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RECORD  
OF CURRENT EDUCATIONAL  
PUBLICATIONS

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# RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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CONTENTS.—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational sociology—Psychological tests—Educational tests and measurements—Individual differences—Special methods of instruction and organization—Special subjects of curriculum—Kindergarten and pre-school education—Elementary education—Rural education—Secondary education—Junior high schools—Teacher training—Teachers' salaries and professional status—Higher education—Junior colleges—Federal government and education—School administration—Educational finance—School management—Curriculum making—Extra-curricular activities—School buildings and grounds—School hygiene and sanitation—Social hygiene and genetics—Mental hygiene—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral education—Religious and church education—Manual and vocational training—Vocational guidance—Workers' education—Agriculture—Home economics—Commercial education—Professional education—Civic education—Americanization—Education of women—Negro education—Education of blind—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

## NOTE

The following pages contain a classified and annotated list of current educational publications received by the library of the Bureau of Education to April 1, 1925. The last preceding list in this series of records was issued as Bulletin, 1924, No. 27, and comprised publications received by the Bureau of Education to June 1, 1924.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

## EDUCATIONAL HISTORY AND BIOGRAPHY

Chapman, John Jay. Our great private schools. Atlantic monthly, 134. 742-47, December 1924.

Chase, George M. George C. Chase, a biography. With illustrations. Boston and New York, Houghton Mifflin company, 1924. xii, 153 p. front., plates, ports. 12°.

Demarest, William H. S. A history of Rutgers college, 1766-1924. New Brunswick, N. J., Rutgers college, 1924. 7 p. l., 570 p. front., plates, ports. 8°.

Drane, Augusta Theodosia. Christian schools and scholars; or, Sketches of education from the Christian era to the Council of Trent. New ed.; edited by Walter Gumbley. London, Burns Oates & Washbourne Ltd., 1924. xvi, 742 p. 12°.

**Fisher, Sara Carolyn.** The psychological and educational work of Granville Stanley Hall. *American journal of psychology*, 36: 1-52, January 1925.

**Harris, T. H.** The story of public education in Louisiana. [Baton Rouge, La., 1924] viii, 118 p. 8°.

Accepted as part of the requirements for the Master's degree at the Louisiana state university, 1924.

**Hart, Joseph K.** The discovery of intelligence. New York and London, The Century company [1924]. xvi, 431 p. front., illus. 8°.

This history outlines the intellectual progress of humanity from primitive times to the present. Men first lived by customs and habits, joined together in a complete system of living, which are called folkways. The author shows how the development of civilization has consisted in a constant struggle to surmount these folkways by intelligence.

**Jones, Clarence F.** After one hundred years. *Science*, 60: 371-76, October 24, 1924.

Address delivered at the centennial celebration of Rensselaer polytechnic institute, October 4, 1924.

**Knight, Edgar W.** Education in the South. Chapel Hill, N. C., The University of North Carolina press, 1924. 31 p. 8°.

This brief account of public education in the Southern states during the last 25 years first appeared as Chapter XIV in "Twenty-five years of American education," a volume inscribed to Prof. Paul Monroe by former students and edited by I. L. Kandel.

**Liddell, Mark H.** Bacon's college of research. *Science*, n. s., 60: 25-30, July 11, 1924.

An appreciation of Bacon's *De dignitate et augmentis scientiarum*.

**Mallet, Charles Edward.** A history of the University of Oxford. London, Methuen & Co., Ltd. [1924] 2 v. illus., plans. 8°.

Contents: v. 1. The mediæval university and the colleges founded in the Middle ages. v. 2. The sixteenth and seventeenth centuries.

**Marique, Pierre J.** History of Christian education. vol. I. New York, Fordham university press, 1924. xiii, 209 p. front., plates. 12°.

General bibliography: p. xiii.

**Oliphant, J. Orin.** History of the State normal school at Cheney, Washington. Spokane, Wash., Inland-American printing company, 1924. vi, 175 p. incl. tables. 8°.

**Palmer, George Herbert.** The life of Alice Freeman Palmer. New ed. with appendix. Boston and New York, Houghton Mifflin company, 1924. 5 p. l., 363 p. front., plates, ports. 12°.

**Perry, Clarence A.** School center history in Chicago. *Journal of social forces*, 3: 291-93, January 1925.

Describes the extension work of the Harrison technical high school of Chicago.

**Pruette, Lorine G.** Stanley Hall, the play-boy of western scholarship. *Century magazine*, 108: 766-72, October 1924.

**Pulsifer, W. E.** American educational publishers. *Journal of education*, 100: 151-63, August 21, 1924.

Extracts from an address giving a brief record of the houses now engaged in educational publishing, arranged in chronological sequence rather than alphabetical order.

**Roberts, John S.** William T. Harris; a critical study of his educational and related philosophical views. Washington, D. C., National education association of the United States, 1924. xvi, 250 p. front. (port.) 12°.

Dr. Harris's published writings have been used as a source for this study, which was originally made as a thesis for the doctorate of philosophy in New York university.

- Wallis, Isaac Henry.** Frederick Andrews of Ackworth. London, New York [etc.] Longmans, Green and co., 1924. ix, 325 p. plates, ports. 8°.
- Ward, Estelle Frances.** The story of Northwestern university. Decorations by Park Phipps. New York, Dodd, Mead and company, 1924. vii, 376 p. illus. 12°.
- Wittels, Fritz.** Sigmund Freud; his personality, his teaching, & his school. Tr. from the German by Eden and Cedar Paul. New York, Dodd, Mead & company, 1924. 287 p. front. (port.) 8°.
- Wodehouse, Helen.** A survey of the history of education. London, Edward Arnold & co., 1924. viii, 231 p. 12°. (The modern educator's library. General ed., Prof. A. A. Cock.)

## CURRENT EDUCATIONAL CONDITIONS

## GENERAL AND UNITED STATES

- Albany chamber of commerce. Education committee.** Education in Albany; an opportunity and a business. [Albany, N. Y., 1924] 87 p. illus. 8°.
- Burgess, George K.** - The Bureau of standards as an educational institution. School and society, 20: 328-32, September 13, 1924.  
Presented at the meeting of the Educational press association of America, July 2, 1924.
- Callahan, John.** Equalizing educational opportunity in Wisconsin. <A survey of present inequalities in terms of wealth with a proposed solution.> Department of public instruction. [Madison] 1924. 62 p. tables (part fold.), diags. (part fold.) 8°.
- Columbia university. Teachers college. Institute of educational research. Division of field studies.** Report of the survey of certain aspects of the public school system of Providence, Rhode Island. School year 1923-1924. [Providence, R. I., The Oxford press, 1924] 222 p. illus., maps, diags. 8°.  
George B. Strayer, director of survey.
- 
- Report of the survey of certain aspects of the public school system of Springfield, Massachusetts, 1923-1924. [Springfield, Mass., Press of Springfield printing and binding company, 1924] 173 p. incl. tables, diags. 8°.  
George D. Strayer, director.
- 
- Report of the survey of the schools of Watertown, New York, school year 1924-1925. George D. Strayer, director. [Watertown, N. Y., The Kamargo press, 1925] xiv, 157 p. illus., maps, tables, diags. 8°.
- Coon, Charles E.** Public schools of Wilson County, North Carolina. Ten years 1913-1914 to 1923-1924. North Carolina, Board of education of Wilson County, 1924. 99 [1] p. incl. illus., tables. 12°.
- Griffin, Appleton P. C.** - Contributions of the Library of Congress to education. School and society, 20: 323-28, September 13, 1924.  
Presented at the meeting of the Educational press association of America.
- Grimm, Lester E. and Moore, Robert C.** Some results of a research into educational inequalities in Illinois. Issued by Francis G. Blair. Printed by authority of the state of Illinois. [Springfield, Ill., Schnepf & Barnes, printers, 1925] 50 p. incl. maps. 12°. (On cover: Illinois. Department of public instruction. Circular no. 192)

A handbook of American private schools; an annual survey. Ninth ed., 1924-25. Boston, Mass., Porter Sargent [1924] 1047 p. illus. 12°.

Jones, Mabel M. Taking down the wall. Child-welfare magazine, 19: 82-84, October 1924.

The first of a series of six articles, of which the general subject is illiteracy.

Kallen, Horace M. The American public school. New republic, 42: 117-20, March 25, 1925.

Criticizes public teaching because it is "standardized and rigid."

Kansas. University. School of education. Bureau of school service and research. Survey report of the Chanute, Kansas, school system, made by F. P. O'Brien, director, H. G. Lull, C. V. Williams [and] H. P. Smith. [Chanute, Kans., Tribune print., 1924] 134 p. incl. illus., diagrs. 8°.

Knoxville, Tenn. Board of education. A survey of the school building needs of Knoxville, Tennessee. Knoxville, Tenn., Board of education, 1924. vii, 78 p. incl. maps, tables. 4°.

Lima, Agnes de. In the Ethical culture, Horace Mann, and Lincoln schools. Nation, 119: 9-11, July 2, 1924.

— The new education. Nation, 118: 702-3; 119: 116-18, June 18, July 30, 1924.

Discusses experimental schools, the work-study-play, or Gary plan, etc.

Louisiana. Department of education. Report of the survey commission on the Louisiana state normal college, the Louisiana polytechnic institute, the Southwestern Louisiana institute. Issued by the State department of education, [Baton Rouge, La.] 1924. 233 p. incl. tables. 8°.

McAndrew, William. What the layman thinks of his schools. Educational review, 68: 80-85, September 1924.

"Unless public opinion permeates school procedure, education crystallizes on an ancient outline and retards rather than advances progress."

McKenny, Charles. An illiteracy program. American schoolmaster, 17: 246-51, September 1924.

The writer claims that very few of the facts in this paper are new, but they have been brought together as never before.

Read before the National council on education, July 1924.

Maynard, John A. A survey of Hebrew education. Milwaukee, Wis., Morehouse publishing co.; London, A. R. Mowbray & co., [1924] xx, 65 p. 16°. (Half-title: Biblical and oriental series, Samuel A. B. Mercer, general editor)

Bibliography: p. 61-63.

Missouri. Department of education. Facts concerning public education in Missouri. Report of the Missouri school survey . . . Issued by Charles A. Lee. [Jefferson City, The Hugh Stephens press, 1924] 139 p. 12°.

Monroe, Walter S. A survey of the city schools of Marion, Illinois. Urbana, The University of Illinois, 1924. 60 p. incl. tables. 8°. ([University of Illinois.] College of education. Bureau of educational research. Bulletin no. 21)

On cover: University of Illinois bulletin. vol. xxii, no. 2.

- Morrison, J. Cayce, Cornell, W. B. and Coxe, Warren W.** Survey of the need for special schools and classes in Westchester county, New York. Albany, The University of the state of New York press, 1924. 29 p. 8°. (University of the state of New York bulletin, June 15, 1924, no. 806)
- New York (State) University.** A report of the survey of the Lockport school system, by the State department of education. Albany, The University of the state of New York press, 1924. cover-title, 199 p. incl. tables, diags. plates. 8°. (University of the state of New York bulletin no. 809. August 1, 1924)
- Ohio state educational conference.** Proceedings fourth annual session. April 3, 4, and 5, 1924. Ohio state university, Columbus, Ohio, 1924. 385 p. 8°. The Ohio state university bulletin, vol. 29, no. 2, August 31, 1924.
- Contains: 1. B. R. Buckingham: Standards in education, p. 7-24. 2. T. C. Mendenhall: Inflation in education, p. 32-48. 3. T. E. Finegan: Standards in state educational administration, p. 64-78. 4. Biological science, p. 106-19. 5. City superintendents, p. 120-53. 6. Clinical psychology, p. 154-69. 7. English, p. 218-41. 8. Industrial and vocational education, p. 261-79. 9. Teacher training, p. 355-85.
- Phillips, Frank M.** Educational ranking of states by twb methods. American school board journal, 69: 47-49, December 1924. tables (part folded)
- The ranking is given by Index numbers, and by state ranks.  
Also reprinted as a separate pamphlet.
- Reynolds, Bollo G.** Newspaper publicity for the public schools. Teachers college record, 26: 22-31, September 1924.
- The first number of this series of articles appeared in the Teachers college record for March 1924.
- Ryan, James H.** Dangers of federalized education. Current history (New York Times) 20: 926-31, September 1924.
- Service citizens of Delaware.** What do you know about the public schools of Delaware? Wilmington, Del., The Service citizens of Delaware [1924] 41 [1] p. 8°. ([Bulletin] vol. vi, no. 2)
- Smith, Harry P., comp.** Review of Lawrence public schools, Lawrence, Kansas. A report of the Board of education, Lawrence, Kansas, for the period July 1920-August 1924. [Lawrence, Kans., 1924] 135 p. incl. tables, diags. 8°.
- Smith, Payson.** The challenge to American education. Journal of the National education association, 13: 240-41, September-October 1924. diag.
- An address before the National education association, Sunday afternoon, June 29, 1924, on the steps of the Capitol, Washington, D. C.
- Stevenson, P. B.** A building program for Marietta, Ohio. School year 1922-1923. Columbus, O., The Ohio state university [1924] xi, 55 p. incl. illus., tables, diags. 8°. (On cover: The Ohio state university. University studies, vol. I, no. 1. July 15, 1924. Bureau of educational research monographs no. 1)
- Stoddard, James Alexander.** Backgrounds of secondary education in South Carolina. Columbia, S. C., University of South Carolina, 1924. 112 p. tables, maps. 8°. (Bulletin of the University of South Carolina. no. 150, November 1, 1924)
- Thesis (A. M.)—Graduate school of education, George Peabody college for teachers, 1924.
- Thomas, Mattie E.** South Carolina school improvement association. Issued by the State department of education, Columbia, September, 1924. [Columbia, 1924] 68 p. illus. 8°. ([South Carolina. Department of education.] Bulletin X)

- Virginia. University.** Suggestions for the observation of American education week in Virginia, November 17-23, 1924. Charlottesville, Va., The University [1924] 2 p. l., 66 p. 12°. (University of Virginia record. Extension series, vol. ix, no. 3. Nov., 1924)
- Warburton, C. W.** The educational work of the Department of agriculture. *School and society*, 20: 332-36, September 13, 1924.  
Presented at the meeting of the Educational press association of America, July 2, 1924.
- What's right with the schools?** *Journal of the National education association*, 13: 271-74, November 1924. illus.  
"The pointing out of what is wrong with the public schools has been going on so long that what is right with the schools has been almost entirely overlooked."
- Whitehouse, J. Howard, and Gooch, G. P.** Wider aspects of education. Cambridge, At the University press, 1924. xi, 79 p. 12°.  
The five papers contained in this volume deal with the following subjects: Teaching of history in relation to world citizenship, Educational cooperation with America, American experiments in education, The cooperative system of education in America, Some suggestions for the promotion of international education.

## FOREIGN COUNTRIES

- Báez, Cecilio.** Public instruction in Paraguay. *Bulletin of the Pan American union*, 59: 109-14, February 1925.  
Dr. Báez is president of the University of Asunción.
- Buck, Pearl S.** The Chinese student mind. *Nation*, 119: 358-61, October 8, 1924.  
The author is a professor in the University of Nanking, China.
- Castañeda, C. E.** The educational revolution in Mexico. *Educational review*, 68: 123-25, October 1924.  
Gives an account of the campaign against illiteracy and the reorganization of education in Mexico.
- Christian education in Africa and the East, with an introduction by Sir Michael Sadler.** London, Student Christian movement, 1924. viii, 116 p. 16°.   
CONTENTS: Introduction, by Sir M. Sadler.—The Western contribution to education in Asia and Africa, by J. H. Oldham.—Education in China, by F. S. Drake.—Village education in India, by Miss M. M. Allan.—Higher education in India, by Shoran S. Singha.—Christian education in Africa, by J. H. Oldham.—Christian education in relation to foreign ideas, by F. Lenwood.  
"Books for further reading:" p. 117.
- Curtis, Anna L.** The revolution in German student life. *American review of reviews*, 70: 521-23, November 1924.
- Dewey, John.** Foreign schools in Turkey. *New republic*, 41: 40-42, December 3, 1924.
- Dodge, Bayard.** The genius of America in eastern education. Practical benefits offered Oriental youth by a far-western type of training. *Asia*, 25: 286-89, 343-44, April 1925.  
Work of the University of Beirut, in Syria.
- Fisher, H. A. L.** The education of the adolescent. *Contemporary review*, 126: 145-52, August 1924.  
Conditions in England described.
- Fowkes, A. F. Reeve.** National schools of art. *Journal of education and School world* (London), 57: 168-69, March 1925.  
Conditions in England described.
- Garnsey, E. R.** Recent developments in Australia. *Journal of education and School world* (London), 56: 749-52, November 1924.  
Education in Australia. In each of the six states of the Commonwealth of Australia, a coordinated system of education, extending from kindergarten and primary schools to the university, has been established.

**Graves, Frank Pierrepont.** Education and the Near East; the report of a visit by Frank Pierrepont Graves . . . as the representative of the Board of regents to the American university of Beirut and other institutions in the Near East, June-July 1923. Albany, The University of the state of New York press, 1924. 2 p. l., 7-41 p. 12°.

**Kandel, I. L.** The reform of secondary education in France. New York city, Teachers college, Columbia university, 1924. viii, 159 p. 8°. (Studies of the International institute of Teachers college, Columbia university, no. 2.)

The changes in French secondary education which were decreed in 1923 under M. Léon Bérard as minister of public education and fine arts are described in these pages, with a statement of the historical development preceding the measure. The greater part of Doctor Kandel's volume consists of an appendix containing documentary material relating to the reform.

**Knapp, Gertrude.** A glimpse of new schools in Germany. School and society, 20: 751-53, December 13, 1924.

**Luh, C. W.** China's new system of education. American schoolmaster, 17: 210-20, June 1924.

This is Bulletin no. 8, vol. 11, 1923, sent to the magazine by the Chinese national association for the advancement of education, Peking, China.

**McCall, William A.** Scientific measurement and related studies in Chinese education. Journal of educational research, 11: 85-94, 177-89, February, March 1925.

**Mayo, C. H. P.** Education and economy. Nineteenth century, 96: 760-68, November 1924.

Educational conditions in England described. A plea for more idealism in education; better pay for teachers, etc.

**Monroe, Paul and others.** Reconstruction in the Near East. New York [Near East relief] 1924. 70 p. map. 8°.

A survey of Near East relief, educational, social, religious, by Paul Monroe, R. R. Reeder, James I. Vance, based upon an intensive study of American relief institutions in Greece, Syria, Palestine, and Russian Armenia, as special commissioners of the executive committee of Near East relief, January to June, 1924. Appended is a supplementary report representing the combined judgment of various overseas observers.

**Newton, Arthur Percival.** The universities and educational systems of the British Empire. London, [etc., etc.] W. Collins sons & co., ltd. [1924] xxiv, 282 p. illus. 8°. (Half-title: The British Empire; a survey in 12 volumes—each self-contained, ed. by Hugh Gunn [vol. x])

**Nicholson, John H.** [Education in Japan] Journal of education and School world (London), 56: 683-86, October 1924.

**Paranjpe, M. B.** India. Journal of education and School world (London), 56: 813-15, December 1924.

Development and present status of education in India.

**Per Skantz, Principal.** Education in Scandinavia. Journal of education and School world (London), 56: 467-70, July 1924.

A recent publication by notable educator of Brazil. Os deveres das novas gerações brasileiras (The duties of the younger Brazilian generation) by Dr. A. Carneiro Leão. Bulletin of the Pan American union, 58: 707-13, July 1924. illus.

"In this work Dr. Carneiro Leão has made a valuable contribution not only to the pedagogical lore of Brazil, but to that constantly increasing foundation of inter-American intelligence."

**Rotten, Elizabeth.** Education in Germany. Journal of education and School world (London), 56: 549-52, August 1924.

A presentation of the present school organization.

**Russell, William F.** Schools in Bulgaria, with special reference to the influence of the Agrarian party on elementary and secondary education. New York city, Teachers college, Columbia university, 1924. x, 101 p. 8°. (Studies of the International institute of Teachers college, Columbia university, no. 1.)

