extracurriculum, pp. 243-64.

35. WHEATLEY, WILLIAM A. and MALLORY, ROYCE R. Building character and personality; . . . orientation and guidance for high-school students. Boston, Ginn and company, 1936. 362 p.

High-school orientation. Part 1 presents the psychology of mental and emotional life in simple terms. Part 2 deals with occupational choices and adjustment. Questions and problems for group guidance and discussion.

36. WILHELMUS, Mrs. BESS D., *comp.* Wishbones or backbones; careers for ambitious boys. Chicago, The Reilly & Lee Co., publishers, 1936. 218 p.

Occupational information in letter form, especially suited to the early high-school level. Each chapter consists of two letters, one from a boy to some older person about a vocation, and a reply describing that field. (For example, Paul writes to a druggist about pharmacy, Jack writes to his navy cousin, Tim writes to a store executive, and John to an attorney.) Each receives a descriptive answer.

37. WOOD, RAY G., and others. Bulletin of research activities of the Ohio scholarship tests . . . Columbus, Ohio State department of education, 1936. 182 p. (Bulletin R-1, September 1936)

Summary of investigations under the auspices of the Division of Ohio scholarship tests of the State department of education. Reports are here presented as abstracts, but are also obtainable as complete manuscripts.

Among the studies of interest to guidance workers are: Willis S. Mosler. Educational and vocational plans of eighth-grade boys from the different types of schools of Ohio; S. Donald Cunningham. Ages, educational and vocational plans of . . . high-school seniors of Jefferson county; Rolla D. Webster. Abilities, ages, educational plans, and vocational choices of high-school seniors of Seneca county; Ralph G. Lenfesty. A comparative study of . . . the upper 25 percent of the senior class of the Ohio high schools with . . . relationship to age, sex, and vocation; Everett B. Barker. A comparative study of test scores, educational plans, and vocational choices of the high-school seniors of Van Wert county, Ohio.

COLLEGES

38. AMERICAN COLLEGE PERSONNEL ASSOCIATION. Report of thirteenth annual meeting . . . edited by J. Anthony Humphreys: Conference at St. Louis, February 19-22, 1936. 100 p. [Secretary, Harriet E. O'Shea, Purdue university, Lafayette, Ind.]

Reports on various phases of college guidance, including educational counselling and administration, guidance and testing, records and research, personal counselling, college as a guidance experience, general placement, and teacher placement. Authors are: Esther Dayman, Howard H. Pattee, Florence E. Boehmer, Harriet E. O'Shea, John S. Kopas, T. Ernest Newland, William S. Gray, Ben D. Wood, Hugh M. Bell, C. Gilbert Wrenn, Fred C. Smith, Merle Prunty, D. A. McClintock, R. E. Whitney, Edward A. Linhart, J. Hillis Miller, George W. Frasier, M. J. Nelson, Victor M. Davis, Mary B. Bondurant, and Benjamin W. Frasier.

39. BEERS, F. S. The human side of this testing business; the report of the 1936 college sophomore testing program. Washington, D. C., American council on education, 744 Jackson Place, NW., 1936. 34 p.
Activities of the American council on education in testing and personnel on the college level. Includes guidance in a private college, testing in a State university, and testing college sophomores throughout the United States.
40. BROTEMARKLE, ROBERT A. How consultants aid college counselors. New York City, National occupational conference, 1936. 8 p.
Guidance is more effective when counselors can utilize the cooperative efforts of physicians, psychiatrists, neurologists, and psychologists. Reprinted from *Occupations*, October 1936.
41. CANADY, HERMAN G. Individual differences among freshmen at West Virginia State college and their educational bearings. Institute, W. Va., West Virginia State college, 1936. 42 p. (West Virginia State college bulletin, series 23, no. 2, April 1936)
Study of 333 freshmen at West Virginia State college for Negroes by means of the following tests: Intelligence, socio-economic status, English, arithmetic, and a vocational questionnaire. Recommendations include a continuous testing program, flexibility of curricula to meet individual needs, and use of the case method of vocational guidance.
42. COOPER, CHARLES L. Factors in vocational choice. New York City, National occupational conference, 1936. 3 p.
Major factors in the vocational choices of Negro college students, and the relationship of these choices to occupational trends in North Carolina. Reprinted from *Occupations*, March 1936.
43. COWLEY, WILLIAM H. The nature of student personnel work. Washington, D. C., American council on education, 744 Jackson Place, NW., 1936. 31 p.
Clarification of college personnel work, its purposes and procedures. Presents definitions of guidance by various authorities; differentiates guidance from personnel work; discusses personnel service, research, and administration as concerned with student affairs. Also in *Educational record*, April 1936.
44. CRAWLEY, SUMNER L. Studying efficiently. New York, Prentice-Hall, Inc., 1936. 95 p.
Study methods for the studious and brilliant as well as for the slow or average college student. Includes budgeting of time, methods of increasing reading speed, effective note-taking, improving attention and concentration, memorizing, preparing for and writing examinations.
45. ELDRIDGE, ELIZABETH. Co-etiquette; poise and popularity for every girl. New York, E. P. Dutton and company, 1936. 252 p.
Social life on a college campus, for young college women and high-school graduates planning to attend a coeducational institution. Presents a plain-spoken picture with suggestions as to the wisest reactions to various situations in dormitory and sorority life, university dances, the homecoming game, clubs, honor societies, roommates, house-mothers, and many other persons and problems peculiar to college life. As stated by the author, "This book begins where classes end," and is a compendium of social and ethical guidance. Written in popular style.
46. ELLIOTT, EDWARD C. and HOCKEMA, FRANK C. Where they go and what they do; a report upon the graduates of Purdue university, prepared with the cooperation of the classes of 1934 and 1935. Lafayette, Ind., Purdue university, 1936. 23 p.
Tells how, when, and where graduates found work, average beginning salary, types of employment. Found that a large proportion of the group were employed. Suggests a slight upward salary trend and a shortening of the time necessary to find positions. Compares 1928 and 1929 with 1934 and 1935.

47. ELLIOTT, EDWARD C.; HOCKEMA, FRANK C.; and WALTERS, JACK E. Occupational opportunities and the economic status of recent graduates (1928-1934) of Purdue university. Lafayette, Ind., Purdue university, 1936. 24 p.
One of a series of exploratory studies by a special committee of the American council on education. Statistics given on employment and salaries of 2,140 Purdue graduates of 1928-1934, with extensive factual tabulations. When surveyed, 91.3 percent were employed, 89 percent gainfully. The 2.3 percent representing the difference between these two figures includes 100 housewives and 19 graduate students.
48. FOSTER, LAURENCE. Functions of a graduate school in a democratic society. New York, Huxley House publishers, 37 E. 36th Street, 1936. 166 p.
Lists and analyzes institutions giving graduate work. Serves as a selective directory for the educational guidance of advanced college students.
49. GARDNER, DONFRED H. The evaluation of higher institutions . . . Volume 5: Student personnel service. Chicago, Ill., University of Chicago press, 1936. 235 p.
Evaluates personnel programs at 57 colleges, in terms of: Student admission, orientation, records, educational and vocational counseling, extracurricular activities, loans and student aids, housing, placement, and discipline. Describes actual programs and suggests a score card for rating each activity.
This is the fifth in a series of reports by the Committee on revision of standards, Commission on higher institutions of the North central association of colleges and secondary schools.
50. GASKILL, HAROLD V. Personality. New York, Prentice-Hall, Inc., 1936. 52 p.
Analysis of personality on a factual basis for junior college students. Presents intelligence, social adjustment, overt behavior, and physical characteristics as aspects of personality, and shows their effect on everyday life, business, and the professions. Contents are based on the results of scientific experiment, and include measurement devices, their proper use, and personality requirements imposed by vocations.
51. GRAY, WILLIAM S., comp. Tests and measurements in higher education. Chicago, Ill., The University of Chicago press, 1936. 237 p. (Proceedings of the Institute for administrative officers of higher institutions, 1936, vol. 8)
After an introductory chapter summarizing issues and points of view regarding testing, each of the 16 following chapters presents methods used at American colleges. There is also an appraisal of the test movement, by L. L. Thurstone, and a discussion of the use of tests in selecting and guiding students, by A. J. Brumbaugh.
52. GREENLEAF, WALTER J. Junior colleges. Washington, Government Printing Office, 1936. (United States Department of the Interior, Office of Education. Bulletin 1936 no. 3) 86 p.
This report includes 441 of the 535 existing junior colleges in the United States, covering over 95 percent of the total enrollment. Part 1 provides a brief historical and status study. Part 2 carries information useful to students desiring a 2-year college course. Facts are summarized by States, sections, and types of institutions. Details are tabulated for individual junior colleges, giving name, date established, legal control, number of men and women students, number of graduates, dormitory capacity, degrees conferred, tuition, board and room, and average freshman expense.
53. GREENLEAF, WALTER J., comp. Student personnel work for counselors and college students. Washington, Government Printing Office, 1936. 16 p. (United States Department of the Interior, Office of education. Good references bibliography no. 51)
Annotated bibliography on student personnel work in colleges and universities. Lists material on the status of personnel work, deans, orientation, measurement and guidance, counseling, college expenses, student aid, self-help, and occupational guidance. Carries separate lists of bibliographies, periodicals, year books, and general references.

54. HEATON, KENNETH L. and KOOPMAN, G. ROBERT. A college curriculum based on functional needs of students; an experiment with the general curriculum at Central State teachers college, Mount Pleasant, Mich. Chicago, Ill., University of Chicago press, 1936. 157 p.
- Reorganizing a college curriculum to meet the needs of students in social, personal, and family relationships. This is the report of a joint project begun in 1934 by the Michigan State department of public instruction and the faculty of Central State teachers college. One characteristic of the reorganization is the grouping of students in small administrative units, with a counselor for each unit.
55. HOCKENBURY, MYRON D. Make yourself a job; a student employment handbook. Harrisburg, Pa., Dauphin publishing company, 1936. 160 p.
- Student employment in college, prevalence, types, suggestions, examples of students who have successfully worked their way. Facts about scholarships, loans, room and board, odd jobs, unskilled labor, salesmanship, vacation opportunities, jobs for college women, for athletes, law students, camp counselors, musicians, art students, student pastors, and many others.
56. JOHN, WALTON C. and HAMMOND, H. P. Graduate work in engineering in universities and colleges in the United States. Washington, Government Printing Office, 1936. 113 p. (United States Department of the Interior, Office of education. Bulletin 1936, no. 8)
- Survey of the development and status of graduate work in engineering. Lists institutions, enrollments, degrees. Describes, for each school, its administration, teaching staff, general characteristics, cooperative and part-time graduate work, admission requirements, graduation requirements, thesis, examination methods. Also gives a brief general treatment of subsidized graduate work, scholarships, fellowships.
57. JONES, EDWARD S. Planning college schedules; guidance in choosing courses as a phase of student personnel work. New York City, National occupational conference, 1936. 4 p.
- Relationships between educational and vocational guidance as seen in practice at the University of Buffalo. Recommends and suggests methods of educational guidance through the cooperation of college registrar, personnel director, and faculty members. Reprinted from *Occupations*, January 1936.
58. LIBBY, PHILIP A. A personnel study of junior college students. Los Angeles, University of Southern California press, 1936. 66 p. (University of Southern California studies, Education series, no. 10)
- Comparison of scholastic equipment as measured by tests, and scholastic achievement, as measured by grades, of a group of junior college students at the University of Southern California. Shows that those measured were normal, mediocre students and that when they formed desirable habits of promptness and completeness, they achieved satisfactory academic records. Recommends drill in efficient study habits as part of the required college orientation course.
59. MARSH, CLARENCE S., ed. American universities and colleges; a handbook of higher education. Washington, D. C., American council on education, 1936. 1129 p.
- Salient facts about accredited institutions of higher learning. Shows size, whether co-educational or not, tuition, enrollment, degrees, instructional staff, dates of sessions, variety of courses, and similar facts about each school. Part 1 surveys the field in general, including American professional schools, the college, the university, and the foreign student in America. Part 2 is an alphabetical list of institutions, which are also indexed according to location.
60. MCCALL, WILLIAM A.; BALOH, MARSTON; and HERRING, JOHN P. You and college. New York, Harcourt, Brace, and company, 1936. 604 p.
- College orientation, with "reading experiments" and "creative experiments" which students may use in testing themselves and appraising their own abilities. Contains sections on efficient writing, reading, research, study techniques, career planning, and social relationships.

61. MILNER, CLYDE A. The dean of the small college. Boston, Christopher publishing house, 1936. 151 p.

Status and functions of deans in 100 small liberal arts colleges in a survey made by the Association of American colleges. Covers the dean's place in the administrative organization, professional and clerical assistance, committee responsibilities, training, experience, teaching load. Statistical information includes age, salary, vacations, tenure of office. Principal existing functions of deans are: Adviser to the college president, supervisor of student welfare, director of educational activities, general supervisor of college activities. Discusses each of the 20 functions performed most frequently by deans.

62. RATLIFF, ELLA B. Scholarships and fellowships available at institutions of higher education. Washington, Government Printing Office, 1936. 117 p. (United States Department of the Interior, Office of education. Bulletin 1936, no. 10.)

Information on free tuition, scholarships, and fellowships listed by States, cities, and private institutions. Among the fields of study represented are: Art, engineering, medicine, law, music, osteopathy, pharmacy, social work, and theology.

63. SLANTZ, FRED W. and SIGLINGER, WILLIAM K. A college placement program; methods by which results are obtained at Lafayette. New York City, National occupational conference, 1936. 4 p.

Describes the following methods of locating positions for college men: Through the alumni, the placement bureau, faculty members and department heads, personal contacts, and publications. The latter includes undergraduate newspapers, the quarterly alumni magazine, daily papers, and professional journals. Methods of keeping the active file up-to-date are also outlined. Reprinted from *Occupations*, January 1936.

64. SMITH, RANDOLPH B. Growth in personality adjustment through mental hygiene; an experimental study. Albany, New York State education department, 1936. 71 p.

Students in seven Emergency collegiate centers in New York State were offered an optional noncredit course in personality adjustment. Results were measured by a specially constructed inventory given before and after the course. Recommends that college courses in mental hygiene should be informal, should meet in small groups, should carry little, if any, credit and should meet at least twice a week with opportunities for individual counseling.

65. STEPHENSON, MARGARET B. and MILLETT, RUTH L. As others like you. Bloomington, Ill., McKnight & McKnight, 1936. 40 p.

Etiquette for young college students, accompanied by a 16-page test on social usage.

66. TUNIS, JOHN R. Was college worth while? New York, Harcourt-Brace and company, 1936. 234 p.

Survey of 86 percent, or 541 members of the 629 living graduates of Harvard's class of 1911. Statistical data is based on an unsigned questionnaire revealing information on families, religion, hobbies, politics, business, and other personal matters. Shows the extent of occupational changes after 25 years; mistakes in early choices; successes; types of students; effect of the world war; effect of the depression; and types of men happy in later life. Material was secured by correspondence and by personal contacts, and includes comparisons with other groups of college graduates.

67. U. S. BUREAU OF LABOR STATISTICS. Educational qualifications in the engineering profession. Washington, Government Printing Office, 1936. 16 p. (United States Bureau of Labor Statistics, serial no. R-400.)

Survey of the engineering profession undertaken by the Bureau of Labor Statistics in May 1935, at the request of the American engineering council. Questionnaires returned by 52,589 engineers were analyzed, and educational and vocational data were tabulated. Found that only a few transfers were made from the course of specialization to other professional fields, indicating that "... by and large the respective curricula meet the needs of the profession." Gives percentages of engineering graduates in various fields.

Originally published in the *Monthly labor review*, June 1936.

68. WILLIAMSON, E. G. Faculty counseling at Minnesota; an evaluation study by social case-work methods. New York city, National occupational conference, 1936. 5 p.
 Analysis of case histories of 130 students in the University of Minnesota summer school, 1928-29. Certain differences in the methods of faculty counselors were found, revealing that individual counselors tended to specialize on certain types of personality problems. Brings out facts about what goes on in the counseling process, and develops the case-review method of evaluating guidance. Reprinted from *Occupations*, February 1936.
69. WILLIAMSON, E. G. Guidance use of senior college norms. New York city, National occupational conference, 1936. 5 p.
 Study of the use of the Minnesota college aptitude test in predicting college success. This analysis is based on freshman percentiles of graduated seniors, and includes only the records of those who matriculated and were tested as freshmen. Reprinted from *Occupations*, October 1936.

ADULT AND OUT-OF-SCHOOL YOUTH

70. BAKER, JOHN C.; KENNEDY, WILLIAM D.; and MALOTT, DEANE W. On going into business. New York, Whittlesey house, McGraw-Hill book company, Inc., 1936. 233 p.
 Written by a research worker, an advertising executive, and a professor of business administration. "This book is addressed primarily to educated men who are looking for employment—either a first job or a better job. Secondly, it is directed toward parents and teachers, who share vicariously these problems."
 Discusses the etiquette of letters of recommendation, applications, when to speak and when to be silent about salary, where to find the best openings, how to analyze an employment situation. The questions: "Shall I work for a big business or a small one?" and "Shall I live in a large or a small city?" are considered in the light of their deeper implications. The book emphasizes fundamentals, but includes specific details, such as illustrations of successful and unsuccessful job-seeking methods.
71. BROCKMAN, MARY. What is she like? A personality book for girls. New York, Charles Scribner's sons, 1936. 210 p.
 Suggestions toward building wholesome personality through good habits of mind, speech, manners, and dress. Intended primarily for young women in business. Discusses relations to fellow-workers, properly balanced spending and saving, social etiquette, business contacts, work, and play.
72. CUNNINGHAM, BESS V. Family behavior: A study of human relations. Philadelphia, W. B. Saunders company, 1936. 471 p.
 The psychology of family relationships. Aims to develop self-understanding and a perspective view of the past and future family life of young adults. Studies the social setting in the light of neighbors and neighborhoods, changes in community life, leisure and work, adjustments to communal life, careers for parents, and parting from parents. Concludes with a look ahead toward the "families of tomorrow."
73. DAVIS, MAXINE. The lost generation; a portrait of American youth today. New York, The Macmillan company, 1936. 385 p.
 Survey of American youth by a woman journalist who toured the country by automobile. Personal observations; talks with young people; interviews with officials, social workers, and educators; references to recent studies; descriptions of going programs. Recommends local community cooperation such as the Los Angeles coordinating council of the Milwaukee social centers. Suggests, for a vocational education pattern, the Milwaukee vocational school; for a vocational guidance pattern, the New York State vocational service for juniors. Fears that high-school and college graduates of 1929-1934 are less likely to secure suitable jobs than are members of the 1935 and 1936 classes.

74. **EVERETT, FAYE PHILIP, and others.** *The colored situation; a book of vocational and civic guidance for the Negro youth.* Boston, Meador publishing company, 1936. 312 p.

Survey of the Negro employment situation, outlining occupational information necessary to Negroes, and steps in the scientific choice of an occupation. Division 1 considers the social heritages and attitudes of the Negro in the light of the modern economic situation. Division 2 is a symposium by about 20 writers on occupations in which Negroes are gainfully employed, namely: Agriculture; commerce and industry; the culinary arts; funeral directing; the Pullman industry; the theatre; the professions—including law, education, medicine, journalism, the ministry, and engineering. Division 3 contains suggestions as to how the Negro may improve his civic efficiency. Illustrated with photographs of contributors.

