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PUBLICATIONS

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology—Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Sex hygiene—Physical training—Play and playgrounds—Social aspects of education—Child welfare—Religious education—Manual and vocational training—Vocational guidance—Home economics—Commercial education—Professional education—Civic education—Schools for maimed soldiers—Education of women—Exceptional children—Education extension—Libraries and reading.

NOTE.

The record comprises a general survey of current educational literature, domestic and foreign, received during the monthly period preceding the date of its publication.

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.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1473. Burnham, William H., ed. Bibliographies on educational subjects. 6. The history of education. Worcester, Mass., Clark university press, 1917. 34 p. 8°. Publications of the Clark university library, vol. 5, no. 6, September, 1917.
1474. Civil war days at the University [of Pennsylvania] Alumni register, University of Pennsylvania, 20 : 7-21, October 1917. Reminiscences of various graduates.
1475. Miss Anna Tolman Smith (1840-1917) Education, 38 : 121-22, October 1917. An appreciation of the life and educational labors of Miss Smith, who was for many years connected with the U. S. Bureau of education. Her work as specialist in foreign educational systems won her much praise. She died August 26, 1917.

CURRENT EDUCATIONAL CONDITIONS.

1476. **Barker, J. Ellis.** How education has degraded the German character. *Nineteenth century*, 82 : 552-70, September 1917.
Says: "The German schools strive not to enlarge and develop the mind of the German people, but to confine and control it, while developing the usefulness of the citizens to the state."
1477. **Bradford, Mary C. C.** Educational work in schools at mining camps of the Colorado fuel and iron company. *American school*, 3 : 264-65, September 1917.
Tells of some new and unique plans for education of children and adults in the state schools in certain great mining camps of Colorado.
1478. **Bryant, V. Seymour.** The public school system in relation to the coming conflict for national supremacy. London, New York [etc.] Longmans, Green and co., 1917. xviii, 78 p. 12°.
Advocates a very considerable extension of science teaching in the English public schools.
1479. **Cadmore, Edith.** A plea for a solid foundation. *Journal of education* (London) no. 579 : 620-21, October 1, 1917.
Criticizes the elementary schools of England and the lack of training given in reading and writing.
1480. **The education bill.** *Athenæum* (London) no. 4621 : 431-34, September 1917.
A review of the education bill introduced in the English Parliament by Mr. Fisher. It represents the Government's legislative program of educational reconstruction. Criticizes the bill on the ground that it is not more progressive and radical. Says that it "falls short of the needs of the age."
1481. **Fisher, Sydney George.** American education. Boston, R. G. Badger; [etc., etc., 1917] 171 p. 12°.
1482. **Forsant, Octave.** Le martyre de Reims. Les écoles dans les caves. *Journal de l'inspecteur primaire. Revue des deux mondes*, 40 : 866-82; 41 : 180-200, August 15, September 1, 1917.
An interesting account of the work of the underground schools in the champagne cellars of Reims during the German bombardment of the city.
1483. **Horn, P. W.** Report of supplementary survey of Portland public schools. [Portland, Oreg.] April 1917. 64 p. 8°.
1484. **Lange, Alexis F.** Our preparedness program. *School and society*, 6 : 361-66, September 29, 1917.
Address delivered at a general session of the California high school teachers' convention, Berkeley, Cal., July 18, 1917.
1485. **Levine, Albert J.** New York's educational unrest. *American school*, 3 : 234-36, August 1917.
The unrest in the schools of New York due to the introduction of a modified form of the Gary system.
1486. **Southington, Conn. School board.** Annual report . . . 1917. 63 p. illus. 8°.
Ernest C. Witham, superintendent of schools.
Practically a survey of the schools of the town, containing information on the following subjects: Quality of instruction, Holding power and growth of the high schools, Teachers' salaries, etc.
1487. **Strong, E. A.** Educational jargon. *American schoolmaster*, 10 : 289-95, September 1917.
Speaks of the popular educational address of to-day, and the excessive use of a technical vocabulary.
1488. **Towne, Arthur W.** France adopts her war orphans. *Survey*, 39 : 7-9, October 6, 1917.
Discusses the recently enacted law for the adoption of the war orphans of France as wards of the nation: methods proposed for their relief, protection, education, and moral nurture throughout minority.
1489. **Willcox, William G. and Maxwell, William H.** Correspondence between William G. Willcox, president of the Board of education, and William H. Maxwell, superintendent of schools, regarding the duplicate school plan. New York, Department of education, 1917. 59 p. 12°.