**Scott, R. P.** England and school ideals in China. Contemporary review, 197: 179-87, February 1925.

**Skinner, Benjamin.** Training of teachers in Scotland. Recent developments. School and society, 21: 37-40, January 10, 1925.

**Van Dyke, Paul.** The provincial universities of France. Scribner's magazine, 77: 34-42, January 1925. illus.

Author was lecturer to the 13 French provincial universities of the Cercle français of Harvard university, 1923.

**Walters, Raymond.** Educational jottings abroad. Lancaster and New York, The Science press, 1924. vii, 85 p. 16°.

Various articles of special correspondence from England, Scotland, Holland, and France are reprinted from several journals of 1924 to form this volume.

**Williams, L. A.** The reform of secondary education in Italy. School review, 33: 201-7, March 1925.

#### EDUCATIONAL THEORY AND PRACTICE

**Bagley, William C.** Professionalism in education. Teachers college record, 26: 1-12, September 1924.

—, and **Keith, John A. H.** An introduction to teaching. New York, The Macmillan company, 1924. x, 400 p. 12°. (American teachers college series, ed. by J. A. H. Keith and W. C. Bagley.)

This book gives the basic facts regarding teaching as an occupation, explains the essential nature of teaching and learning, considers the materials of universal education, and outlines the psychology of the educational process. Public education as a vast social enterprise is concisely described, and the personal and specific qualifications requisite for teachers are discussed.

**Bolton, Frederick E.** Idealism in education. Scribner's magazine, 77: 95-97, January 1925.

**Brooks, Fowler D.** The transfer of training in relation to intelligence. Journal of educational psychology, 15: 413-22, October 1924.

**Burris, W. P.** A plan for securing ratiocratic control over educational policies. School and society, 20: 511-15, October 25, 1924.

Read at the meeting of Section Q, American association for the advancement of science, December 1923.

**Chaffe, Zachariah, jr.** The inquiring mind. Virginia teacher, 5: 236-42, September 1924.

Knowledge is a series of problems to be solved.

Republished from the American mercury, August 1924.

**Chapman, J. Crosby, and Counts, George S.** Principles of education. Boston, New York, [etc.], Houghton Mifflin company, [1924]. xviii, 645 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The authors of this volume restate the basic principles of education in a form consistent with modern progress in knowledge, industry, and politics, and with the results of scientific research in education. The discussion deals with the place of education in individual and social life, the psychological and sociological foundations of education, and the principles which govern the conduct of schools of various grades and types.

**Charters, W. W.** Teaching the common branches; a textbook for teachers of rural and graded schools. Rev. and enlg. ed. Boston, New York [etc.] Houghton Mifflin company [1924]. viii, 411 p. 12°.

**Clarke, F.** Essays in the politics of education. London, New York, Oxford university press, H. Milford, 1923. x, 158 p. 12°.

**Coolidge, Calvin.** Education and government. School and society, 20: 33-39, July 12, 1924.

Address before the National education association. Washington, D. C., July 4, 1924.

**Dumville, Benjamin.** Teaching; its nature and varieties. 2nd ed. London, University tutorial press, ltd., 1924. vii [1] 489 p. illus. 12°.

**Freeland, George E.** The improvement of teaching. New York, The Macmillan company, 1924. xv, 290 p. front., plates. 12°. (Modern teachers series, ed. by W. C. Bagley.)

This volume comprises a collection of case-studies in the art of teaching, from observation of the procedure of successful teachers, with an interpretation of the principles involved, so that they may be applied in the improvement of teaching elsewhere.

**Gates, Arthur I.** The nature and educational significance of physical status and of mental, physiological, social, and emotional maturity. Journal of educational psychology, 15: 329-57, September 1924.

**Greenan, John T.** The real job of the public schools. Educational review, 69: 97-100, February 1925.

Describes the struggle between aristocratic and republican ideas to direct the course of public education. Shows the necessity for social studies.

**Judd, Charles H.** Types of learning. Elementary school journal, 25: 173-83, November 1924.

Says that much of the learning which is accomplished in schools is of a type which would be quite impossible without a social background. More emphasis should be placed on social institutions and the relation between these and personalities which are developing away from instinctive forms of behavior toward social conformity.

**Linville, Henry B.** Should public schools welcome experiments? Survey, 53: 205-7, November 7, 1924.

Efforts of Teachers' union of New York to establish an experimental school within the public school system of the city. The Board of education decided against the scheme.

**Mears, Elliot G.** Aids to teaching international trade. Educational review, 68: 152-57, October 1924.

Discusses the advisability of American students visiting the Orient in vacation time the better to acquaint themselves with trade conditions, etc.

**Miller, Clyde B. and Charles, Fred.** Publicity and the public school. Boston, New York [etc.] Houghton Mifflin company [1924] x, 179 p. 12°. (River-side educational monographs, ed. by H. Suzzallo.)

Says that effective school publicity is not a matter of occasional drives; it aims to promote complete all-year-round support and sympathy between the taxpayer and the school by the use of every legitimate means of information—the newspapers, the schoolhouse organ, school newspapers, parent-teacher clubs, reports and monographs—in accordance with principles which are outlined in this volume.

**Monroe, Walter S. and Mohlman, Dora Keen.** Training in the technique of study. Urbana, The University of Illinois, 1924. 66 p. 8°. ([Illinois. University] College of education. Bureau of educational research. Bulletin no. 20)

"University of Illinois bulletin, vol. xiii, no. 2"

**Neumann, Henry.** Will education lead society or follow? American review, 3: 43-51, January-February 1925.

- Pear, T. H.** Skill in work and play. With seven illustrations. London, Methuen & Co., Ltd. [1924] 107 [1] p. incl. diagra. 12°.
- Pitt, St. George Lane Fox.** The purpose of education; an examination of educational problems in the light of recent scientific research. New cheap ed., rev. and enl. Cambridge, University press, 1924. xxix, 92 p. 8°.
- Pratt, Caroline, ed.** Experimental practice in the city and country school. With a record of group seven by Lula E. Wright. New York, E. P. Dutton & company [1924] viii p., 2 l., 302 p. front., plate. 12°. (Half-title: Studies from the City and country school, Caroline Pratt, ed.)
- Snedden, David.** Education for a world of team-players and team-workers. School and society, 20: 552-57, November 1, 1924.  
"How far should we educate people to be alike, and how far dare we educate them to be different from each other?"
- Tourscher, Francis E.** The philosophy of teaching; a study in the symbolism of language. A translation of Saint Augustine's De Magistro. Villanova College, Pa., 1924. 99 p. 16°.
- Tralle, Henry Edward.** Dynamics of teaching. New York, G. H. Doran company [1924] ix p., 2 l., 13-190 p. 12°.  
Contains references.
- Welton, James.** Principles and methods of teaching. 3rd ed., rev. and partly re-written. London, University Tutorial press Ltd., 1924. xxv, 677 p. 16°.
- Wilbur, Ray Lyman.** Maintaining standards without excessive standardization. School and society, 20: 607-12, November 15, 1924.  
Address at meeting of the Association of American universities. October, 1924.
- Wilson, G. M., comp.** What is Americanism? American ideals as expressed by the leaders of our country. Illus. by Maud and Miska Petersham. New York, Boston, Silver, Burdett and company [1924] 2 p. l., 330 p. illus. 12°.

### EDUCATIONAL PSYCHOLOGY; CHILD STUDY

- Averill, Lawrence Augustus.** Elements of educational psychology. Boston, New York [etc.], Houghton Mifflin company [1924] xii, 425 p. tables, diagra. 12° (Riverside textbooks in education, ed. by E. P. Cubberley.)  
This textbook applies the general principles of psychology as a science to the classroom problems of elementary school teachers. Such topics as easily lend themselves are subjected to experimentation in the course.
- Baldwin, Bird T. and Stecher, Lorle I.** The psychology of the preschool child. New York, London, D. Appleton and company, 1924. 305 p. illus., tables, diagra. 12°.  
This text presents the results so far obtained from a three years' series of observations and experiments on normal and superior children from two to six years of age in the preschool laboratories of the Iowa Child welfare research station of the State university of Iowa. The book bears directly also on the later development of the older child of school age.
- Haggerty, M. E. and Nash, Harry B.** Mental capacity of children and paternal occupation. Journal of educational psychology, 15: 559-72, December 1924.

- International kindergarten union. Child study committee.** Children's drawings; a study of interests and abilities. Ed. by and comp. under the direction of Stella Agnes McCarty, chairman. Baltimore, Williams & Wilkins company, 1924. 164 p. incl. illus., tables, diagrs. fold. plates, in pocket. 8°.
- Judd, Charles H.** Psychology as a basis of educational methods. Elementary school journal, 25: 102-12, October 1924.
- Lhotsky, Heinrich.** The soul of your child. Tr. by Anna Barwell. New York, Dodd, Mead and company, 1924. 165 p. 12°.
- Meredith, Christabel M.** The psychology of the free child. London, Bombay, [etc.] Constable and company ltd., 1924. 3 p. l., 212 p. 12°.
- Moore, Clyde B.** The aims, contents and methods of a general course in educational psychology. Education, 45: 158-70, November 1924.
- Morgan, John J. B.** The psychology of the unadjusted school child. New York, The Macmillan company, 1924. xi, 300 p. 8°.
- Mental deviations from the normal, both slight and more pronounced, are common, and their study is a subject which interests most people, but abnormal psychology is hardly ever presented in language which is intelligible to a layman. The author of this book discusses in a clear, nontechnical style the condition of the school child who is unadjusted to his environment.
- Pyle, William Henry.** Psychological principles applied to teaching; a manual for teachers. Baltimore, Warwick & York, inc., 1924. vi, 197 p. 12°.
- Observing that courses in general psychology and in educational psychology are ordinarily of little practical use to teachers, the author has prepared this manual, which presents a fairly complete list of all the principles in the psychology of learning, which the teacher should apply in her classroom work.
- Richards, Albertine A.** The psychology of superior children. Pedagogica seminary, 31: 209-46, September 1924.
- Stern, William.** Psychology of early childhood up to the sixth year of age. Supplemented by extracts from the unpublished diaries of Clara Stern. Tr. from the 3d ed., rev. and enlg. by Anna Barwell. London, G. Allen & Unwin Ltd., [1924] 557 p. 8°.
- Thomson, Godfrey H.** Instinct, intelligence and character: an educational psychology. London, George Allen & Unwin ltd.; New York, Longmans, Green and co. [1924] 282 p. diagrs. 8°.
- Turner, Egbert Milton and Betts, George Herbert.** Laboratory studies in educational psychology. New York, D. Appleton and company [1924] xii, 218 p. tables, diagrs. 12°.
- Watts, Frank.** Abnormal psychology and education. Introduction by Joseph Jastrow. New York, D. Appleton and company, 1924. xxi, 220 p. 12°.  
(Half-title: The conduct of mind series, ed. by Joseph Jastrow.)

### EDUCATIONAL SOCIOLOGY

- Moore, Clyde B.** The aims, contents, and methods of a general course in educational sociology. Education, 45: 158-70, November 1924.
- Peters, Charles C.** Foundations of educational sociology. New York, The Macmillan company, 1924. x, 447 p. 8°.
- Doctor Peters' study gives the present status of knowledge of the subject and indicates the path for future progress.

## PSYCHOLOGICAL TESTS

- Bere, May.** A comparative study of the mental capacity of children of foreign parentage. New York city, Teachers college, Columbia university, 1924. ix, 105 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 154)
- Brewer, John M. [and others]** Mental measurement in educational and vocational guidance; a condensed statement of the problem, the means available, the appropriate procedure, and the results achieved, with bibliographies. Cambridge, Mass., Harvard university, 1924. vi, 46 p. 8°. (On cover: Harvard university. Graduate school of education. Harvard bulletins in education. no. x. November, 1924)
- Brooks, Fowler D.** The transfer of training in relation to intelligence. *Journal of educational psychology*, 15: 413-22, October 1924.
- An investigation to determine the amount of transfer from training in mental multiplication and substitution and its relation to intelligence. Study made in an elementary school in Baltimore, Md., in 1923. Says that transfer *does* take place from a few hours training in mental multiplication and substitution.
- Fukuda, Tronan.** A survey of the intelligence and environment of school children. *American journal of psychology*, 36: 124-39, January 1925.
- Study of school children of the Washington school, Evanston, Ill., in order to ascertain the intelligence norms and their relations to nationality, school training, and environment.
- Graves, Katherine B.** The influence of specialized training on tests of general intelligence. New York city, Teachers college, Columbia university, 1924. 3 p. l., 78 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 143)
- Great Britain. Board of education.** Report of the Consultative committee on psychological tests of educable capacity and their possible use in the public system of education. London, H. M. Stationery office, 1924. xii, 248 p. 12°.
- Kenner, E. E.** Mental ability of freshmen high school pupils. *Journal of educational research*, 11: 113-22, February 1925.
- Gives comparison of membership by grades in Chicago schools; comparison of the mental ability of beginning freshmen pupils in the 26 high schools of Chicago, September, 1923. A statistical study.
- Monroe, Walter S., De Voss, James C. and Kelly, Frederick J.** Educational tests and measurements. Rev. and enlg. ed. Boston, New York [etc]. Houghton Mifflin company [1924] xvii, 521 p. incl. tables. 12°. (Riverside textbooks in education, ed. by Ellwood P. Cubberley)
- Standard tests and their use—a symposium** by Edward L. Thorndike, Clifford Woody, M. R. Trabue, and William A. McCall. *Teachers college record*, 26: 93-116, October 1924.
- Thorndike, Edward L.** The improvement of mental measurements. *Journal of educational research*, 11: 1-11, January 1925.
- "We need more measures and more convenient measures, but our greatest need is better measures, measures that are truer and more exact."
- Vincent, Leona.** A study of intelligence test elements. New York city, Teachers college, Columbia university, 1924. vii, 36 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 152)

## EDUCATIONAL TESTS AND MEASUREMENTS

**Conference on educational measurements.** Eleventh annual conference on educational measurements, held at Indiana university, Bloomington, Ind., Friday and Saturday, April 18 and 19, 1924. Published by the School of education, Indiana university, 1925. 141 p. tables, diags. 8°. (Bulletin of the School of education, Indiana university, vol. 1, no. 3, January 1925)

Contains: 1. C. G. F. Franzén and H. H. Young: An experiment in experience and learning in giving the Stanford achievement tests, p. 3-9. 2. H. H. Young: Suggestions on how to keep usable permanent records of mental and achievement tests, p. 10-19. 3. H. F. Clark: Measuring budgetary procedure of a school system, p. 20-27. 4. G. H. Alderman: Improving comprehension ability in silent reading, p. 28-37. 5. Clifford Woody: The advantage of ability grouping, p. 38-60. 6. W. F. Dearborn: Individual development as shown by repeated measurements, p. 102-14. 7. W. F. Dearborn: Reliability and uses of group tests of intelligence, p. 115-30.

**Courtis, S. A.** The relation between rate and quality in educational measurements. *Journal of educational research*, 10: 110-31, September 1924. tables, diags.

**Foster, Violet H. and Goddard, Henry H.** The Ohio literacy test. *Pedagogical seminary*, 31: 340-51, December 1924.

The Ohio literacy test is a modification of the Devens literacy test which was developed at Camp Devens, Mass., during the World War. Discusses the method of using test.

**Gilliland, A. R. and Jordan, R. H.** Educational measurements and the classroom teacher. New York and London, The Century company, 1924. xi, 269 p. tables, forms, diags. 8°. (The Century education series, ed. by C. E. Chadsey.)

**Herring, John P.** Educative control by means of a new type of measurement. *Journal of educational method*, 4: 94-102, November 1924.

A device for the measurement of a trait, and devices for the improvement of school procedure on the basis of measurement and of method.

**Hughes, J. M.** A study of intelligence and of the training of teachers as factors conditioning the achievement of pupils. *School review*, 33: 191-200, March 1925.

This study attempts (1) to compare the intelligence of pupils taking the subject of physics in schools of different sizes; (2) to compare the achievement of these pupils in physics; and (3) to study the effect of the training of the teachers on the achievement of these pupils. To be concluded.

**Lincoln, Edward A.** Beginnings in educational measurement. Philadelphia, London, Chicago, J. B. Lippincott company [1924] 151 p. tables, diags. 12°. (Lippincott's educational guides, ed. by W. F. Russell.)

This elementary manual on tests and measurements has grown out of the needs of university extension classes for a concise textbook of this sort. After a general introduction, the author takes up the topics of subject-matter tests, the mathematics of measurement, the use and misuse of tests, and the measurement of intelligence and of character.

**Odell, Charles W.** Educational tests for use in elementary schools, revised. Urbana, The University of Illinois [1924] 22 p. 12°. (Illinois University) College of education. Bureau of educational research. Educational research circular no. 33) "University of Illinois bulletin, vol. xxii, no. 16."

**University of North Carolina. Bureau of educational research.** Educational test service. *High school journal*, 7: 143-46, 156-57, November 1924.

Contains a list of test materials distributed by the Bureau of educational research, with authors and prices.

## INDIVIDUAL DIFFERENCES IN PUPILS

**Freeman, Frank N.** Sorting the students. *Educational review*, 68: 169-74, November 1924.

Discusses the reasons for and against the growing practice of grouping students according to ability and achievement tests.

**Heron, William T.** . . . Individual differences in ability versus chance in the learning of the stylus maze. Baltimore, Williams & Wilkins company, 1924. cover title, 60 p. tables. 8°. (Comparative psychology monographs, ed. by W. S. Hunter. vol. II, serial no. 8)

**Johnston, J. B.** New demands for differential treatment of students in the college of liberal arts. *School and society*, 20: 773-81, December 20, 1924.

Read at the annual meeting of the Association of university professors, October 31, 1924.

**Mitchell, David.** Psychological examination of preschool age children. - *Pedagogical seminary*, 31: 108-46, June 1924.

"A demonstration of the classification of children according to ability." Psychological examinations of the children entering three public schools of New York, made during the year 1922.

**Parker, Samuel Chester.** Adapting instruction to differences in capacity. *Elementary school journal*, 25: 20-30, September 1924.

Editor's note: "This is a chapter of the book entitled *Unified kindergarten and first-grade teaching*, which Professor Parker recently completed."

**Washburne, Carleton W.** Fitting the curriculum to individual children. *New republic*, 40, Part 2: 10-11, November 12, 1924.

Experiments in the public elementary schools of Winnetka, Ill. In these schools half the morning and half the afternoon are given over to individual work in the common essentials. The other half of each session is given to group and creative activities.

**Whitney, Norman J.** Ability grouping at Syracuse. *English journal*, 13: 482-89, September 1924.

Description of plan worked out at Syracuse university with special reference to the problem of adjusting the courses to the groups.

## SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

## GENERAL

**Ayer, Fred C.** Objectives, types, and advantages of upper-grade organization. *Elementary school journal*, 25: 442-50, February 1925.

Says that the platoon school and the junior high school offer greater opportunity for specialization on the part of both pupils and teachers.

**Carleton, E. F.** Is it well with the child? *Journal of education*, 101: 94-97, January 22, 1925.

Discusses the individual plan of instruction, as illustrated by the Winnetka plan, Dalton plan, opportunity rooms, etc.

**Deschamps, Jeanne.** L'auto-éducation à l'école appliquée au programme du Dr. Decroly, avec une introduction du Dr. Decroly. Bruxelles, Maurice Lamertin, 1924. 141 p. diags. 12°.

**Hoffman, Fern Evans.** The opportunity school. *Journal of the National education association*, 13: 257-58, September-October 1924. illus.

## PROJECT METHOD

**Calmerton, Gail.** Practical projects; plays and games for primary teachers. Chicago, Beckley-Cardy company [1924] 192 p. illus. 12°.

**Ganey, Helen M.** The project method in geography. Chicago, The Plymouth press [1924] 45 p. 8°. (Modern education series, ed. by J. E. McDade)

**Hosic, James F. and Chase, Sara E.** Brief guide to the project method. Yonkers, N. Y., World book company, 1924. vii, 243 p. illus. 12°.

This practical manual evaluates the project method, and shows what it should accomplish and what it actually has accomplished. It deals first with the theory of the project method, then describes a number of sample projects, and lastly gives hints and helps for project teachers, in geography, history, the "tool subjects," composition, and literature.

