

COLLEGE BUILDINGS

There is an increasing realization that the physical plant of a higher educational institution in a very real sense sets a limit to the program of educational service which that institution may render its supporting patrons. In "Standards for College Buildings" Professors E. S. EVENDEN, G. D. STRAYER, and N. L. ENGELHARDT present standards and score cards based on a 1000-point scale which may be used in evaluating the physical plants not only of colleges but of normal schools and teachers colleges as well. They find that a score of 800 or over indicates a very efficient set of buildings on a well-selected site. Scores between 400 and 600 are typical for the majority of college plants in this country. Plants scoring less than 400 are usually hopelessly inadequate.

225 READING ACTIVITIES

DAVID H. RUSSELL, ETTA E. KARP, and EDWARD I. KELLY, in their book "Reading Aids Through the Grades," present 225 reading activities devised to lead children to better word perception. These activities have been successfully tried out in the past few years and are suitable for use in primary, intermediate, and higher grades. *What* should be done has been discussed in many books on remedial reading, but *How* to teach reading and to do remedial work is the chief concern of this volume.

OUR CEREALS

"What kind of trees do oat seeds grow on?" This question and similar ones reveal that many children, especially those living in cities, are not familiar with the source and the mode of preparation of the cereals they eat. The teaching unit, "Our Cereals," by Professor MARY S. ROSE and BERTLYN BOSLEY, is aimed to arouse the child's interest in grains; to help him to distinguish them one from another; and to teach him which are the least expensive and which are the most nourishing. The unit, comprising twelve lessons, has been used in the fourth and fifth grades of P. S. 500, Manhattan, Speyer School, in a fourth grade class in the Teachers College Summer Demonstration School, and in fifth and sixth grade classes of other schools in New York and environs.

THE CASE FOR SUBTRACTION

For the last quarter century the relative merits of the three methods of subtraction—the decomposition method, the equal additions method, and the Austrian or additive method—has been a moot question. DR. J. T. JOHNSON'S "The Relative Merits of Three Methods of Subtraction" describes an experiment on this question conducted on a large enough scale to be authentic and statistically significant. In his conclusions Dr. Johnson says: "To summarize, all the available evidence seems to be definitely in favor of the Austrian method as the most efficient and the most easily taught procedure. The equal additions method comes next in order of merit and should be the choice of those who for some reason are opposed to the Austrian method. The decomposition method, in view of the evidence now at hand, makes a poor showing."

TECHNIQUES IN HIGH SCHOOL TEACHING

"Even the best and soundest research will be ineffective unless school administrators and teachers know not only what is dependable but also how to plan its application for improving old practices and for introducing new ones that are proved to be good"—thus states Professor THOMAS H. BRIGGS in the Introduction to "Laboratory Techniques of Teaching," a bulletin of six reports prepared by the Members of Education 335-336M, 1937-1938. These reports have as their purposes: To illustrate a type of study that practitioners should be trained to make; to present the major problems of the laboratory techniques in high school teaching; to furnish a selected bibliography for those who wish to study the problem further; to summarize and interpret the pertinent and substantiated studies that have been published; and to indicate the areas in which additional research needs to be made.

WHITHER TEACHER EDUCATION?

The recently published "Redirecting Teacher Education," by Professors GOODWIN WATSON, DONALD P. COTTRELL, and ESTHER M. LLOYD-JONES, is the outgrowth of a study of the program of Teachers College made at the request of Dean WILLIAM F. RUSSELL. In their Preface the authors say: "Too infrequently have faculties and administrative officers of the institutions educating teachers reviewed the situation in teacher education as a whole and introduced practical readjustments grounded in an analysis of contemporary American culture and society and a consideration of the kind of education needed therein. This volume seeks to open up thought and suggest procedures in teacher education to that end."

ELEMENTARY SCHOOL PRACTICES

In the reprint of "Appraisal of Newer Elementary School Practices," DR. J. WAYNE WRIGHTSTONE has extended the scope of his appraisal made in 1935. In the present volume original data on the elementary school have been supplemented by more inclusive descriptions of practices and the evaluation of a larger range of educational objectives. Ready August 20th.

DISSERTATIONS IN PRESS

The following dissertations are in press for early publication in the Contributions to Education Series:

"An Inquiry into the Genesis of Poor Reading." By CHESTER C. BENNETT.

"Reading and Ninth Grade Achievement." By EVA BOND.

"Cooperation Between the Faculty of the Campus Elementary Training School and the Other Departments of Teachers Colleges and Normal Schools." By MARY I. COLE.

"Bodily Rhythmic Movements of Young Children in Relation to Rhythm in Music." By HELEN CHRISTIANSON.

"Fundamentals of Housing Study (A Determination of Factors Basic to an Understanding of American Housing Problems)". By JOSEPH EARL DAVIES.

"Struggle for a State System of Public Schools in Tennessee 1903-1936." By ANDREW DAVID HOLT.