EDUCATIONAL THEORY AND PRACTICE.

1490. Brett, G. S. Democracy and education. *School* (Toronto, Can.) 6 : 137-41, October 1917.
Says that the effect of the democratic idea on the process of education has been chiefly to produce chaos.
1491. Charters, W. W. Teaching the common branches. A textbook for teachers of rural and graded schools. Rev. ed. Boston, New York [etc.], Houghton Mifflin company [1917] 369 p. 12°.
1492. Foerster, Norman and Pierson, W. W., jr., eds. American ideals. Boston, New York [etc.] Houghton Mifflin company [1917] 326 p. 12°.
Contains: 1. R. W. Emerson: The American scholar, p. 133-55. 2. P. P. Claxton: Democracy in education, p. 156-57. 3. E. A. Alderman: Can democracy be organized? p. 158-74.
1493. Howerth, I. W. The educational process. *School and society*, 6 : 391-95, October 6, 1917.
1494. Moore, Charles N. Disciplinary values. *Educational review*, 54 : 245-55, October 1917.
A criticism of "modernism" in education. Undertakes to show that disciplinary values form "a very important part of the benefits derived from education."

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1495. Folsom, Joseph Kirk. A statistical study of character. *Pedagogical seminary*, 24 : 399-440, September 1917.
Bibliography: p. 437-40.
Dissertation, slightly condensed, submitted in partial fulfillment of the requirements for the degree of Doctor of philosophy, Columbia university, May 11, 1917.
1496. Gordon, Kate. Educational psychology. New York, H. Holt & company, 1917. 294 p. illus. 12°.
1497. Luckey, George Washington Andrew. The essentials of child study, including class outlines, brief discussions, topical references, and a complete bibliography. Chicago, Lincoln, The University publishing co. [1917] 2 p. l., 3-219 p. 8°.

EDUCATIONAL TESTS AND MEASUREMENTS.

1498. Chancellor, William Estabrook. Testing the intelligence of ten-year-old children. *Ohio teacher*, 38 : 54-56, 102-4, September, October 1917.
1499. Detroit, Mich. Board of education. English composition. For use in the Detroit public schools. September, 1917. 158 p. 8°.
A collection of compositions which will indicate in a general way the standards obtaining at the present time. Includes also "a number of compositions graded in accordance with the Hillegas scale and the Thorndike extension, enabling any teacher to grade accurately the actual work of her own pupils according to well recognized standards."
1500. Fordyce, Charles. Testing the efficiency in reading. *Volta review*, 19 : 518-20, October 1917.
In teaching reading in the primary grades the writer thinks that correct motor habits should be inculcated at the outset. To this end the child should be taught to deal with phrases and sentences rather than with words.
1501. Hunter, Fred M. Ear marks of an efficient school system. *Educational administration and supervision*, 3 : 387-406, September 1917.
Read before the Department of superintendence of the National education association, Kansas City, Mo., February 20-March 1, 1917.
Discusses (1) Socialization and motivation, (2) Flexibility and adaptation, (3) Extension or wider use of the school plant, and (4) Measurement.
1502. Kansas state normal school, Emporia, Kans. Bureau of educational measurements and standards. Second and third annual reports . . . 1915-16 and 1916-17. Topeka, Kansas state printing plant, 1917. 80 p. 8°. (New series, vol. 3, no. 7)

CURRENT EDUCATIONAL PUBLICATIONS.

1503. **Kelley, Truman L.** Individual testing with completion test exercises. *Teachers college record*, 18 : 371-82, September 1917.
Tests were made with Trabue's completion-test language scales.
1504. **McCormick, Patrick J.** Standards in education. *Catholic educational review*, 14 : 97-108, September 1917.
Paper read before the fourteenth annual convention of the Catholic educational association, Buffalo, N. Y., June 27, 1917.
1505. **Moproe, Walter S.** An experimental and analytical study of Woody's arithmetic scales, series B. *School and society*, 6 : 412-20, October 6, 1917.
The purpose of this study was to learn how completely it is possible for the Woody scales to diagnose a class, and how accurate is the diagnosis.
1506. **Nicolson, Frank W.** Standardizing the marking system. *Educational review*, 54 : 225-36, October 1917.
The colleges selected for this study are those approved by the Carnegie foundation. Writer says: "It is no exaggeration to say that there were discovered to be in existence just about as many different systems of marking as there were colleges examined." Makes a plea for a system of marking that would be rational and scientific.