**Hotchkiss, E. A.** The project method in classroom work. Boston, New York, [etc.] Ginn and company [1924] xiii, 258 p. front., illus. 12°.

Part one, comprising 30 pages, of this volume contains a brief discussion of the theories and fundamental principles underlying the method of teaching, as a background for Part two, the remainder of the volume, which gives a detailed description of projects that have been worked out in the classroom in connection with the work of training teachers.

**Lauterbach, C. E.** A little project in salesmanship for the motivation of English work. Journal of educational method, 4: 23-31, September 1924.

**Parmenter, Ethel M.** Student government, a project method. School review, 33: 115-25, February 1925.

Discusses work of the student council in the East technical high school, Cleveland, Ohio.

## VISUAL INSTRUCTION

**Freeman, Frank N.** A scientific study of visual education, 10: 375-85, December 1924.

"One of the most vigorous of the newer methods which have recently been introduced into the school is visual education."

**Gruenberg, Benjamin C.** The long and the short in educational motion pictures. Visual education, 5: 203-11, July 1924.

Discusses such problems as the production of motion pictures for the class room only as against the adaptation of commercial pictures to school programs.

**Imperial education conference, London, 1923.** Report of the Committee on the use of the cinematograph in education. London, H. M. Stationery office [printed by H. M. S. O. press, Harrow] 1924. 59 p. 8°.

**Whittinghill, W. W.** A teacher technique for the presentation of educational films. Educational screen, 3: 385-88, December 1924.

## THE DALTON PLAN

**Head, Walter D. and Davies, Thurston J.** The Dalton plan in a boys' preparatory school. Educational review, 68: 136-38, October 1924.

The Dalton plan at the Nichols School, Buffalo, N. Y.

**Irwin, Elisabeth.** Personal education. New republic, 40: 7-9, November 12, 1924.

"The effort of the new school," says the writer, "is to receive the child as he comes from home and foster his positive reactions to life." Discusses the philosophy of the Dalton and other movements.

**Underhill, Ralph L.** The Scarsdale application of the Dalton plan of individual instruction. School review, 33: 48-56, January 1925.

Discusses work in the schools of Scarsdale, N. Y. Writer says there is no doubt that the quality of the work has improved and that the pupils have raised their own standards of thoroughness as a result of the plan.

**Wilson, Lucy L. W.** The Dalton plan in a large and overcrowded high school. *School and society*, 21: 183-88, February 14, 1925.

An address given in University College, London, before the Dalton league, at the yearly Conference of educational associations.

#### PLATOON SCHOOL

**Barrows, Alice.** The work-study-play, or balanced-load plan. *New republic*, 40: 16-17, Part 2, November 12, 1924.

**Haley, Margaret A.** The factory system. *New republic*, Part 2, 40: 18-19, November 1924.

Criticises the work-study-play or platoon school. Says it is detrimental to the children.

**Hartwell, S. O.** A side-light on platoon schools. *Elementary school journal*, 25: 437-41, February 1925.

Discusses the organization of platoon schools in St. Paul, Minn. Says the two factors of success of these schools are: (1) The academic teacher of platoon classes is relieved of most of the special work; (2) supervision is better adjusted.

**Perrott, C. F.** Platoon schools as educative processes. *Educational review*, 69: 143-46, March 1925.

Contends that the platoon school is a distinct and important factor in the educative process; that it creates an opportunity for an enriched curriculum for all school children.

**Rossmann, John G.** The auditorium period as operated in Gary, Indiana. *Journal of educational method*, 4: 103-9, 147-52, 194-99, November 1924-January 1925.

— The platoon school. *School and society*, 20: 101-8, July 26, 1924.

**Spain, Charles L.** The platoon school; a study of the adaptation of the elementary school organization to the curriculum. New York, The Macmillan company, 1924. xviii, 262 p. illus., diagrs., tables, plans. 12°.

Every new type of school organization must stand the following tests: It must square with the past; it must serve the present; it must hold abundant hope for the future. The present monograph by the deputy superintendent of schools, Detroit, Mich., undertakes to subject the platoon school organization to these tests.

#### RADIO IN EDUCATION

**New York (city) Board of education.** Educational radio program; report of the educational activities carried on over the radio, February 18 to May 19, 1924. New York city, Board of education, 1924. 254 p. 8°.

### SPECIAL SUBJECTS OF CURRICULUM

#### READING

**Kyte, George C.** Calibrating reading material. *Elementary school journal*, 25: 533-46, March 1925.

A study made in the public schools of Berkeley, California.

**Oglesby, Eliza F.** A first-grade reading test. *Journal of educational research*, 10: 29-41, June 1924.

Says that the Detroit group test in "word recognition" provides a means of measuring the control of first- and second-grade pupils over a fundamental ability in reading, namely, the ability to recognize common words.

**Seekell, Grace Edith, ed.** Course of study in reading and literature for Western state normal training schools. Kalamazoo, Mich., Western state normal school, 1924. viii, 199 p. 8°.

**Soth, M. E.** A practical method of teaching silent reading. Elementary school journal, 25: 61-65, September 1924.

**Uhl, Willis L.** The materials of reading; their selection and organization. New York, Newark [etc.] Silver, Burdett and company [1924] xiv, 386 p. tables diagrs. 12°.

The primary concern in this volume is the content of courses, but chapters are also included on laboratory investigations, classroom teaching, testing, and diagnostic and remedial work. Standards based on scientific knowledge, for evaluating materials for courses in reading and literature, are formulated and applied. The author devotes much attention to children's interests in reading and to its social worth.

#### SPELLING

**De May, Amy J.** What is the matter with spelling? Journal of educational method, 4: 157-64, December 1924.

Lists some of the best recent text-books on spelling on page 164.

**English spelling.** Nineteenth century, 96: 545-61, October 1924.

A symposium by J. E. C. Welldon and E. C. Cox. A plea for and against the reformed or phonetic system of spelling.

**Kieffer, Frieda A. and Sangren, Paul V.** An experimental investigation of the causes of poor spelling among university students with suggestions for improvement. Journal of educational psychology, 16: 38-47 January 1925.

**McKee, Grace M.** Children's themes as a source of spelling vocabulary. Elementary school journal, 25: 197-206, November 1924.

**Pittsburgh public schools.** Department of research and measurement. . . . Spelling survey, May 6th, 1924. [Pittsburgh, Pa. Press of Smith bros. co. inc., 1924] 48 p. incl. tables, charts. 8°. (Bulletin no. 5)

J. Freeman Guy, director.

**Rogers, Bertha M.** Method and measurement in spelling. Journal of educational research, 10: 302-7, November 1924.

**Russell, Alice A. Kelley.** A selected spelling bibliography. Elementary English review, 1: 273-75, December 1924.

#### ENGLISH AND COMPOSITION

**Avent, John M.** English in our high schools. Bookman, 60: 9-12, September 1924.

**Bennett, H. E.** The text as a factor in poor English. Elementary school journal, 25: 277-89, December 1924.

Says there is urgent need for a clearer differentiation of the functions and limitations of language textbooks.

**Browne, E. Gordon.** Lectures on the teaching of English. Liverpool, J. A. Thompson & co., ltd. [etc., etc., 1924] 4 p. l., 5-109 p. 12°.

**Daniels, Earl.** English that works. Educational review, 68: 234-38, December 1924.

The editor says: "The young teacher who writes this knows what he is talking about."

**Lauterbach, C. E.** A little project in salesmanship for the motivation of English work. Journal of educational method, 4: 28-31, September 1924.

**Paul, H. G.** Better everyday English. Chicago, New York, Lyons and Carnahan [1924] 3 p. l., 279 p. 12°.

**Shackford, Martha Hale.** English and Latin as allies. *Education*, 45: 82-88, October 1924.

"If teachers of these two subjects could work in unison, education of the young in the humanities would advance by leaps."

**Sharp, Russell A.** Teaching English in high schools. Boston, New York [etc.], Houghton Mifflin company [1924] xi, 163 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

Some of the topics here treated are the qualifications and preparation of the teacher, objectives in English, the course of study, English classics and composition, reading and spelling, segregation according to learning ability, and extra-curricular activities.

**Stratton, Clarence.** Teaching English two centuries ago. *Educational review*, 69: 77-82, February 1925.

A discussion of some old textbooks on English, and methods of teaching.

**Vollentine, Grace.** English instruction—its daily program. *Journal of educational method*, 4: 47-58, October 1924.

"When the English work is vitally associated with the child's daily speech and writing, it needs no other motive, for there is no more powerful incentive to the mastery of our mother tongue than consciousness of daily growth in language ability."

#### ANCIENT CLASSICS

**American classical league.** The classical investigation conducted by the advisory committee of the American classical league. Part one. General report; a summary of results with recommendations for the organization of the course in secondary Latin and for improvement in methods of teaching. Princeton, Princeton university press, 1924. 305 p. tables. 12°.

This study considers in detail the question of secondary-school Latin and the positive and comparative results obtained under present conditions, and also makes definite-proposals for improvement.

**Bryson, Cora L.** The students' attitude toward Latin. *Classical journal*, 20: 288-92, February 1925.

**Fairchild, A. H. B.** Some aspects of the study of Latin in its relation to the study of English. *Classical journal*, 20: 195-210, January 1925.

**Lawler, Lillian B.** The presentation of simple Latin plays in high school. *Classical journal*, 20: 26-31, October 1924.

**Lodge, Gonzales.** The report of the classical investigation: aims and content of the four-year course. *Classical journal*, 20: 69-85, November 1924.

**Miller, F. J. [and others]** . . . Latin in high schools. Urbana, University of Illinois [1924] 28 p. 12°. (University of Illinois bulletin, vol. xxii, no. 12. Bureau of educational research. College of education. Educational research circular no. 32)

**Noon, Theodore W.** Educational value of Latin. *Education*, 45: 226-31, December 1924.

Says that Latin rightly taught "cultivates the power of expression through the selection of words, weighing, discriminating, comparing—relating words to thoughts."

**Sanders, A. G.** The classics and the teacher of modern languages. *Classical journal*, 20: 5-14, October 1924.

**Shackford, Martha H.** English and Latin as allies. *Education*, 45: 82-88, October 1924.

**Twilight of the classics.** *New republic*, 41: 56-58, December 10, 1924.

Adverse to the classics.

**Ullman, B. L. and Kirby, T. J.** A Latin comprehension test. *Journal of educational research*, 10: 308-17, November 1924.

## MODERN LANGUAGES

**Cheydleur, F. D.** Shall we employ the direct method in modern language instruction. *Education*, 45: 345-52, February 1925.

Says that the average modern language instructor in secondary schools is unprepared to use this method.

**Cosenza, Mario E.** The study of Italian in the United States; with foreword by John H. Finley. New York, Italy America society, 1924. 34 p. 8°.

**Hagboldt, Peter.** How to study modern languages in college. Chicago, Ill., The University of Chicago press [1925] vii, 24 p. 12°.

Author is instructor in German in the junior college, University of Chicago.

**Hubman, Sophia.** Wastes in modern language teaching. *Modern language journal*, 9: 83-87, November 1924.

Discusses tests, making corrections, vocabulary, grammars, etc.

**Sausé, E. B. de.** The Cleveland plan for the teaching of modern languages with special reference to French. Philadelphia, Chicago, The John C. Winston company [1924] vi, 128 p. 12°.

**Shapiro, A. A.** The place of English in foreign language work. *Education*, 45: 416-25, March 1925.

**Twigg, Alice M.** A new French vocabulary test. *School and society*, 20: 734, December 6, 1924.

## MATHEMATICS

**Brown, J. C.** A summary of some significant conclusions reached by investigators relative to arithmetic. *Elementary school journal*, 25: 346-57, January 1925.

Discusses the various scientific researches in the field of arithmetic. Gives bibliography: p. 356-57.

**Colwell, Lewis W.** Arithmetic in the junior high schools. *Mathematics teacher*, 18: 111-18, February 1925.

**Knight, F. B.** A note on the organization of drill work. *Journal of educational psychology*, 16: 108-17, February 1925.

Discusses certain aspects of the psychology of learning as applied to drill work in Grade 6 arithmetic.

**Myers, Garry Cleveland.** Persistence of errors in arithmetic. *Journal of educational research*, 10: 19-28, June 1924.

— The prevention and correction of errors in arithmetic. Chicago, The Plymouth press [1925] 75 p. 8°. (Modern education series, ed. by J. E. McDade.)

**Nyberg, Joseph A.** Recent changes in the teaching of algebra. *Mathematics teacher*, 18: 10-21, January 1925.

**Osburn, Worth J.** Corrective arithmetic; for supervisors, teachers, and teacher-training classes. Boston, New York [etc.] Houghton Mifflin company [1924] x, 182 p. tables. 12°.

Analyzing the errors in arithmetic made by children in various cities, Dr. Osburn finds that they are typical and not merely of a haphazard nature. Having determined this fact, he undertakes to devise a method to meet these typical difficulties.

— Practice in the fundamentals of arithmetic. *Journal of educational research*, 10: 356-63, December 1924.

**Sanford, Vera.** A new type final geometry examination. *Mathematics teacher*, 18: 22-36, January 1925.

**Schreiber, Edwin W.** A study of the factors of success in first-year algebra. Mathematics teacher, 18: 65-78, 141-63, February, March 1925.

**Stone, Charles A.** A laboratory method of teaching mathematics in the classroom. Mathematics teacher, 17: 209-22, April 1924.

## SCIENCE

**Bowers, W. G.** Grouping students for work in the chemical laboratory. Education, 45: 429-38, March 1925.

**Gerry, Henry L.** Measurement of the results of the teaching of chemistry. School science and mathematics, 24: 793-804, November 1924.

Reasons why "teachers' traditional methods of grading accomplishment in present day chemistry are objectional." The superiorities of standard tests are pointed out.

**Gruenberg, Benjamin C.** Unifying the aims of high school science teaching. School and society, 21: 121-29, January 31, 1925.

Read before the 1924 annual meeting of the New Jersey state science teachers association, at Newark.

**Hunter, George W.** Is there a sequence in secondary school science? School and society, 20: 762-66, December 13, 1924.

**Powers, Samuel Ralph.** A diagnostic study of the subject matter of high school chemistry. New York city, Teachers college, Columbia university, 1924. viii, 84 p. incl. tables. 8°.

Thesis (Ph. D)—University of Minnesota, 1924.

Pocket contains: Powers general chemistry test. Examination: Form A-B for high schools.

**Rowell, Percy E.** The value of science in vocational education. Industrial-arts magazine, 14: 15-18, January 1925.

Delivered at the California teachers' association, October 1923.

**Slosson, Edwin E.** The philosophy of general science. School and society, 21: 799-806, December 27, 1924.

## GEOGRAPHY

**Barker, W. H.** The teaching of geography: British association report. Journal of education and School world (London), 56: 448, 453, July 1924.

**Barrows, Harlan H. and Parker, Edith P.** Elementary geography: objectives and curriculum. Elementary school journal, 25: 493-506, March 1925.

Says that the first objective in the teaching of elementary geography is to emphasize the application of geography to the immediate problems of life: to show how men live, what they do, and why they live and work as they do in different environments in various parts of the world.

**Clark, Rose B.** Unit studies in geography. Yonkers-on-Hudson, N. Y., World book company, 1924. vi, 250 p. 8°.

## SOCIAL STUDIES

**Dawson, Edgar.** History and the social studies. Educational review, 68: 67-71, September 1924.

**Eldridge, Seba.** Teaching the social sciences. School and society, 19: 749-56, June 28, 1924.

**James, A. P.** Teaching morals through the social studies. School and society, 21: 89-95, January 24, 1925.

Says "the materials of history, however abstractly admirable, must be hooked up with the life and the living development of the individual in society."

**Johnston, Ella S.** Ideas, ideals and vision in American history curriculum construction. Education, 45: 79-81, October 1924.

**Lonn, Ella.** A course in methods of teaching the social studies in high school. Historical outlook, 15: 387-91, December 1924.

A description of a one-hour course given at Goucher College to prepare future teachers of the social studies to cope with the particular problems.

**McElhannon, Joseph C.** The war content of textbooks on American history. Peabody journal of education, 2: 213-22, January 1925.

**Sackett, Sheldon F.** Self-service citizenship. Educational review, 69: 115-119, March 1925.

Discusses the vitalizing of social subjects in the public schools of Raymond, Wash.

**Schweypp, Emma.** Courses in the teaching of social studies, history, geography and civics. High school quarterly, 13: 120-30, January 1925.

**Wilgus, A. Curtis.** Charts in the history class. Educational review, 68: 133-35, October 1924.

## MUSIC

**Ford, Marion I.** The correlation of music and art in the Arlington public schools. School arts magazine, 24: 291-95, January 1925. illus.

**Freer, Dawson.** The teaching of interpretation in song, a guide for teachers and students. London, Evans brothers limited [1924] 92 [1] p. 12°. (On cover: Kingsway series)

**Giddings, Thaddeus P. [and others]** The teachers' book. Boston, New York [etc.], Ginn and company [1925] vii, 141, ii p. 8°. (Music education series)

**Hunt, H. Ernest.** The living touch in music and education, a manual for musicians and others. London, Kegan Paul, Trench, Trubner & co., ltd. [etc.], New York, E. P. Dutton & co., 1924. viii, 224 p. 12°. (Half-title: The musician's bookshelf, ed. by Claude Landi)

**Moore, Earl V.** Standardizing theory courses in universities. Musical courier, 90: 6, January 15, 1925.

**National bureau for the advancement of music.** The giving of high school credits for private music study; a survey showing the policies of the different states in regard to these credits and the practices of some of the larger cities. New York city, National bureau for the advancement of music [1924] 105 p. 8°.

**Walton, W.** A psychological aspect of the teaching of music in day schools. Journal of education and School world (London), 57: 29-30, January 1925.

## ART EDUCATION

**Boas, Belle.** Art in the school. Garden City, N. Y., Doubleday, Page & company, 1924. xiv, 128 p. col. front., illus., col. plates. 8°.

**Mathias, Margaret E.** The beginnings of art in the public schools. New York, Chicago [etc.] C. Scribner's sons [1924] xiv, 119 p. col. front., plates. 12°. (Half-title: Series on childhood education, ed. by Patty Smith Hill)

**Rodgers, Robert H.** Greater educational returns from industrial arts in the junior high school. Industrial-arts magazine, 14: 1-3, January 1925.

Given at the meeting of the Wisconsin teachers' association, 1924.

**Williams, Florence.** An investigation of children's preferences for pictures. Elementary school journal, 25: 119-26, October 1924.

Account of a study made in the Public art gallery in Richmond, Ind.

**Winslow, Leon L.** The significance of art as a junior high school subject. Educational administration and supervision, 10: 495-503, November 1924.

An investigation of present practices in the administration of the curriculum from the fifth to the ninth grade inclusive, and covering all of the subjects taught.

#### DRAMATICS AND ELOQUENCE

**Brigance, William N.** The importance of speech training. Educational review, 68: 239-41, December 1924.

The phrase "speech training" is here used in its technical meaning to include the whole field of speech activity—phonetics, speech correction, reading, oral expression, etc.

**Riley, Ruth [comp.]** Plays for school and community use. Gainesville, Florida, The University [of Florida] 1924. 67 p. 8°. (General extension division record, University of Florida, vol. 6, no. 5, October 1924)

An annotated list of plays suitable for school and community use, which may be loaned for examination, free except postage.

— Recitations. Gainesville, Florida, The University [of Florida] 1924. 8°. (General extension division record, University of Florida, vol. 6, no. 7, December 1924)

A list of typewritten recitations which may be loaned to schools, free except for postage.

**Rockwell, Ethel Theodora.** . . . A study course in American one-act plays. A program for women's clubs, issued by the Bureau of public discussion. Chapel Hill, N. C., The University of North Carolina press [1924]. 63 p, 8°. (University of North Carolina extension bulletin, vol. IV, no. 5, November 1, 1924)

#### HANDWRITING

**Sand, Bergath.** Motivation of penmanship. School review, 33: 296-304, January 1925.

#### THRIFT

**American bankers' association.** Savings bank division. School savings banking during school year of 1923-24. Fifth annual report on systems throughout the United States, with honor roll and comparative statistics. New York, American bankers' association, Savings bank division [1924] 15 p. tables. 4°.