75. **GLOVER, KATHERINE.** *Youth . . . leisure for living.* Washington, Government Printing Office, 1936. 126 p. (United States Department of the Interior, Office of Education. Bulletin 1936, no. 18, part 2.)

Organization for leisure in specific communities. Lists and describes about 120 activities by place and kind, as: Fellow-crafters guild, Boston, Mass.; museum classes Syracuse, N. Y.; girls' vocational service league, New York city; arts and crafts club, Chicago, Ill.; hobby clubs and social centers, Milwaukee, Wis.; rambling theater, District of Columbia; and other community programs for leadership training, recreation, and delinquency prevention.

76. **HANNA, PAUL R., and research staff.** *Youth serves the community.* New York, D. Appleton-Century company, 1936. 303 p.

Survey of socially useful youth projects carried on throughout the world. Data were gathered by interviews and by correspondence with leaders in Canada, Mexico, Russia, Denmark, and other countries, as well as in the United States. Outstanding reports were selected and grouped with related projects. Author recommends coordination of youth movements through the public schools, and feels that moral youth programs are generally more successful than those in cities because they are more deeply rooted in reality. The Progressive Education Association and the Works Progress Administration cooperated in making this survey.

77. **HARLEY, J. D.** *Youth . . . finding jobs.* Washington, Government Printing Office, 1936. 59 p. (United States Department of the Interior, Office of Education. Bulletin 1936, no. 18, part 5.)

Information prepared to assist communities and youth agencies in developing programs for unemployed juniors. Describes odd-job bureaus, self-help projects, projects for rural youth, work-relief projects, plans for training on-the-job, community activities in securing occupational information; apprenticeship programs.

78. **HUTCHERSON, GEORGE E. and HAWKINS, LAYTON S.** *Counseling service for adults.* New York City, New York University, [and] Albany, N. Y., State education department, 1936. 27 p. (The New York State emergency adult education program, Series 1, Bulletin no. 2.)

Manual for interviewers, vocational counselors, and educational advisers; qualifications of a counselor; outline of a program of training for counselors; references on adult counseling.

79. **JESSEN, CARL A. and HUTCHINS, H. CLIFTON.** *Youth . . . community surveys.* Washington, Government Printing Office, 1936. 97 p. (United States Department of the Interior, Office of Education, Bulletin 1936, no. 18, part 6.)

Youth surveys on school attendance, employment, guidance, vocational training, leisure-time activities, and related subjects. Part 1: Independent surveys. Part 2: Investigations conducted on a comparable basis. Part 3: Technical data for use in making future surveys.

80. **KATE, EDITH S.** *Guiding the hard-of-hearing.* New York city, National occupational conference, 1936. 4 p.

Vocational guidance of the deaf, and description of the hearing conservation program in the New York city public schools. Reprinted from *Occupations*, October 1936.

81. **KITSON, HARRY D.** Youth . . . vocational guidance for those out of school. Washington, Government Printing Office, 1936. 81 p. (United States Department of the Interior, Office of Education, Bulletin 1936, no. 18, part 4)
Presents outstanding guidance work being carried on in the United States, especially for unemployed juniors. Summarizes about a dozen youth surveys; explains six techniques of guidance appropriate for use with young adults; enumerates public guidance clinics, surveys, training centers, employment offices, and job-finding clubs in more than 30 cities; briefly describes their activities.
82. **MARTENS, ELISE H. and others.** The deaf and the hard-of-hearing in the occupational world; report of a survey directed by the Office of Education. Washington, Government Printing Office, 1936. 95 p. (United States Department of the Interior, Office of Education. Bulletin 1936, no. 13.)
Survey of hard-of-hearing adults in 27 States and the District of Columbia. Purpose of the study: "Guidance of deaf and hard-of-hearing young people toward more nearly adequate vocational adjustment." Tabulations and interpretations point toward a need of specialized services for the deaf.
83. **McMURRY, ROBERT N.** Mental hygiene in industry; personality disorders as personnel problem. New York city, National occupational conference, 1936. 9 p.
Analysis of personality problems in industry. States that peculiarities of behavior are symptoms of mild mental disorders, and have a bad effect on the routine of business, such as maligning, labor trouble, absence, disorganization, confusion, and friction. Suggests a procedure for studying and adjusting the problem employee, which includes interviewing, physical examination, psychological tests, adjustment, and rehabilitation. Reprinted from *Occupations*, February 1936; also in *Personnel*, November 1935.
84. **MURPHY, JOHN F.; HALL, O. MILTON; and BERGEN, GARRET L.** Does guidance change attitudes? New York city, National occupational conference, 1936. 4 p.
Survey of opinions of clients of the adult adjustment service. "These data present evidence . . . that the counseling experience has made them less bitter toward employers, and less pessimistic about their failures; . . . that, on the other hand, there was little change in clients' opinions on controversial, social, and political issues, which a counseling service would not be as likely to affect." Reprinted from *Occupations*, June 1936.
85. **NALL, TORNEY OTTO, ed.** Youth's work in the new world. New York, Association press, 1936. 216 p.
In a series of 27 interviews, successful people in their respective fields survey opportunities for youth. A discussion section by the author adds general guidance value. Fields included are medicine, psychiatry, farming, public service, art, and sculpture, athletics, missionary work, law, diplomacy, writing, music, business, stage and screen, play-writing, teaching, the ministry, journalism, and the trades.
86. **NATIONAL FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN'S CLUBS.** Personnel and employment management; one of a series of pamphlets discussing changing patterns in occupations. New York City, The Federation, Publications department, 1819 Broadway, 1936. 11 p.
Vocational information in the form of direct quotations from the members of a 2-day institute of occupations in Seattle, Wash., in July 1935. About 1,500 business and professional women, representing 60,000 members of their national association, took part in round tables on 28 fields of work. Their deliberations are set forth in a series of pamphlets reflecting ". . . the experience and point of view of practical women who are adapting themselves to a changing world."
87. **NATIONAL YOUTH ADMINISTRATION.** Facing the problems of youth; the work and objectives of the National Youth Administration. Washington, The Administration, 1936. 35 p.
Activities of the National Youth Administration from June 1935 to December 1936. Contains descriptions, graphs, and photographs of work projects, student aid, junior placement, and related programs.

88. OZANNE, JACQUES. Employers' preference in the hiring of clerical workers. New York City, New York University, 1936. 37 p. (The New York State emergency adult education program, series 2, New York City research bulletin no. 1)

Study of 256 firms employing clerical workers in New York City. (1) to determine to what extent commercial education is meeting business needs; (2) to discover ways in which school curricula and teaching methods might need revision; (3) to provide data for more effective guidance of students contemplating a commercial career.

89. PATERSON, DONALD G.; DARLEY, JOHN G., and ELLIOTT, RICHARD M. Men, women, and jobs, a study in human engineering; a review of the studies of the committee on individual diagnosis and training. Minneapolis, The University of Minnesota press, 1936. 145 p.

Overview and final report of a 5-year research study conducted by the Minnesota Employment stabilization research Institute. Objects were to test methods of diagnosing vocational aptitudes, to discover basic re-education needed by the unemployed and to demonstrate rehabilitation methods. Describes tests, techniques, interviewing, individual diagnosis, and occupational analysis in the research clinic. Recommends guidance as a part of educational, industrial, and community personnel work.

90. RAHN, ALPHONSO W. Your work abilities; how to express and apply them through man-power specifications. New York, Harper & Brothers, publishers, 1936. 134 p.

Describes the composition and use of a "man-power specification." This is a description of one's experience and abilities, and is to be used in applying for a position.

91. REILLY, WILLIAM J. How to find and follow your career; straight thinking on career planning. New York, Harper & Brothers, publishers, 1936. 161 p.

Guidance for young people. Offers methods of overcoming initial inertia, choosing a career, self-observation of basic abilities, defining objectives and making the final selection. Part 2 suggests steps for moving into a chosen field. Written in popular style.

92. ROSENGARTEN, WILLIAM. Choosing your life work. 3rd ed. New York, McGraw-Hill book company, 1936. 353 p.

Plan for selecting suitable work through personal analysis. Part 1 gives methods of self-study and of making a general study of vocations before deciding upon and planning a career. Part 2 describes over 40 occupations, one to a chapter. There is a new chapter on radio, added since the first and second editions in 1922 and 1924. Another innovation is a brief description of related occupations after each occupational analysis. Bibliographies for all chapters.

93. ROWDEN, DOROTHY, ed. Handbook of adult education in the United States, 1936 . . . New York, American association for adult education, 1936. 428 p.

Lists about 400 organizations in the United States which are concerned with phases of adult education. A brief survey of adult guidance is contributed by the National occupational conference, with a list of guidance agencies, and a bibliography. There are also sections on vocational education and rehabilitation.

94. STOOK, HARRY T. A life and a living. New York City [and] Cincinnati Ohio . . . The Abingdon press, 1936. 136 p.

Vocational counseling for leaders of young people in non-school agencies. Notes the needs of adolescents and the natural points of contact which adults may have with youth; suggests principles to guide the counselor and techniques to help an adolescent analyze himself; views the world's work in general with samplings of specific vocations and an adaptation of the Brewer classification of occupations.

95. SWANSON, H. B. Youth . . . education for those out of school. Washington, Government Printing Office, 1936. 76 p. (United States Department of the Interior, Office of Education. Bulletin 1936, no. 18, part 3)

Compilation of plans in various communities for continuing education by home study, extension courses, 2-year emergency colleges, library reading courses, radio broadcasts, forums, clubs, community schools, vocational, part-time, household, and commercial training. Reveals many local opportunities.

96. UNITED STATES DEPARTMENT OF THE INTERIOR. OFFICE OF EDUCATION. COMMITTEE ON YOUTH PROBLEMS. Youth. Washington, Government Printing Office, 1936. 6 v. (Bulletin 1936, no. 18, parts 1-6)

Series of six brochures prepared to aid communities and social agencies in serving the needs of unemployed youth. See entry under author's name in this section for a separate annotation of each of the reports, which are as follows:

The Committee. How communities can help; Katherine Glover. Leisure for living; H. B. Swanson. Education for those out of school; Harry D. Kitson. Vocational guidance for those out of school; D. L. Harley. Youth finding jobs; Carl A. Jessen and Clifton Hutchins. Community surveys.

97. ————. Youth . . . how communities can help. Washington, Government Printing Office, 1936. 77 p. (Bulletin 1936, no. 18, part 1)

How communities are coordinating and using the energies of youth. Examples: Amateur museum in Washington, N. C.; young artists market of Detroit, Mich.; Stonewall craft shops in West Virginia; Los Angeles county coordinating council; Metropolitan junior achievement in greater New York city. Activities are described in detail.

98. ————. VOCATIONAL EDUCATION DIVISION. Vocational rehabilitation of the physically handicapped. Washington, Government Printing Office, 1936. 87 p. (Vocational Education Bulletin no. 190, Vocational Rehabilitation series no. 25)

Describes the vocational rehabilitation program in the United States, with a section entitled "Steps in rehabilitation of an individual" which include counsel, advisement, determination of job objective, placement, and follow-up.

99. ————. Young men in farming. Washington, Government Printing Office, 1936. 117 p. (Vocational education Bulletin no. 188, Agriculture series no. 49)

Study of 100 young men on farms, their attitude toward farming, vocational plans, and other data . . . to determine the qualifications, opportunities, and needs for training in farming, together with derived guidance, placement, and training objectives.

100. WORMAN, EUGENE C. Youth without jobs; a review of changing conditions affecting employment, and a fresh sampling of Y. M. C. A. experience in service to the unemployed. New York, Association press, 347 Madison Ave., 1936. 110 p.

Describes community attacks led by the Young Men's Christian Association, upon the problems of unemployed youth. Work in local associations is described. Samples include: Vocational guidance in Boston, Mass., without placement; vocational guidance in Baltimore, Md., with emphasis on placement; community recreation and entertainment in Norfolk, Va., and Springfield, Ill.; informal education in various centers; cooperation with CCC camps, and a morale-building program in Minneapolis, Minn. These programs are carefully described as to tests, materials, and techniques.

TECHNIQUES AND PROCEDURES

101. ALLPORT, GORDON W. and OSBERT, HENRY S. Trait-names; a psycho-lexical study. Princeton, N. J., Psychological review company, 171 p. (Psychological monographs, vol. 17, no. 1; whole no. 211)

Thesaurus, in convenient form for psychologists, of 17,958 trait names for Webster's Unabridged New International Dictionary. Most of these are adjectives describing personality, and are classified in 4 groups. A theory that trait-names are social symbols is advanced, and several origins are suggested.

102. AMERICAN ASSOCIATION OF PSYCHIATRIC SOCIAL WORKERS. Differential approach in case work treatment. New York, Family welfare association of America, 1936. 64 p.

How social workers find a basis for "differential treatment of differing needs," in papers and discussions on techniques presented at meetings, 1936.

Contents: Fern Lowry. The client's needs as the basis for differential approach in treatment; Florence Hollis. Environmental (indirect) treatment as determined by the client's needs; Beatrice J. Wajdyk. An intensive treatment approach; Marcella S. Farrar. The approach to the client's needs as it is conditioned by the function of the agency; Ruth Smalley. The approach to the client's needs as it is conditioned by the equipment of the worker. Discussions by Ruth Gartland, Grace F. Marcus, Paul Sloane, Marcella S. Farrar, and Lucille Nickel Austin.

103. AMERICAN COUNCIL ON EDUCATION. Report of the fifth educational conference in New York . . . 1936, under the auspices of the Committee on measurement and guidance 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, 1936. 204 p.

Published in the *Educational record*, vol. 17, supplement no. 10, October 1936. 204 p.

Among a number of general articles on education are the following of specific interest to guidance workers: Richard D. Allen. Testing and guidance in a city public-school system; L. L. Thurstone. New concept of intelligence and a new method of measuring primary abilities; John R. P. French. Use of case histories in guidance; Nelson A. Jackson. Tests and scholastic guidance; Galen Jones. Persistence of individual differences in relation to guidance.

104. ———. Report of the fourth educational conference [in] New York . . . 1935, 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, 1936. 160 p.

Published in the *Educational record*, vol. 17, supplement no. 9, January 1936. 160 p.

Contains articles of general interest, and a symposium on testing which has technical values for guidance workers. School grades and test scores; a practical use for test scores; use of the Bureau's facilities in the award of scholarships; achievement of secondary school pupils on college science tests; the Strong vocational interest test and its use in secondary schools; studying individual boys with the help of the new tests; administrative values of testing, preliminary examinations; and tact in testing.

105. AMERICAN EDUCATIONAL RESEARCH ASSOCIATION. Reconstructing education through research. Washington, D. C., National education association, 1936. 301 p.

Material of interest to guidance workers is as follows: A. J. Brumbaugh. Relationship between living arrangements and academic achievement at the University of Chicago, pp. 20-23; Paul V. Sangren. Psycho-educational clinic as an aid to teacher training, pp. 41-44; Paul B. Hanna. Youth's participation in socially useful work, pp. 67-73; Harold F. Clark. Investigations into the relation between education and the use of our human resources, pp. 126-29; David Segel. Research technics needed in connection with the use of cumulative records, pp. 205-9; W. W. Coxe. The changing occupational pattern in New York State and its implications for education, pp. 240-44.

"This is the second complete annual report of the meeting of the American educational research association, a department of the National education association . . . to be published in separate bound form."

106. BENNETT, WILMA. Occupations and vocational guidance: a source list of pamphlet material. New York, H. W. Wilson company, 1936. 123 p.

A purchasing list of short inexpensive monographs giving job information by associations, foundations, State and Federal departments of education. Re-indexed

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and completely revised since 1934, this bibliography carries many references not listed elsewhere.

107. **BENTLEY, JOHN E.** Problem children; an introduction to the study of handicapped children in the light of their physiological, psychological, and social status. New York, W. W. Norton and company, Inc., 1936. 437 p.
- Outlines the psychological approach to the study of problem children, and presents techniques in educating them. Considers: Common physical defects of public-school children; special problems of crippled children; disabilities in speech, reading, hearing, motor responses, and sight. Describes the correction of social disabilities through child guidance clinics in the public schools.
108. **BREEN, MARY J.** Partners in play: Recreation for young men and women together. New York, A. S. Barnes and company, 1936. 185 p.
- The National recreation association, cooperating with the Y. W. C. A., presents a book for recreation leaders. Covers the practical phases of organized play for mixed groups between the ages of 12 and 30. Games, stunts, parties; discussion of the purpose and philosophy of supervised group recreation; aspects of effective leisure-time guidance. Bibliographies.
109. **BUBOS, OSCAR K.** Educational, psychological, and personality tests of 1933, 1934, and 1935. New Brunswick, N. J., School of education, Rutgers university, 1936. 83 p. (Studies in education, no. 9)
- Classified list of published tests. Information for each test includes title, description of the group for which the test was constructed, date of copyright or publication, author, publisher, whether an individual or group test, number of forms, cost, time needed to administer, and references on its construction, validation, and use. Classification according to subject fields with a cross-reference key for quick location of specific tests. Cumulates the 1935 issue by the same author.
110. **CULVER, Mrs. DOBOTHY CAMPBELL.** Methodology of social science research; a bibliography. Berkeley, University of California press, 1936. 159 p.
- Issued by the Bureau of public administration of the University of California, this list covers sources and methods of collecting data. It includes references on the following special techniques used in guidance: the survey, the interview, the questionnaire, the case study, tests, statistical analysis, and graphic presentation.
111. **ELLINGSON, MARK and NEBLETTE, C. B.** If you are considering photography. Rochester, N. Y., Rochester athenaeum and mechanics institute, 1936. 19 p. (Vocational guidance series, Pamphlet no. 2)
- One of a continuous series of pamphlets presenting factors which must be considered in deciding upon a vocation. Outlines the facts as they apply to the field of photography. Gives technical information, statistics, advantages, and disadvantages, and opportunities for personal growth.
112. **ELLIOTT, HARRISON S. and ELLIOTT, GRACE LOUCKS.** Solving personal problems; a counseling manual. New York, Henry Holt and company, 1936. 321 p.
- Counseling techniques for various situations, including vocational adjustments, counseling on ordinary life problems, and counseling with individuals in difficulty.
113. **FEDERATED COUNCIL ON ART EDUCATION.** Costume design as an occupation. New York city, The Council, 745 Fifth Avenue; New London, Conn., Institute of women's professional relations; Research headquarters, Connecticut college, 1936. 59 p.
- One of a series of pamphlets on occupations requiring a knowledge of art. Includes a list of professional art schools prepared by Florence Levy, and a report on costume design by Chase Going Woodhouse and Anne Evans. Answers the following questions: Who does costume design? Where can the beginner begin? What must costume designers know? What do they earn? What is the demand for their services? What are the advantages and disadvantages of their work? What type of person is the successful costume designer, and where may training be found? Covers dressmaking, wholesale garment houses, pattern companies, stage costume, teaching, and free lancing.