SPECIAL METHODS OF INSTRUCTION.

1507. **Cook, H. Caldwell.** The play way; an essay in educational method. New York, F. A. Stokes company, 1917. 367 p. illus. 8°.
Describes the play method of instruction as used with English boys by Mr. Cook.
1508. **Walker, Francis I.** The laboratory system in English. *English journal*, 6 : 445-53, September 1917.
Advocates the division of English classes into small sections of from 6 to 10 pupils each, each section meeting the teacher about a table for consultation.

SPECIAL SUBJECTS OF CURRICULUM.

1509. **Caldwell, Otis W.** Economy in science teaching. *Teachers college record*, 18 : 313-21, September 1917.
A paper read before the Department of superintendence, National education association, Kansas City, Mo., February 1917.
Discusses the present and recent situation in organization of science courses and tendencies in reorganization of science courses.
1510. **Cannon, Beatrice.** Drawing in the high school. *Industrial-arts magazine*, 6 : 431-38, November 1917. illus.
First of a series of articles.
1511. **Clark, Zelma E.** Socialized English. *School review*, 25 : 581-94, October 1917.
1512. **Dent, Edward J.** Music in university education. *Musical quarterly*, 3 : 605-19, October 1917.
Degrees in music as given by English institutions of higher education. Music in the universities discussed. Says that it is "at a university, above all, that there should be the best opportunities for the investigation of music in its relation to anthropology and ethnology, to physical science and philosophy, to language and the history of the drama."
1513. **Dorey, J. Milnor.** The English teacher and the Philistines. *English journal*, 6 : 454-62, September 1917.
Among other things advocates the teaching of literature as an expression of the spiritual man, not as a record of his material progress. Ethical values should be emphasized.
1514. **Doyle, J. H.** Purpose in teaching foreign language. *Pedagogical seminary*, 24 : 350-66, September 1917.
The aims dominating the study of Latin and Greek.
1515. **Dunney, Joseph A.** The practical possibility of beginning the study of a foreign language in the VII grade. *Catholic educational review*, 14 : 193-205, October 1917.
Paper read at the fourteenth annual convention of the Catholic educational association, Buffalo, N. Y., June 27, 1917.
A phase of the junior high school problem. Gives reasons for rejecting the proposal of introducing a new language into the seventh grade.

1516. **Gay, P. H.** L'art d'expliquer les mots. *Revue pédagogique*, 61 : 163-74, August 1917.
1517. **Geddes, James, jr.** The teaching of spoken French. *Volta review*, 19 : 554-60, October 1917.
1518. **Gregg, Marjorie T.** Christmas miracle plays. *Education*, 38 : 86-101, October 1917.
Discusses material for school Christmas celebrations. Gives a sample play.
1519. **Groose, H. D.** Some points on the preparation of geography teaching material. *Journal of geography*, 16 : 57-64, October 1917.
The preparation of maps for desk use, enlarged maps, lantern slides, duplication of special material for student's use, preparation of outline base maps, and preparation of the hectograph.
1520. **Hancock, Harris.** Remarks on certain attacks that have been made upon the teaching of mathematics with counter criticisms. *School and society*, 6 : 339-44, September 22, 1917.
Discusses particularly the attacks made by Flexner in "A modern school."
1521. **Hanson, Myra H.** The enrichment of the high school Latin course. *Classical journal*, 13 : 55-60, October 1917.
Details the course of study as it has been developed at Scott high school, Toledo, Ohio.
1522. **Heseler, John C.** The physical sciences in high school and college. *School science and mathematics*, 17 : 567-82, October 1917.
Some of the problems of science teaching in the junior high school and the junior college.
1523. **James, A. P.** Essentials of the history class room. *Arkansas teacher*, 5 : 1-4, September 1917.
The essentials of the history class room are first, the right kind of teacher, second, the right kind of text-book, third, adequate equipment in the way of library facilities and maps, fourth, a good methodology, and fifth, a limited number of pupils, not over thirty.
1524. **Johnson, Roy Ivan.** The persistency of error in English composition. *School review*, 25 : 555-80, October 1917.
The purpose of the study is to determine the relative persistency of technical errors in English composition through the four years of high school.
1525. **Kelly, F. Joseph.** The training of the child voice. *Catholic educational review*, 14 : 132-46, September 1917.
Teaching children to sing.
1526. **Knapp, Charles.** The teaching of Vergil in secondary schools. *Classical weekly*, 11 : 1-5, 9-13, October 1, 8, 1917.
Discusses the qualifications for a successful teacher of Vergil.
1527. **MacLear, Martha.** Utilitarian value of music, dancing, literature and the fine arts. *School music*, 18 : 14-17, 20-23, September-October 1917.
Shows how music, dancing, literature and the fine arts are subjects that are really worthy of serious effort.
1528. **Moore, Ernest C.** Does the study of mathematics train the mind specifically or universally? *Mathematics teacher*, 10 : 1-18, September 1917.
Discusses the value of mathematics as a universal discipline.
1529. **Nutting, H. C.** Fourth-year Latin. *Classical journal*, 13 : 37-54, October 1917.
Says that the literary culture that may be derived from the study of Latin should be acquired in the high school course. Criticises the emphasis put on parsing exercises and the elaborate study of longs and shorts.
1530. **Palmer, Harold E.** The scientific study and teaching of languages. London, G. G. Harrap & company [1917] 328 p. 8°
A review of the factors and problems connected with the learning and teaching of modern languages with an analysis of the various methods which may be adopted in order to attain satisfactory results.
1531. **Bugg, H. O., and Clark, J. R.** The improvement of ability in the use of the formal operations of algebra by means of formal practice exercises. *School review*, 25 : 546-54, October 1917.
Suggestions and directions for the use of such material in a co-operative experiment in the teaching of first-year algebra, carried on with a number of progressive teachers seeking to improve the teaching of the subject.