**Judd, Charles H.** Certain neglected social institutions. Elementary school journal, 25: 254-63, December 1924.

Discusses the teaching of thrift in schools, also the necessity of instruction in the metric system.

**Lowe, H. F.** How finance is taught in one public school. Magazine of Wall street, 34: 946, 971, October 11, 1924.

"Eighth grade students in Washington given grasp of fundamentals in investing."

**National conference on thrift education, Washington, D. C., 1924.** Thrift education, being the report of the National conference on thrift education, held in Washington, D. C., June 27 and 28, 1924, under the auspices of the Committee on thrift education of the National education association and the National council of education. Washington, D. C., Printed by the National education association, 1924. 79 p. 8°.

**Sable, Fannie.** A bank project. Journal of educational method, 4: 77-81, October 1924.

"Practical bibliography": p. 81.

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## KINDERGARTEN AND PRE-SCHOOL EDUCATION

**Abbot, Julia W.** A twenty-four hour day for the pre-school child. *Childhood education*, 1: 111-18, November 1924.

**Baldwin, Bird T.** Scientific methods of studying pre-school children. *School and society*, 21: 360-62, March 21, 1925.

**Fynne, Robert John.** Montessori and her inspirers. London, New York [etc.] Longmans, Green and company, 1924. viii, 347 p. plates. 12°.

Says that it was through the scientific study and education of idiots and other defective children that the principles of the Montessori method were originally realized and its practice suggested. The history of the method is accordingly the history of the work of Pereira, Itard, Séguin, and Montessori, which is given connectedly in this volume.

**Gesell, Arnold.** The nursery school movement. *School and society*, 20: 644-52, November 22, 1924.

Address at the convention of the International kindergarten union, May, 1924, at Minneapolis, Minn.

— The significance of the nursery school. *Childhood education*, 1: 11-20, September 1924.

The author believes that the nursery school furnishes a more solid support for the vocational ladder.

**Hill, Patty Smith.** A conduct curriculum for the kindergarten and first grade. New York, Chicago [etc.] C. Scribner's sons [1924] xxiv, 123 p. front. plates. 12°. (Half-title: Series on childhood education, ed. by Patty Smith Hill)

**Smith, Coleen M.** A study to determine the effectiveness of kindergarten training. *Elementary school journal*, 25: 451-66, February 1925.

Study made in the kindergartens of Lawrence, Kansas, which have been since 1921 an integral part of the public elementary school system.

## ELEMENTARY EDUCATION

**Bates, Guy.** Functions of the elementary school principal. *Journal of educational method*, 4: 178-84, January 1925.

**Broome, Edwin C.** The curriculum of the elementary school. *New republic*, 40 (Part 2): 4-6, November 12, 1924.

Emphasizes conservation of time. "In addition to lengthening the school day," says the writer, "there is much to be said in favor of a considerable reduction in time allotments."

**Deming, Alhambra G.** Devices and diversions for vitalizing teaching in intermediate and grammar grades. Chicago, Beckley-Cardy company, [1924] 216 p. 16°.

**Hall-Quest, Alfred Lawrence.** Supervised study in the elementary school. New York, The Macmillan company, 1924. xiii, 473 p. tables, diagrs. 12°. (Supervised study series, ed. by A. L. Hall-Quest.)

The book gives directions for the administration of supervised study in general, and also with reference to the particular subjects of the elementary school curriculum.

**Hart, Joseph K.** What does labor want of elementary education? *New republic*, 40 (Part 2): 13-15, November 12, 1924.

Says that education must come back from the schools into life; that the workshop shall be a center of education once more. Concludes that the schools are caught in the great drift of the academic traditions.

**Kaufmann, Myrtle F.** A first-grade promotion plan. *Journal of educational research*, 10: 369-74, December 1924.

**Kilpatrick, William H.** The public elementary school: its status and problems. *New republic*, 40 (Part 2): 1-3, November 12, 1924.

Discusses the changes necessary in the schools to meet the rising tide of industrialism.

**Meyer, Harold D.** . . . Correlating play and class-room work in the elementary grades. Chapel Hill, N. C., The University of North Carolina press [1924] 31 p. 8°. (University of North Carolina extension bulletin, vol. III, no. 9, January 1, 1924)

**National education association.** Department of elementary school principals. Third year book, 1924. The status and professional activities of the elementary school principal. Washington, National education association, 1924. 634 p. diags., tables. 8°.

Contains: Section I—1. A. S. Gist: The evolution of the principalship, p. 205-16. Section II—The professional aspect. Part I.—The principal himself. 2. E. W. Cober: The principal and his professional growth, p. 219-24. 3. Ide G. Sargeant: The school principal as a citizen, p. 232-43. Part II.—The principal and the teacher. 4. Edward Wildeman: Supervision of drill work in arithmetic, p. 265-85. 5. C. R. Stone: Oral reading in the elementary school and its supervision, p. 310-21. 6. E. C. Stevens: Denver's tentative plan for teacher rating, p. 338-46. 7. Mary E. Morris: The principal as supervisor of instruction, p. 347-56. Part III.—The principal and the pupil. 8. G. C. Kyte: Two types of experimental programs in the education of gifted children and their ultimate effects, p. 395-430. Part IV.—The principal and educational accessories. 9. A. J. Hamilton: The elementary school library, p. 493-516. Part V.—Miscellaneous. 10. M. J. Patterson: Objections to the platoon school answered, p. 541-57.

**Pennsylvania.** Department of public instruction. One-teacher elementary schools handbook on organization and courses of study, years i-viii. [Harrisburg, 1924] 1 p.w., 310 p. 8°.

**Strayer, George D.** Financing the elementary school program. *New republic*, 40 (Part 2): 12-13, November 12, 1924.

**Waring, Ethel B.** The relationship between constructive projects and games of skill in early elementary education. *Journal of educational method*, 4: 25-27, September 1924.

### RURAL EDUCATION

**Butterworth, Julian E.** Defining the local rural school unit in terms of its objectives. *Educational administration and supervision*, 11: 145-56, March 1925.

— Educational resources of country life. *Journal of rural education*, 4: 6-13, September 1924.

Delivered before the Department of rural education of the National education association, July 1924.

**Cook, Katherine M.** The selection of county superintendents of schools. *American school board journal*, 69: 37-38, 141, September 1924.

**Dunn, Fannie W.** Big schools for little. *Woman citizen*, 9: 10, 27-29, January 10, 1925.

A study in consolidation of schools.

— Educative equipment and its use. *Teachers college record*, 26: 295-310, December 1924.

As shown in the rural experimental school of Teachers college.

**Colls, Harry L. and others.** Rural school management. New York, Chicago, C. Scribner's sons [1924] xvi, 422 p. front. illus. 12°.

**Indiana. Department of public instruction.** . . . The county school system; how organized and administered. Prepared under the direction of Benjamin J. Burris. Indianapolis, Ind., 1924. iv, 56 p. 12°. (Educational bulletin no. 73)

— Preliminary report on supervision in county demonstrations. Prepared under the direction of Benjamin J. Burris, Indianapolis, Ind., 1924. vi, 37 p. incl. tables. 12°. (Educational bulletin no. 74)

**Vieth, Paul H.** The Porter rural school. *International journal of religious education*, 1: 22-24, January 1925.

"The best one-teacher school I have ever seen."—*Mabel Carney.*

**Watkins, Isabel.** The county unit of school administration; an outline and collation of material for the South Carolina high school debating league, 1924-25. Columbia, S. C., University of South Carolina, Extension division, 1924. 165 p. 8°. (Bulletin of the University of South Carolina, no. 149, Oct. 15, 1924)

### SECONDARY EDUCATION

**Association of colleges and secondary schools of Southern states. Commission on accredited secondary schools.** Report. *High school quarterly*, 13: 101-16, January 1925.

Gives a list of secondary schools, with name of principal of each.

**Backus, Bertie.** Supervision of instruction in the high school. *Educational administration and supervision*, 11: 112-17, February 1925.

**Brown, W. W. and Worthington, J. E.** Supervised study in Wisconsin high schools. *School review*, 32: 603-12, October 1924.

Concludes that the supervised-study plan is superior to the recitation plan as a method of instruction.

**Clark, M. E.** An outline for the supervision of instruction in the small high school. *American school board journal*, 69: 53-54, December 1924.

Gives the outline plan by months.

**Edmonson, J. B. and Schorling, Raleigh.** Problems of the high-school teacher. Bloomington, Ill., Public school publishing company, 1924. 78 l. 4°. (Educational problems series, ed. by G. M. Whipple, no. 5)

**Every-day manners and conduct for high school students.** *Journal of education*, 100: 269-71, September 18, 1924.

Composed and compiled by English classes, Logan (Utah) high school.

**Feingold, Gustave A.** The measurement of effort among high school pupils. *Educational administration and supervision*, 10: 385-94, September 1924;

The method of determining the intelligence of school children has solved only half the problem, according to the writer.

**High school conference, Urbana, Ill.** Proceedings of the High school conference of November 20; 21 and 22, 1924. Urbana, Ill., The University, 1925. 273 p. 8°. (University of Illinois bulletin, vol. xxii, no. 17. December 22, 1924)

Contains: 1. H. A. Hollister: Equal opportunity for all in secondary education, p. 9-14. 2. W. C. Reavis: The personnel management of high school pupils, p. 23-30. 3. H. F. Admire: Rhythmic typewriting, p. 80-85. 4. H. H. Bailey: Teaching bookkeeping, p. 86-88. 5. Olive Martin: A minimum list of books for outside reading for each year of the high school, p. 92-97. 6. Millie John: Creative literature in the high school, p. 108-16. 7. W. B. Barton: Some expedients for interest in debate work, p. 117-21. 8. Mata Roman: A senior survey course in home economics, p. 146-55. 9. M. L. Laubach: The project method of teaching industrial arts work, p. 167-73. 10. Peter Hagboldt: An experiment in the teaching of reading in first German, p. 205-11. 11. H. C. Hill: Laboratory work in civics, p. 266-60. 12. J. A. W. Odburn: Teaching citizenship, p. 266-68.

**Hillbrand, E. K.** A high-school marking system. *School and society*, 21: 142-43, January 31, 1925.

An attempt to solve the perplexing problem as to what constitutes an "A" or a "B" student.

**Hoffman, M. David.** Status of summer high schools in cities of more than 100,000 population. *School review*, 33: 107-14, February 1925.

"This study aims to discover common practices with regard to summer high school work, variations in practice, and the emphasis placed on the different elements of this work." Data were secured from 66 cities for the summer term of 1923.

**Hollman, A. H.** High-school service for national welfare. *Educational review*, 69: 120-27, 187-93, March, April 1925.

A translation from Doctor Hollman's account of the adaptation of secondary instruction to the aims of statesmanship. To be concluded in the May issue.

**Hughes, W. Hardin.** Organized personnel research and its bearing on high-school problems. *Journal of educational research*, 10: 386-98, December 1924.

**Kershaw, William L.** The high school student handbook. *School review*, 32: 587-97, October 1924.

Study based on a questionnaire sent to representative high schools to find out what they are doing to adjust the pupils as quickly as possible to the opportunities and practices that are new to them.

**Koos, Leonard V.** The high-school principal; his training, experience, and responsibilities. Boston, New York [etc.] Houghton Mifflin company [1924] xiv, 121 p. diags. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

To supply the data for this study, inquiry blanks were received from the principals of 427 high schools, comprising groups representing all sizes of schools and all the principal divisions of the United States. Topics covered are the sex distribution and salaries of principals, the principal's training, his experience and professional stability, his time for administrative and supervisory activities, and his responsibilities. The book gives a concise summary of the main results of a comprehensive inquiry into the present status of American high-school principals.

Some aspects of the job analysis of high school teaching. *Journal of educational research*, 10: 228-35, October 1924.

**McKown, Harry C.** The high school handbook. *School review*, 32: 667-81, November 1924.

Studies handbooks of various high schools, and gives a suggested organization of the high school handbook.

**Martens, Elise H.** A high-school counseling system in operation. *Journal of educational research*, 11: 17-24, January 1925.

Describes the system in vogue in Berkeley, Calif.

**Miller, B. F.** How may a high school principal of a medium sized high school improve the instruction by means of tests and measurements? *American school board journal*, 70: 55-56, February 1925.

**Miller, Nelson A.** Correlation in high schools. *Educational review*, 68: 204-10, November 1924.

**New Hampshire.** State board of education. . . . Teaching the fundamentals in secondary schools; report of committee. 17 p. 8°. (Institute circular. Ser. 1924-25. no. 114)

**Odell, Charles W.** Conservation of intelligence in Illinois high schools. Urbana, The University of Illinois, 1925. 55 p. incl. tables. 12°. ([Illinois University] College of education. Bureau of educational research. Educational research bulletin no. 22) "University of Illinois bulletin vol. xxii, no. 25."

**Reavis, W. C.** The administration of failing pupils in the high schools of Seattle, Washington. *School review*, 33: 28-34, January 1925.

Ungraded high-school classes were organized which may be attended during the semester the pupil is barred from the regular high school. A program of 8 or 10 academic subjects is offered in which regular high-school credits may be earned.

**The Sachs endowment fund for the advancement of secondary school instruction.** *School and society*, 21: 104-5, January 24, 1925.

This is a prize fund given by Julius Sachs, professor emeritus of Teachers college, Columbia university, and Mrs. Sachs. The amount, \$20,000, a golden wedding gift, is to be used for the purpose of improving secondary instruction.

**Stack, Herbert J.** A program for articulation and correlation in the secondary schools. *Educational administration and supervision*, 11: 104-11, February 1925.

**Studies in secondary education. II. University high school, University of Chicago, by William C. Reavis [and others]** Chicago, Ill., The University of Chicago [1925] v, 202 p. incl. tables. 8°. (Half-title: Supplementary educational monographs, published in conjunction with the *School review* and the *Elementary school journal*. no. 26, February 1925)

**Wager, Ralph E.** A thorough reorganization of secondary education. *Peabody journal of education*, 2: 59-74, September 1924.

The writer concludes that the process of reinterpreting, readjusting, and reorganizing our secondary education is imperative.

**Waples, Douglas.** Procedures in high-school teaching. New York, The Macmillan company, 1924. xx, 346 p. illus. 12°. (American teachers college series. J. A. H. Keith and W. C. Bagley, editors.)

This text makes an application of the problem method of attack to the teaching of methods of instruction in high schools. The principles of teaching are not elaborated in the text, but in the references supplied in connection with the various problems.

**Whipple, Guy Montrose and Edmonson, J. B.** . . . Problems of a high-school teaching staff; sixty problems selected and arranged for use in high-school faculty meetings. Bloomington, Ill., Public school publishing company [1924] 67 p. 8°. (Educational problem series, ed. by G. M. Whipple. no. 7)

### JUNIOR HIGH SCHOOL

**Ballou, Frank W.** The junior high school in Washington. *School and society*, 20: 225-31, August 23, 1924.

An address before the National council on education, July 3, 1924, in which the present conditions and the problems involved are discussed.

**Barber, Harry C.** Teaching junior high school mathematics. Boston, New York [etc.] Houghton Mifflin company [1924] xi, 137 p. diags. 12°. (Riverside mathematical monographs, ed. by John Wesley Young.)

This monograph undertakes to tell just what is meant by the "new mathematics," what it is, why it is desirable, and how it may be successfully taught. It gives the results of the author's experience in putting the new program into effect in the public schools of Newton, Mass.

**Brown, W. W.** The possibilities of administrative organization of the junior high school under a six-year organization. *Educational administration and supervision*, 10: 409-13, October 1924.

**Chicago. Board of education.** Course of lectures on the junior high school. May, 1924. Chicago, Board of education, 1924. 160 p. 8°.

The nine lectures here published on various aspects of the junior high school and its work were delivered by college experts to Chicago school principals under arrangement by Superintendent William McAndrew.

**Grentz, L. B.** Five years of the junior high school idea in a small city. School review, 33: 139-46, February 1925.

**Dorsey, Susan M.** Reconstruction of the junior high school curriculum in Los Angeles. Chicago schools journal, 7: 1-6, September 1924.

**Franklin, Edward Earle.** The permanence of the vocational interests of junior high school pupils. Baltimore, The Johns Hopkins press, 1924. vii, 63 p. tables. 8°. (The Johns Hopkins university studies in education, ed. by E. F. Buchner. no. 8)

**Glass, James M.** Curriculum practices in the junior high school and grades 5 and 6. Chicago, Ill., The University of Chicago [1924] x, 181 p. tables. 8°. (Supplementary educational monographs, pub. in conjunction with the School-review and the Elementary school journal. no. 25, November 1924)

— Present status of the junior high school in cities of more than 100,000 population. School review, 32: 598-602, October 1924.

Gives tabulated data and opinions of school superintendents.

— Why the junior high school? Pennsylvania school journal, 73: 75-80. October 1924.

Ten reasons are given for the existence of these schools.

Address before the Pennsylvania state school directors association, February 1924.

**Hines, Harlan Cameron.** Junior high school curricula. New York, The Macmillan company, 1924. xii, 188 p. 12°. (American teachers' college series. J. A. H. Keith and W. C. Bagley, editors.)

What subjects shall be taught in the junior high school, and what preparation is required for the teachers giving these courses? The author undertakes to solve these problems by collecting, evaluating, and classifying the most important investigations and proposals bearing on them.

Junior high school curricula. Educational administration and supervision, 10: 574-91, December 1924.

A report prepared by a committee on junior high school organization and administration at Teachers college, Columbia university, in 1924.

**Koos, Leonard V.** The junior high school, and college entrance. School review, 32: 494-507, September 1924. diags.

— Junior high school reorganization in smaller communities. Journal of rural education, 4: 49-55, October 1924.

Presented before the Section of Village and consolidated school principals of the Department of rural education, National education association, February 1924.

**Kraybill, I. B. and Wessel, H. M.** A study of college entrance and senior high-school credits for junior high-school work. School and society, 21: 210-12, February 14, 1925.

**Lyman, B. L.** The junior high schools of Chicago. School review, 32: 733-45, December 1924.

**McGregor, A. Laura.** Preparing teachers for the junior high school. Educational review, 69: 140-42, March 1925.

**New York (City) Board of education. Committee on junior high schools.** Report of the Committee appointed by Dr. William L. Ettinger, superintendent of schools, to make a survey of the junior high schools of the city of New York. [New York, Stillman appellate printing co., 1924] 257 [1] p. incl. illus., plans, tables, diags., forms. 8°. (Gustave Straubemuller, chairman.)

**Olander, Victor.** Junior high schools from the other side. *Educational review*, 68: 86-94, September 1924.

This address was delivered before the Chicago Board of Education by a member of the Illinois Federation of Labor, who is not in favor of the junior high-school plan.

**Rosenthal, Abraham W.** A program in sex education for boys. *Nation's health*, 7: 7-10, 1925.

Work at the Speyer junior high school, New York city.

**Snedden, David.** Junior high school offerings. *School and society*, 20: 740-44, December 13, 1924.

It is desirable "that there be developed some method of exhibiting all practicable offerings of an educational nature for pupils of junior high school age."

**Thomas-Tindal, Emma V. and Myers, Jessie DuVal.** Junior high school life. New York, The Macmillan company, 1924. xix, 287 p.- front., plates. 12°.

This book discusses fully and authoritatively the junior high school in action, since it is a record of growth in both thought and experience in a particular school—the Holmes junior high school in Philadelphia, written by its principal and one of its instructors.

### TEACHER TRAINING

**Bobbitt, Franklin.** Discovering and formulating the objectives of teacher-training institutions. *Journal of educational research*, 10: 187-96, October 1924.

**Brown, H. A.** Some next steps in establishing standards for teachers' colleges. *Elementary school journal*, 25: 211-26, November 1924.

Says that the standards of a good teachers' college should be equally as high as those of the undergraduate departments of the best colleges, universities, and professional schools.

**Deffenbaugh, W. S.** The improvement of teachers in service. *Elementary school journal*, 25: 380-86, January 1925.

Emphasizes value of summer school and extension courses, also granting of sabbatical year for study or travel.