114. ——— Textile design as an occupation. New York city, The Council, 745 Fifth Avenue; New London, Conn., Institute of women's professional relations; Research headquarters, Connecticut college, 1936. 48 p.
- Analysis of textile design answering the following questions: What is textile design? What is the textile industry? Who does textile designing? Where is it done? Where can the beginner get a start? What must textile designers know? What do they earn? What type of person is successful? Includes a list of textile schools, universities with textile engineering departments, art departments, and home economics departments offering courses in textile design. The directory of schools, was compiled by Florence Levy, the report written by Chase Going Woodhouse, and field interviews were by Anne Evans.
115. GARDNER, ELLA. Handbook for recreation leaders. Washington, Government Printing Office, 1936. 121 p. (U. S. Children's bureau publication no. 231.)
- Compendium of games for group recreation, useful in leisure-time guidance. Directions are given for about 600 games, indexed as follows: Playground and picnic games; games for home play; games for small groups in small spaces; for boys; for fewer than 10; games for from 10 to 30 players; for 100 or more; games for large groups in small spaces; games for parties; and games for children under 10.
116. GLUECK, S. & SHELDON, and GLUECK, ELEANOR, eds. Preventing crime; a symposium . . . New York, McGraw-Hill book company, Inc., 1936. 509 p.
- Collection of "representative illustrations of the various types of crime-preventive work being carried on in the United States." Describes city guidance programs as follows: Community programs, school guidance programs, police programs, intra-mural guidance programs, extra-mural guidance programs, boys' club, and recreation programs. Each is given in detail, with emphasis on principles and techniques.
117. GREENE, EDWARD B. Practice and performance. New York city, National occupational conference, 1936. 6 p.
- Study showing that repetitions of the Minnesota Spatial relations test result in markedly improved group scores. Recommends research on techniques to eliminate practice effects. Reprinted from *Occupations*, October 1936.
118. HEALY, WILLIAM, and BEONNER, AUGUSTA F. New light on delinquency and its treatment. New Haven, [Conn.] Yale University press, 1936. 226 p.
- Research conducted simultaneously in 3 American cities by the Institute of human relations of Yale university covering 133 families having 194 delinquent children among a total of 461. A paired study of delinquent and non-delinquent siblings, some of them twins, was included. To "every-day workers with delinquents" the authors recommend chapters 1, 5 to 9, inclusive, 11, and 14.
- An outstanding fact was that 91 percent of the delinquent children had experienced emotional frustrations, mainly because of personality difficulties with others in their immediate families.
119. HOPPOCK, ROBERT. Vocational guidance; a five-foot shelf. New York city, National occupational conference, 1936. 5 p.
- Lists about 60 books of value to guidance workers, including: 9 books describing several occupations; 9 on self-guidance; 12 on guidance in secondary schools; 8 high-school occupations texts; 4 on guidance in colleges; 2 orientation texts; 10 books on industrial psychology; 5 on guidance principles. Reprinted from *Occupations*, November 1936.
120. ——— and PAVAN, ANN. Occupational books; a five-foot shelf. New York city, National occupational conference, 1936. 4 p.
- Three groups of books, pamphlets, and bibliographies on occupations. Group 1 is for small libraries, at a minimum cost; group 2 extends the range of occupations covered; group 3 widens it further. Reprinted from *Occupations*, December 1936.
121. JONES, VERNON. Character and citizenship training in the public school; an experimental study of three specific methods. Chicago, University of Chicago press, 1936. 404 p.
- Experiment with 3 groups of equated classes using a different method of character education for each, and 17 tests. General conclusions: Character improvement through

class instruction is, alight, but positive. The most successful teaching method was experience-plus-discussion. Group spirit was found to be important in building up the emotional tone of a class. Teachers using the same method varied noticeably in their success. Some did more effective work with boys, some with girls. Further research recommended.

122. KITSON, HARRY D. and LINGENFELTER, MARY R. Vocational guidance through the library; a guide showing how the librarian can serve individuals who are trying to solve vocational problems. Chicago, American library association, 1936. 36 p.

Selected, annotated bibliography including: Books on guidance, choosing, and advancing in an occupation; occupations for women; biography and fiction useful in guidance. Several other bibliographies are listed, as well as 5 periodicals specializing in the field, and 26 national organizations interested in vocational guidance.

123. KIWANIS INTERNATIONAL. Kiwanis counselor's handbook; a guide to successful vocational counseling . . . Chicago, Ill., Kiwanis International, McGraw-Hill building, 520 North Michigan Avenue, 1936. 20 p.

Planning the Kiwanis counseling service; essential elements of effective counseling; qualifications which a counselor should possess; important things to observe in the interview. Includes facsimile of a counselee's information blank, a questionnaire for members, and suggestions to leaders of group conferences.

124. KIWANIS INTERNATIONAL. Kiwanis vocational guidance. Chicago, Ill., Kiwanis International, McGraw-Hill building, 520 North Michigan Avenue, 1936. 7 p.

Guidance through Kiwanis clubs by means of school assembly talks, group conferences, personal interviews, radio programs, plant visitations, vocational guidance films, and scholarships. Suggests methods of providing opportunities for exploratory and try-out experiences; and building a vocational guidance library.

125. KIWANIS INTERNATIONAL. Working program of vocational guidance: Suggestions to club committees. Chicago, Ill., Kiwanis International, McGraw-Hill building, 520 North Michigan Avenue, 1936. 16 p. (Reprint, September 1936.)

How laymen can help the schools in giving vocational guidance; working suggestions to Kiwanis committees; exposition of the principles of guidance; techniques of vocational talks to students; outline of an occupational analysis; suggestions on the personal interview.

126. LAYTON, WARREN K. City director of guidance. New York City; National occupational conference, 1936. 4 p.

Optimum organization of a school guidance program as seen by a city director. Specific recommendations with reference to administration and supervision, qualifications and selection of counselors, rank and remuneration, professional contacts, pupil-counselors' ratio, teaching loads, home-relationships, budgetary allocation of counselors' salaries, indirect publicity, and guidance contacts with non-school agencies. Reprinted from *Occupations*, October 1936.

127. LEE, JONATHAN MURRAY and SEBEL, DAVID. Testing practices of high-school teachers. Washington, Government Printing Office, 1936. 42 p. (United States Department of the Interior, Office of education. Bulletin 1936, no. 9.)

Report of a study determining the extent to which teachers are actually using tests, both self-made and standardized, and answering such questions as: How often do teachers give tests? What are the practices relative to final examinations? What uses do teachers make of test results? This study has certain implications for guidance workers. For example, very few teachers use aptitude tests, character tests, or rating scales. "Teachers make most use of their own objective tests and least use of intelligence tests . . . Since the percentages in general are fairly low, one can say that many possibilities of tests in instruction and guidance have been overlooked."

128. LEIGH, ROBERT D. *Group leadership with modern rules of procedure.* New York, W. W. Norton and company, Inc., 1936. 259 p.

Developed from experience at Bennington college, Bennington, Vt., this analysis of group leadership is useful to group guidance workers in its presentation of techniques. Gives methods of handling all sizes of gatherings, from small committees to large mass meetings. Includes modern simplified rules of procedure and a bibliography of aids and sources.

129. LEVINE, ALBERT J. *Fundamentals of psychologic guidance; mental hygiene in the service of school and society.* Brooklyn, N. Y., educational monograph press, 882 Linden Boulevard, 1936. 96 p.

Analysis of guidance in terms of technique, as follows: The preliminary interview, the research interview, and the adjustive interview; use of tests; choice of adjustive techniques. Briefly brings out the bearing of various systems of modern psychology on guidance. Suggests "do's and don'ts" for counselors.

130. LEVY, FLORENCE N., ed. *Choosing a life career in the design arts; a discussion of guidance in some fields of art . . .* New York City, Federated council on art education, 745 Fifth Avenue, 1936. 55 p.

Art teachers and vocational counselors consider the occupational phases of architecture, interior decoration, advertising design, and industrial design. Covers market needs, personal qualifications, training required, and technique of training.

Contents: Royal Bailey Farnum, Foreword; Austin Purves, jr., Fine arts of design; Leopold Arnaud. Architecture—training for the professional and allied occupations; Mrs. Margaret Dargan, Mrs. Archibald M. Brown, Eleanor Lemaire, and Mildred Irby. Interior architecture and decoration; Stuart Campbell, Morris Rosenblum, and M. F. Agha. Advertising design; Richard F. Bach and Donald R. Dobner. Industrial design, market needs, training, and its technique.

Other pamphlets in this series are listed in this section under Federated council on art education.

131. LOUITT, CHAUNCEY M. *Clinical psychology; a handbook of children's behavior problems.* New York, Harper & brothers, publishers, 1936. 695 p.

Describes specific behavior problems, with techniques for diagnosing and treating each. Part 1 discusses diagnostic methods, including psychometrics. Parts 2, 3, and 4 discuss, respectively, problems related to abilities, problems of serious behavior such as delinquency and psychoneuroses, and problems related to organic difficulties.

132. NATIONAL EDUCATION ASSOCIATION. *Proceedings of the seventy-fourth annual meeting held in Portland, Oregon, June 28 to July 2, 1936.* Washington, D. C., The Association, 1936. 958 p.

Annual report, with the following articles of interest to guidance workers: Let's study the whole child, pp. 395-96; Teachers and guidance, pp. 531-33; Effects on family life of certain frustrations of youth, p. 545; and A list of accredited teachers colleges, pp. 614-18.

133. NATIONAL OCCUPATIONAL CONFERENCE . . . *Appraisals and abstracts of available literature on occupations.* New York city, The Conference, 551 Fifth Avenue, 1936. 19 v.

Series of pamphlets on occupations, giving for each vocation the duties, essential abilities, necessary training, rewards, hazards, advantages, disadvantages, trade publications, professional organizations, and bibliography.

Contents: Mortimer Casileth, Electrical installation and maintenance in buildings; Claire Chalaron and Marion Moise, Auto mechanics as an occupation; Mary P. Corre, The occupation of the letter carrier; Virgil E. Dickson, The occupation of the police officer; A. W. Gibson, Farming as an occupation; O. Latham Hatcher, The occupation of the rural teacher; T. Arnold Hill, The occupation of the undertaker; S. N. Horton, The occupation of the machinist; C. J. Hyalup, Beauty culture as an occupation; Harry D. Kitson, The occupation of the vocational coun-

selor; Earl Litwiler, Landscape architecture as an occupation; Herbert Meyer, Painting as an occupation; A. J. Miller, Mechanical drafting as an occupation; Cleo Murland, Dietetics as an occupation; Edith E. Pence, City and county management as an occupation; Charles A. and William L. Prosser, Plumbing as an occupation; Vera Rooney, Bookkeeping as an occupation; Irving O. Scott, Banking as an occupation; Chase Going Woodhouse, Dental hygiene as an occupation.

134. NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. Thirty-fifth yearbook. Part 1: Grouping of pupils. Bloomington, Ill., Public school publishing company, 1936. 319 p.

Reports, edited by Guy M. Whipple, on various phases of ability grouping. The following, on the psychology of grouping, are of technical interest to guidance workers: Austin H. Turney, The psychological basis of grouping; Harry J. Baker, The psychology of ability groups and implications for instructional differentiation.

135. NEUMEYER, MARTIN H. and NEUMEYER, ESTHER S. Leisure and recreation. New York, A. S. Barnes and company, 1936. 405 p.

Treatise on the leisure activities of the world. Analyzes the economic causes of leisure, effect on personality, modern ways of using leisure time, sociological implications of leisure, and commercial amusements. Studies recreational theories beginning with early attitudes toward play. Presents modern views, outstanding recreational movements in the United States, representative European and Asiatic programs, activities in Canada and Mexico, and programs in rural areas. Gives the professional preparation and qualifications for success as a recreational leader.

136. PARKER, WILLARD E. Books about jobs: a bibliography of occupational literature. Chicago, Ill., American Library Association, 1936. 402 p.

Comprehensive bibliography of 8,000 titles on occupations, with a detailed index including 600 occupational designations. Jobs are classified under 28 main field headings which form the table of contents. Code letters follow each reference, showing whether, for that occupation, it is biographical, general, historical, vocational, technical, or textual. Covers occupational literature from about 1920-35. Issued under the auspices of the National occupational conference.

137. PENNSYLVANIA UNIVERSITY. SCHOOL OF EDUCATION. Educational programs for today and tomorrow; Twenty-third annual Schoolmen's week proceedings, March 25-28, 1936. Philadelphia, Pa., The University, 1936. 576 p. (University of Pennsylvania bulletin, vol. 36, no. 29, June 25, 1936.)

Report of a meeting of the Southeastern convention district of the Pennsylvania State education association. Includes papers on a variety of subjects related to guidance, presented by—

Helen A. Field.	Percival M. Symonds.	Sydney V. Rowland.
Mary V. Cooper.	Ruberta N. Smith.	William A. Wetzel.
Byron S. Hollinshead.	Isaac Sutton.	F. J. Kelly.
Homer P. Rainey.	T. C. Bennett.	John A. McCarthy.
Kenneth E. Appel.	John E. Patterson.	Samuel Berman.
Morris S. Viteles.	Robert Hoppock.	Katherine G. Carpenter.
Eugene S. Farley.	Armond G. Gerson.	Carl W. Aretz.
Alice Liveright.	Mabel Farson.	

138. PRESCOTT, DANIEL A. Affective factors in education. New York city, National occupational conference, 1936. 10 p.

Material and method of the Committee on emotion and the educative process of the American council on education. Shows that non-intellectual factors must be taken into consideration in the guidance process, and added to testing, training, and placement. Reprinted from *Occupations*, May 1936.

139. PRICE, WILLODEEN and TICEN, S. E., comp. Index to vocations. New York. H. W. Wilson company, 1936. 106 p.

Analytical index to 1,830 specific occupations as described in 115 selected books and pamphlets. Part 1 lists vocations alphabetically with references under each. Part 2 lists biographical material. Two supplementary lists: Guidance books for teachers and counselors, and alphabetical author list of the 115 publications.

140. PROCTOR, WILLIAM N. Shifts in methods of vocational counseling. New York city, National occupational conference, 1936. 4 p.

Points out ways in which vocational counseling is affected by economic changes. Some of these are: Postponement of vocational decision, thinking in terms of occupational field rather than specific jobs, and attention to the development of latent powers for leisure-time use. Reprinted from *Occupations*, November 1936.

141. PROFFITT, MARIS M., *comp.* Guidance. Washington, Government Printing Office, 1936. 11 p. (United States Department of the Interior, Office of Education. Good references bibliography no. 2, 1936 rev.)

Selected annotated bibliography on guidance classified under administration and organization, instructions and programs, occupations, vocational counselors and counseling, pupil abilities, and tests.

142. Psychological studies of human variability; Dodge commemorative number. Princeton, N. J., Psychological review company, 1936. 415 p. (Psychological monographs, no. 211.)

Research studies of children and adults, including the following with guidance implications: Ruth W. Washburn. A simultaneous observation-and-recording method with specimen records of activity patterns in young children, pp 74-82; Robert Hoppock. Age and job satisfaction, pp. 115-118; Albert B. Crawford. Individual differences in educational guidance, pp. 46-72.

143. PUBLIC ADMINISTRATION CLEARING HOUSE. A directory of organizations in the field of public administration. Chicago, Ill., Public administration clearing house, 1936. 180 p.

Third edition of a biennial directory of voluntary associations in social service work. Listed alphabetically, with subject headings cross-referenced according to fields of activity. Separate sections for national, State, regional, and Canadian organizations. Gives name, location, membership, activities, publications, and other pertinent facts about each group.

144. REMMERS, H. H. Measuring attitude toward the job. New York city, National occupational conference, 1936. 4 p.

Describes a scale for determining attitudes toward chosen vocations, and discusses literature on job satisfaction. References. Reprinted from *Occupations*, June 1936.

145. RIVLIN, HARRY N. Education for adjustment. New York, D. Appleton-Century company, 1936. 419 p.

Directed to teachers and supervisors as a means of relating education more closely to mental hygiene. Indicates references of greatest practical value to teachers; considers methods of teaching that facilitate adjustment, and methods that retard it; suggests incentives in the home, school, neighborhood; also economic, environmental, and recreational. Evaluates classroom punishment and points out relationship of mental hygiene to enlightened methods of discipline.

146. RUNDQUIST, EDWARD A. and SLETTO, RAYMOND F. Personality in the depression; a study in the measurement of attitudes. Minneapolis, University of Minnesota press, 1936. 398 p. (Institute of child welfare monograph series no. 12)

Analysis of techniques used in attitude measurements. Study of 1,316 men and 1,566 women on various occupational and educational levels, including unemployed persons on relief, employed high-school teachers, and students. Their attitudes toward the family, law, education, and business conditions were measured by means of various scales, and the relative efficiency of the different scales was determined.

147. Selected references in education, 1935. Chicago, Ill., University of Chicago, 1936. 198 p. (Supplementary educational monographs, no. 43, January 1936)

Compilation of 20 monthly lists of annotated references published in 1935 by the *School review* and *Elementary school journal*. In addition to the guidance list, by

Percival W. Hutson, pp. 68-74, which appeared originally in the September issue of the *School review*, are: The extra-curriculum, pp. 47-53; educational psychology, pp. 54-61; and exceptional children, pp. 123-35, which contain material with guidance applications.

148. SHAFER, LAURANCE F. The psychology of adjustment; an objective approach to mental hygiene. Boston, Mass., Houghton-Mifflin company, 1936. 600 p.

Technical review of applied psychology. Part 4 is of especial value to guidance workers, as it treats mental hygiene techniques and includes sections on mental hygiene and education, mental hygiene in industry, and vocational maladjustment.

149. SOBEL, Mrs. FRANCES S. Teachers' marks and objective tests as indices of school adjustment. New York City, Bureau of publications, Teachers college, Columbia university, 1936. 74 p.

Correlation of school marks, ratings on personal traits, and scores on various tests of 172 seventh- and eighth-grade children. Conclusion: "This study indicates that spurious factors such as penmanship, punctuality, and personal attractiveness tend to accompany school success as measured by teachers' marks."

150. THOMPSON, LORIN A.; LAURENCE, DANIEL C.; and ALLARDYCE, ARCHIE. Interview aids and trade questions for employment offices. New York, Harper & brothers, publishers, 1936. 173 p.

Reference manual of questions and answers for interviewers in determining the trade knowledge of an applicant. Part 1 sketches procedures in the Cincinnati employment center; part 2 contains from 15 to 20 questions on each of some 200 occupations including such jobs as armature winder, boiler-maker, chauffeur, compositor, roofer, seamstress, stonemason, tailor, welder, vulcanizer, etc. Sets of questions are listed alphabetically by occupation.

151. THRASHER, FREDERIC M. The gang; a study of 1,313 gangs in Chicago. 2nd rev. ed. Chicago, The University of Chicago press, 1936. 605 p.

Seven-year study of gangland in Chicago. Presents the gang as a type of human group, showing its relationship to juvenile delinquency, crime, and politics in a large city. Gives an actual picture of the life lived by boys in their shacks, and men in their clubrooms. Photographs, diagrams, charts, and a map of Chicago's gangland. Suggests methods of dealing with the gang problem by redirecting the activities of younger groups. Valuable to guidance workers in the light it throws on out-of-school activities of boys in city slums.

152. UNITED STATES BUREAU OF LABOR STATISTICS. Handbook of labor statistics; 1936 edition. Washington, Government Printing Office, 1936. 1151 p. (United States Bureau of Labor Statistics Bulletin no. 616)

Basic data on labor in the United States. This is the fourth of a series of handbooks published by the Bureau of Labor Statistics, and forms a digest of material of permanent value prepared by the Bureau since 1931.