1532. **Slocum, S. E.** Geometry in the elementary school. *Educational review*, 54 : 266-73, October 1917.
1533. **Smith, Percy F.** Collegiate mathematics in relation to the changes proposed in the secondary school course. *Mathematics teacher*, 10 : 19-29, September 1917.
Paper read at the winter meeting of the Association of teachers of mathematics in the middle states and Maryland, Springfield, March 3, 1917.
1534. **Stone, Genevieve L.** Geography a basis for patriotism. *Journal of education*, 86 : 283-85, September 27, 1917.
1535. **Stratton, Clarence.** The new emphasis of oral English. *English journal*, 6 : 463-71, September 1917.
Says that training in speech should be prescribed. It should not be an elective left to the whims of pupils. Says that stress should be put on memorization of both prose and verse.
1536. **Straus, S. W.** Thrift—a patriotic necessity. *School news and practical educator*, 31 : 94-96, October 1917.
Address delivered before the National education association, Portland, Oreg., July 1917.
1537. **Sturdevant, Margaret.** Can we teach appreciation of poetry? *English journal*, 6 : 437-44, September 1917.
Discusses the moral appeal in poetry; the development of feeling through the examination of certain words or phrases, etc.
1538. Timely suggestions for secondary school history. Prepared under the direction of four committees of historians in cooperation with the National board for historical service. *History teacher's magazine*, 8 : 256-61, October 1917.
I. Old and new in the near East, by A. T. Olmstead. II. Medieval England, by C. H. McIlwain. III. Ethnographical conditions in central Europe, by the Committee on European history. IV. English foundations of American institutional life, by St. George L. Sioussat.
1539. **Tuell, Harriet E.** The study of nations—an experiment. *History teacher's magazine*, 8 : 264-74, October 1917.
Describes an experiment made by a class in modern history in the Somerville high school, Mass., which follows approximately the suggestions of the Committee on social studies. Gives an outline for "The study of nations."
1540. **Twiss, George Hanson.** A textbook in the principles of science teaching. New York, The Macmillan company, 1917. xxvi, 486 p. 8°. (Textbook series, ed. by P. Monroe)
Presents methods of teaching biology, geography, physics, chemistry, and general science.
1541. **Ward, C. H.** Fluency first. *Education*, 38 : 102-9, October 1917.
On "fluency" and "accuracy" in composition. Says that "fluency first" breeds slovenliness, tends to produce ineffective and unpleasant themes.

KINDERGARTEN AND PRIMARY SCHOOL.