**Garver, F. M.** The function of university schools of education in the distribution of responsibilities for the training of teachers. *Educational administration and supervision*, 11: 42-51, January 1925.

Says it seems altogether probable that teachers for the secondary schools can be trained less expensively in university schools and departments of education, because of a sharing of many of the necessary expenses with a number of other schools and colleges.

**Hamilton, Frederic Rutherford.** Fiscal support of state teachers colleges. New York city, Teachers college, Columbia university, 1924. vii, 51 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 165)

**Mangun, Vernon L.** Early normal school practices. *Educational administration and supervision*, 11: 25-41, January 1925.

**Napier, T. H.** The causes of student failures in normal schools. *Peabody journal of education*, 2: 32-38, July 1924.

**Proctor, William M.** The training of teachers for the junior high school. *Educational administration and supervision*, 11: 13-17, January 1925.

Declares that a group consciousness is important for junior high school teachers. Emphasizes the necessity for definite and uniform standards of certificates.

**Randolph, Edgar Dunnington.** The professional treatment of subject-matter. Baltimore, Warwick & York, inc., 1924. 202 p. 8°.

The special concern of this study is with the treatment given to subject-matter in professional schools devoted to the education of teachers.

**Taylor, William S.** The development of the professional education of teachers in Pennsylvania. Philadelphia & London, J. B. Lippincott company, 1924. 293 p. incl. tables, diags. 12°.

**Thayer, V. T.** Training teachers for the profession of teaching. School and society, 20: 671-77, November 29, 1924.

**Waples, Douglas.** A device for the student-teaching conference. Educational administration and supervision, 10: 564-73, December 1924.

Gives a form that has proved useful as a means of standardizing a procedure in the conference periods attended by student-teachers in connection with their practice work in public school classes.

**Whitney, Frederick Lamson.** . . . The prediction of teaching success. Bloomington, Ill., Public school publishing company [1924] 85 p. incl. tables. 8°. (Journal of educational research monographs, ed. by B. R. Buckingham. no. 6, 1924)

**Wickey, N. J. Gould.** Ethics for teachers. Journal of the National education association, 13: 261-63, September-October 1924.

Read before the Cass County Teachers' institute, Fargo, N. D., October 5, 1923.

**Wright, Frank L.** The distribution of teachers' marks in teacher training institutions. Educational administration and supervision, 10: 605-16, December 1924.

#### TEACHERS' SALARIES AND PROFESSIONAL STATUS

**Goodier, Floyd T.** The appointment and tenure of teachers. American school board journal, 69: 45-46, December 1924.

Discusses the tenure problem in Illinois, reasons for "turn over," salaries, etc.

**Heilman, J. D.** Methods of reporting the college teacher's load and administrative efficiency. Greeley, Col., Colorado state teachers college [1925] 1 p. l., 19 p. incl. tables. 12°. (On cover: Colorado state teachers college bulletin, ser. xxiv, no. 5. Research bulletin no. 10)

Also in Educational administration and supervision, 11: 167-87, March 1925.

**Hines, Harlan C.** The selection of teachers for the city of Cincinnati. American school board journal, 69: 39-41, July; 51-52, August 1924.

**Hosic, James F.** The single salary schedule in practice. Teachers college record, 26: 288-94, December 1924.

**Housman, Ida E.** Tenure once more. Educational review, 68: 118-22, October 1924.

"Timely review of the growth in stability in educational service with emphasis upon the public benefit derived from employment sufficiently sure to warrant thorough preparation and sufficiently adjustable to make dismissal of incompetents easy."—Ed.

**Kandel, Isaac L.** Tenure of service of teachers. Teachers college record, 26: 127-44, 197-204, October-November 1924.

To be continued.

**King, LeRoy A.** The present status of teacher rating. American school board journal, 70: 45-46, 154, 157, February 1925.

**Klapper, Paul.** The college teacher and his professional status. Educational administration and supervision, 11: 73-91, February 1925.

Discusses all phases of subject: Systems of appointment and promotion; distribution of professional rank; duties; organization of teaching departments; salaries; tenure of office, etc.

**Lawres, Irving A. J.** Situation, status, and salary. *Educational review*, 69: 72-76, February 1925.

Discusses, in the main, the salary situation among teachers and school principals in the United States.

**MacCaughey, Vaughan.** The single salary schedule. *School and society*, 20: 9-13, July 5, 1924. tables.

**Smith, Harry P.** The salary schedule of the Lawrence, Kansas, public schools, its operation and effect. *Educational administration and supervision*, 10: 524-32, November 1924.

These schools operate under what is known as the "single salary schedule." Teachers are paid on the basis of training, experience, and excellence without reference to the particular unit of the school system to which they may be assigned.

**Staffelbach, Elmer H.** Some economic implications of the single salary schedule. *American school board journal*, 70: 41-42, February 1925.

**Thilly, Frank.** The American association of university professors. *American review*, 3: 200-9, March-April 1925.

**Youngblood, G. W.** The Peru [Indiana] single salary schedule. *American school board journal*, 69: 37, December 1924.

Justifies the single salary schedule, giving reasons.

#### HIGHER EDUCATION

**Angier, Roswell P.** The schoolboy as a college freshman. *Harvard alumni bulletin*, 26: 1068-72, June 19, 1924.

Given before the biennial Conference of masters of church schools, September, 1923.

**Arizona. University.** Statistical studies of the university, 1914-15 to 1924-25. [Tucson, Ariz., University of Arizona, 1925] 31 p. incl. diags. 12°. (University of Arizona administrative bulletin vol. 2, no. 1. February, 1925)

**Beard, J. Howard.** The opportunity of preventive medicine in institutions of higher learning. *Journal of the American medical association*, 83: 251-56, July 26, 1924.

Discusses hygiene in colleges and universities; student health service, etc.

**Blanshard, Paul.** Liberalism in the colleges. *Nation*, 119: 284-86, September 17, 1924.

Says that much of "the regimentation and conservatism of our American colleges is the product of inertia and dullness of the hinterland in which the colleges are situated."

**Chase, H. W. . . .** The university's intellectual responsibility. *The University: an interpretation*. Chapel Hill, N. C., The University of North Carolina press, 1924. 23 p. 8°. (University of North Carolina record, no. 213, October, 1924)

**Cleveland foundation committee, Cleveland, Ohio.** Survey of higher education in Cleveland. Cleveland, Ohio, Survey commission [1925] 487 p. diags. 12°.

The Survey commission was composed of the following members: George F. Zook, chairman; F. L. Bishop, Samuel P. Capen, R. M. Hughes, W. A. Jessup, L. V. Koss, F. B. Robinson, C. J. Tilden, Emeline S. Whitcomb.

**Coulter, John Merle.** The international mission of universities. *University record*, 10: 261-69, October 1924.

Delivered at 134th Convocation of the University of Chicago, August 1924.

- Doten, Samuel Bradford.** An illustrated history of the University of Nevada. [Reno, Nev.] The University of Nevada, 1924. 235 p. illus. 4°.
- Edman, Irwin.** Richard Kane goes to college. Are American college teachers corrupters of youth? *Century magazine*, 108: 723-32, October 1924.
- Evans, M. Blakemore.** Professors. *American review*, 2: 524-28, September-October 1924.  
 Contrasts the old professor with the new one and advocates injecting more of the personal element into university education.
- Ferguson, Rex.** [This college generation] By '90. *Atlantic monthly*, 134: 355-60, September 1924.  
 The writer brings out the difference between the college man of 1890 and of today.
- Freshman week at the University of Maine.** *School and society*, 21: 23-25, January 3, 1925.  
 This plan originated at the University of Maine, in 1923.
- Haycraft, Frank W., comp.** . . . The degrees and hoods of the world's universities & colleges. London and Cheshunt, Printed and pub. by the Cheshunt press, ltd., 1924. viii, 83 p. col. plate. 8°.  
 New and rev. ed.; first ed., 1923.
- Holmes, S. J.** The size of college families. *Journal of heredity*, 15: 407-15, October 1924.  
 A study of the size of families of college students in relation to the nationality, religion, and education of the parents.
- Johns Hopkins university.** *School*, 36: 236-38, December 4, 1924.  
 A description of the university's past achievements and its ideals.
- Jeanston, J. B.** New demands for differential treatment of students in the college of liberal arts. *School and society*, 20: 773-81, December 20, 1924.  
 Read at the annual meeting of the Association of university professors, at the University of Minnesota, October 31, 1924.
- Kelly, F. J.** Scientific method in college administration and college teaching. *School and society*, 20: 390-96, September 27, 1924.  
 Read before the Education section of the American association for the advancement of science, December 1923.
- Kent, B. A.** Articulation of colleges and secondary schools, with respect to college admissions. *School and society*, 19: 686-90, June 14, 1924.  
 Five reasons are given why college admissions should be a concern of both the secondary school and of the college.
- Kocs, Leonard V.** The trend of reorganization in higher education. *School review*, 32: 575-86, 656-66, October-November 1924.  
 Discusses readjustments within present-day higher institutions; the trend of enrollment; and current conceptions of the aims and functions of secondary and higher schools.
- Leatherman, Zoe E. and Doll, Edgar A.** Maladjustment among college students. *Journal of applied psychology*, 8: 390-410, December 1924.  
 A survey of some college problems, with an analysis of the causal factors. Gives suggestions as to their solution.
- McClusky, F. Dean, and Dolch, Edward William.** A study outline test. *School review*, 32: 757-72, December 1924.  
 An investigation that grew out of the fact that many college students appear to be unable to read for outlines.

**The manual of alumni work;** prepared by a committee of the Alumni magazines associated and the Association of alumni secretaries. Ithaca, N. Y., The Association of alumni secretaries, 1924. xiv, 301 p. 8°.

Deals with the alumni organization, the alumni publication, the money-raising campaign, and concludes with a reference appendix of forms, documents, etc.

**Norton, William Harmon.** The American college in recent fiction. *School and society*, 21: 342-46, March 21, 1925.

**Patterson, Herbert.** An experiment in supervising college teaching. *School and society*, 21: 146-47, January 31, 1925.

Gives a questionnaire submitted to students on classroom teaching, with results therefrom.

**Pennsylvania. University. Committee on educational survey.** Report of the Committee on educational survey of the University of Pennsylvania. Philadelphia, The press of the University of Pennsylvania, 1924. 111 p. tables, diagr. 8°.

The survey committee consists of Frederick J. Kelly, director; Samuel P. Capen, and George F. Zook.

**Pound, Louise.** The college professor and the secondary schools. *School and society*, 20: 682-87, November 29, 1924.

Read before a meeting of the Nebraska council of English teachers, 1924.

**The preceptorial or tutorial system: Report of Committee G.** *Bulletin of the American association of university professors*, 10: 36-64, November 1924.

Committee G is the committee on Methods of increasing the intellectual interests and raising the intellectual standards of undergraduates.

Report prepared by Professor Ralph B. Perry.

**Price, Lucien.** Prophets unawares; the romance of an idea. New York and London, The Century co. [1924] 172 p. 12°.

Discusses the administration of President Meiklejohn at Amherst college.

**Price, Richard Bees.** The financial support of state universities; a study of the financial resources of state universities in the light of the experience of the universities of the old Northwest territory, with a suggested policy for the future. Cambridge, Harvard university press, 1924. xv, 205 p. tables, diagr. 8°. (Harvard studies in education, pub. under the direction of the Graduate school of education. vol. vi)

**Roberts, Alexander C.** Ultimate causes of university growth. *American school board journal*, 69: 49, 123, November 1924.

**Ru, C. E.** Social standards. *School and society*, 20: 351-61, September 20, 1924.

Discusses the problems of deans in colleges, dealing with social questions, etc.

**Schelling, Felix E.** The graduate school and the student. *Pennsylvania gazette*, 23: 29-34, October 10, 1924.

The author says that he has been admonitory, critical, didactic, and expository.

**Seashore, C. E.** College placement examinations. *School and society*, 20: 575-78, November 8, 1924.

**Stone, H. E.** College and the callings. *Educational review*, 69: 5-7, January 1925.

This article by the dean of men, University of West Virginia, summarizes the provisions made by different faculties for bridging the gap between college and life.

**Sullivan, Raymond F.** How to work your way through college. New York, Edward J. Clode, inc. [1924] 317 p. 12°.

**Thompson, W. O.** Educational objectives in the modern college or university. *Journal of education*, 100: 12-16, July 3, 1924.

Address at the Semi-centennial exercises, Purdue university, Lafayette, Indiana.

**Thornberg, Lester H.** College scholarship and size of high school. *School and society*, 20: 189-92, August 9, 1924. tables.

**Thwing, Charles F.** Weighing the college system: relative advantages of small and large colleges. *Independent*, 113: 342-44; November 1, 1924.

Says that students are more interested in "campus activities" than in intellectual activity. . .

**Trow, William C.** Dangers of the doctorate. *Educational review*, 69: 35-38, January 1925.

Criticizes the narrow training of many specialists, who undertake to teach in colleges and universities.

**Vinson, Robert E.** Adjusting the university to its task. *School and society*, 20: 479-89, October 18, 1924.

Inaugural address of Dr. Vinson as president of Western reserve university, October 1924.

**Vivian, Roxana H.** A brief study of state distribution of college students. Newton, Mass., The Graphic press [1924] 27 p. maps, tables (part fold.), charts (part fold.) 8°.

**Walkley, Raymond L.** Library instruction for college freshmen. *Library journal*, 49: 775-77, September 15, 1924.

Gives conclusions as to the practical value of the training given freshmen during the first week of the term.

**Wilkins, Ernest H.** Freshman week at the University of Chicago. *School review*, 32: 746-51, December 1924.

Discusses the preliminary days, six in number, before the college work began, and says that "when college work actually began, the Freshmen were duly matriculated, soundly advised, well settled, cordially welcomed, and, in general, ready for real work."

**Woodbridge, F. J. E.** How to maintain standards without excessive standardization. *School and society*, 20: 767-73, December 20, 1924.

Paper read at annual meeting of the Association of university professors, October 1924.

**Zook, George F.** . . . Report of the Commission for an investigation relative to opportunities and methods for technical and higher education in the Commonwealth, appointed under authority of chapter 33 of the Resolves of 1922, including report of a fact-finding survey of technical and higher education in Massachusetts. December 26, 1923. [Boston, 1923] 538 p. tables, diagr. 8°. (House no. 1700.)

#### JUNIOR COLLEGES

**Breeze, Betha E.** Correcting examination papers. *School review*, 33: 57-61, January 1925.

A study made in Mayfield college, Marble Hill, Missouri.

**Koos, Leonard Vincent.** The junior college. Minneapolis, University of Minnesota, 1924. 2 v. tables (partly fold.) diagr. 4°. (Research publications of the University of Minnesota. Education series, no. 5.)

This is a comprehensive study of the junior college movement in all its phases, including an evaluation of the movement as a whole and of its several forms of manifestation, and a forecast of appropriate lines of future development.

## FEDERAL GOVERNMENT AND EDUCATION

[Debate on Department of education.] School and society, 21: 118-19, January 24, 1925.

The above is a part of the report on the meeting of the Association of American colleges. The debate was participated in by Dr. Strayer, of Teachers college, Columbia university, affirmative, and Dr. Judd, School of education, University of Chicago, negative. Both papers are given in the proceedings of this meeting of the association.

**Keith, John A. H.** Reply to the constitutional argument against the Sterling-Reed bill. Journal of education, 101: 66-69, January 15, 1925.

The writer says that the argument against the constitutionality of the above bill is inconclusive even on the strictly constitutional grounds on which it is urged.

**MacCracken, John H.** A department of education: a defense of the Brown plan. School and society 21: 161-65, February 7, 1925.

Address before the Association of American colleges, Chicago, January 10, 1925.

**Staffelbach, Elmer H.** Some facts concerning the need of Federal aid in support of public education. School and society, 21: 147-52, January 31, 1925.

Summarizes with three reasons why Federal aid to education is needed.

## SCHOOL ADMINISTRATION

**Anderson, H. W.** The problem of school supplies and school equipment. American school board journal, 69: 45-47, July 1924.

A study of the supply department of Kalamazoo, Mich., and of about twenty other cities of 20,000 to 50,000 population.

**Edwards, I. N.** Recent judicial decisions relating to public school administration. School review, 33: 41-47, January 1925.

**Henzlik, Frank E.** Rights and liabilities of public school boards under capital outlay contracts. New York city, Teachers college, Columbia university, 1924. vii, 118 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 153)

**Lischka, Charles N.** Private schools and State laws. Washington, D. C., National Catholic welfare conference, Bureau of education, 1924. 220 p. 8°. (Education bulletin, no. 4. October, 1924.)

This book is especially intended for the information and guidance of those who administer and control private education in America. It gives only the text of laws and decisions, without attempt at interpretation. Contains the text as well as a classified summary of all State laws governing private schools, in force in 1924, together with State constitutional provisions and some important judicial opinions; also State laws and State Supreme court decisions governing Bible reading in the public schools.

**Mursell, James L.** A functional analysis of school administration. Educational review, 68: 260-65, December 1924.

## EDUCATIONAL FINANCE

**Alexander, Carter.** Bibliography on educational finance; reviewed and presented by the Educational finance inquiry commission, under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1924. vi, 257 p. 8°. (The Educational finance inquiry, volume IV)

This bibliography, which is classified and indexed, undertakes to include only usable materials and aims to stimulate progress in financing education by affording ready access to the necessary discussions and data.

**School expenditures and the public.** Teachers college record, 26: 117-26, October 1924.

Address before the administration section of the Teachers college alumni conferences, 1924.

**Burris, Benjamin J.** . . . Cost of instruction in Indiana high schools. [Indianapolis, 1924] 39 p. 8°. (Indiana. Department of public instruction. Bulletin no. 71, 1924)

Bibliography: p. 37-39.

**Delaware school auxiliary association.** How Delaware can finance a state school building program. A plan proposed by Pierre S. du Pont. Wilmington, Del., The Delaware school auxiliary association [1924] 58 [1]p. 8°. (Bulletin of the Service citizens of Delaware, vol. vi, no. 3)

**Clark, Harold F.** The cost of government and the support of education; an intensive study of New York state with results applicable over the entire country. New York city, Teachers college, Columbia university, 1924. ix, 79 p. incl. tables. 8°.

Thesis (Ph. D.)—Columbia university, 1924.

**Fowlkes, John Guy.** School bonds. Milwaukee, Wis., The Bruce publishing company [1924] 177 p. tables, diags., facsim. 12°.

The guiding principles for issuing school bonds are presented by the author of this book, for the benefit of school officials and of students and teachers of educational administration.

**Mort, Paul B.** The measurement of educational need, a basis for distributing state aid. New York city, Teachers college, Columbia university, 1924. viii, 84 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 150)

**Price, Richard B.** The scientific study of problems in educational finance. School and society, 20: 543-52, November 1, 1924.

Read at the meeting of Section Q of the American association for the advancement of science, December, 1923.

**Sears, Jesse B.** Some problems in public school finance. Journal of educational research, 10: 257-70, November 1924.

Emphasizes the necessity of developing systems of school accounting which can be understood and which will make comparisons possible. Argues for a clearly defined terminology for use in cost accounting.

— **and Cubberley, Elwood P.** The cost of education in California; a statistical study of the costs for elementary, secondary, and higher education in the State, based on the returns for the school year 1921-22. A report reviewed and presented by the Educational finance inquiry commission, under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1924. xviii, 353 p. front. (map) tables, diags. 8°. (The Educational finance inquiry, vol. vii.)

This study aims to give the facts necessary to show a cross-section of the financial status of education in California for the school year 1921-22.

**Sowers, Don C.** . . . The financing of public school education in Colorado. Boulder, Colo., 1924. 93 p. incl. tables. 8°. (On cover: University of Colorado bulletin vol. xxiv, no. 6. General ser. no. 207. Studies ser., vol. xiv, no. 1)

— . . . The financing of public higher education in Colorado. [Boulder, Colo., 1924.] 97-199 p. incl. tables. 8°. (University of Colorado bulletin vol. xxiv, no. 9. University of Colorado studies. Gen. ser. no. 210. Studies ser. vol. xiv, no. 2)

**Texas. Department of education.** Concerning state aid for industrial training in rural schools together with complete list of equipment required, two-year plan of work and instructions as to qualifications. S. M. N. Marrs, state superintendent. L. D. Borden, chief supervisor, rural schools . . . Issued by the department of education, state of Texas. [Austin, 1924] 28 p. 8°. (Bulletin 180, July, 1924)

**Uhl, Willis L.** The cost of a high school diploma. *Educational administration and supervision*, 10: 427-32, October 1924.