Includes a summary of occupational trends and changes since 1850 based on an analysis of census data, and an article on white-collar workers, pp. 579-92. This material was abstracted from the *Monthly labor review*, November 1933, pp. 1,017, and March 1934, p. 501. It is available in reprint form.

153. UNITED STATES DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION. Educational directory, 1936. Washington, Government Printing Office, 1936. (United States Department of the Interior, Office of Education Bulletin 1936, no. 1)

Issued annually 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. Each part is obtainable separately as the information becomes available.

154. UNITED STATES WOMEN'S BUREAU. Women office workers: Posters 1-7. Washington, Government Printing Office, 1936. 7 v.

A set of 7 pictorial charts, 24 by 32 inches, presenting the following statistics on business women: 1. The most common hour schedule, depicted on a large clock;

2. Percentage distribution of salary rate by occupation, decorated with a silhouette; 3. Median salary rate by occupation, illustrated with sketches; 4. Salary rate by city, showing four metropolitan skylines; 5. Salary rate by type of office, shown against a skyscraper background; 6. Salary rate by age and experience, represented by Father Time; 7. Salary rate by sex in Chicago, with background view of Michigan boulevard. Procurable separately, or in a set.

155. YALE UNIVERSITY. DEPARTMENT OF EDUCATION. Educational progress and school administration: A symposium . . . written as a tribute to Frank Ellsworth Spaulding . . . edited by Clyde M. Hill . . . New Haven, Conn., Yale university press, 1936. 400 p.

Symposium on school administration with the following articles bearing on phases of guidance; Mark A. May. The role of psychology in school administration; J. Warren Tilton. The new psychology and school administration; William H. Holmes. The individual child and school administration; Arnold Gesell. The preschool child and school administration; Vivian A. C. Henmon. The education of the gifted child and school administration; Hugh Hartshorne. Character education and school administration.

PERIODICAL REFERENCES

ELEMENTARY SCHOOLS

156. AUSTIN, B. F. Mental health of the school child. *Alabama school journal*, 54; 12+, November 1936.

General suggestions to teachers for improving and maintaining the mental health of young school children.

157. BOYNTON, PAUL L. Wishes of elementary school children. *Peabody journal of education*, 13:165-74, January 1936.

Study of the expressed desires of 790 boys and 779 girls in elementary schools of 5 states to determine possible sex, age, and group differences. Results show that "children's wishes, or fundamental interests, cannot be explained in terms of group causes or affiliations . . . In truth, it would seem that the child's wishes must go back to [his] particular experiences."

158. Character building through doing; Kansas City, Mo., Public schools. *American childhood*, 21:14-16, February 1936.

Character training through real experiences in work and play in the elementary grades in Kansas City, Mo. Kindergarten-primary situations which aid in developing self-control, courtesy, honesty, promptness, and other traits are described. The program resulted from a curriculum revision survey participated in by 700 teachers.

159. DURLAND, EDNA; LEISTIKOW, LYDIA; and DALTHORP, CHARLES. In lieu of report cards. *Nation's schools*, 18:27-30, October 1936.

Graphs, or profiles, of the progress of children in kindergarten and grades 1 to 6 are sent home to their parents from an elementary school in Aberdeen, S. Dak. Facsimiles accompany the article.

160. GATES, ARTHUR I. and BOND, GUY L. Failure in reading and social maladjustment . . . *Journal of the National education association*; 25:205-6; 243-4; 289-90; October-December 1936.

Lists personality problems associated with reading disability as found in various studies. Shows beneficial effects of remedial reading, case studies, and individual coaching. Describes the WPA remedial reading project in New York city and the clinic in the Speyer school (Public school 500)

161. ——— and ———. Some outcomes of instruction in the Speyer experimental school (P. S. 500) *Teachers college record*, 38:206-17, December 1936.

Methods and results obtained in six retarded classes at the Speyer school, New York city, during the first few months of its existence. Gains in social adjustment and in reading ability were especially marked.

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162. GEORGE, N. L. The Club is character training laboratory. *Nation's schools*, 18: 21, July 1936.

Student government in a Duncan, Okla., elementary school is worked out through class clubs, which elect new officers every 6 weeks.

163. Gifted and talented children. *Journal of educational sociology*, vol. 10, no. 2, p. 65-108, October 1936.

For the most part, this issue is given over to a group of articles on gifted children, edited by Harvey W. Zorbaugh, as follows: Florence Cane. The gifted child in art; Hazel M. Stanton. The gifted child in music; Leta S. Hollingworth. Terpan classes at public school 500; Florence Mateer. Clinical problems of bright children; Harvey W. Zorbaugh and Rhea K. Boardman. Salvaging our gifted children.

164. Guidance for continuous growth. *Childhood education*, 12: 289-331, April 1936.

Special issue on guidance for preschool and primary children, compiled by Gertrude P. Driscoll. Titles and contributors are as follows: Gertrude P. Driscoll. Guidance and the classroom teacher; Alice V. Keliher. Successful living and guidance; Catherine W. Brackett. Hazards of first grade; Martin P. Chworowsky. Why Sally became indifferent; Lois Barclay Murphy. Emotional development and guidance in nursery school and at home. Margaretta B. Voorhees. Anna and Caroline—some phases of their development, Charles I. Lambert. Pupil-teacher relationships—some interpretations.

Book reviews, magazine notes, and research abstracts in this issue are all selected with a guidance emphasis.

165. Guidance for the difficult child. *New era* 17: 117-150, May 1936.

This number of the *New Era* is devoted to guidance in Great Britain. Various British authorities in child guidance clinics, schools, and hospitals have contributed articles as follows: D. R. MacCalman. Jealousy, shyness, and fears; George Seth. Treatment of disorders of speech; M. L. Dunsdon. Backwardness; Nina Searl. Freudian light on children's behavior; H. E. Field. Problem of juvenile delinquency; Emanuel Miller. Organization of a child guidance clinic; C. L. C. Burns. Child guidance under an education authority; K. Duguid. Guy's hospital child guidance clinic; Elizabeth E. Irvine. The Northwestern child guidance clinic; Sister Marie Hilda. Child guidance in a Catholic community; [Institute of child psychology]. Guidance through play.

166. HATTWICK, BERTHA W. and STOWELL, MARGARET. Relation of parental over-attentiveness to children's work habits and social adjustments in kindergarten and the first six grades of school. *Journal of educational research*, 30: 169-70, November 1936.

Study of the effects of excessive pampering and excessive pressure on children. Indicates that "children who are babied or pushed by their parents have more social difficulties than children from well-adjusted homes", and that the success of "the work of the school depends to a marked extent on parental attitudes."

167. HIGGINS, HAROLD H. and GLEASON, CHARLES. Home visitation. *Educational method*, 15: 378-87, April 1936.

Home visitation by teachers is a part of the counseling program in Wichita, Kans. Two principals describe the activities in their elementary schools, including teacher preparation, records, and sample case studies.

168. HOLLINGWORTH, LETA S. Founding of Public school 500: Speyer school. *Teachers college record*, 38: 119-28, November 1936.

On January 28, 1936, public elementary school 500 was established in New York city as an experimental school. Its purpose, enrollment, classes, teaching staff, and methods are outlined.

169. JONES, BEATRICE A. K. Adjusting first-grade experiences to the needs of the individual child. *California journal of elementary education*, 4: 280-8, May 1936.

Complete facsimile of the Chico, Calif., school entrance inventory which was sent to parents of 172 first-grade children in 1935; summary of children's difficulties as reported by parents; outline of teachers' corrective plans.

170. KUMPF, CARL H. Are clubs desirable in the elementary school? Educational method, 16:142-47, December 1936.

Description of the club activities in elementary schools in Amherst district, Eggertsville, N. Y. The club program began with expressions of teachers' hobby interests, and has developed to the point where sewing, dramatics, cooking, handicraft, and many other activities flourish. Club work is graded to ease the transition from elementary to junior high school, and contact with several teachers gives pupils a foretaste of departmentalization.

171. LANGDON, GRACE. Nursery school—kindergarten education in mental health. American childhood, 21:8-9+, June 1936.

Group experiences in nursery school offer new situations to young children through which they may learn cooperation, tolerance, and self-confidence. Photographs of nursery schools operated by the WPA illustrate points in the article.

172. LEADER, ALICE F. The backward pupil; plans for helping the retarded and difficult child. Grade teacher, 53:12+, June 1936.

Causal factors for problem behavior of elementary school children are under the following four headings: Physical defects; faulty personal hygiene; unfavorable home conditions; and emotional maladjustment.

173. LINN, E. EL. The Principal's opportunity in personality adjustment of the elementary-school child. National elementary principal, 15:203-6, June 1936.

Discusses the strategic position of the elementary school principal in helping abnormal children, particularly in securing information from teachers, parents, and school records.

Several techniques are outlined, such as conferences, faculty meetings, and cooperative case studies.

174. LOCKWOOD, MARGARET M. Character education practices. Educational method, 15:361-65, April 1936.

Study of actual practices in some elementary schools of Washington, D. C. Outlines extracurricular and class activities, giving details of pupil participation, especially in a character-building group called the school patrol.

175. MARKEY, OSCAR B. Problem child in the nursery school. Progressive education, 13:160-67, March 1936.

Important considerations in dealing with young problem children, general methods of treatment, and therapeutic values of the nursery-school situation.

176. NEWSOM, SHIRLEY, and VINCENT, LEE. Character development goals for pre-school children. Childhood education, 12:250-53, March 1936.

Chart of ultimate and immediate goals of child development in terms of 10 traits, each described by a characteristic action or attitude on the part of the child. Brief recommendations to teachers regarding methods.

177. OGANOVIC, NICHOLAS J. The abnormal child in a small school. Educational method, 25:321-22, March 1936.

Study of seventh- and eighth-grade children in Lakesfield, Minn., with special attention to those with IQ's other than 80-120. Describes activities for the retarded and the gifted, and concludes that "every small school can provide for the abnormal child." This program is also described in the *Journal of education*, March 2, 1936, and in the *Minnesota Journal of education*, February 1936, in articles by the same author.

178. Survey of behavior traits of kindergarten pupils. Pittsburgh schools, 10:129-188, May-June 1936.

This issue consists entirely of a report made by kindergarten teachers of their pupils. Each of 24 traits is separated, as shyness, aggressiveness, pugnacity, lack of self-control, and the like. A list of trait actions accompanies each one with suggested causes, suggested remedies, a summary, and three observations showing progress at various times.

SECONDARY SCHOOLS

179. ALLEN, C. B. Study of guidance in Ohio high schools. Ohio schools, 14: 14+, January 1936.

Responses of 97 high-school principals in Ohio to 3 questions on guidance revealed existing practices, types of economic curtailment, and areas of desirable expansion.

180. ANDERSON, RUTH C. Applying for a position. Journal of business education, 11: 23-24, March 1936.

Playlet for high-school actors depicting a scene in an employment agency. Characters include the manager, an office boy, and suitable and unsuitable applicants, who are contrasted by exaggeration.

181. ANDRUS, ETHEL P. Pupil-teacher partnership in measuring progress. California journal of secondary education, 11: 282-85, May 1936.

Discusses problems of measuring and recording pupil improvement, and gives a facsimile of the pupil-teacher cooperative rating card in use at the Abraham Lincoln high school, Los Angeles, Calif.

182. BAKER, H. LEIGH. Class size does make a difference. Nation's schools, 17: 27-28, February 1936.

Factual study of 27 teachers in 5 high schools enrolling from 255 to 5,400. Found an "increase of nearly 20 percent in teachers' knowledge of pupils in small classes in comparison with . . . large classes."

183. BATE, WILLIAM G. School surveys its own guidance system. Nation's schools, 17: 40-41, June 1936.

Advisers and high-school pupils in Richmond, Ind., answered questionnaires on guidance activities. Results are tabulated and outlined as recommendations for an optimum guidance program in a school system.

184. BECKER, ELSA G. How can guidance give more practical service? High points, 18: 38-41, June 1936.

Survey of the guidance program in the Samuel J. Tilden high school, New York city, which offers "individual help to each of . . . 7,000 students." Stresses the necessity for decentralization as well as centralization; shows that one function of guidance is central clearance of information; gives methods of focusing on the individual student; describes constructive and remedial services.

185. ——— Practical guidance program for a large, city high school. Journal of educational sociology, 9: 370-78, February 1936.

History and activity survey of the guidance program at the Samuel J. Tilden high school, New York city, as developed since 1933.

186. ——— What are the basic assumptions for a guidance program in the high schools of New York city? A counselor suggests an answer. High points, 18: 16-23, October 1936.

Proposes 10 specific standards for guidance in large city high schools. Suggests the following 5 types of information as a minimum accumulation for a school doing vocational guidance work: information about individual pupils; information within the school; beyond the school; about vocations; knowledge of community resources. Distinguishes between guidance as an idea and guidance as a function.

187. BENNETT, H. K. Program for guidance in Iowa high schools. Midland schools, 51: 114, November 1936.

Plans for organizing guidance in rural and urban high schools are outlined by a district supervisor.

188. BOOME, EDWIN C. Industrial arts and the problem of the maladjusted pupil. Industrial education magazine, 38: 15-17, January 1936.

The Philadelphia, Pa., schools offer a special prevocational course on the junior high school level to pupils who "have no interest or capacity for certain of the regular

courses." Activities are outlined, and it is shown that course differentiation rather than class separation has the advantage of avoiding "embarrassing segregation, in separate schools or classes on any ability basis."

189. **BUCKLER, J. B.** Guidance for high-school seniors. *Illinois teacher*, 24: 321+, June 1936.
- Describes a project in group guidance sponsored by the Eastern Illinois school-masters' club. Seniors from 50 high schools within a 70-mile radius were invited to attend a conference which included occupational talks, educational bulletins, a luncheon, and class discussions. The 1935 conference was followed by another in 1936.
190. **BURDICK, RAYMOND C.** One high school's guidance program. *Nation's schools*, 18: 37, December 1936.
- Brief account of the guidance program in the high school at Huntington, Long Island, N. Y.
191. **BYRAM, H. M.** Vocational guidance as a responsibility in agricultural education. *Agricultural education*, 8: 99-100, January 1936.
- Examines five common assumptions of teachers of agriculture, and notes implications for guidance. Lists selected references on "occupations for the agriculturally trained."
192. **COLVIN, A. O.** Commercial occupational information in the high school. *Journal of business education*, 11: 11-12, March 1936.
- Survey of occupational information as imparted in 76 cities and 44 States. The analysis covers textbooks used in occupations courses and in elementary business training, and summarizes the opinions of public-school guidance counselors, employment agencies, and employment managers with reference to business information.
193. **CRAIG, R. T., and HOOD, WILLIAM.** Selection of a vocation. *Industrial arts and vocational education*, 25: 334-35, November 1936.
- General discussion of guidance in industrial education. Includes a chart showing the vocational world as a piece of material, with nine basic occupations, as the warp, interwoven with trades, as the wool.
194. Current problems in business education. *National business education quarterly*, vol. 5, no. 1, October 1936, p. 1-48.
- This issue considers the educational guidance problems of commercial students and educators, mainly on the high-school level.
- Contents: Raymond C. Goodfellow. What progress has been made in business education and what problems still confront us?; S. E. Fleming. Is commercial education vocational?; E. B. MacNaughton. What does the business man look for in the high school commercial graduate?; Ray Abrams. Should the commercial department take occupational distribution into account?; Ernest A. Zelliot. Should collegiate schools of business give greater recognition to training for women's occupations?; Mildred Larson. What are the opportunities for women in business?; Mary Stuart. Are there any really reliable techniques for directing students into the various commercial curricula?; John F. Brady. How can we develop better understanding between business leadership and school leadership in training for business in high school?; Herbert A. Tonne. Should high-school commercial courses be accepted for college entrance?; Claude A. Wood. Are tryout courses in business subjects worth while?; James A. Decker. Is there a place for a course in buymanship in high school?; John J. Gress. What training can be provided for students within the offices of the smaller high school?; J. Evan Armstrong. Should private business schools increasingly restrict enrollment to high-school graduates?
195. **DUCKER, GEORGE C.** Strengthening industrial-arts testing and guidance. *Industrial arts and vocational education*, 25: 172-73, June 1936.
- Presents a statistical method of patterning a pupil's abilities in order to determine what counseling procedure to follow. Gives examples from the junior high school level.
196. **DIEDERICH, PAUL B.** Evaluation records. *Educational method*, 45: 433-40, May 1936.
- Differentiates and describes 16 types of pupil records which may be useful in a counseling system. Adapted to the secondary level.

197. DOUGLASS, HARL R., and CAMPBELL, INA. Factors related to failure in a Minneapolis junior high school. *Elementary school journal*, 37: 186-89, November 1936.

Intensive study of 37 failing pupils revealed that they were older, more retarded, absent more frequently, and from less cultured homes than were members of a control group of 102 who were passing in all subjects.

198. DUNN, WILLIAM H. Collecting and using guidance data. *School executives magazine*, 55: 345-46, May 1936.

Methods of finding, recording, disseminating, and using facts about pupils in the Shumway junior high school, Vancouver, Wash. Detailed lists of guidance activities and personnel data.

199. DVORIKIN, ETTA W. Let's have guidance, more guidance. *High points*, 18: 34-39, May 1936.

Principles of guidance set forth by a high-school guidance director. Defines guidance as "a process of intelligent assistance given to anyone who needs it." Discusses the following questions: Why have the regents of the University of the State of New York included guidance as one of the constants for all courses? Why must we have a counselor in charge of guidance? How does the counselor set to work to do his job? Can a subject teacher do guidance work? Who checks up to see that there is a definite relationship between the courses the boy takes in school and his future occupation?

200. ECKERT, RUTH E. and MILLS, HENRY C. Variations among high-school seniors in promise and performance measures. *School review*, 44: 274-83, April 1936.

Investigation of 442 high-school seniors in the college-entrance curriculum in the Buffalo high schools. Compares pupils whose performance was above, with pupils whose performance was below; their indicated aptitude level. "Data on home background and health are without value in explaining these variations in performance." The more purposeful pupils, rather than the most able, had the highest achievement records in proportion to their ability.

201. ERDOS, EUGENE J. Group guidance in the home-room period. *High points*, 18: 15-21, December 1936.

Describes home-room procedures in the Brooklyn Boys' vocational high school, including routine details as well as group guidance work. Examples of activities include immediate counseling of absentees and class cutters; use of assembly talks on occupations as motivating forces in home-room periods; and newspaper project work which had its inception in the home-room.

202. FLETCHER, LAURA E. Albany school library and guidance. *Occupations*, 15: 254-56, December 1936.

How a senior high school librarian increased interest in vocational books and coordinated the work of school staff members with the guidance activities in the library.

203. FOX, GUY. Basic principles of testing procedures, "grading" systems, and pupil records. *Educational method*, 15: 366-68, April 1936.

Contrasts methods and points of view of two types of secondary schools regarding grades, credits, failure, honors, personnel records, and report cards. Briefly describes experimental record booklets kept in Denver, Colo., by counseling teachers in home-rooms.

204. HAUSNER, F. EDNA, and ANDERSON, HELEN R. Grade advisers as guidance counselors. *High points*, 18: 60-62, November 1936.