1542. **Dobbs, Ella Victoria.** The transformed primary school. *Kindergarten and first grade*, 2 : 313-15, October 1917.
Address given before the International kindergarten union, Boston.
The factors necessary to transform a school of the old type into one of the new type, and the chief features of the old and the new type.
1543. **Hall, Ethel M.** The fusion of work and play in the kindergarten and primary. *School (Toronto, Canada)* 6 : 93-99, October 1917.
Gives numerous definitions of play drawn from the works of noted psychologists and educators.
1544. **Hutchinson, Mrs. Lily.** Montessori in the classroom. *Child (London)* 7 : 624-30, September 1917.
A brief exposition of the principles underlying the Montessori system.
1545. Kindergarten housing and equipment. *Kindergarten and first grade*, 2 : 324-28, October 1917.
Report of kindergarten department of first district California congress of mothers and parent-teacher associations, Los Angeles, June 1917.

1546. **Montessori, Maria.** The advanced Montessori method . . . tr. from the Italian . . . New York, Frederick A. Stokes company [1917] 2 v. front. (v. 2) illus. (incl. music) plates, diags. 8°.
CONTENTS.—v. 1. Spontaneous activity in education, tr. by Florence Fimmonda.—v. 2. The Montessori elementary material, tr. by A. Livingston.
1547. **Scott, Colin A.** Self-organized groups. Kindergärten and first grade, 2 : 316-20, October 1917.
Address given before the International kindergarten union, Boston, Mass.
Says, in conclusion, that he does not offer the self-organized group as a mere device, but as a necessity for the kindergarten.
1548. **Smith, Payson.** The kindergarten and its influence on higher schools. Kindergarten and first grade, 2 : 329-31, October 1917.
Notes of an address at opening of Convention of the International kindergarten union, Boston, Mass.
1549. **Temple, Alice.** Survey of the kindergartens of Richmond, Indiana. Chicago, Ill., The University of Chicago press [1917] v, 58 p. front., 1 illus., plates. 8°. (Supplementary educational monographs published in conjunction with the School review and the Elementary school journal, vol. 1, no. 6, Sept., 1917; whole no. 6)

RURAL EDUCATION.

1550. **Anderson, Edward G.** A school that serves the community. Manual training magazine, 19 : 50-53, October 1917: illus.
Mr. Charles Briffett and his work in making the Fife school, near Tacoma, Washington, a model rural school.
1551. **Blanton, Annie Webb.** The school of the open country. Texas school journal, 35 : 9-11, October 1917.
Extracts from an address delivered before the second district of women's clubs, Cleburne, Texas.
Discusses the problems of salary, supervision, and equipment, especially as applied to the rural schools of Texas.
1552. **Brooks, Marian Stuart.** Rural school survey of Cleveland county, Oklahoma. Journal of education, 86 : 317-19, October 4, 1917.
Shows the number of absences from school and the causes. The causes for absence are divided under eight heads: Farm work, home work, illness, weather, distance, indifference, poverty, and miscellaneous.
1553. **Challman, S. A.** The rural school plant for rural teachers and school boards, normal schools, teachers' training classes, rural extension bureaus. Milwaukee, Wis., The Bruce publishing company [1917] 256 p. illus. 8°.
Writer is commissioner of school buildings for Minnesota.
1554. **Kansas. Department of public instruction.** Standardization of rural schools in Kansas. W. D. Ross, state superintendent of public instruction. Topeka, Kansas state printing plant, W. R. Smith, state printer, 1917. 45 p. illus., plan. 12°.
1555. **Mort, Paul R.** Retardation in the rural schools of two Indiana counties. Educator-journal, 18 : 79-82, October 1917.
The purpose of the study is to inquire into the effects of gradation, length of term, entering age, and different subjects of the curriculum on retardation in the rural schools.
1556. **Muerman, John C.** Rural schools. Child-welfare magazine, 12 : 21-23, October 1917.
Mentions a few problems in community organization in rural districts and shows the good influence of parent-teacher associations.
1557. **Phelps, C. L.** The rural teacher and social progress. Sierra educational news, 13 : 378-81, October 1917.
The new type of school building and the new type of teacher needed in a satisfactory adjustment of rural education.

SECONDARY EDUCATION.