Study based on a questionnaire sent to representative high schools in 1923-24. About 85,000 pupils from 41 different states responded to it. The cost of a high school diploma depends upon the curriculum.

**What about school bond elections?** *American school board journal*, 69: 34, 131-32, December 1924.

Shows how the November campaigns were supported and opposed, and their results.

### SCHOOL MANAGEMENT

**Brown, W. W.** Making profitable use of the lengthened period. *School review*, 32: 694-706, November 1924.

Discusses the general plan of supervised study of the Janesville, Wis., junior and senior high schools.

**Chicago, Ill.** Board of education. Committee on rules and the Committee on school administration. Report on teachers' councils. (William McAndrew, superintendent) *Elementary school journal*, 25: 94-101, October 1924.

**Cline, E. E.** Directing learning. *Education*, 45: 193-202, December 1924.

Discusses the supervision of study.

**Donovan, H. L.** How to select textbooks. *Peabody journal of education*, 2: 1-11, July 1924.

**Fenton, Norman.** Project features in a school management course. *Educational administration and supervision*, 10: 504-10, November 1924.

A description of project-like features in a school management course, which have given results in classes which averaged 45 senior students. The course included a three-weeks' session on school law and two weeks on library methods.

**Frazier, Ben W.** The human factor in supervision. *American school board journal*, 69: 35-37, November 1924.

The human needs, every day work, and the aspirations of the teacher should be the supervisor's inspiration.

**Hayes, Fannie B.** Supervision from the point of view of the teacher. *School review*, 33: 220-26, March 1925.

**Howard, George.** Free textbooks in public schools; an examination of budgeting, cost and administration of free textbooks in the public schools and the development of a plan which eliminates the major objectionable features now existing. Raleigh, N. C., 1924. 2 p. l., iv-viii, 75 p. tables. 8°.

**Monroe, Walter S.** . . . The planning of teaching. Urbana, University of Illinois, 1924. 41 p. 8°. (University of Illinois bulletin, vol. xxii, no. 7, Oct. 13, 1924)

University of Illinois. College of education. Bureau of educational research circular no. 31.

**Oppenheimer, Julius John.** The visiting teacher movement with special reference to administrative relationships. New York city, Public education association, 1924. xiii, 203 p. incl. tables. 12°.

Bibliography: p. 173-177.

Thesis (Ph. D.)—Columbia university, 1924.

**Rivett, B. J.** Marks of students in high school and higher institutions. *School review*, 32: 752-56, December 1924.

**Scott, Charles Edgar.** Educational supervision. Milwaukee, The Bruce publishing company [1924] 5 p. l., 9-98 p. 12°.

**Smith, Walter Robinson.** Constructive school discipline. New York, Cincinnati [etc.] American book company [1924] 275 p. 12°. (American education series. G. D. Strayer, general editor)

Suggests ways and means of student control that will harmonize with social trends in other phases of life and provide a useful training for citizenship in a democratic society.

**Theisen, W. W.** A ways and means program of supervision. American school board journal, 69: 43-45, October 1924.

Given before the Indiana state conference of superintendents, 1924.

**Warner, Edward P.** The academic hour of trial. North American review, 220: 286-95, December 1924.

Discusses the question of examinations in the schools.

#### CURRICULUM MAKING

**Barr, A. S.** Making the course of study. Journal of educational method, 3: 371-78, 427-36, May, June 1924.

**Bobbitt, Franklin.** The new technique of curriculum-making. Elementary school journal, 25: 45-54, September 1924.

"This is the first of a series of articles on the technique of curriculum-making."

— The technique of curriculum-making in arithmetic. Elementary school journal, 25: 127-43, October 1924.

— What understanding of human society should education develop. Elementary school journal, 25: 290-301, December 1924.

Discusses the problems involved in social adjustment and control, and education as a solvent of such perplexities. Third of a series of articles on curriculum-making.

**Chamberlain, Essie.** Curriculum building in English. English journal, 14: 1-12, January 1925.

President's address before the National council of teachers of English, St. Louis, November 28, 1924.

**Charters, W. W.** Functional analysis as the basis for curriculum construction. Journal of educational research, 10: 214-21, October 1924.

Functional analysis is a method of investigation rather than a philosophy of education.

**Harap, Henry.** The education of the consumer; a study in curriculum material. New York, The Macmillan company, 1924. xxii, 360 p. tables. 8°.

Material is here presented for the study of the principles of education for effective consumption. The need is indicated for the utilization of quantitative evidence as a basis for curriculum reconstruction, for which a complete method is proposed requiring the cooperation of the sociologist, the psychologist, and the administrator in education. The task undertaken by the writer is the determination of educational objectives for effective economic life with special reference to the consumption of commodities. Quantitative evidence regarding the present habits of the American people is adduced and compared with efficient practice and approved standards, respecting foods, housing conditions, household materials and skills, fuel, and clothing. The conclusions from this comparison are presented as objectives of education with reference to consumption.

**Hardie, George B.** Motivating the college curriculum. Educational review, 69: 28-32, January 1925.

Seeks "an adaptation of the traditional curriculum through which the generally recognized values of liberal education can be best realized, due regard being had for all conditions now existing."

**Jones, Arthur J.** The professional curriculum of the college of education in the light of job analysis of teaching. Journal of educational research, 10: 242-50, October 1924.

Says that job analysis will help in the organization of courses and materials in courses by making the college of education keep continually in mind the job—the thing that each one has to do.

**Kilpatrick, W. H.** How shall we select the subject matter of the elementary school curriculum? *Journal of educational method*, 4: 3-10, September 1924.

**National education association. Research division.** Facts on the public school curriculum. Washington, National education association, Research division, [1924?] p. 310-355. (Research bulletin, vol. 1, no. 5)

Contains: Shaping the nation's growth through the public school curriculum; Statutory and State Board of education requirements relative to elementary curricula; Facts on time allotments for subjects in elementary schools and junior high schools; Selected bibliography dealing with curriculum problems.

**Newcomb, R. S.** The general organization of the curriculum in standard four-year teachers' colleges. *Educational administration and supervision*, 10: 511-18, November 1924.

#### EXTRA-CURRICULAR ACTIVITIES

**Crowley, James A.** The socialization of the school program. II. Extra-curricular activities. *Journal of educational method*, 3: 418-26, June 1924.

A brief outline of the activities of the John Winthrop school, Dorchester, Mass.

**Fretwell, Elbert K. and O'Neil, Marion.** Extra-curricular activities of secondary schools. *School publications. Teachers college record*, 26: 59-73, September 1924.

"Bibliography on High school journalism": p. 65-73.

**Jones, David J.** The social aim of the extra-curricula activities. *Journal of education*, 100: 41-43, July 10, 1924.

**Meyer, Harold D. and Cole, Clara B.** . . . The high school society or club life for the high school. Suggestions for high school societies issued by the Bureau of public discussion. Chapel Hill, N. C., The University of North Carolina press [1924] 56 p. 8°. (University of North Carolina extension bulletin, vol. iv, no. 3. October 1, 1924)

**Power, Caroline.** The social program for the unsocial high-school girl. *School review*, 32: 773-81, December 1924.

Discusses the problem of the unsocial student.

**Swanson, A. M.** The effect on high-school scholarship of pupil participation in extra-curricular activities. *School review*, 32: 613-26, October 1924.

**Wiley, Will E.** Organization of extra-curricular activities as a device for training in citizenship. *School review*, 33: 62-66, January 1925.

#### SCHOOL BUILDINGS AND GROUNDS

**American school board journal.** Twenty-fifth annual school building number, 70: 1-196, January 1925. illus.

Contains: Wm. B. Ittner: A quarter century in schoolhouse planning and construction, p. 39-42; C. D. Kingsley: Dependence of school architecture upon educational engineering, p. 43-44; Let the architect beware, p. 49-50; S. A. Chalmers: Lower construction costs, p. 51-52; J. C. Almack: Building surveys and building measurement, p. 52-54; Perry West: The modern trend in the science of ventilation, p. 54-56, 128; J. O. Betellee: Normal schools, p. 66-72; T. K. Smith: How a school district can obtain the best price for its bonds, p. 73-74, 130; C. A. Anderson: The problem of classroom seating, p. 87-89, 126.

**Code of lighting school buildings.** American standard, approved June 16, 1924, by American engineering standards committee. Prepared under the joint sponsorship of and issued by the Illuminating engineering society and the American institute of architects. [New York city] 1924. 2 p. l., 39 p. illus. 8°.

- Fellows, William K.** Building plans for the junior high school. *School review*, 33: 35-40, January 1925.
- Holmes, Warren S.** The modern American school—its buildings and equipment. *Visual education*, 5: 131-33, 150-52, June 1924.  
A brief, concise enumeration of modern school equipment and conceptions of education.
- Ittner, William B.** A quarter century in schoolhouse planning and construction. *American school board journal*, 70: 39-42, January 1925. illus.
- Strayer, G. D. and Engelhardt, N. L.** Standards for high school buildings. New York city, Teachers college, Columbia university, 1924. 2 p. l., 95 p. illus., plans, diags. 8°.  
Bibliography: p. 81-82.
- Wood, John E.** A five-year school building program. *American city*, 31: 471-74, November 1924.  
Conditions in the District of Columbia described. Discusses the preparation of a budget, etc.

### SCHOOL HYGIENE AND SANITATION

- American public health association. Committee on health problems in education of the Child hygiene section.** Report on the present status of health education, physical education, and medical inspection. *American journal of public health*, 14: 868-77, October 1924.
- Barrows, Franklin W.** A plea for health education in all high schools. *Nation's health*, 6: 775-77, 818, November 1924.  
"Outline for four-year course covering the subject from simple anatomy to mental hygiene."
- Brown, Maud A.** The place of the teacher in a school health program. *American journal of public health*, 14: 754-57, September 1924.
- Cobb, Walter Frank.** Graded outlines in hygiene. Book two. Yonkers, N. Y., World book company, 1924. vii, 337 p. tables. 12°.  
The outlines in this volume are for the fourth, fifth, and sixth school years. The author says that to develop in the pupils helpfulness, as well as healthfulness, should be the goal of health teaching.
- Eye sight conservation council of America.** . . . Lantern slides and lecture material on eye-sight conservation. New York city, The Eye sight conservation council of America [1924] cover-title, 95 p. illus. 12°. (Eye sight conservation bulletin 5)
- The eye-sight of school children.** *School and society*, 20: 219-21, August 16, 1924.  
Gives some of the results of a preliminary report issued by the Eye sight conservation council of America, which has recently made a nation-wide survey of eye-conservation in education and in industry.
- Keene, Charles H.** Health training and instruction in the public schools. *Nation's health*, 6: 608-11, 652, September 1924.  
Says that theoretical instruction is of little value without a definite health program. Discusses the correlation of health and physical education in the schools of Pennsylvania.  
A state program in education for health. *School and society*, 20: 415-29 October 4, 1924.  
Read before the Harvard teachers' association, April 26, 1924.
- Koehn, Martha.** The health education program and the home economist. *Journal of home economics*, 16: 373-80, July 1924.  
To instill desires for good health into a community, begin by educating the school child in how to obtain health.

**Lansing, Helen Prescott.** A nutrition primer for boys and girls and their young friends. Plattsburg, N. Y., The Imperial press [1924] 71 p. illus. 12°.

**Mebane, Donald C.** The examination of the school children of Olmstead county. American journal of public health, 14: 662-72, August 1924.

Medical inspection of school children in Olmstead and Rochester counties, Minn., during the school year 1922 to 1923. Preventable and remedial physical or mental defects were found in 82 per cent of the city children, and in 73 per cent of the country children.

**Mueller, A. D.** The health of rural school children. Journal of rural education, 4: 106-13, November 1924.

**Shafer, B. F.** The health school of Jacksonville, Illinois. Elementary school journal, 25: 191-96, November 1924.

**Wood, Thomas D.** The child in school; care of its health . . . New York and London, Funk & Wagnalls company, 1924. 3 p. l., 77 p. 8°. (The National health series, ed. by The National health council)

**Wright, Joseph F.** University cherishes health of thousands of students. Nation's health, 6: 755-57, November 1924.

Medical examinations, corrective gymnastics, required participation in outdoor sports, and attendance of hygiene classes at University of Illinois.

### SOCIAL HYGIENE AND GENETICS

**Galloway, Thomas W.** A program of education for parenthood. Nation's health, 7: 26-28, January 1925.

**Reeve, Margaretta W.** Educating for parenthood. Journal of social hygiene, 10: 449-60, November 1924.

**Richmond, Mary E. and Hall, Fred S.** Child marriages. New York, Russell Sage foundation, 1925. 159 p. 8°.

**Wiley, Harvey W.** Training in parenthood. Goodhousekeeping, 80: 90, 203-4, April 1925.

A suggestion for colleges as to a department of heredity and eugenics, and says that "education in parenthood is by far the most dominant factor in the next great step in human welfare."

### MENTAL HYGIENE

**Burnham, William H.** The normal mind; an introduction to mental hygiene and the hygiene of school instruction. New York, D. Appleton and company [1924] xx, 702 p. 12°.

The mental health of normal children is dealt with especially in this book. It maintains the thesis that the essential characteristic of the normal mind is an integration of the personality that makes adjustment possible, and it discusses conditions and methods that tend to preserve and develop integration, as well as conditions and practices that tend to disintegration.

**Paton, Stewart.** Mental hygiene in the university. Scientific monthly, 19: 625-31, December 1924.

Advocates the establishment of departments in our universities for dealing with the problems of human behavior and conduct.

## PHYSICAL TRAINING

**Affleck, G. B.** Selected bibliography of physical education and hygiene. 1924. January to April. American physical education review, 29: 520-26, November 1924.

**Barrow, William H.** General participation in athletics in the student health program. Nation's health, 6: 528-29, 577-78, August, 1924.

Writer says that athletics are only justified when well coordinated with hygiene and preventive medicine, and utilized in moral and physical upbuilding of the student. Illustrated.

**Dawson, George E.** Physical education in the light of modern psychology. Mind and body, 31: 170-78, September 1924.

Read at the convention of the Eastern section of the American physical education association, April 1924.

**H'Doubler, Margaret Newell.** The dance. New York, Harcourt, Brace and company [1925] xiv, 283 p. front., illus., plates. 12°.

"Bibliography for reading": p. 255-62.

"Bibliography of music": p. 263-74.

**Jarman, Robert.** Physical training through organized games, how to conduct the recreational period. With twenty-five plans & diagrams. London, Evans brothers limited [1924] 71 [1] p. incl. diags. 8°.

**Schwegler, E. A. and Engelhardt, J. D.** A test of physical efficiency between results therefrom and results from tests of mental efficiency. American physical education review, 29: 501-5, November 1924.

Author claims that this physical test has met all requirements for a sound test of physical efficiency.

**Snedden, David.** Some unsolved problems of objectives in physical education. Teachers college record, 26: 267-76, December 1924.

**Stecher, William A.** Physical training lessons including games, dances, stunts, track and field work. An illustrated handbook for the class room teacher, with seventy-six halftone illustrations, fifteen line drawings and five song games with music. Philadelphia, Pa., J. J. McVey [1924] ix, 149 p. illus. (incl. music) 8°.

**Wayman, Agnes B.** Physical ability tests for girls and women. Mind and body, 31: 407-11, February 1925.

**Wild, Monica B. and White, Doris E.** . . . Physical education for elementary schools. Issued by the Extension division. Cedar Falls, Ia., Iowa state teachers college, 1924. 431 p. illus., music. 12°. (Bulletin of the Iowa state teachers college, Cedar Falls, Ia. vol. xxv, no. 4, September 1924)

## PLAY AND RECREATION

**Adams, Elizabeth Kemper.** The energies of girls. Playground, 18: 639-42, 659-60, February 1925.

**Bassett, Edward M.** Legislation for parks and recreation spaces. Playground, 18: 574-80, 609-11, January 1925.

**Coverdale, J. W.** Recreation for the small town and the country. Playground, 20: 352-55, September 1924.

The rural recreation problem is discussed.

**Finley, John H.** Objectives in community recreation. Playground, 18: 524-27, December 1924.

**Glenn, John M.** Industrial recreation. *Playground*, 18: 337-39, 366, September 1924.

Discusses the work done by the large manufacturing institutions in making provisions for recreation for their employees.

**Settle, T. S.** Recreation for colored citizens—needs and methods. *Playground*, 18: 597-98, 612-13, January 1925.

**Smith, John F.** Recreation and the open country. *Playground*, 20: 356-58, September 1924.

"The people of the countryside yearn for expression of body and spirit just as do those who dwell elsewhere."

Address delivered at the Recreation congress, Springfield, Ill., October 9, 1923.

**Staley, Seward Charle.** Games, contests and relays. New York, A. S. Barnes and company, 1924. viii, 354 p. illus., diags. 8°.

The author has attempted to collect into this volume of mass physical recreational activities, all of the more important activities of this sort practiced by the peoples of Western civilization. It includes the pedagogy of games for the lower and upper grades, the junior and senior high school, and the college; also gives directions for relay races and combative contests.

... The program of sportmanship education. *Urbana, The University of Illinois* [1924] 27 p. 8°. (University of Illinois bulletin, vol. xxi, no. 49. Bureau of educational research circular no. 28)

What constitutes an adequate recreation life? *Playground*, 18: 625-34, February 1925.

CONTENTS: Luella A. Palmer: For the child under eight years, p. 625-26. Lorne Barclay: For the boy eight to twelve, twelve to seventeen, seventeen to twenty-five, p. 626-28. Era Betzner: For the girl eight to twelve, twelve to seventeen, seventeen to twenty-five, p. 628-31. John Bradford: For young men and women, p. 631-33. E. K. Fretwell: For the middle-aged, p. 633-34.

Addresses given at the Recreation congress, Atlantic City, October 20, 1924.

**Wood, Mabel Travis.** Women play leaders. *Woman citizen*, 9: 8-9, 27, August 9, 1924. illus.

### SOCIAL ASPECTS OF EDUCATION

**Hart, Joseph K.** Social life and institutions; an elementary study of society. Yonkers-on-Hudson, N. Y., World book company, 1924. vi, 423 p. illus. 12°.

**Rugh, O. E.** Social standards. *School and society*, 20: 351-61, September 20, 1924.

The so-called revolt of youth is treated in a comprehending, sensible way, the author believing that it is easier to treat social standards at the level of manners than at the level of morals or religion, but that these standards must conform to the requirements of good morals.

### CHILD WELFARE

**American child health association.** Progress in child health; second annual report of Courtenay Dinwiddle, general executive, to the directors of the American child health association. Presented at the second annual meeting of the Association, Kansas City, Missouri, October 14-16, 1924. [New York, 1924] 42 [1] p. 8°.

"Reprinted from the November, 1924, issue Child health magazine."

An International year book of child care and protection; being a record of state and voluntary effort for the welfare of the child, including education, the care of the delinquent and destitute child, and conditions of juvenile employment throughout the world. Comp., from official sources, by Edward Fuller. With an introduction by Percy Alden. London, New York [etc.] Longmans, Green and co., 1924. xiii, 448 p. 12°.

**Moehlman, Arthur B.** Child accounting: needs. *Journal of educational research*, 10: 61-63, June 1924.

Third paper of series. Shows the necessity of uniform State-wide systems of child accounting, comprehensive in form and continuous as to type.

**The Twentieth Amendment—a debate.** *Forum*, 73: 13-27, January 1925.

CONTENTS: Why a child labor amendment? by Owen R. Lovejoy, p. 13-21. An unnecessary amendment, by William E. Gonzales, p. 21-27.

### MORAL EDUCATION

**Athearn, Walter Scott.** Character building in a democracy. The Washington Gladden lectures for the year 1924. New York, The Macmillan Company, 1924. 163 p. 12°.