Describes the guidance system in Tottenville high school, New York city, administered by four grade advisers, one for each year. Each adviser has two or three assistants, systematically contacts every student each term, and follows a class through high school from freshman entrance to graduation.

206. **HYTE, CHARLES.** Occupational interests of Negro high-school boys. *School review*, 44: 34-40, January 1936.

Study to determine the occupational preferences of 1,248 Negro high-school boys in Indiana and Kentucky. Three-fourths selected professional occupations, and only 16 percent chose fields in which 80 percent of their fathers were employed.

206. **JOHNSON, A. W.** Seventh-grade pupils need a planned course in adjustment to school life. *Clearing house*, 10: 533-56, May 1936.

Orientation course in the junior high school at Minot, N. Dak. The period comes once a week, is handled by the home-room teacher, and is arranged in 12 lessons adapted to the seventh-grade level.

207. **KERN, CHARLOTTE.** Guidance in the study hall. *Occupations*, 14: 356-57, January 1936.

Suggestions and references regarding a workable plan of study-hall guidance which will meet such situations as large groups, crowded conditions, and the use of the school auditorium as a study hall.

208. **KINDRED, L. W.** Home-room management. Junior-senior high school clearing house, 16: 270-74, January 1936.

Home-room technique in the University high school Ann Arbor Mich. Outlines principles, organization, administrative responsibility, conferences with parents, and other matters of policy.

209. **KOENIG, HELEN.** A high school program in St. Louis. *Occupations*, 14: 663-65, April 1936.

The guidance program at the Normandy high school in St. Louis, Mo., functions around a graded home-room plan. Activities are enumerated.

210. **LALEGER, GRACE E.** Lew Wallace junior-high school grade advisement plan. *High points*, 18: 71-74, September 1936.

Analysis of an adaptation of New York city's guidance plan to meet the special needs of a junior high school. Its distinguishing feature is division into grades with an adviser for each year performing all guidance functions appropriate to that level. These advisers cooperate with the State-licensed guidance counselor who spends 2 days per week in each school. A 3-year program is outlined by grade and month.

211. **LANDIS, RUSSELL H.** Guidance and industrial arts. *Industrial arts and vocational education*, 25: 7-8, January 1936.

Lists 20 guidance activities in which an industrial arts teacher may engage. Gives 6 selected references on guidance in industrial arts.

212. **MARSHALL, R. C.** Learning on the job; pupils go to school and to work the same day in a Florida county. *Nation's schools*, 18: 12-14, July 1936.

Vocational guidance in the part-time high school of Jacksonville, Fla., is built around a cooperative work-study plan. Illustrated with photographs of students at work.

213. **MATHEWSON, ROBERT H.** What will you do next? *Scholastic*, 28: 3+, May 16, 1936.

Addressed to high-school students, this article briefly considers the problems of three groups: Graduating seniors planning to attend college; graduates who wish permanent employment; and students seeking summer jobs.

214. **MCCARTY, EL CLAYTON.** Thirty-eight pupils in this English course achieved publication. *Clearing house*, 11: 95-101, October 1936.

Guidance for young writers through their English class work in the George Washington junior high school, Pasadena, Calif.

215. **MERSAND, JOSEPH.** How should the teacher carry on work for the gifted child? *High points*, 18: 42-50, September 1936.

Special methodology used in the Boys' high school of New York city in its selection and treatment of gifted pupils. Small segregated groups composed of juniors and seniors are formed for certain subjects, and instructors have library, mimeograph, and

other privileges. Speech 9 is the star speech class; the author states that "The list of outstanding attorneys and jurists, teachers, orators, and men of affairs who have been members of speech 9 (now over 15 years old) is imposing."

216. MEYER, JOSEPH H. The teacher's contribution to the mental health of the pupil. *High points*, 18: 57-59, September 1936.

In addition to the techniques such as tests, analyses, and other data, teachers must use their own personal assets in dealing with high-school children. "There should be an air of calm in the classroom . . . Above all, voice is an important element in successful class work." Facing reality, frank recognition of mistakes, understanding causal factors in situations, and application of known principles of mental hygiene are necessary for effective guidance through classroom contacts.

217. MILLER, ANDREW J. The college success of high-school graduates of exceptional ability. *Pittsburgh schools*, 11: 13-35, September-October 1936.

Study covering graduates of public and private secondary schools of Pittsburgh and Allegheny county, Pa., from February 1930 to June 1935, who were selected for scholarships. Describes methods of choosing awardees; compares their college ranking and honors with the college achievement of non-awardees; evaluates the system of selection.

218. MITCHELL, DWIGHT E. A journalism class provides its school with a clipping bureau. *English journal*, 25: 482-84, June 1936.

The journalism class in the Boise, Idaho, high school centered its work around a newspaper clipping bureau for the whole school. Vocational interests, leisure interests, and school subjects were integrated with practice in discriminative reading.

219. MONTAG, JENNIE. The mental hygiene implications of vocational guidance. *High points*, 18: 53-55, November 1936.

Considers the emotional difficulties that are apt to accompany vocational choices, particularly in the case of the high-school boy or girl who cannot meet the demands of the home, or his own expectations.

220. MOORE, HARRY H. Vocational interests and the social impulses of 3,769 older high-school students. *Secondary education*, 5: 89-94, March 1936.

Questionnaire study of third- and fourth-year high-school students in 32 cities. Findings show that only about 30 percent chose vocations in harmony with their social and emotional impulses. Methods of securing data on "social impulses" are described.

221. MORGART, J. H. Character education in the Herron Hill junior high school. *Pittsburgh schools*, 11: 36-41, September 1936.

Policies, objectives, history, and six major activities of the character-development program in the Herron Hill school, Pittsburgh, Pa. Home-rooms are the center of activities, which include: 660 officers and committee members; 52 school clubs; 36 auditorium programs in 1932-33; 122 traffic patrol officers; 208 officers and 1,450 members of cafeteria clubs; and all-school participation in community programs.

222. MURPHY, J. FRED. Junior placement. *Occupations*, 14: 468-69, February 1936.

Briefly describes a cooperative experiment in junior placement in which the Guidance committee of the Logansport, Ind., high school used the resources of outside agencies. Gives data on 247 graduates, showing that 18 percent had been placed, directly or indirectly, by the service.

223. ———. Student survey of local occupations. *Social studies*, 27: 474-76, November 1936.

The civics classes in the high school at Logansport, Ind., made an occupational survey of their own community. The five steps and several sub-steps in the procedure are given.

224. O'CONNELL, ELENOR S. Meeting the special needs of the subnormal pupil. *Ohio schools*, 14: 342, November 1936.

Organization of a "vestibule class" for unadjusted pupils at the Woodward high school, Cincinnati, Ohio.

225. ROGERS, ELIZABETH S. Aid to the maladjusted child; a byproduct of journalism. *High points*, 18: 42-44, October 1936.
Describes the cases of shy, maladjusted high-school girls who were helped to overcome their handicaps through natural contacts with their classmates in school journalism activities.
226. ROSENSTENGEL, W. E. and DIXON, FRED. Apprentices in stores and shops; a Missouri high school's occupations program. *Clearing house*, 11: 47-51, September 1936.
Training in diversified occupations for high-school students in Columbia, Mo. A course in personnel problems is also offered.
227. RYDEN, GEORGE H. Small town executive. *School executive*, 55:420, July 1936.
Suggestions for vocational and college counseling ". . . intended for the principal in a small high school where an elaborate guidance set-up is not possible."
228. SALYER, GUY. Vitalized guidance program. *School executive*, 55: 381-82, June 1936.
General suggestions toward an efficient guidance program on the secondary level.
229. SPARKS, CLARA M. Educational guidance program based on boys' and girls' problems. *Practical home economics*, 14, 103, April 1936.
Classification of 326 problems expressed in 627 questionnaires from students in the Lincoln community high school, Lincoln, Ill. Suggested guidance program for meeting these problems.
230. STRABEL, EUNICE, and WAGNER, MAZIE E. Another way to start a guidance program. *Educational administration and supervision*, 22: 233-36, March 1936.
Vocational data were included in the library usage unit of a how-to-study course of high-school students in Buffalo, N. Y. Found that the occupational emphasis did not subtract from the efficiency of the library work, and that the course "became actually more successful and interesting as a result of this inclusion." Suggests similar projects in English classes.
231. TAYLOR, HAROLD E. Guidance project at the Brooklyn technical high school. *High points*, 18: 28-32, June 1936.
Describes a series of talks on choosing a course of study at the Brooklyn Boys' technical high school. The public address system was used, and the speeches were adapted to two groups of students, those who would enter engineering colleges, and those who would enter industry immediately after graduation.
232. TAYLOR, ROY E. Integrated student council and activity program. *School and community*, 22: 116-18, March 1936.
The student council coordinates all extracurricular activities, social committees, and civic projects in the high school at Herculaneum, Mo.
233. THOMASSON, A. L. Pupil government in Champaign junior high. *Clearing house*, 11: 221-24, December 1936.
Organization of the student body of a junior high school on the city commission plan with 5 departments, 9 bureaus, weekly 30-minute meetings, and numerous daily activities.
234. TONSOR, CHARLES A. What shall we do with guidance? *High points*, 18: 11-16, January 1936.
Discussion of the issues involved in a high-school guidance program, including principles, problems, criteria, and questions for consideration in setting up guidance services.

235. Trends in business occupations, *National business education quarterly*, 4: 1-60, May 1936.

This issue considers trends in various commercial fields and their effect on high school instruction and guidance; concludes with a bibliography.

Contents: Herbert A. Tonne, ed. Our changing business life; Edith E. Pence. Some economic trends and business education; Ellen M. Barker. General trends in business occupations; Thomas M. Mannion and Didian Goldberg. Trends in bookkeeping occupations and bookkeeping instruction; Mary O'Sullivan. Occupational bases for stenographic training; Adelaide Kauzer. Trends in selling occupations; George Weber, jr. and Kathryn E. McDonald. Trends in clerical work and training; Lola McLean and Imogene Pilcher. Placement of graduates in the commercial field.

236. UPTON, ROLAND H. The social hermit: What can the school do for him? *Nation's schools*, 18: 19-20, November 1936.

Social guidance through school-sponsored events in answer to six questions, the last of which is: "Do I as an educator know which children entrusted in my care are inclined to withdraw themselves from wholesome social contacts?"

237. WARD, DOUGLAS S. Mapping your guidance work. Junior-senior high school clearing house, 10: 283-84, January 1936.

Pupil-map of the district served by the Warren Harding junior high school at Des Moines, Iowa, which was found useful in quickly locating pupils' homes, nearby telephones, school associates, and checking personnel matters. A pin for each pupil numbered to correspond with his guidance card was placed on a large wall map.

238. WELLS, GERALD M. Guidance by curriculums. Clearing house, 11: 228-32, December 1936.

The counseling program at Venice high school, Los Angeles, Calif., enrollment 2,100, includes general group guidance by home-room teachers and individual guidance by specialists in six curriculum fields: Academic, fine arts, business, industrial arts, agriculture, and household arts. Advisers thus have a 4-year follow-up of advisees.

COLLEGES

239. BEERS, F. S. Educational and vocational guidance. *Junior college journal*, 6: 437-42, May 1936.

Philosophical discussion of the problem of guidance on the junior college level.

240. BELL, HUGH M. College students' interest in personal development. *Journal of educational research*, 29: 518-23, March 1936.

Two investigations at Chico State college, Calif., to determine the dominant personal interests of 288 college freshmen.

241. BIENNEUTER, ROBERT G. Uses and limitations of tests in selecting and placing students. *Bulletin of the American association of collegiate registrars*, 11: 352-60, July 1936.

Suggestions to registrars about the use of tests and test results. States that test scores should be combined with other records; stresses the high probability of error in predicting even with the best techniques; points out that interest tests are not intended for selecting students, but that they have a demonstrated value in placing students after they have been accepted.

242. Board of personnel administration at Northwestern university. *School and society*, 44: 91-92, July 18, 1936.

Establishment of a new board of personnel administration at Northwestern university, in order to de-departmentalize counseling and to combine all phases of undergraduate guidance.

243. BOWMAN, D. O. For what shall the college man train? *Journal of higher education*, 7: 433-36, November 1936.

Gains and losses in number of workers in various fields as shown by analysis of the occupational lists of the United States census.

244. BRADSHAW, FRANCIS F. Scope and aim of a personnel program. *Educational record*, 17: 120-28, January 1936.
Historical survey of literature on student personnel work in American colleges.
245. BEUMBAUGH, A. J. Outline of a personnel program for the small college. *North central association quarterly*, 11: 43-49, July 1936.
Though "the typical small college is an abstraction," the author describes a complete personnel program at Midwestern, a hypothetical institution, giving four basic assumptions upon which such a program should be founded.
246. BURGESS, R. W. Graduate work. *Industrial arts and vocational education*, 25: 1-3, January 1936.
Study of 41 institutions in 20 States which granted 2 or more master's degrees in industrial education. Gives status, tuition, thesis requirements, and other data for the year 1934-35. Useful for the guidance and reference of students contemplating any type of graduate work, as it brings out salient points to be considered in the choice of an institution.
247. CAMPBELL, DOAK S., comp. Directory of the junior college, 1936. *Junior college journal*, 6: 209-23, January 1936.
Lists "all the junior colleges within the United States which have been reported to December 1, 1935." Data on each institution include location, year organized, number of instructors, and enrollment. There is also a summary giving the number of public and private junior colleges in each State, with 518 as the total for the country.
248. CANADY, HERMAN G. The intelligence of Negro college students and parental occupations. *American journal of sociology*, 42: 388-89, November 1936.
Study of freshmen at West Virginia State college. About 82 percent of those in the top quintile in intelligence had parents who were engaged in occupations below the professional level.
249. CHEEK, MARY A. Utilization of daily life as a distinct part of educational procedure. *Association of American colleges bulletin*, 22: 129-32, March 1936.
General discussion of extracurricular activities in colleges, noting tendencies toward intercollegiate connections, wider national and international interests, and renaissance of departmental clubs.
250. Conference on graduate study. *Journal of engineering education*, 27: 87-105, October 1936.
Series of papers on graduate study in engineering, as follows: H. P. Hammond, Graduate study; C. C. Williams. Administration of doctorates and masterates; M. L. Enger. Selection of subject matter for graduate study; T. R. Ogg. Qualifications of teachers for graduate work; Edward Bennett. Subsidizing of graduate students and use of such students as instructors; F. T. Mavis. Establishment of centers of specialized research; Thorndike Saville. Graduate study for degrees vs. non-degree or service graduate study; Edmund D. Ayres. Graduate work in engineering and economics.
This set of articles is intended to supplement the bulletin of the U. S. Office of education entitled Graduate work in engineering in universities and colleges in the United States by Walton C. John and H. P. Hammond, and is useful as a reference for those contemplating graduate work.
251. COREY, STEPHEN M. Students' university choices. *Journal of higher education*, 7: 207-11, April 1936.
The reasons expressed by 143 freshmen for selecting their particular university, gave "little indication of careful, intelligent appraisal of the opportunities and facilities provided by available, similar institutions."
252. CRAWFORD, ALBERT B. New deal for the needy student. *Educational record*, 17: 227-47, April 1936.
Describes the college plan and the Bursary employment program at Yale university, as well as methods of administering National youth administration funds for student aid.

253. ELLS, WALTER C. Intentions of junior college students. *Junior college journal*, 7: 3-10, October 1936.

Study of 6,962 junior college students, their plans in 1929, and their actual activities in 1935. Only about one-fourth attended higher institutions of their choice, and half of these were graduated. The author also reports this study in an article entitled, "Do junior college students know where they are going?" in the *Educational record*, October 1936.

254. ——— and LEUENBERGER, HAROLD W. Gentle art of guidance. *Nation's schools*, 18: 35-37, December 1936.

Problems in student personnel and guidance reported by 59 institutions of higher education in Western States. In a total of 241 problems, 86 percent fell within these 8 groups: Organization of personnel; vocational guidance; academic guidance; social adjustment; records and research; mental hygiene; selection of workers; and selection and admission of students.

255. EISENHART, LUTHER P. The college's part in the guidance of youth. *School and society*, 43: 689-93, May 23, 1936.

General discussion of the philosophy and objectives of college education and guidance.

256. ELDER, HARRY E. Contributions of the office of registrar to the student personnel program at Indiana State teachers college. *Bulletin of the American association of collegiate registrars*, 11: 442-46, July 1936.

The registrar's office at Indiana State teachers college confines its efforts chiefly to admissions, records, student programs, and placement, but assists other departments in the guidance of students during orientation week, and aids graduates to enter the professional field.

257. EMME, EARLE E. Adjustment problems of college freshmen and contributory factors. *Journal of applied psychology*, 20: 60-76, February 1936.

Research to determine areas of most difficult adjustment of 500 freshman students in a liberal arts college. Methods used were standardized tests, two guided interviews with each student, case studies, and the critical ratio technique.

258. GERBERICH, J. R. Freshman week program and testing. *School life*, 22: 9-10, 30, September 1936.

Responses given from 145 institutions of higher education on their freshman orientation programs. Tabulates 20 activities, 12 types of tests, and 8 uses of test results. Educational guidance was found to be the most commonly used with 88 percent reporting it.

259. HARDIN, ROBERT A. Maturity of four groups of students. *Junior college journal*, 6: 16-18, October 1936.

Comparison of the intellectual and emotional maturity of senior high, junior college, and university students by means of intelligence and other tests. The 1,600 subjects were all attending Kansas and Nebraska schools.

260. HARRIS, THURMAN. Course in individual human relationships. *Junior college journal*, 7: 25-29, October 1936.

After teaching a freshman orientation course in the Eastern New Mexico junior college, the writer analyzed its content, reaching definite conclusions as to what subject matter is of most value to entering students.

261. HILTON, MARTHA E. Judging the work of the dean of women. *Junior college journal*, 6: 165-75, January 1936.

Study of the status, training, duties, and need for deans of women in junior colleges. A questionnaire covering the activities of a dean was sent to 10 deans of women in junior colleges, 6 men interested or engaged in the junior college movement, and 5 deans of women in large universities. Responses are analyzed.