1558. **California high school teachers' association.** - Proceedings, 1917. Sierra educational news, 13 : 1-127, July-August 1917.
Contains: 1. J. F. Fieble: The reorganization and democratization of our public school system, p. 14-16. 2. Frederic Burk: Individual instruction vs. the lockstep, p. 18-19. 3. F. M. Hunter: The socialized recitation, p. 20-24. 4. L. W. Bartlett: Report on vocational guidance—based chiefly on the Comona plan, p. 25-26. 5. A. F. Lange: Our preparedness program, p. 29-33. 6. F. O. Mower: Report of committee on annual survey of dominant educational movements, p. 36-38. 7. A. H. Chamberlain: The school and the food problem, p. 39-45. 8. W. B. Hotchkiss: The value in high school statistics, p. 47-49. 9. Job Wood, Jr.: High school statistics, their use and abuse, p. 49-50. 10. F. M. Cox: High school statistics, p. 52-55. 11. Claire Soule: Methods of obtaining more effective results in composition, p. 71-73. 12. P. L. Evans: Methods of securing attendance in the evening school, p. 78-80. 13. W. W. Kemp: A new function of the high school in the training of teachers, p. 103, 107, 109, 111, 113.
1559. **Bowden, A. O.** An investigation of some of the causes of elimination from the high schools of South Dakota. School and society, 6 : 147-50, October 13, 1917.
The factors causing many students to drop out of school are (1) lack of a suitable place to study, (2) number in the family, (3) the absence of a proper effective method of study, and (4) the usual economic conditions.
1560. **Downing, Elliot R.** Enrollment in science in the high schools. Science, n. s. 46 : 351-52, October 12, 1917.
A study based on statistics contained in the report of the Commissioner of education for 1916.
1561. **Moore, Harry H.** The high school boy and modern social problems. Educational review, 54 : 245-65, October 1917.
Examines the replies made to a questionnaire sent to high school boys on the subject of the larger social evils of the day. Writer says that our destiny rests with the young people in the high schools and with those who will be in the high schools during the next two or three decades.
1562. **Thompson, Frank V.** The senior high school: its function and organization. Educational standards, 4 : 34-38, October 1917.
1563. **Todd, John W.** Reorganization of the junior high schools in Salem. Oregon teachers monthly, 22 : 70-75, October 1917.
Program and arrangement of the work in the Washington junior high school, Salem, Oregon.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1564. **Connor, Bertha A.** Types of penmanship supervisors. American penman, 35 : 66-67, October 1917.
Discusses the unpopular authoritative supervisor, the irresolute supervisor, the misguided supervisor, and the ideal supervisor.
1565. **Cooper, William A.** The ideals of the profession. Modern language journal, 2 : 1-8, October 1917.
Paper read before the Modern language conference at the meeting of the National education association, held at Portland, Ore., July 1917.
1566. **Downing, Elliot R.** Preparation of teachers for nature study and elementary agriculture by the normal schools. School science and mathematics, 17 : 609-21, October 1917.
Results of a questionnaire sent to the normal schools in the United States.
1567. **Ennis, Isabel A.** What the public owes its teachers. School, 29 : 29, September 20, 1917.
An address delivered at the Portland meeting of the National education association.
After giving the qualifications demanded of a teacher, the writer tells what the teacher demands from the public.
1568. **Mathews, J. P.** Economics. Virginia journal of education, 11 : 28-31, September 1917.
The writer says that teachers are notoriously lacking in business method, especially as it applies to their personal affairs. Shows how teachers can economize in dress, time, meals, and lodging, etc.
1569. **Shapleigh, F. E.** College, experience, and character versus the selection of teachers. American school board journal, 55 : 19-21, 80-81, October 1917.
Gives the requirements demanded of elementary and high school teachers in some of the larger American cities. Compiled from rules and regulations of school boards.