It is the part of the churches to provide a comprehensive system of religious schools to parallel the public school system all the way from the kindergarten to the university. These schools should give the rising generation the necessary moral training based on religious faith. In view of this situation confronting Christian educators, Professor Athearn's book discusses "spiritual illiteracy" and its remedies, the evolution of the church school, the organization and supervision of religious education and the provision of qualified teachers, and the prospects for the church schools of to-morrow.

**Horne, Herman H.** Does the study of ethics improve morals?—A student symposium. *School and society*, 21: 330-32, March 14, 1925.

**Marrs, J. J.** Course in moral instruction. *Mississippi educational advance*, 15: 42-45, June 1924.

A list of stories and articles, and books, with author's name, and the moral lesson each teaches, is given.

**Rich, Stephen G.** A constructive program for moral and civic habit formation. *Education*, 45: 129-41, November 1924.

"The positive program of moral and civic training . . . proceeds to do the work that the home has ceased to accomplish."

**Starbuck, Edwin D.** Some of the fundamentals of character education. *School and society*, 20: 97-101, July 26, 1924.

Address before the National education association, July 1924.

**Symonds, Percival M.** The present status of character measurement. *Educational administration and supervision*, 10: 484-98, November 1924.

### RELIGIOUS AND CHURCH EDUCATION

**Catholic educational association.** Report and addresses of the twenty-first annual meeting, Milwaukee, Wis., June 23-26, 1924. 720 p. 8°. (The Catholic educational association bulletin, vol. 21, no. 1, November 1924) (Rev. Francis W. Howard, secretary, 1651 East Main Street, Columbus, Ohio)

Contains: 1. William Cunningham: Rebuilding the educational ladder, p. 37-54. 2. F. J. Kunnecke: Articulation of high school and college, p. 188-99. 3. F. M. Kirsch: Phases of the history of secondary education, p. 202-17. 4. P. J. Bernarding: Objectionable features of coeducation in the high school, p. 250-64. 5. M. S. Dudgeon: The school library as an educational agency, p. 281-94.

**Betts, George Herbert.** The curriculum of religious education. New York, Cincinnati, The Abingdon press [1924]. 535 p. illus., diags. 8°. (The Abingdon religious education texts)

The plan of this volume is (1) to give a brief but sufficiently comprehensive outline of the origins and historical development of the present religious curriculum; (2) to formulate the educational principles and state the fundamental theory which should govern in the making of a curriculum of religious education; (3) to describe and in some measure estimate the essential value of the current curricula of our church schools.

**Brewster, Clifton Hartwell.** A history of religious education in the Episcopal Church 1825. New Haven, Yale university press, 1924. xi, [1], 362 p. 8°. (Half-title: Yale studies in the history and the theory of religious education. Editors: L. A. Weigle, H. B. Wright)

Bibliography: p. [331]-348.

**Burroughs, E. A., ed.** Education and religion; a course of lectures given in Bristol Cathedral, with a foreword by the Archbishop of Canterbury. London, Hodder and Stoughton, limited [1924] 253 p. 12°.

CONTENTS: Objectives by E. A. Burroughs.—Religion and humanity by Cyril Norwood.—Religion and national life by Michael Sadler.—The teaching of religion by C. A. Alington.—Psychology and religion by J. B. Rae.—The spiritual life of the adolescent by H. C. White.—Children and churchmanship by C. S. Woodward.—The Christian citizen of to-morrow by H. R. L. Sheppard.—The duty of the church to-day by the Dean of Bristol.

**Drummond, N. B.** The educational function of the church. Nashville, Tenn., Sunday school board of the Southern Baptist convention [1924] 223 p. 12°.

**International Sunday school council of religious education.** Year book. 1st, 1924. Chicago, International Sunday school council of religious education [1924] 143 p. ports. 8°.

**Kirsch, Felix M.** The Catholic teacher's companion; a book of self-help and guidance. With a preface by Cardinal Dougherty and an introduction by Rev. George Johnson. New York, Cincinnati, Chicago, Benziger brothers, 1924. xxx, 747 p. front. 12°.

**Krumbine, Miles H.** Matriculating in righteousness. Good housekeeping, 80: 53, 122, 125, 128, 130, 133, 134, 139, March 1925.

Summarizes an attempt made "to set up a program of religious education that will bring to the experience of every child for whose religious training we are responsible, approximately as much training in religion as that child gets in any other field of experience."

**National council on religion in higher education.** Bulletin. IV, The undergraduate courses in religion at the tax-supported colleges and universities of America, by Charles Foster Kent. V, State constitutional and legislative provisions and Supreme court decisions relating to sectarian religious influence in tax-supported universities, colleges, and public schools, by Herbert L. Searles. [1924] 2 v. 8°.

The National council on religion in higher education was formerly the National council of schools of religion. Its dean is Charles Foster Kent, of Yale university, New Haven, Conn.

**Penniman, Josiah H.** Abraham Lincoln and Christian education. Pennsylvania gazette, 23: 465-68, March 6, 1925.

An address made before the Presbyterian educational conference, Philadelphia, February 12, 1925.

**Phillips, Charles.** The teacher's year; an informal handbook for the Catholic educator. New York, P. J. Kenedy & sons, 1924. x, 276 p. 12°.

**Poole, William O.** The place of Christian education in world evangelism. International journal of religious education, 1: 26-28, October 1924.

**Severance, Henry O.** Adult religious education. Library journal, 50: 173-74, February 15, 1925.

A list of 38 books is given on religious subjects which would be desirable as a reading list for adults.

**Shaver, Erwin L.** The project principle in religious education; a manual of theory and practice for church-school leaders. Chicago, Ill., The University of Chicago press [1924] xix, 375 p. 16°. (Half-title: The University of Chicago publications in religious education)

- Stewart, George, jr.** A history of religious education in Connecticut to the middle of the nineteenth century. New Haven, Yale university press, 1924. xv, 402 p. facsim. 8°. (Yale studies in the history and theory of religious education. I)
- Willcox, Helen L.** . . . Bible study through educational dramatics. New York, Cincinnati, The Abingdon press [1924] 155 p. 8°. (Biblical drama series)

### MANUAL AND VOCATIONAL TRAINING

**Associate industries of New York state. Committee on education.** . . . First report of the Committee on education of Associated industries of New York state. Buffalo, N. Y., Associated industries of New York state inc. [1924] 16 p. 12°. (Educational series no. 1. General education program)

**Bureau of vocational information, New York.** Training for the professions and allied occupations; facilities available to women in the United States. New York, N. Y., Bureau of vocational information, 1924. xii, 742 p. 8°.

The various occupational fields for women described in this volume are 23 in number. Each section has a general survey giving the trend of the occupation and the status of training, and a directory of institutions where preparation for the particular occupation may be had.

**Dean, Arthur, ed.** Education through woodworking. A series of prize winning essays, practical hints on the operation of woodworking machines, floor plans and machine specifications for woodworking departments. Introduction by Arthur Dean. Rochester, N. Y., Educational department, American woodworking machinery company [1924] 4 p. l., 352[1] p. illus., plates. 8°.

**CONTENTS:** From seven cardinal principles, by A. Callver.—From the angle of case studies, by F. Strickler.—Motivated book work, by Mary W. Muldoon.—Taste and superior craftsmanship, by H. Hjorth.—Value of productive method, by W. Rosengarten.—Training teachers of industrial arts, by Marjorie Nind.—The instincts of boys, by A. Hausrath.—A teacher and his boys, by J. B. Doty.—The teacher who found himself, by E. D. Hay.—Wood, a basic material, by F. H. Shepherd.—A teaching program, by G. R. Tuttle.—The creative impulse, by H. Cleaves.—Training leaders of industry, by G. B. Cox.—Production and instruction, by W. T. Weld.—A series of outstanding points, by S. H. Williams.—Habit formations, by E. S. MacIn.—Thinking basis of woodwork, by M. L. Burris.—As a tie-up with education, by J. F. Friese.—A very practical illustration, by F. Mack.—From across the border, by W. H. Hewitt.—Class papers as an aid, by W. H. Coppedge.—The higher education value, by W. D. Keir.

**Haynes, Merritt Way.** Teaching shop work; a handbook for instructors in vocational schools and for students in trade-teacher training classes. Boston, New York [etc.] Ginn and company [1924] x, 238 p. illus., forms, diags. 12°.

By a process of analysis the subject of trade-teaching is here resolved into the following units: Principles of vocational education observation of teaching, trade analysis, principles of teaching, practice-teaching, shop organization and management, psychology applied to student analysis.

**Keller, Francis J.** Day schools for young workers; the organization and management of part-time and continuation schools. New York and London, The Century company, 1924. xxiii, 577 p. diags. 12°. (The Century vocational series, edited by Charles A. Prosser)

Courses of study: p. 533-47.

Bibliography: p. 433-63.

**Payne, Arthur F.** Administration of vocational education, with special emphasis on the administration of vocational industrial education under the Federal vocational education law. New York, McGraw-Hill book company, inc., 1924. xiii, 354 p. tables, diags. 8°.

Following the general treatment of administration and organization of vocational training, considerable space in this volume is devoted to discussing and clarifying the terminology currently employed to designate the various forms of practical work in education.

**Plenzke, O. H.** A study of the abilities of vocational school pupils. *Journal of educational research*, 10: 42-48, June 1924.

Tests made in two Wisconsin cities. Recommends a new program for the part-time schools of Wisconsin.

**Smith, Homer J.** . . . Industrial education in the public schools of Minnesota (a detailed study of its history and present practice, with suggestions) x, 153 p. incl. tables, diags. 8°. ([Minnesota University] College of education. Educational monograph no. 6)

"Bulletin of the University of Minnesota . . . vol. xvii, no. 47, September 15, 1924."

**Weinburg, Frances Toor.** Mexico's rapid progress in vocational education. *Bulletin of the Pan American union*, 58: 578-84, June 1924. illus.

### VOCATIONAL GUIDANCE

**Burr, Emily T.** Vocational guidance for the maladjusted. *Nation's health*, 6: 399-401, June 1924.

Describes the work of the Vocational adjustment bureau, New York City.

**Cook, William A.** An effort to measure typing efficiency. *Journal of educational research*, 11: 49-59, January 1925.

Describes a plan which seeks to measure typing efficiency by class performance as well as by individual attainments.

**Counts, George S.** The social status of occupations: a problem in vocational guidance. *School review*, 33: 16-27, January 1925.

A discussion of an important problem in vocational guidance, which, as the writer says, is "seldom squarely faced." Forty-five occupations were selected for study.

**Fryer, Douglas.** The significance of interest for vocational prognosis. *Mental hygiene*, 8: 466-505, April 1924.

Discusses the permanency of vocational interest, and the psychological meaning of interest. Gives case studies of vocational ambitions of groups of students in different colleges.

**Griffitts, Charles H.** Fundamentals of vocational psychology. New York, The Macmillan company, 1924. xiii, 372 p. 12°.

**Holmes, Chester W.** An unusual experiment in vocational guidance. *Education*, 45: 263-76, January 1925.

Discusses the work of the Carnegie hero fund commission.

**Kawin, Ethel.** Blind alleys. *Survey*, 53: 148-50, November 1, 1924.

A study of vocational guidance.

**McHale, Kathryn.** An experimental study of the vocational interests of a liberal arts college group. *Journal of applied psychology*, 8: 245-55, June 1924.

**Peters, Iva L.** A college vocational guidance program. *School and society*, 20: 201-7, August 16, 1924.

Address before the National education association, at Washington, D. C.

**Pruette, Lorine.** Vocational orientation for the college student. *Educational review*, 69: 83-85, February 1925.

Presents a course in vocational adjustment.

**Saul, John H.** Vocational guidance from the point of view of commercial education. *Vocational guidance magazine*, 3: 163-71, February 1925.

**Towne, Harriet E.** Every teacher a counselor. *Vocational guidance magazine*, 3: 155-62, February 1925.

Writer affirms that the outstanding aim of successful counseling is to make the child the unit, not the subject, nor the curriculum.

## WORKERS' EDUCATION

Conference of teachers in workers' education at Brookwood, February 23-24, 1924, edited by a committee of local no. 189, American federation of teachers. Brookwood, Katonah, N. Y., 1925. 69 p. 12°.

The proceedings are here given of the first annual conference of teachers in workers' education, held under the auspices of the American federation of teachers at Brookwood, called "labor's own resident college," located at Katonah, N. Y. The papers included deal with the following general topics in relation to workers' education: Place of psychology—psychology of the learning process, Positive and constructive mental habit in students, Function of natural science and the scientific method, Pedagogical procedure, Spoken and written English as instruments and objectives.

**Horrabin, J. F. and Winifred.** Working-class education. London, The Labour publishing company, limited [1924] 93 p. 16°.

**Jacks, L. P.** The education of industry. Yale review, 14: 52-65, October 1924.

Attributes, among other things, the decline of the fine arts to the divorce between industry and culture, between labor and education.

**Mitchell, Broadus.** The working women's classes at Bryn Mawr college. Educational review, 68: 126-28, October 1924.

Describes the summer school for women workers.

**Muste, A. J.** Workers' education in the United States. Nation, 119: 833-35, October 1, 1924.

**Price, T. W.** The story of the Workers' educational association from 1903 to 1924. Introduction by R. H. Tawney. London, The Labour publishing company, limited, 1924. 94 p. 16°.

## AGRICULTURE

**Berry, James B.** Teaching agriculture; an analysis of the teaching activity in its relation to the learning process. Yonkers-on-Hudson, N. Y., World book company, 1924. xiv, 230 p. front., illus. 12°. (New world agriculture series, ed. by W. J. Spillman)

**Doggett, Allen B., jr.** Hampton's school of agriculture. Southern workman, 53: 189-98, November 1924.

**McMillan, George.** The agricultural high school in Ontario. Toronto, University of Toronto press, 1924. 129 p. tables, diags. 8°.

**Pearson, B. A.** The better adaptation of educational and investigational effort to the agricultural situation. Science, 61: 217-21, February 27, 1925.

**Schmidt, G. A.** . . . New methods in teaching vocational agriculture. New York & London, The Century co., 1924. xv, 268 p. front. 12°. (The Century vocational series, ed. by C. A. Prosser)

**Shinn, E. H.** Elementary agriculture in rural schools from sixth to eighth grades. Journal of rural education, 4: 59-69, October 1924.

The topics of this discussion are the aims and objectives in teaching agriculture in rural schools, the ways and means, the results and recommendations.

## HOME ECONOMICS

**Alexander, Nelle.** How schools can afford home economics. Elementary school journal, 25: 113-18, October 1924.

Describes work done by the writer in a junior high school at Beloit, Wis., in 1922-1924, where all eighth-grade girls took cooking.

**Harrington, Irene C.** The high-school lunch: its financial, administrative, and educational policies. Journal of home economics, 16: 625-30, November 1924.

A study made under the direction of the department of household economics at Simmons college.

**Purcell, Blanche W.** Home economics at Hampton institute. Southern workman, 54: 9-15, January 1925.

**Robertson, Annie Isabel.** . . . Guide to literature of home and family life; a classified bibliography for home economics with use and content annotations. Philadelphia, London [etc.] J. B. Lippincott company [1924] xv, 284 p. 8°. (Lippincott's home books, ed. by B. R. Andrews)

### COMMERCIAL EDUCATION

**Welch, Arnon Wallace.** Some observations on secondary commercial education. New York, Chicago [etc.] The Gregg publishing company [1924] xi, 208 p. 12°.

**Williams, Clementine T.** Why business finds fault with school. Educational review, 69: 93-96, February 1925.

Says that the merchant expects the high school to give a student a fundamental knowledge of facts considered as general information.

### PROFESSIONAL EDUCATION

#### GENERAL

**Koch, E. W.** Pre-professional training as revealed by the needs of the physician. Science, 60: 580-82, December 26, 1924.

Says that the cultural subjects and the humanities should be given greater consideration than they now receive. Emphasizes the importance of psychology.

**Leonard, Robert Josselyn.** Trends in professional education. Teachers college record, 26: 177-83, November 1924.

Address delivered at opening convocation of Columbia university, September 1924.

**Wickenden, W. E. and Dick, Adelaide.** Professional organizations and professional schools. Journal of engineering education, n. s. 15: 224-44, December 1924.

Gives history and present status of professional schools of the United States.

#### MEDICINE

**Bradford, E. H.** Teaching the practice of medicine. Boston medical and surgical journal, 191: 1195-1200, December 25, 1924.

**Edsall, David L.** The product of medical education. Boston medical and surgical journal, 191: 283-94, August 14, 1924.

An appreciative review of medical education in the United States and the quality of graduates in medicine.

**Harvey, B. C. H.** College preparation for the study of medicine. School and society, 19: 713-18, June 21, 1924.

**Jackson, C. M.** The rôle of research in medicine. Science, 59: 227-33, September 12, 1924.

Contends that the medical school must necessarily be an integral part of a strong university.

**Maes, Urban.** Some suggested reforms in the medical curriculum. Journal of the American medical association, 82: 2007-9, June 21, 1924.

Says that a closer contact is needed between the clinical and pre-clinical branches.

**Mayers, Lewis and Harrison, Leonard V.** The distribution of physicians in the United States. New York, General education board, 1924. xii, 197 p. incl. tables. 12°.

**Medical education in the United States.** Journal of the American medical association, 83: 509-31, August 16, 1924.

"Annual presentation of educational data for 1924 by the Council on medical education and hospitals." Statistics of medical colleges in the United States and Canada; distribution of medical students by States, etc.

**Pusey, William A.** Medical education and medical service. Journal of the American medical association, 84: 281-85, 365-69, 437-41, 513-15, 592-95, January 24, 31, February 7, 14, 21, 1925.

Emphasizes the shortage of rural physicians, the excessive cost of medical education and its reduction, and the revision of the curriculum and methods of teaching.

**Rockefeller foundation. Division of medical education.** Methods and problems of medical education. First-second series. New York, The Rockefeller foundation, Division of medical education, 1924. 2 v. incl. illus., plans. 4°.

Richard M. Pearce, director.

#### NURSING

**Blasier, Florence E.** . . . Investigation of nursing as a professional opportunity for girls. Pt. I, Technical study. Pt. II. Vocational information bulletin. [Bloomington, Ind.] The Bureau of cooperative research, School of education, Indiana University, 1924. cover-title, 69 p. illus. tables, diagra. 12°. (Bulletin of the School of education, Indiana university, vol. I, no. 2)

**Bolton, Frances P.** The responsibility of the university school of nursing to the individual student, the hospital, and the community. American journal of nursing, 24: 895-904, August 1924.

Also in Trained nurse and hospital review, 73: 121-28, August 1924.

Says there is great need of supplementary and additional education for graduate nurses who have suffered from the failure of the apprentice type of training.

**Eyre, Mary B.** New methods of examination. American journal of nursing, 25: 35-42, January 1925.

Discusses psychological tests and methods in examination of nurses.

**Pfeferkorn, Blanche.** Adjustments in the educational program for nursing. American journal of nursing, 24: 1126-32, November 1924.

#### ENGINEERING

**Bennett, Edward.** Engineering courses for the functional rather than the industrial divisions of engineering. Journal of engineering education, 14: 582-99, June 1924.

**Hammond, H. P.** The preparation, admission, and elimination of engineering students. Journal of engineering education, n. s. 15: 498-508, March 1925.

**Jewett, A. O.** The engineering graduate in industry. Journal of engineering education, n. s. 15: 424-33, February 1925.

**Society for the promotion of engineering education.** Report of the director of investigation, to the board of investigation and coordination, December 5, 1924. Journal of engineering education, 15: 324-29, January 1925.

**Walker, P. F.** The public service aspects of engineering education. Journal of engineering education, 15: 32-41, September 1924.

Discusses the social significance of engineering education.

## THEOLOGY

**Kelly, Robert L.** Theological education in America; a study of one hundred sixty-one theological schools in the United States and Canada. New York, George H. Doran company [1924] 456 p. plates, tables, diagra. 8°.

This inquiry was made under the auspices of the Institute of social and religious research, New York. The data for the study were collected by means of questionnaires, supplemented by numerous personal visits to institutions and the consultation of printed sources of information. The material was subjected to thorough criticism and verification before publication. The book is not merely statistical, but it undertakes also to interpret the spirit and the tendencies underlying the service of the seminaries.