262. **KITSON, HARRY D.** Fraternities initiate guidance. *Occupations*, 15: 212-14, December 1936.
Describes a placement service operated by a central advisory board of 19 members in various localities and occupations.
263. **LEONARD, EUGENIE A.** Personnel records. *School and society*, 42: 423-27, April 18, 1936.
Discusses the usability of various types of college personnel records, among which are: The verbose psycho-analytical; the foreshortened or synoptic; the condensed symbolic; and a running record of essential data. Expresses a preference for the latter, and gives examples of both good and poor records, showing how reports of techniques may be included in a counselor's record.
264. **LEWIS, GABE.** Personnel organization at John Tarleton Junior college journal, 7: 70-71, November 1936.
The personnel department of John Tarleton agricultural college, Stephenville, Tex., is combined with the registrar's office. Methods and advantages of this "dual system" are outlined.
265. **MALLAY, HELENA.** Study of some of the factors underlying the establishment of successful social contacts at the college student level. *Journal of social psychology*, 7: 205-28, May 1936.
Study from Vassar college, Poughkeepsie, N. Y., to determine what factors are necessary for successful social relationships. Two equivalent groups of 28 students were studied in detail. The following traits seemed to be among the factors making for social success: Vivacity; tolerance; ability to engage in light conversation; evenness of mood; generosity; and social interdependence. Detailed tabulations are included.
266. **MARSHALL, M. V.** The life-career motive and its effect on college work. *Journal of educational research*, 29: 596-98, April 1936.
The average freshman grades of 36 men students who had chosen their life-work before entering college were 0.4 of a point higher than those of 55 who had not.
267. **MCCLURE, W. E.** An inclusive record. *Journal of higher education*, 7: 12-14, January 1936.
Description of a "Domesday book" as used at the University of Toledo by deans and faculty advisers. It is a compact record and index of all students in a class.
268. **MCGRATH, EARL J.** The dean. *Journal of higher education*, 7: 427-32, November 1936.
"A study of the office of the academic dean from 1860 to 1933" in 8 small colleges and 8 large universities. Gives date of establishment of office, various titles, teaching assignments, degrees held, median tenure of office, and other data.
269. **MCKAY, NATHIE.** Counseling the working student. *Illinois teacher*, 25: 37-38, October 1936.
States that from 25 to 45 percent of all college students are working part-time, and that their special problems require about twice the counseling time usually given to non-working students. Describes procedures in the Eastern Illinois State teachers college. Notes the influence of the NYA.
270. **McNEELY, JOHN H.** Federal student aid for 100,000. *School life*, 21: 147, 161, February 1936.
Brief review of government provisions for aiding students in 1,602 institutions of higher education.
271. **ONTHANK, KARL W.** Coaching student leaders. *Journal of higher education*, 7: 117-123, March 1936.
Describes a University of Oregon course for group study directors and student officers of organizations, which is intended to aid students in helping and counseling each other.

272. ORR, MILDRED B. Relation of success in college to success in high school. *Educational law and administration*, 4: 42-43, April 1936.
Study of the records of 46 Indianapolis, Ind., high-school graduates as freshmen at Butler university. Concludes that "all students making high averages in high-school do not make correspondingly high averages in college." Also that "The efficiency of predicting success in college on the basis of success in high-school is 19.2 percent, which is more efficient than selection by chance."
273. PRESEY, S. L. Outstanding problems of "emergency junior college" students. *School and society*, 43: 743-747, May 30, 1936.
Questionnaire survey in Ohio of 465 students attending emergency junior colleges. Includes data on educational interests, occupational background, problems, and plans. A summary states that their plans were generally vague, showing the need for guidance.
274. RAPHAEL, THEOPHILE. Four years of student mental-hygiene work at the University of Michigan. *Mental hygiene*, 20: 218-31, April 1936.
Methods of aiding University of Michigan students having mild nervous disorders are described. The 1934 group of student-patients was analyzed and found to be little different from other groups of students in scholastic attainment and campus activity.
275. RATOLIFFE, ELLA B. State scholarships increase. *School life*, 21: 171-72, March 1936.
State-by-State review of scholarships and student aid in higher educational institutions. Gives specific data on number and size of scholarships.
276. REINHARDT, EMMA. Vocational expectations of freshmen in a teachers college. *School and society*, 44: 518-20, October 17, 1936.
Compares the vocational plans of the freshman classes of 1930 and 1935 at Eastern Illinois State teachers college. Conclusions show 5-year trends and suggest slight modifications of the training program.
277. ROBNETT, FLORENCE S. Function of counseling. *Illinois teacher*, 24: 242, April 1936.
Discusses college counseling as a vocation in terms of: The counselor, sources of maladjustment, function of counseling, effects of curtailing guidance, and graduate work for counselors.
278. SALLEY, RUTH E. A pre-admission program. *Bulletin of the American Association of collegiate registrars*, 11: 136-37, January 1936.
The Bureau of educational guidance at Hunter college, New York city, has evolved a system of advising students before their entrance to college. This includes a program for the applicant and her parents, a series of conferences with faculty members, and a number of forms showing tentative choices and other information.
279. SNYDER, LOUISE M. Counseling collegians. *Journal of higher education*, 7: 147-51, March 1936.
"The first year of guidance at Los Angeles junior college", which enrolls 4,800 students described.
280. Some innovating practices among North central association schools. *North central association quarterly*, 10: 427-36, April 1936.
Specific parts of college programs are as follows: In Indiana, an experiment in class size; in Montana, checking personal attributes; in Minnesota, a guidance program; in New Mexico, a guidance program; in Oklahoma, a guidance program; in North Dakota, a home-room plan; in South Dakota, a point system; and, in other States, brief descriptions of various practices.
281. SPELMAN, W. B. Personnel service in Morton junior college. *Junior college journal*, 6: 414-18, May 1936.
A sharp increase in enrollment during a depression year necessitated additional counseling services at Morton junior college, Cicero, Ill. The method used is described in detail. In general, it consisted of dividing the student body into nine curriculum groups, each sponsored by an interested counselor.

282. STALNAKER, JOHN M. and WOELLNER, ROBERT C. Ability of employed students. *Journal of higher education*, 7: 159-60, March 1936.

Mental and scholastic caliber of 115 students who applied for employment to the Board of vocational guidance and placement at the University of Chicago are considered. Concludes that they were "a normal group intellectually, who have carried a regular schedule of University work."

283. STECKEL, MINNIE L. Conference technique in vocational guidance. *School and society*, 43: 739-41, May 30, 1936.

Suggests an all-college plan for vocational counseling. Cautions counselors on points of interviewing technique.

284. Student personnel program at the Indiana State teachers college. . . . *Teachers college journal (Indiana State teachers college)*, vol. 7, no. 3, January 1936, p. 19-50.

Devoted to the "discovery, conservation, and development of human values and personalities", this issue covers the following phases of personnel work at Indiana State teachers college: Ralph N. Tiley. The philosophy; Harry E. Elder. Contributions of the office of registrar . . . ; George C. Cole. Contributions of the business office and the director of student loans; J. W. Jones. Contributions of the office of the dean of instruction; Irma Ehrenhardt. Contributions of the instructors; Hazel E. Armstrong. Contributions of the librarian; Charlotte S. Burford. Contributions of the dean of women; Frederick H. Weng. Contributions of the dean of men; Floyd Riggs. Contributions of the college physician; A. C. Payne. Contributions of the NYA. director.

285. TYLER, HARRY E. Guidance in the junior college. *Junior college journal*, 6: 434-36, May 1936.

States that the junior college student is in especial need of guidance. Gives aims, general methods, and justification for a guidance program on this level.

286. WILLIAMS, ROBERT L. Present practice in offering guidance to freshmen in 107 American colleges and universities. *Peabody journal of education*, 13: 289-96, May 1936.

Questionnaire study of 107 institutions. Shows college officials doing guidance work, topics on which guidance is most frequently offered, and details of freshman orientation practices. Recommends wider use of the faculty adviser system, with each instructor having 10 or 15 advisers.

287. WILLIAMSON, E. G. On choosing a vocation. *Occupations*, 14: 636-40, April 1936.

Advice addressed to college students with reference to their vocational choices. Calls attention to pitfalls, need of perspective, avoidance of illusions; suggests methods of sampling possibilities, evaluating vocational abilities, and marshaling occupational information.

288. ———. The role of faculty counseling in scholastic motivation. *Journal of applied psychology*, 20: 314-24, June 1936.

Study to determine the effect of counseling on scholarship at the University of Minnesota, with findings showing that criteria other than scholarship are needed to measure the effectiveness of counseling.

289. WRENN, C. GILBERT. Current progress in student personnel programs. *Education*, 56: 345-50, February 1936.

A survey of the trends in personnel practices in colleges. Includes admission of students, induction and orientation, educational guidance, vocational guidance, mental hygiene, and placement of students and alumni.

290. ———. Intelligence level and personality. *Journal of social psychology*, 7: 301-8, August 1936.

Data from the scores of 564 junior college students who took various types of tests; 324 of these were in the upper 5 percent, and 240 were in the lower 15 percent of a total distribution of 9,990 individual intelligence test scores. Conclusion: "No evidence can be reported of any relationship between level of ability on an intelligence test and the 'traits' of introversion, extroversion and emotional stability."

ADULT AND OUT-OF-SCHOOL YOUTH

291. BEAM, KENNETH S. A national movement for the prevention of delinquency through community coordination. *Journal of juvenile research*, 20: 180-85, October 1936.
An overview of community coordinating councils in 20 States as part of a national movement to guide youth and to prevent delinquency.
292. BECKMAN, R. O. Career trends in medical institutions. *Occupations*, 15: 31-33, October 1936.
Centralization of medical activity is creating such positions as medical librarian, medical record clerk, medical stenographer, medical photographer, and medical artist.
293. BOWERS, ETHEL M. The community center as a neighborhood club house. *Recreation*, 29: 527-36, February 1936.
Describes an ideal community social center, with illustrations from successful centers in various cities. Gives detailed suggestions for group guidance, leadership, facilities, and activities.
294. BRUCH, W. V. Guidance and adjustment in the continuation school. *AVA Journal and news bulletin*, 11: 28-31, February 1936.
General remarks on guidance in the part-time school, with specific illustrations from New York city's telegraph messenger school.
295. CHAMBERS, M. M. Youth and the law. *Educational law and administration*, 4: 41, April 1936.
Discusses laws relating to compulsory education, work-permits, and apprentice training. Notes needs for further legislation on education, employment, recreation, and health of public-school pupils.
296. CLARK, HAROLD F. Survey of the adjustment service. *Occupations*, 14: 369-73, January 1936.
A critical appraisal of the reports and work of the New York Adjustment service. Summarizes the 12 reports as guides to organization and techniques. Evaluates them as to their contributions to adult guidance, and their use in long-time community planning.
297. COLOGNE, ROSE. Adult classes in family relationships and child development. *Practical home economics*, 1: 177-78, June 1936.
Classes sponsored by the Kansas State board for vocational education of Topeka, the Parent-teacher association, and superintendents of schools which resulted in child understanding and guidance. Enrollment varied from 15 to 160 per class, and ages from 23 to 65. Members were engaged in a variety of occupations.
298. Community coordination and social progress. *Journal of educational sociology*, vol. 10, no. 1, September 1936. pp. 1-64.
This issue, edited by Julius Yourman, describes concerted community attacks on youth problems through social planning.
Contents: Charles B. Cranford and Julius Yourman. Community coordination; Kenneth S. Beam. Delinquency prevention through coordination; W. Evin Huffman. A school and community program that promotes the spirit of democracy; Henry W. Walts, Jr. A community experiment in the prevention and treatment of juvenile delinquency; Rowland C. Sheldon. Organizing against crime in towns, villages, and smaller cities. The reports of research projects, and the book reviews in this number are also on the general subject of community planning.
299. CORRIS, RICHARD C. Testing before training. *Personnel journal*, 15: 87-90, September 1936.
A department store used a "hard directions" test before training merchant packers and checkers, and made a statistical analysis of results which established the value of preliminary testing.

300. **Criteria of vocational success; a symposium.** *Occupations*, vol. 14, no. 9, June 1936, pp. 917-75.

A symposium of 16 articles, edited by Robert Hoppock, each of which sets up one or more criteria of success in work. Included are opinions of an economist, a psychologist, an educator, an employer, a counselor, and a personnel officer. Comprehensive bibliography.

Contents: Bancroft Gherhardi. Administrative personnel; Rex B. Hersey. Case study of a successful man; Kurt Lewin. Psychology of success and failure; Harold F. Clark. Life earnings as a criterion; Henry C. Link. Limiting the problem; William F. Rasche. Empirical criteria; Millicent Pond. Success of the factory worker; H. H. Remmers. Measuring attitude toward the job; John F. Murphy, O. Milton Hall, and Garret L. Bergen. Does guidance change attitudes?; Mary B. Scott. Criteria used in England; Irving Lorge. Criteria for guidance; Morris S. Viteles. A dynamic criterion; M. Dorothy Peel and Carter Alexander. Bibliography.

301. **EVANS, KENNETH; HUGHES, VERNON; and LOGAN, WILSON.** Comparison of occupational attitudes. *Sociology and social research*, November 1936.

Social ratings of 30 occupations by 3 groups of Texans: An employed group; a college group; and a CCC group. Responses showed that the professions ranked first, business second, and skilled and unskilled labor third and fourth; also that the three groups held similar opinions of occupations.

302. **FELDMAN, HERMAN.** Employees of the government. *Personnel journal*, 15: 66-70, June 1936.

Gives statistics on Federal, State, and local government payrolls. Outlines the purposes, activities, and publications of the Commission of Inquiry on public service personnel. There are seven volumes in the Commission's report, covering public service in America and abroad, training programs, the merit system, problems of personnel administration, and a bibliography on civil service.

303. **FRYKLUND, VERNE C.** Trades vs. occupations as training bases. *Industrial arts and vocational education*, 25: 169-71, June 1936.

Clarifies the meaning of the terms: Trade, occupation, skilled mechanic, craftsman, and operative. Tabulates a study of workers, and concludes that training agencies are justified in offering short-unit courses.

304. **GIBERSON, LYDIA G.** Psychiatry in industry. *Personnel journal*, 15: 91-95, September 1936.

Personnel workers find that from 12 to 20 percent of employees are problem cases. The psychiatrist can aid by early detection, prevention, and treatment of emotional maladjustments. Hypothetical cases are described.

305. **GREENBIE, Mrs. MARJORIE B.** If not college—what? *Parent's magazine*, 11: 24, June 1936.

A family discovers a variety of substitutes for college training and culture, and describes them as "educational alternatives that cost less than college and may mean just as much."

306. **HERSEY, REXFORD P.** The psychology of workers. *Personnel journal*, 14: 291-96, January-February 1936.

Gives attitudes of workers as determined by interview and observation. Major causes of emotional upsets were found to be incidents at work, poor physical condition, and unsatisfactory home relationships.

307. **HEWLETT, THEODOSIA.** Guidance and the commercial graduate. *Occupations*, 15: 221-26, December 1936.

Mentions seven definite placement problems of commercial applicants, and methods of solving them in a junior placement office.

308. **HILL, FRANK E.** Vocational guidance in the CCC. *Occupations*, 14: 619-24, April 1936.

Attainments and limitations of vocational education and guidance activities in Civilian conservation corps camps.

309. HYDAR, VICTOR J. Apprenticeship and the employer. *AVA journal and news bulletin*, 11: 32-35, February 1936.
Deals with apprenticeship in Milwaukee, Wis., as carried out for 15 years through the cooperation of an industrial firm with the vocational school.
310. JESSEN, CARL A. Surveys of youth. *School life*, 21: 273-75, June 1936.
A summary of characteristics of 33 youth surveys in various cities since 1933. Information is arranged in tabular form, giving author or agency, title, date, ages enumerated, and scope of each survey.
311. Jobs for youth? 1936 graduates' prospects reported brighter. *Literary digest*, 121: 9-10, May 23, 1936.
Questionnaire survey of opinions on the status of youth, and their opportunities for employment in 1936. Summarizes replies from business corporations, college-placement bureaus, and college editors.
312. JOSTEN, H. MARGARET. An investment in youth. *Wisconsin journal of education*, 68: 397-98, April 1936.
The LaCrosse high-school alumni loan fund committee has developed techniques for handling financial aid for its graduates. Methods and results are described.
313. KRANE, DANIEL G. The adjustment of youth on relief. *High points*, 18: 5-15, March 1936.
Description of the student relief fund at the Abraham Lincoln school, New York city. Outlines other projects for youth on relief, namely, the Civilian conservation corps and the National youth administration.
314. MARTENS, ELISE H. Guidance for deaf and hard-of-hearing. *School life*, 22: 43-44, October 1936.
Summary of a survey of the occupational status, abilities, special difficulties, and guidance needs of the deaf.
315. MERRILL, ELEANOR B. Occupational adjustment of the visually handicapped. *Sight-saving review*, 6: 192-97, September 1936.
Instances from case records of the partially sighted, showing how vocational rehabilitation can be accomplished.
316. MORGAN, ARTHUR E. Exploring for vocations. *Occupations*, 14: 613-18, April 1936.
Suggests a territorial occupational survey, particularly in the locality of the Tennessee valley authority, to determine possibilities for rural employment. Among those advanced are: Extension of rural electrification, automobile repair shops, general mechanical repairing, special agricultural equipment for mountainous country, tree crops, fruit stands, holly farms, development of trailing arbutus marketing, management of fishing streams, irrigation, recreation camps, tourist camps, and community amusement centers.
317. MORGAN, JOY ELMER. The future of American youth. *Journal of the National education association*, 25: 37-38, February 1936.
An editorial, noting 12 fundamental points to consider in selecting and seeking employment. Includes brief notes on teaching, library service, political service, civil service, journalism, recreation, the building arts, agriculture, automobile care, and home service.
318. ORNER, ARTHUR T., and MUTOH, EARL W. Seven boys try group guidance. *Survey*, 72: 9-10, January 1936.
Seven employed boys, aged 19 to 24, members of the University neighborhood center in Cleveland, Ohio, formed a voluntary vocational study club. The following techniques are described by the two mentors: Group discussions, use of Strong vocational interest test, individual interviews, and regular meetings.
319. OXLEY, HOWARD W. Counseling and guidance in the CCC. *School life*, 21: 198-94, March 1936.
Expressions of educational advisers in Civilian conservation corps camps with reference to guidance purposes, requirements, and techniques.

320. ———. Lessons for secondary schools from the CCC educational program. *Secondary education*, 5: 3-8, January 1936.
Activities of educational advisers in Civilian Conservation Corps camps, including classes, libraries, supervision of periodicals published by camp members, vocational instruction, and placement.
321. PARKES, G. H. Youth and the local community. *Occupations*, 14: 655-58, April 1936.
Describes organization of a cooperative community guidance project, sponsored by public and private agencies, in Williamsport, Pa. Adjustment of employable youth is the final goal; finding them jobs the immediate aim. Additional facts about the program as a county-wide scheme are given editorially in the same issue under the title "Lycoming County," pp. 676-77.
322. PLOEHN, JOHN H. Ten years of a multi-community apprenticeship program. *AVA journal and news bulletin*, 11: 150-53, September 1936.
Five Mississippi river towns carry on an apprentice training program covering 33 companies, 4 schools, and 189 apprentices. Various State organizations and trade groups participate.
323. Proceedings of the second annual conference of the California State coordinating councils. *Journal of juvenile research*, 20: 124-47, July 1936.
Reports, in general terms, the status and activities of 105 California communities having coordinating councils of social agencies for the guidance of youth. Includes: Vierling Kersey. Unadjusted youth; Sanford Bates. Where prisoners come from; Norman Fenton. Status of the coordinating council program in California; Elta S. Pfister and Robert McKibben. Panel discussion.
324. RAINEY, HOMER P. The care and education of American youth. *Educational record*, 17: 451-62, July 1936.
Activities, plans, and purposes of the American youth commission.
325. REZNIKOFF, LEON, and GLASS, LILLIAN. Social psychiatry and physical disability; psychiatric approach to the problem of rehabilitation of the physically handicapped. *Journal of educational sociology*, 10: 109-16, October 1936.
Procedure and mechanics of the diagnostic clinic at the New Jersey rehabilitation commission, Newark, N. J., where vocational counseling is done through psychiatric methods.
326. ROBERTS, E. B. The needs of industries for technically trained men. *Journal of engineering education*, 26: 729-34, May 1936.
Describes types of technical workers that industries want, particularly the manager or supervisor type, and the commercial or sales type. Concludes with specific recommendations to schools about training methods.
327. SELIGMAN, HERBERT J. Placement service and unemployment insurance. *Employment service news*, 3: 6-9, January 1936.
Overview of the Third metropolitan conference on employment and guidance procedure. Briefly reports various studies, including one of 66 non-profit-making employment offices, and others on placement and guidance problems.
328. SLOCOMBE, CHARLES S. Workers as individuals. *Personnel journal*, 15: 168-75, November 1936.
Discussion of three methods of discovering "the underlying factors in individual reactions among workers." First: Informal interviews with a former workman. Second: Special applications of the instructional interview at a telephone company. Third: A series of interviews with all employees involved in a specific problem or difficulty, which is the occasion for the interview. Describes the operation of each method.