## CIVIC EDUCATION

**Almack, John C.** Education for citizenship. Boston, New York [etc.] Houghton Mifflin company [1924] xvii, 287 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

This work is written from a practical point of view, with the purpose of instructing teachers in the principles and methods of effective training for citizenship.

**Angell, James B.** Some reflections on democracy and education. Yale review, 14: 417-32, April 1925.

Says that the education fitted for the needs of a democracy must give incentive to moral and spiritual interests as well as vocational and scientific. The school must be reenforced by both the family and the church.

**Jordan, David Starr.** Education for peace. Journal of education, 100: 625-28, December 18, 1924.

The \$25,000 Prize Plan of education for peace and the promotion of world amity.

**Schmidt, Louis B.** Steering the schools straight. Educational review, 68: 225-33, December 1924.

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**Sisson, Edward O.** Education for patriotism. Educational review, 68: 60-66, September 1924.

"Education for patriotism is a work of purification and illumination."

**Vinacke, Howard M.** Smugness in civic teaching. Educational review, 69: 8-13, January 1925.

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**Wiley, Malcolm.** Education for citizenship. Journal of social forces, 2: 676-79, September 1924.

A review of some recent textbooks on the subject.

## AMERICANIZATION

**Nutting, H. C.** Immigration and education. School and society, 20: 677-82, November 29, 1924.

**Symonds, Percival M.** The effect of attendance at Chinese language schools on ability with the English language. Journal of applied psychology, 8: 411-23, December 1924.

An attempt to throw light on the foreign language school problem of Hawaii.

## EDUCATION OF WOMEN

**Charters, Jessie Allen.** Methods of study used by college women. Points of view from which work on study has been done. Journal of educational research, 10: 344-55, December 1924.

**Franklin, Mrs. Lucy Jenkins.** The dean of women. *Journal of education*, 101 : 43-44, January 8, 1925.

Address at her installation as dean of women at Boston university.

**Michell, Elene M.** The life career motive and the dean of girls. *School and society*, 20 : 70-76, July 19, 1924.

Status of women in college and university faculties. *School and society*, 21 : 16-17, January 3, 1925.

**Wilson, Ella E.** The girls' league as an agency in the education of high-school girls. *School review*, 33 : 208-19, March 1925.

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#### - NEGRO EDUCATION

**Aery, William A.** The school education at Hampton institute. *Southern workman*, 54 : 130-36, March 1925.

**Cools, G. Victor.** The problem of the negro schools. *School and society*, 20 : 168-73, August 9, 1924.

— Why negro education has failed. *Educational review*, 68 : 254-59, December 1924.

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**Gandy, John M.** Public high schools for Virginia negroes. *Southern workman*, 53 : 305-11, July 1924.

**Newbold, N. C.** Negro education in North Carolina. *Journal of rural education*, 4 : 145-56, December 1924.

Discusses the progress made within the past four years in this state.

**Scott, Emmett.** Leisure time and the colored citizen. *Playground*, 18 : 593-96, January 1925.

#### EDUCATION OF THE BLIND

**Minner, Charles B.** The question of higher education for the blind. *Pedagogical seminary*, 31 : 358-87, December 1924.

#### EDUCATION OF THE DEAF

**American association to promote the teaching of speech to the deaf.** Proceedings of the eleventh summer meeting, June 30-July 5, 1924. *Volta review*, 27 : 1-79, January 1925.

**American instructors of the deaf.** Report of the proceedings of the twenty-third meeting of the convention . . . Belleville, Ontario, Canada, June 25-30, 1923. Washington, Government printing office, 1924. 278 p. 8°. (Secretary, Ignatius Bjorlee, Frederick, Md.)

**American schools for the deaf.** *American annals of the deaf*, 70 : 1-69, January 1925.

Tabulates statement, giving schools, locations, and chief executive officers. Gives list of instructors, October 20, 1924.

**Conserving hearing and teaching lip-reading.** Symposium. *Volta review*, 26 : 589-605, December 1924.

**Northrop, Helen.** Reading for the deaf. *American annals of the deaf*, 69 : 401-25, November 1924.

**Bott, O. M.** The prevention of deafness in children and the teacher's responsibility thereto. *Volta review*, 26: 495-500, October 1924.

**Wright, John D.** Schools for the deaf in France. *Volta review*, 26: 348-56, August 1924.

Second and concluding paper. Illustrated.

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**Emerson, William B. P.** Physical and mental unfitness in children. *School and society*, 20: 361-65, September 20, 1924.

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**Haines, Thomas H.** Special training facilities for mentally handicapped children in the public day schools of the United States, 1922-23. *Mental hygiene*, 8: 893-911, October 1924.

**Hopkins, L. Thomas.** The intelligence of continuation-school children in Massachusetts. Cambridge, Harvard university press, 1924. xiv, 132 p. 8°. (Half-title: Harvard studies in education, vol. v)

**Judelson, Samuel J.** A study of the physical ability of mentally retarded children. *Mind and body*, 31: 296-311, [December] 1924.

**McCord, Clinton B.** The need for scientific study of delinquent and problem children and provision for an adequate mental hygiene program in the schools. *Mental hygiene*, 8: 438-52, April 1924.

Discusses work in Albany, N. Y. Says that more and better trained teachers, psychiatrists, and social workers are needed.

**Bohan, Ben J.** What to do for the bright pupil. *Journal of educational method*, 4:15-24, September 1924.

Discusses the plan for providing "interest or incentive clubs" adopted in the writer's schools, which were of four kinds, a teachers' club, a forestry club, a newspaper club, and a wireless club.

**Wallin, J. E. Wallace.** The education of handicapped children. Boston, New York [etc.] Houghton, Mifflin company [1924] xiv, 394 p. front. plates, tables, diagrs., facsims. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

After a brief historical survey of the development of care and training of handicapped children, the technical requirements are stated for the successful organization of special classes for children who are mentally retarded, delinquent, speech defective, crippled, deaf, blind, hard-of-hearing, or semi-sighted. A discussion follows of the theories, definition, and social consequence of mental deficiency, and the ultimate aims of constructive work in behalf of the mentally defective.

**Wilson, Homer C.** An opportunity and adjustment school of the intermediate type. *Elementary school journal*, 25: 184-90, November 1924.

Describes conditions in elementary schools of Fresno, Calif., where special schools were established for all boys and girls 13 years of age or older who had not graduated from the elementary school.

### EDUCATION EXTENSION

Adult education in Scandinavia and America. Two addresses delivered at the Conference of southern mountain workers, Knoxville, Tenn., April 8-10, 1924. [New York city, 156 Fifth avenue]. Pub. by the conference [1924] 46 p. 8°.

CONTENTS.—The people's college in Denmark and what it may mean to the Highlands, by Mrs. John C. Campbell.—An adaptation of the Danish theory to a country with super-rural problems—Finland, by Marguerite Butler.

**Bittner, W. S.** Cooperation for adult education. *School and society*, 20: 296-303, September 6, 1924.

Address before the Federal conference on home education, University of Minnesota, May 7, 1924.

**Cottrell, Louise.** A social-working state university. *Survey*, 53: 581-83, February 15, 1925.

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A history of adult schools in England, with a description of their present status and a forecast of their future development.

**National university extension association.** Committee on standardization. Report. University extension credit courses. [Boston, Mass.] 1924. 70 p. 8°.

Secretary-treasurer of association: J. A. Moyer, Statehouse, Boston, Mass.

**Stanley, Oliver, ed.** The way out. Essays on the meaning and purpose of adult education by members of the British institute of adult education; with an introduction by Viscount Grey of Fallodon. London, New York, [etc.] Oxford university press; Humphrey Milford, 1923. vii, 115 p. 12°.

Contributors: Viscount Haldane of Cloan, A. E. Zimmern, H. J. Laski, Eustace Percy, Albert Mansbridge, W. N. Bruce, William McCormick, Frank Heath, Elizabeth S. Haldane, T. H. Searls.

**Tawney, B. H.** Adult education in England. *New republic*, 40: 292-93, November 19, 1924.

#### LIBRARIES AND READING

An advanced school of librarianship. *Library journal*, 50: 171-72, February 15, 1925.

Sets forth the need for such a school, the entrance requirements, location, curriculum, etc.

**Andrews, Clement W.** Centralizing university libraries. *Library journal*, 49: 1017-20, December 1, 1924.

Paper read before the College and reference section of the American library association, Saratoga Springs, N. Y., July 2, 1924.

**Baker, Ernest A.** Teaching how to read. *Fortnightly review*, 117: 414-23, March 1925.

Discusses library extension work; the use of the library, etc.

**Bone, Woutrina A.** Children's stories and how to tell them. With an introduction by May Masee. New York, Harcourt, Brace and company, [1924]. xviii, 200 p. 12°.

Bibliography: p. 149-191.

**Donovan, H. L.** The content of ordinary reading. *Elementary school journal*, 25: 370-79, January 1925.

A study of "What adults read." Says the curriculum-maker should go to the newspapers, magazines, public libraries, and book stores, to find out what people are interested in reading, and then develop a curriculum which will lead them to do better that which their interest will cause them to do any way.

**Garnett, Wilma Leslie.** Children's choices in prose. *Journal of education*, 99: 629-33, June 5, 1924.

Lists submitted are given.

**Hadley, Chalmers.** Library buildings; notes and plans. Chicago, American library association, 1924. 154 p. illus. 4°.

The scope of the volume is limited to library buildings costing less than \$50,000.

**Hulsizer, Allen.** The rural library. *Journal of rural education*, 4: 170-73, December 1924.

Says "If rural education is to be efficient, there must be wider, richer sources to form and inform rural children."

**Kethley, W. M.** The Lake memorial library in the Enochs junior high school. American school board journal, 69: 51, July 1924. illus. plan.  
Also in the Elementary school journal, 25: 55-60, September 1924.

**Learned, William S.** The American public library and the diffusion of knowledge. New York, Harcourt, Brace and company [1924] vii, 89 p. maps, tables, diagr. 8°.

The tax-supported public library as an agency for the systematic diffusion of knowledge is discussed in this book; also the American Library Association as an agency for the promotion of library service. The study closes with a forecast of the future development of public libraries and of the service rendered by them, in which the author recommends a library survey of the United States, experimental studies in the diffusion of library service, and adequate support of professional training and of the American Library Association.

**Meyer, H. H. B.** The library and adult education. Public libraries, 29: 507-10, December 1924; 30: 1-4, 55-59, January, February 1925.

**Michigan. University.** The William L. Clements library of Americana at the University of Michigan. Ann Arbor, The University, 1923. xii [1] 228 p. 8°.

**Morgan, Joy E.** Schools and libraries. School and society, 20: 703-13, December 6, 1924.

An address before the Department of elementary school principals of the National education association, Washington, D. C., July 2, 1924.

**Our teacher's book shelf.** New York state education, 12: 209-14, November 1924.

A list of 342 titles, compiled with the assistance of Miss Martha Phelps, and Mr. Frank L. Tolman, and assistants, New York State library. In the next issue there was given a list of ten books selected from this number, that should be in every teacher's library.

**Pcwer, Lenore St. John.** New fashions and old in children's books. Good housekeeping, 79: 104, 106, 108, December 1924.

A list of books is given on page 108, with title, author, publisher, and price.

**The public library and adult education.—A symposium.** Library journal, 49: 925-40, November 1, 1924.

Contains papers by A. E. Bostwick, S. H. Ranck, C. F. D. Belden, Linda A. Eastman, Beatrice Winsor, G. H. Tripp, Electra C. Doren, C. E. Rush, Faith Smith, M. J. Ferguson, C. B. Roden, C. E. Sherman, and M. S. Dudgeon; also statements from the general field.

**Snider, Ezra.** Literary poison for boys and girls. Educational review, 68: 144-46, October 1924.

**Tilton, Evelyn E.** The library in the rural school. Journal of rural education, 4: 164-70, December 1924.

Gives a list of fifty books for grades 1-8, and a suggestive list of fifty more.

**Van Hosen, Henry Bartlett.** Graduate and undergraduate instruction in the bibliography and use of the library. School and society, 21: 311-14, March 14, 1925.

The writer says "This topic might with a considerable degree of truth be phrased 'the place of the college in adult education.'"

**Ward, Gilbert O.** Publicity for public libraries; principles and methods for librarians, library assistants, trustees, and library schools. New York, The H. W. Wilson company, 1924. vii, 315 p. incl. diagr. 12°.

**Wheeler, Joseph L.** The library and the community. Increased book service through library publicity based on community studies. Chicago, American library association, 1924. 417 p. illus., diagr. 8°.

This volume deals with the community background of the library (including schools), public opinion and the library, and especially the technique of library publicity.

## BUREAU OF EDUCATION: RECENT PUBLICATIONS

- American school buildings; by Fletcher B. Dresslar. Washington, Government printing office, 1925. 100 [45] p. illus., plates. 8°. (Bulletin, 1924, no. 17)
- A basis for music in the work-study-play school; by Will Earhart. Washington, Government printing office, 1924. 5 p. (City school leaflet no. 17)
- Bibliography of educational and psychological tests and measurements; compiled by Margaret Doherty and Josephine MacLatchy, under the direction of B. R. Buckingham. Washington, Government printing office, 1924. 233 p. 8°. (Bulletin, 1923, no. 55)
- Biennial survey of education, 1920-1922. In two volumes. vol. 1. Washington, Government printing office, 1924. 773 p. 8°. (Bulletin, 1924, no. 13)
- The chief state school official; by Ward G. Reeder. Washington, Government printing office, 1924. 167 p. 8°. (Bulletin, 1924, no. 5)
- Commercial occupations. Report of the fourth Commercial education conference, 1924. Prepared by Glen Levin Swiggett. Washington, Government printing office, 1924. 9 p. (Commercial education leaflet no. 9)
- Cooperation in adult education. Report of second national conference on Home education; by Ellen C. Lombard. Washington, Government printing office, 1925. (Home education circular no. 6)
- Cooperative vocational guidance. Report of a conference held at the Peirce school of business administration, Philadelphia, in cooperation with the United States Bureau of education, 1923; by Glen Levin Swiggett. Washington, Government printing office, 1924. 12 p. (Commercial education leaflet no 8)
- Coordination of business preparation and placement. Report of the third Commercial education conference, 1924; prepared by Glen Levin Swiggett. Washington, Government printing office, 1924. 16 p. (Commercial education leaflet no 10)
- The daily schedule in the high school; by J. B. Edmondson, Warren E. Bow, Irvin Van Tassell. Washington, Government printing office, 1924. 17 p. 8°. (Bulletin, 1924, no. 15)
- Fiscal support of state universities and state colleges; by Clarence Howe Thurber. Washington, Government printing office, 1925. 164 p. tables, diags. (Bulletin, 1924, no. 28)
- Government publications useful to teachers; compiled by Eustace E. Windes. Washington, Government printing office, 1924. 34 p. illus. 8°. (Bulletin, 1924, no. 23)
- Helps for the rural school nurse; by Harriet Wedgwood and Hazel Wedgwood. Washington, Government printing office, 1924. 54 p. 8°. (Health education no. 17)
- Intelligence of seniors in the high schools of Massachusetts; by Stephen S. Colvin and Andrew H. MacPhail. Washington, Government printing office, 1924. 39 p. diags. 8°. (Bulletin, 1924, no. 9)
- Introduction of algebra into American schools in the eighteenth century; by Lao Geneva Simons. Washington, Government printing office, 1924. 80 p. illus. 8°. (Bulletin, 1924, no. 18)

- Kindergarten ideals in the home and school, a reading course for parents; by Nina C. Vandewalker. 8 p. (Home education reading course no. 28)
- List of references on Higher education; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 31 p. (Library leaflet no. 28)
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- List of references on the Money value of education; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 7 p. (Library leaflet no. 24)
- List of references on Play and playgrounds; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 13 p. (Library leaflet no. 29)
- List of references on Rural life and culture; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 12 p. (Library leaflet no. 26)
- List of references on Vocational education; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 20 p. (Library leaflet no. 25)
- Manual arts in the junior high school; by William E. Roberts. Washington, Government printing office, 1924. 89 p. 8°. (Bulletin, 1924, no. 11)
- Milpitas—a rural school project in teacher training; by Clara H. Smith and La Rae Olvey. Washington, Government printing office, 1924. 19 p. (Rural school leaflet no. 27)
- Objectives in commercial education. Report of the second Conference on business training for engineers and engineering training for students of business, Pittsburgh, Pa., May 1 and 2, 1922; prepared by Glen Levin Swiggett. Washington, Government printing office, 1924. 66 p. 8°. (Bulletin, 1924, no. 16)
- Organization and administration of the duplicate school in Philadelphia, Pa.; by Edwin Y. Montanye. Washington, Government printing office, 1924. (Bulletin, 1924, no. 24)
- A platoon school in Kansas City, Missouri; by G. W. Diemer. Washington, Government printing office, 1924. 25 p. tables. 8°. (Bulletin, 1924, no. 25)
- Practices and objectives in training for foreign service. Report of the National conference on foreign service training, Washington, December 26, 1923; prepared by Glen Levin Swiggett. Washington, Government printing office, 1924. 27 p. 8°. (Bulletin, 1924, no. 21)
- Preparation of rural teachers in high schools. A summary of present practice; by Mabel Carney. Washington, Government printing office, 1924. 27 p. (Rural school leaflet no. 33)
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Schools for adults in prisons, 1923; by A. C. Hill. Washington, Government printing office, 1924. 33 p. 8°. (Bulletin, 1924, no. 19)

Some practical uses of auditoriums in the rural schools of Montgomery County, Ala.; by Lillian Allen and Cora Pearson. Washington, Government printing office, 1924. 10 p. (Rural school leaflet no. 34)

Sources of useful information for the teacher of home economics; by Emeline S. Whitcomb. Washington, Government printing office, 1924. 18 p. (Home economics circular no. 19)

Statistics of land-grant colleges, year ended June 30, 1922; by L. E. Blanch. Washington, Government printing office, 1924. 48 p. 8°. (Bulletin, 1924, no. 6)

Statistics of public high schools, 1921-1922; prepared by the Division of statistics, Bureau of education, under the direction of Frank M. Phillips. Washington, Government printing office, 1924. 69 p. 8°. (Bulletin, 1924, no. 7)

Advance sheets of the Biennial survey of education in the United States, 1920-1922.

Statistics of state school systems, 1921-22. Prepared in the Division of statistics of the Bureau of education, under the direction of Frank M. Phillips. Washington, Government printing office, 1925. 42 p. 8°. (Bulletin, 1924, no. 31)

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Statistics of state universities and state colleges for year ending June 30, 1923; prepared in the Division of statistics, under the supervision of Frank M. Phillips. Washington, Government printing office, 1924. 15 p. 8°. (Bulletin, 1924, no. 26)

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A study of 260 school consolidations; by J. F. Abel. Washington, Government printing office, 1925. 39 p. 8°. (Bulletin, 1924, no. 32)

Take no risks; by J. F. Abel. Washington, Government printing office, 1924. 5 p. (Rural school leaflet no. 31)

Technique of procedure in collegiate registration; by George T. Avery. Washington, Government printing office, 1924. 26 p. 8°. (Bulletin, 1924, no. 22)

- Titles of completed research from home economics departments in American colleges and universities, 1918-1923. Washington, Government printing office, 1924. 14 p. (Home economics circular no. 18)
- The trend of college entrance requirements, 1913-1922; by Harry Charles McKown. Washington, Government printing office, 1925. 172 p. tables. (Bulletin, 1924, no. 35)
- A type rural high school, Mount Vernon Union high school, Skagit county, Washington; by C. A. Nelson and E. E. Windes. Washington, Government printing office, 1924. 36 p. 8°. (Bulletin, 1924, no. 4)
- Types of courses of study in agriculture, adapted to grades 7 and 8 of elementary rural schools or rural junior high schools; by E. E. Windes. Washington, Government printing office, 1924. 35 p. (Rural school leaflet no. 26)
- Visual education departments in educational institutions; by A. P. Hollis. Washington, Government printing office, 1924. 36 p. 8°. (Bulletin, 1924, no. 8)
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