329. SMELTZER, C. H., and ADAMS, C. R. Relationship between the amount of academic training and job performance. *Bulletin of the American association of collegiate registrars*, 12: 15-22, October 1936.

Study of 3,918 employees of the Pennsylvania relief administration who were engaged in home visitation. Found that "There is no relationship whatsoever between the amount of academic background and the quality of actual job performance." Noted a tendency for those with the most training to be more cognizant of technical information about their work.

330. SOBEL, LOUIS H. Vocational guidance through the organized club. *Recreation*, 29: 508-11, January 1936.

Tells how a community center in Detroit, Mich., offers vocational guidance opportunities through the leisure-time interests of young people both in and out of school. Eight necessary steps are listed, among which are provision for leadership and a library of guidance literature.

331. STARRAK, J. A. More about out-of-school rural youth in Iowa. *Agricultural education*, 8: 186, June 1936.

Deals with mental ability and vocational choices of out-of-school youth in rural Iowa. Data tabulated on boys' choices, girls' choices, and percent choosing occupations of parents.

332. STEAD, WILLIAM H. Employment service and guidance. *Occupations*, 14: 619-35, April 1936.

Describes the guidance activities, specific and general, of the U. S. Employment service. Notes the development of junior counseling and placement in close cooperation with the schools in certain localities. The plan includes extensive re-interviewing and reclassification of all the younger applicants in order to secure more adequate information than is found on the usual application blank, especially of those without previous work experience.

333. THRASHER, FREDERIC M. The boys' club and juvenile delinquency. *American journal of sociology*, 41: 66-79, July 1936.

Study of a boys' club in New York city, which "showed that this particular club during its first 4 years was not an important factor in delinquency prevention." The essential function of such a club is "as a unit in a concerted community program." Increasing delinquency among the boys studied appeared to be due to increasing age.

334. TITTMAN, ANNA L. How to enter public health nursing. *American journal of nursing*, 36: 363-66, April 1936.

Suggestions to young graduates and private duty nurses who wish to specialize in the field of public health. Minimum qualifications and sources of employment information suggested.

335. Today's youth problems. *Journal of the National education association*, 25: 13-28, January 1936.

Survey of American youth "prepared to assist adults and young people in the discussion of youth problems," by Frank W. Hubbard and staff of the Research division of the National education association. Part 1 traces briefly the history of youth in America; part 2 presents major problems which youth must face; part 3 includes suggestions "as to the next steps." Includes illustrations, a calendar of important dates from 1633 to 1935, and graphs showing: Occupational distribution of youth, recreation changes with age, arrests by age groups, growth of school enrollments, marriages by age groups, and nativity and parentage.

336. TRABUE, MARION R. Some lessons from the New York City adjustment service. *Employment service news*, 3: 3-5, January 1936.

Evaluation of the work of the New York Adjustment service, and summary of the facts demonstrated. Points out the need for accurate occupational information in adult guidance.

337. ——— What the New York City adjustment service demonstrated. High school journal, 19: 7-11, 22, January 1936.
States that the adult adjustment service in New York demonstrated the possibility of helpful guidance, but revealed gaps in information about occupations, and qualities necessary for success in specific jobs. The Occupational research program of the U. S. Employment service is investigating this field.
338. Vocational guidance and education for Negroes. Occupations, vol. 14, no. 6, March 1936. pp. 485-586.
This issue, edited by Franklin J. Keller, is devoted to the special problems of the Negro, particularly with reference to the occupational world.
Contents: Franklin J. Keller. The Atlanta conference, the purpose, the story, and the spirit; Charles H. Thompson. An educator's critical comment. Charles R. Lawrence, jr. A Student's point of view; Charles S. Johnson. The Negro's status in the south; Rupert Vance. Changing economy of the southeast; Robert C. Weaver. Employment in Federal projects; Lawrence W. Oxley. Occupations, Negroes, and labor organizations; H. A. Hunt. Credit for farmers; F. S. Beers. What tests shall we use? Harold H. Bixler. Guidance through the curriculum; Alphonse Hiningsburg. Useful cumulative records; R. O'Hara Lanier. The vocational interview; Lloyd M. Cofer. The problem of placement; Fred D. Patterson. The aims of Negro schools. (A commission report). Guidance in secondary schools; Forrester B. Washington. Social work and vocational guidance; T. Arnold Hill. A national personnel bureau; Mary H. S. Hayes. Guidance for minority groups; Charles B. Cooper. Factors in vocational choice. The articles are followed by an editorial comment on guidance opportunities for Negroes, and a list of vocational guidance literature.
339. WALLACK, WALTER M., and BRIGGS, HOWARD L. Guidance in penal institutions. Occupations, 14: 293-305, January 1936.
The New York State penal system includes a Department of correction and a Commission for the study of educational problems of penal institutions for youth. Under their direction, a complete guidance and vocational training program is carried on.
340. WARD, ROSWELL. Classification of vocational problems. Occupations, 14: 683-84, April 1936.
Six common problems in counseling juniors are named, described, and analyzed as follows: Vocational immaturity, confusion, misdirection, fixation, and conflict. Suggests methods of helping counselees to recognize their problems.
341. ——— Job placement in Cincinnati. Personnel journal, 15: 31-36, May 1936.
Describes the modern methods and machines installed in the Cincinnati public employment center. Gives complete details of program and staff; outlines interviewing, registration, recording, and placement procedures.
342. WILSON, J. DOUGLAS. Whither bound occupationally: Young America? Industrial education magazine, 38: 26-29, January 1936.
Studies the general occupational outlook and trends as they affect American youth.
343. WOODHOUSE, Mrs. CHASE (GOING). Some trends in women's work today; a forecast of opportunities for women in a new industrial era. Journal of the American association of university women, 29: 135-40, April 1936.
Facts which a girl entering work must consider: Trends in ages of employed women; implications of population changes; technological changes; social legislation; housing activities; educational and occupational trends.
344. WOODWARD, ELLEN S. Making housework a skilled occupation; young women are trained for household employment under the WPA. Journal of the American association of university women, 30: 23-25, October 1936.
The Division of women's and professional projects of the Works progress administration devised a program to improve the quality and status of domestic service. Training courses, standards for household employment, and placement reports are briefly described.

345. WRIGHT, BARBARA H. A follow-up of 1934 graduates. *Occupations*, 15: 42-45, October 1936.

Study of 2,511 graduates of 8 high schools in Minneapolis, Minn. Findings show one-third were enrolled in universities, one-third had jobs "though not usually very good jobs," almost one-fourth were unsuccessful in finding work, and the remainder were miscellaneously occupied. Comparisons with similar figures for 1932 and 1933 show a slight increase in number employed. There is also evidence of "a positive relationship between good high-school marks and ability to make a satisfactory adjustment after leaving school."

TECHNIQUES AND PROCEDURES

346. ACKERMAN, NATHAN W., and MENNINGER, C. F. Treatment techniques for mental retardation in a school for personality disorders for children. *American Journal of Orthopsychiatry*, 6: 294-312, April 1936.

Diagnostic procedures at the Southard school for neurotic and maladjusted children are outlined and described. Examinational data, historical data, emotional patterns, and therapeutic techniques are described for two cases.

347. AMSDEN, ROBERT L. The summer camp as a behavior clinic. *Mental Hygiene*, 20: 262-68, April 1936.

Detailed description of guidance techniques in a summer camp for 127 problem boys from the Detroit department of special education. Includes case studies showing direct and indirect counseling methods.

348. ANDERSON, V. V. Integrating psychiatry with education. *Educational Method*, 15: 259-63, February 1936.

Describes pupil adjustment activities in a private institution covering all levels, from nursery school through high school.

349. BARRETT, S. M. Pupil guidance. *School and Community*, 22: 262-64, September 1936.

Brief statement of the aims and methods of organized pupil guidance in school. Suitable for parents and other laymen who wish a general conception of the purposes of guidance.

350. BENNETT, MARGARET E., and HERSCHBERGER, MARY E. Mental hygiene in the school program. *California Journal of Secondary Education*, 11: 313-18, May 1936.

Five characteristics of a well-adjusted personality, with five educational conditions and procedures conducive to their development.

351. BILLS, MARION A., and HAMMITT, CARLOTTA. Present status of aptitude testing for clerical positions in industry. *National Business Education Quarterly*, 4: 26-30, March 1936.

Compares the value of mental alertness tests, general clerical tests, and trade tests in business. Gives the status of each, and refers to research on the subject.

352. BINGHAM, WALTER V. Vocational tests. *Occupations*, 15: 15-21, October 1936.

Describes the "setting within which tests of aptitude are designed to be of use." Considers tests from the point of view of both counselee and counselor. Summarizes the functions of standardized aptitude tests.

353. BLOODGOOD, NELL M. Guidance in Kearney county. *Occupations*, 14: 656-58, April 1936.

How a Nebraska school superintendent organized a rural guidance program, with no office assistance and no budgetary provision, in a county having 59 1-room schools and 7 town school systems. Compares cost of guidance to cost of failures in a school system.

354. **BOGARDUS, EMOBY S.** Some interviewing principles. *Employment service news*, 3: 11-12, December 1936.

Seven principles of interviewing defined and explained as follows: Consideration, evaluation, gradation or gradual approach, identification or fellow-feeling, indirect interrogation, adequate information, and discrimination between fact and prejudice.

355. **BRACE, GEORGE M.** Extra-curricular activities. *Industrial arts and vocational education*, 25: 173-76, June 1936.

General discussion of the necessity and value of the extracurriculum. Examples of school clubs in various centers. Quotations from educators on the subject of leisure.

356. **BREWSTER, JOHN M.** Humanizing facts. *Occupations*, 15: 232-35, December 1936.

Evaluation of a course in occupations by testing two groups, an instructed class, and an uninstructed control group.

357. **BROWN, FRANCIS J.** Character education—past and present. *School and society*, 43: 585-89, May 2, 1936.

General summary of trends in character education.

358. ———. An investigation in character education. *Journal of educational research*, 30: 14-19, 1936.

Data from the opinions of 300 sociology students in New York university reveal that they considered the following to have positively influenced their character in high-school and the elementary grades: Personality of the teacher; extracurricular activities; church and home. Subject matter often had a negative influence, while church and home had more positive influences than school.

359. **CAMPBELL, WILLIAM G.** Factors often neglected during guidance interviews. *California journal of secondary education*, 11: 155-58, March 1936.

Discusses the following five factors as important considerations in vocational counseling: Effect of an occupation on health, relative life expectancy of workers in various fields, availability of a suitable school, social status of an occupation, and age requirements.

360. **CLARK, HAROLD F.** Exploring occupational trends. *Occupations*, 14: 766-72, May 1936.

Estimates probable trends in the number of workers employed in manufacturing, transportation, clerical occupations, the professions, and other fields, on the basis of available data. Suggests more accurate estimates to be secured annually through a central organization composed of occupational representatives and guidance people.

361. ———. Investigations into the relations between education and the use of human resources. *Teachers college record*, 37: 500-3, March 1936.

Points out the necessity for information on occupational distribution, and briefly refers to research which has been begun in this field.

362. **CLARK, MARY A., comp.** Directory of psychiatric clinics in the United States, 1936. *Mental hygiene*, 20: 66-129, January 1936.

Prepared by the National committee for mental hygiene, this directory lists national, State, and community clinics which, for the most part, offer psychiatric services free or at low cost. Information on each includes name of clinic, address, type of service, name of psychiatrist, description of staff, operating schedule, and annual number of cases. Similar directories were published in 1920, 1925, 1928, and 1932.

363. **CONWAY, CLIFFORD B.** New scoring apparatus for the Bernreuter personality inventory. *Journal of applied psychology*, 20: 264-65, April 1936.

Simplified, home-made scoring key which has been found to save 12 minutes per paper in marking the Bernreuter personality inventory.

364. **COPELAND, HERMAN A.** Some characteristics of three tests used to predict clerical success. *Journal of applied psychology*, 20: 461-70, August 1936.
Two groups of 119 and 211 unemployed clerical workers took 3 tests at the Cincinnati employment center. Statistical comparisons are made, including time-limit and work-limit methods of administration.
365. **COREY, STEPHEN M.** The United States Employment service and vocational guidance. *Employment service news*, 3: 6-9, May 1936.
Suggests data of importance to vocational counselors which might be derived from annual Employment service reports.
366. **DAVIES, A. G.** The child guidance conference in California communities. *Journal of juvenile research*, 20: 7-14, January 1936.
Describes the central organization of social agencies as operative in California, with particular reference to schools and school children. Conference procedure is outlined in 10 steps.
367. **DRAKE, MARGARET J.** What dangers spring from a superficial knowledge of mental hygiene? *High points*, 18: 55-57, September 1936.
The novice with slight knowledge of mental hygiene is apt to make the following errors in dealing with problem pupils: (1) Miss pertinent or significant symptoms; (2) misinterpret symptoms and fail to discover real motivation behind problem behavior; (3) fail to prescribe proper treatment because of insufficient grasp of the situation; (4) fail to follow up the case. Examples of wrong diagnosis, wrong motivation, and improper treatment are given. Specialists in therapeutic counseling are recommended.
368. **DUNSMOOR, C. C.** Kiwanis and guidance in 1936. *Occupations*, 14: 660-63, April 1936.
Guidance activities of Kiwanis clubs center around occupational group conferences and individual counseling in special fields. Sets up a 4-point guidance program to be followed by all clubs, with a list of optional activities for groups wishing to do more. Useful to guidance workers desiring the cooperation of lay groups.
369. **ELLINGSON, MARK.** How much do occupations change? *Educational research (Ohio State university)* 15: 216-19, November 1936.
Five-year study of 22 groups of occupations to determine industrial changes between 1930 and 1935. States that occupational activity analyses can be kept up-to-date by re-analysis every 5 years, and that such analyses can be used as bases for school curricula.
370. **ELMOTT, CHARLOTTE D.** Organization and administration of a mental hygiene program in the Santa Barbara city schools. *Journal of juvenile research*, 20: 167-79, October 1936.
Child guidance in a city school system, with an all-city central executive group, school guidance committees, case conferences for classroom teachers, and a total of 369 cases analyzed during the first year. Includes organization charts for elementary and secondary schools.
371. **EMERY, E. VANNORMAN.** First interviews as an experiment in human relations. *American journal of orthopsychiatry*, 6: 268-82, April 1936.
Gives aspects of the initial interview. Brings in the point of view of the agency, the emotional reactions of the client, the interest of the interviewer, personal peculiarities, and other factors.
372. **ENGLISH, HORACE B.** Trends in child psychology. *Educational research bulletin (Ohio State university)* 15: 123-27, May 1936.
Brief historical survey of influences affecting child guidance. Emphasizes the scientific study of normal, as well as abnormal children.

373. FISHER, DOROTHY CANFIELD. If occupations were athletics. *Employment service news*, 3: 3-6, November 1936.

Holds that the selection of college athletes is analogous to the guidance of young people into suitable occupations; that vocational direction is the task of the present generation; and that pioneer research in occupations is a necessity.

374. FITCH, JOHN A. Professional standards in guidance. *Occupations*, 14: 760-65, May 1936.

Notes changes in emphasis on vocational and other types of guidance. Points out general problems in the guidance field, such as: Lack of agreement regarding the area to be covered in administering guidance, lack of uniformity in practice in cities without centralized organization, dominance of the school principal in the field of guidance. Warns of danger in confusing objectives of guidance with objectives of business. Stresses the need of schools for accurate occupational information.

375. GILES, G. R. A new-interests test. *Journal of educational psychology*, 27: 527-36, October 1936.

An experimental test of occupational interests was built around a series of 30 photographs showing men at work.

376. GOOCH, WILBUR I. Rhode Island's census of occupations. *Occupations*, 15: 127-31, November 1936.

Complete details of a census of employment and unemployment in Rhode Island, giving questions asked, record forms, methods of organizing the project, and uses of the census card. This cooperative enterprise combines the annual school census with the decennial State census, as well as the efforts of the Providence public schools and the Rhode Island department of labor.

377. ——— and KELLER, FRANKLIN J. Breathitt county in the southern Appalachians. *Occupations*, vol. 14, no. 9, sec. 2, June 1936. pp. 1110-11.

Guidance program in Breathitt county, Ky., an isolated mountain section. Describes the people and the land. Outlines a fact-finding program, summer institutions for teacher-training in guidance, a county planning council, and changes in school curricula to meet guidance needs. Includes a progress chart of a survey to determine basic conditions and possibilities for a guidance program.

378. ——— and MILLER, LEONARD M. Rockland county's self-survey; fact finding for its guidance program. *Occupations*, 14: 394-410, February 1936.

Continuous survey conducted from within a county school system to secure occupational and other information for guidance, junior placement, occupational adjustment, and amplification of the program. Gives findings and details of survey methods used.

379. ———. Vocational guidance in Rockland county. *Occupations*, vol. 14, no. 8, sec. 2, May 1936. pp. 835-911.

Section 2 of the May 1936 issue of *Occupations* covers all phases of the county-wide guidance program which began in the Palisades school district of Rockland county, N. Y. Describes initiation of the project; occupational surveys, manual, classes, forums, and observation trips; mental hygiene, junior placement, and teacher-training programs; Centralized organization and procedure.

380. HARDIN, VIRGIL M. When teachers give advice. *Nation's schools*, 18: 35-36, October 1936.

Recommendations of guidance leaders on training for guidance workers; suggestions as to how colleges may plan their courses; and methods of training teachers-in-service for guidance duties.

381. HILDRETH, GERTRUDE. Guidance in the Lincoln school. *Teachers college record*, 37: 432-40, February 1936.

Organization of guidance in a school covering the lower grades through senior high. Techniques, such as a psychological service, health service, records, reports, study of problem pupils, and methods of cooperating with other agencies are discussed.

382. HILDBETH, GERTRUDE, and MARTENS, ELISE H. Selected references from the literature on exceptional children. *Elementary school journal*, 36: 693-75 May 1936.
Annotated list of 83 publications concerned with subnormal, gifted, speech-defective, blind, deaf, crippled, and behavior-problem children.
383. HUBBARD, RUTH M., and ADAMS, CHRISTINE F. Factors affecting the success of child guidance clinic treatment. *American journal of orthopsychiatry*, 6: 81-102, January 1936.
Analysis of treatment procedures for the first 100 cases in the child guidance clinic, Strong memorial hospital, Rochester, N. Y.
384. HUGHES, WILLIAM L. Character building and health; the role of physical education. *Health and physical education*, 7: 9, January 1936.
Shows ways in which physical education contributes to character development.
385. HUSBAND, RICHARD W. In defense of scientific vocational guidance. *Journal of applied psychology*, 20: 586-90, October 1936.
A refutation of claims made against guidance by Thorndike and Lorge. States that the fundamental fallacy in their study was that "no vocational guidance was given on the basis of the original data at the time it was collected or at any subsequent time."
386. HUTSON, PERCIVAL W., comp. Selected references on guidance. *School review*, 44: 539-46, September 1936.
Contributions to guidance literature from September 1935 to September 1936 in an annotated bibliography of 51 titles. Obtainable in reprint form.
387. KEFAUVER, GRAYSON N. Educational platform for 1936. *School and society*, 44: 289-95, September 5, 1936.
Result of the deliberations and discussions of a conference on curriculum and guidance held at Stanford university July 6-10, 1936. Section 7 deals specifically with guidance, stating that one of the prime functions of guidance is to provide intrinsic goals which will make all school activity more meaningful, and which will tend to remove extrinsic motivation such as marks, honor societies, and weighted credit. Also in *School and community*, September 1936.
388. KELLER, FRANKLIN J., and VITELES, MORRIS S. Prelude to a survey of world guidance. *Occupations*, 15: 207-11, December 1936.
Reprint of Chapter 1 of *Vocational Guidance Throughout the World*, by the above authors, giving introductory remarks on nationalism, occupational distribution, and European guidance.
389. KELLY, GEORGE A. A State-supported child guidance clinic for Kansas school children. *Kansas teacher*, 43: 6-7, June 1936.
Expansion of the services of the Fort Hays, Kans., State college psychological clinic, with a typical case history illustrating the services offered.
390. LEHMAN, HARVEY C., and WITTY, PAUL A. Sex differences in vocational attitudes. *Journal of applied psychology*, 20: 576-85, October 1936.
Pupils in Topeka, Kans., and Kansas City, Mo., responded to a vocational attitude quiz, revealing sharp differences between the vocational interests of boys and girls. Girls preferred sedentary occupations, many of which require aesthetic appreciation and involve taking orders. Boys preferred active, vigorous fields, many of which require travel, involve danger, and include giving orders. Boys' vocational interests appeared to change with age, and to change more often than did those of girls.
391. LINCOLN, MILDRED E. Radio guidance. *Occupations*, 15: 57-59, October 1936.
Technique of preparing classes for and conducting them during periods of radio listening.

392. **LOBGE, IRVING.** A table of percentile equivalents for eight intelligence tests frequently used with adults. *Journal of applied psychology*, 20: 392-95, June 1936.

Preliminary set of tables for converting scores on 8 well-known intelligence tests to percentile ranks. Data are based on the records of 80 adults who took all 8 tests in the course of a long experiment.

393. **LUDEMAN, W. W.** Case histories for all pupils. *School and society*, 43: 509-10, April 11, 1936.

Suggests a pupil case history card, giving a facsimile and recommendations for its use.

394. **MCALMON, VICTORIA.** Schools must secure accurate occupational information—or else! *California journal of secondary education*, 11: 443-46, November 1936.

Shows the need for vocational facts, and points out activities to meet this need in California.

395. **MACCALMAN, K. R.** Fit the school to the child. *New York State education*, 24: 183-87, December 1936.

School guidance principles, and some of the methods used in the school system at Nyack, N. Y., given.

396. **MCCONN, CHARLES MAXWELL.** Examinations for guidance. *Occupations*, 15: 46-50, October 1936.

A general treatment of educational guidance and the relation of examinations to guidance. Notes three needs in connection with achievement testing for guidance purposes: A high degree of test comparability; dissociation from other purposes; and a large number of tests for each individual.

397. **MARKS, RACHEL.** Inventions and occupations; a brief summary of recent changes in occupations based on a study of modern inventions. *Virginia journal of education*, 29: 326-28, May 1936.

Points out some recent changes in the following fields: Transportation, refrigeration, motion pictures, illumination, construction, electricity, medicine, and chemistry.

398. **MAXFIELD, FRANCIS N.** Trends in testing intelligence. *Educational research bulletin (Ohio State university)* 15: 134-41, May 1936.

A review of the history of testing, giving dates and essence of outstanding contributions. Suggests four technical principles to follow in reporting test results.

399. **Mental hygiene and adjustment.** *Review of educational research*, vol. 6, no. 5, December 1936. p. 457-576.

This number is entirely devoted to mental hygiene, and reviews both early and later literature to approximately January 1, 1936. The Committee on mental hygiene and adjustment of the American educational research association prepared the report under the chairmanship of Harry J. Baker.

Contents: George E. Stevenson. Historical development and modern trends; S. L. Pressey. School influences; John J. B. Morgan. Community influences; Percival M. Symonds. The normal child; J. Harold Williams. Behavior problems and delinquency; Harry J. Baker. Physically and mentally exceptional children; Willard D. Olson. Technics and instruments of mental hygiene; bibliography of 725 titles.

400. **MOSEER, CHARLES L.** Pupil-personnel service. *American school board journal*, 93: 15-17, December 1936.

The field of pupil personnel work is broadly defined to include attendance and census workers, deans, guidance counselors, health teachers and supervisors, medical supervisors, psychologists and psychiatrists, school nurses, and visiting teachers. Qualifications of workers are discussed. Illustrated with photographs of guidance activities in several cities in New York State.

401. **MUNZENMAYER, L. H.** Pupil personnel legislation. *Educational law and administration*, 4: 15, January 1936.
 Résumé of bills relating to the welfare of minors passed in nine States in 1935, selected and summarized from the report of the National child labor committee.
402. **MYERS, GARRY C.** The technique of home visiting. *Journal of education*, 119: 232, April 20, 1936.
 Suggests points for teachers to observe in preparing for and in making visits to the homes of pupils.
403. Occupational index. *Personnel Journal*, 14: 341-42, March 1936.
 Describes the classified bibliography of occupational information published monthly by the National occupational conference, beginning in January 1936.
404. **PALLISTER, HELEN.** American psychologists judge fifty-three vocational tests. *Journal of applied psychology*, 20: 761-68, December 1936.
 Replies to a questionnaire on 53 vocational tests giving the number of psychologists who judged each test as efficient or inefficient. All results are in tabular detail, with a list of the 7 best-known tests, the 23 which were judged most efficient, and judges' names.
405. **PATRY, FREDERICK L.** Integrating mental hygiene from the point of view of the public health officer and school physician. *American journal of public health*, 26: 471-79, May 1936.
 Presents opinions of experienced health officers and school physicians. Formulates a 10-point program of mental health attitudes and knowledges for educators.
406. **POULL, LOUISE E.** The psychographic method in clinical practice. *Journal of applied psychology*, 20: 167-64, February 1936.
 Describes and illustrates the use of a psychograph record in clinical work. Outlines four aspects of intelligence: Social, verbal, numerical, and motor, dividing each aspect into functions such as vocabulary and memory. Names tests which measure each function, and provides a sample chart for recording results.
407. The problem of juvenile delinquency. *New era*, 17: 155-60, June 1936.
 Four articles are presented on the prevention and treatment of juvenile delinquency in European countries. Almet Racine. In Brussels; Noel Brinton. In the U. S. S. R.; Maria Michalski and Richard Krottendorfer. In Vienna; Olga Spitzer. In Paris.
408. **PROFFITT, MARIS M.** Guidance problems in city schools. *School life*, 22: 19-20, September 1936.
 Data given on guidance activities from 70 school systems in cities with population of 100,000 or more. - Reveals 6 problems common to guidance workers: (1) securing trained personnel; (2) securing active support of other school staff members; (3) centralizing authority for the guidance program; (4) fitting the traditional curriculum to the diagnosed needs of pupils; (5) dealing satisfactorily with cases of subnormal and retarded pupils; (6) making follow-up studies of former pupils to secure facts about local employment conditions.
409. Pupil personnel, guidance, and counseling. *Review of educational research*, vol. 6, no. 2, April 1936. pp. 153-275.
 This entire issue is devoted to guidance and related fields and represents a survey under the chairmanship of Arch O. Heck. Material was collected by a committee of the American educational research association, a department of the National education association, and covers the literature from October 1, 1932, to October 1, 1935.
 Contains: School attendance; school marks; school progress; recording and reporting; characteristics of pupil population in elementary, secondary, and higher education; guidance and counseling in elementary, secondary, and higher education; extra-curriculum activities on various school levels, educational adjustment; special schools and classes; child labor; bibliography of 784 titles. The authors, some of whom contributed to several sections of the survey, are as follows: Arch O. Heck, Fred C. Ayer, Harold H. Bixler, Ruth Strang, D. H. Eikenberry, A. J. Brumbaugh, Lester L. Love, Miriam Keeler, Leo J. Blaine, and Clifford Maddux.

410. PURNELL, RUTH; MATHEWS, MABEL E.; and HENRY, GLEN W. School counselors. *Sierra educational news*, 32: 20-22, March 1936.
Summary of guidance activities as reported by counselors to the Southern California counselors association.
411. RACE, HENRIETTA V. Opportunity classes in Wisconsin. *Wisconsin journal of education*, 68: 389-90, April 1936.
Describes, with illustrations and excerpts from case histories, the special classes for retarded children in Wisconsin.
412. RANDALL, J. A. The anecdotal behavior journal. *Progressive education*, 13: 21-26, January 1936.
Use of the anecdotal method of recording behavior at the Rochester athenaeum and mechanics institute. Gives values and examples of good anecdotes.
413. ROSECRANCE, F. C. The training of personnel and guidance workers. *Educational trends*, 4: 19-24, June 1936.
Data on the training of guidance workers in 70 cities with populations over 100,000. Facts include academic degrees held, institutions awarding, years awarded, subjects taken by guidance functionaries, and subjects found most helpful.
414. RUBIE, H. E. Vocational guidance; the role of the careers master. *New era*, 17: 174-77, June 1936.
A careers master in an English college discusses vocational guidance from the following viewpoints: The "vocational illiteracy" of children; methods of guidance; intelligence about one's capacities, special abilities, and temperamental traits.
415. SANGREN, PAUL V. The psycho-educational clinic as an aid to teacher training. *Educational administration and supervision*, 22: 523-27, October 1936.
Describes a child guidance clinic known as the Psycho-educational clinic at Western State teachers college, Kalamazoo, Mich. Students in training for teaching participate in the work of the clinic, which was established in 1931.
416. SIBLEY, ANNIE B. and STODGILL, EMILY L. The abstracting of clinical re-education techniques as a method of training beginners in clinical psychology. *Journal of applied psychology*, 20: 609-19, October 1936.
Illustrates 14 remedial techniques for guiding maladjusted people. Gives for each the source, by title and author; the specific behavior problem involved; and steps in treatment.
417. Sixty educational books of 1935. *Journal of the National education association*, 25: 121-24, April 1936.
Annual list prepared by the American library association, National education association, and Enoch Pratt free library. Includes titles and annotations on 60 educational books classified under about 25 divisions, including: Conduct and character formation, psychology, tests, vocational education, guidance, and the extracurriculum.
418. SLOANE, PAUL. The use of a consultation method in case work therapy. *American journal of orthopsychiatry*, 6: 355-61, July 1936.
Describes the method developed in the Psychiatric clinic of the community health center of Philadelphia, Pa., by means of which social case records were utilized for psychiatric data, and the social case worker aided the psychiatrist as an informational consultant.
419. SMITH, ARTY B. Guidance; a viewpoint on the definition and differentiation of the guidance function. *School and community*, 22: 111-15, March 1936.
Defines guidance; discusses various views of the function of guidance; submits and explains the following five guidance techniques: Profiling, interpreting, counseling, individualizing, socializing.

420. Sociological research in adolescence. *American journal of sociology*, 42: 81-94, July 1936.

Three committee reports on methods of research in adolescence, as follows: Edward B. Reuter. The adolescent world; Margaret Mead. Culture and personality; Robert G. Foster. Institutional demands. Tells where to get data; defines the adolescent world; analyzes the demands of American society upon adolescents through the family, the schools, business, government, recreation, welfare and correctional institutions, the neighborhood, and the non-institutional community; suggests investigations in all of these fields.

421. Some implications for vocational guidance of the Harvard growth study. *Elementary school journal*, 36: 655-56, May 1936.

Statement indicating that "unemployment is foreshadowed even in grade one" as shown by the fact that those out of jobs in 1936 had received, on the average, lower ratings as first-graders in 1922 than had the employed.

422. STEAD, WILLIAM H. The problem of fitting workers to jobs. *Labor information bulletin*, 3: 4-6, February 1936.

Description of the occupational research program of the U. S. Employment service. Reports that field workers have made job analyses of about 1,600 occupations in 7 industries. These are quite detailed, and are designed primarily to aid interviewers in employment offices.

423. STRANG, RUTH. Guiding the guidance program in our smaller schools. *Nation's schools*, 17: 18-21, January 1936.

Suggestions for initiating and carrying on a guidance program in a school enrolling from 200 to 500.

424. STRONG, EDWARD K., jr. Interests of men and women. *Journal of social psychology*, 7: 49-67, February 1936.

Differences in occupational interests of men and women as measured by the Strong vocational interest blank are studied. The test was administered to 113 pairs of high-school boys and girls, 154 pairs of college students, and 335 pairs of men and women. A masculinity-femininity scale was prepared from these data, and detailed tabulations made. In the summary is the following: "The differences in interests between the two sexes constitute one of the major factors in terms of which occupational interests of men are to be explained."

425. SYMONDS, PERCIVAL M. The province of psychological counseling. *Teachers college record*, 37: 313-27, January 1936.

Notes the contributions of psychology which have practical value. Discusses the use of tests and other psychological techniques in schools, industries, and employment services. Outlines the necessary training and equipment of a psychologist.

426. Symposium on the case study. *American journal of nursing*, 31: 1822-41, December 1936.

Three articles on case study technique, which, though written for student nurses, are applicable to any situation requiring a case study, are: Ruth A. Leader. Development of the method; Mary O. Jenny. Case studies in the undergraduate course; Elizabeth Hildreth. Social aspects of the case study method.

427. THOMPSON, LOREN A., jr. How to question job seekers. *Personnel journal*, 14: 375-80, April 1936.

Summarizes procedures developed at the Cincinnati employment center. Interviewers question skilled workers in accordance with a 6-point outline, which is given in this article.

428. THURSTONE, L. L. New concept of intelligence and a new method of measuring primary abilities. *Educational record*, 17: sup.: 124-38, October 1936.

Brief explanation of the multiple factor analysis of human traits as applied to the measurement of intelligence. Some primary abilities are: Number facility, word fluency, the memory factor, ability to visualize, perceptual speed, induction, and verbal reasoning.

429. **TRABUE, MARION R.** Functional classification of occupations. *Occupations*, 15: 127-31, November 1936.

Outlines the Occupational research program, sponsored by committees of various interested national agencies, in which four independent techniques are being used to discover occupational groups requiring common qualifications of their workers.

430. **TREACY, JOHN P.** An analysis of the basic reasons for the recent emphasis on guidance. *American school board journal*, 92: 25-26, March 1936.

New interest and activities in guidance are explained in terms of the following evidence: Wide differences in individuals as revealed by research; increasing complexity of modern environment; high percentages of student failures; and the extensive literature showing the inadequacy of students' vocational plans.

431. **TREACY, JOHN P.** Some issues involved in the planning of a guidance program. *American school board journal*, 93: 27-28, July 1936.

Shows how different guidance programs are related to differences in basic issues. Raises and discusses a number of familiar questions, viz: What is guidance? Is it synonymous with all of education, or not? How much special training should guidance workers have? What activities should be carried on? Should there be a strong central guidance bureau in a city system? How much of the educational budget should be devoted to guidance? One significant fact mentioned is that amounts reported spent on guidance vary from 20 cents to \$22.22 per pupil. This article is valuable in clarifying the fact that there are basic issues, and that reputable authorities may be found to support either side of any of them: It recommends that specific procedure in a given case should fit local needs.

432. **TREACY, JOHN P.** Some types of problems with which students need guidance. *American school board journal*, 92: 46, May 1936.

Students need guidance in interpreting success, as much as they need direct vocational guidance. Self-analysis, opportunity analysis, and scientific planning are outlined as realistic approaches to the occupational problem.

433. Vocational guidance literature. *Occupations*, 14: 570-72, March 1936.

A bibliography of vocational guidance for Negroes. Group 1 has 17 general references for adults; group 2 lists educational and vocational information for young people, with 83 titles; and group 3 furnishes 12 sources of information concerning the Negro in American vocational and occupational life.

434. **WALKER, BOYD R.** Camp counselors are not born. *Clearing house*, 10: 477-79, April 1936.

Considerations for counselors in planning a camp program; considerations for parents in selecting a summer camp for a boy or girl. The qualifications of camp counselors and directors are of prime importance.

435. **WELLENS, LUCIEN.** The school, doctor, and psychologist in vocational guidance. *New era*, 17: 110-13, April 1936.

Guidance principles shown as practiced in Liège, Belgium.

436. **WELLER, GERALD M., and HENRY, GLEN W.** Counselors; Status of counselors in Los Angeles city school system. *Sierra educational news*, 32: 30-31, September 1936.

Questionnaire study of 63 high-school counselors. Gives their salary range, training, teaching experience, counseling load, administrative duties, and suggestions toward improving their status.

437. **WESTBURGH, EDWARD M.** Counseling, placement, and mental health. *Employment service news*, 3: 3-8, October 1936.

Outlines what a good vocational counselor should know, what sort of a person he should be, and what he should be able to accomplish in an interview.

438. **WHEELER, JOHN T.** Analysis of the guidance problem. *High school quarterly*, 24: 103-8, January 1936.

Guidance problems of youth discussed from a generalized viewpoint. Recognizes fundamental needs, individual differences, and the relation of guidance and education in an integrated program.

439. WHEELER, JOSEPH L. Educational books of 1935. *School and society*, 43: 409-26, March 28, 1936.
Lists, under 28 headings, literature on educational subjects for 1935, including: Guidance and personnel service; educational psychology; health and mental hygiene; conduct and character; psychology of childhood and youth; vocational, business, and industrial education; extracurricular activities; and related subjects.
440. WHITE, ROBERT A. Survey of commercial occupations. *Business education world*, 15: 554-58, March 1936.
A survey of retail-selling and office positions in the city of Oakland, Calif., conducted by the coordination and placement staff of Merritt business school, a unit of the public-school system. Gives objectives, techniques, and summary of job titles used by the survey staff.
441. WILLIAMSON, E. G. The rôle of guidance in educational methodology. *Journal of higher education*, 7: 184-90, April 1936.
Outlines and discusses the following four steps in guidance: Development of diagnostic instruments, diagnosis, prognosis, and continuity of guidance to the point of successful adjustment and placement.
442. WILLIAMSON, E. G. Significance for educational guidance of personal histories. *School review*, 44: 41-49, January 1936.
An investigation of the predictive value of personal history data. High-school and college records of 300 men and 287 women were analyzed, weighted, and tabulated. A correlational technique revealed an "insignificant relation between college scholarship and total scores on the personal-history data."

SUBJECT AND AUTHOR INDEX

Those familiar with the Guidance Bibliography, 1935, will note that the three subdivisions in that index have been reduced to two in the 1936 list. Cross-references have been so arranged that further subdivision is unnecessary.

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