1570. **Walk, George E.** Practice teaching and observation in normal schools. *Education*, 38 : 69-85, October 1917.
A plea for some sharply defined norms and criteria that will make it possible to give to the professional training of teachers the same scientific worth that attaches to the preparation of other professions.
1571. **Williams, Alvora P.** Providing homes for teachers. *Normal instructor and primary plans*, 27 : 60, 85, November 1917.
Gives the advantages of teachers' cottages. The writer says that "While they are a success where there are men teachers or several teachers in one school, they are not considered successful or desirable for single women teachers."
1572. **Woodley, O. I. and Woodley, M. Virginia.** The profession of teaching. Boston, New York [etc.] Houghton Mifflin company [1917] 325 p. 12°.
The purpose of this book is to show that teaching is a profession, and to set forth the particular requirements which the profession of teaching makes upon those who wish to be teachers in a truly professional sense.
- HIGHER EDUCATION.
1573. **National association of state universities in the United States of America.** Transactions and proceedings. Vol. 15, 1917. A special meeting held at . . . Washington, D. C., May 4-5, 1917. Grand Forks, N. Dak., Grand Forks Herald company [1917] 130 p. 8°. (Frank L. McVey, secretary, Grand Forks, N. Dak.)
Contains: First day, afternoon session, May 4, 1917, p. 13-62. Proceedings of a joint conference between the National association of state universities, the Association of American agricultural colleges and experiment stations, the Association of American universities, and the Association of American colleges. 1. N. D. Baker: The war and the colleges, p. 70-76. 2. G. P. Denton: Address, p. 77. 3. K. L. Butterfield: Address, p. 78-80. 4. E. G. Goodnow: Address, p. 81-82. 5. A. C. True: Address, p. 83-85. 6. P. P. Claxton: Address, p. 85-88. 7. W. O. Thompson: Address, p. 91-91.
A meeting of the presidents of colleges and universities of the country for the purpose of considering the relations of these institutions to the various problems of the war.
1574. **Blanchard, Arthur H.** Certain relations of a college or university to the engineering divisions of municipal service. *American city*, 17 : 354-57, October 1917.
Summarizes the fields of cooperation in connection with which institutions may render service to the engineering divisions of municipalities.
1575. **Carpenter, William H.** The university and the nation. *Columbia university quarterly*, 19 : 343-50, September 1917.
An address delivered at the second commencement of the Rice Institute, Houston, Texas, June 11, 1917.
1576. **Cattell, J. McKeen.** Academic slavery. *School and society*, 6 : 421-26, October 13, 1917.
Address read before the Twentieth Century club, Boston, May 18, 1917.
The position of the teacher in the university.
1577. **Eigenmann, C. H.** Zoological research. *Science*, n. s. 46 : 302-5, September 28, 1917.
Remarks at dedication of Stanley Coulter Hall, the new biological building at Purdue university, during a meeting of the Indiana academy of science.
A plea for zoological investigations from the pure and abstract side.
1578. **Elliott, Edward C.** Administrative responsibility and current doctrines of academic freedom and academic tenure. *School and society*, 6 : 121-23, August 4, 1917.
Reprinted in *American teacher*, 6 : 106-108, October 1917.
Read before the department of higher education, National education association, Portland, Oreg., July 11, 1917.
1579. **Jones, Adam L.** Methods of admission and college records. *Educational review*, 54 : 237-44, October 1917.
Discusses the two reports (1914 and 1915) of a committee appointed by the Association of colleges and secondary schools of the middle states and Maryland to investigate the comparative records made in college by students admitted by certificate and by examination, respectively.

1580. **Kentucky. University. Investigating committee.** Report . . . presented to the Board of trustees, June 7, 1917. Report of the Survey commission. Published by the University [1917] 111 p. 8°. (Bulletin of the University of Kentucky, vol. 9, no. 5, July 1917)
The report sets forth recommendations concerning the government of the University, certain matters of administrative policy, internal organization, maintenance of academic standards, efficiency in administration, etc.
1581. **Keppel, Frederick P.** The raw material of the college industry. Columbia university quarterly, 19 : 328-42, September 1917.
Analyzes the reasons why boys go to college in larger numbers than formerly and why they select a particular college, etc.
1582. **McCloy, John A.** The college and life. America, 17 : 632-33, September 29, 1917.
The influence of the classics in the formation of a man and in developing his character.
1583. **Popenoe, Paul.** Eugenics and college education. School and society, 6 : 438-41, October 13, 1917.
1584. **Stearns, Wallace N.** A study of college advertising. American schoolmaster, 10 : 308-12, September 1917.
The subject is considered under five heads: the catalogue, the folder, the novelty, the bulletin, and the press.
1585. **White, Dorrance S.** College entrance standards and the interests of Latin. Journal of education, 86 : 320-21, October 4, 1917.
Claims that college entrance examinations in Latin are too difficult. They are gauged for maturer minds than those of high school graduates.
1586. **The widow Nolen: an unofficial university just outside Harvard's gates.** Independent, 92 : 94, October 13, 1917.
An entertaining sketch of Wm. W. Nolen, who tutors many Harvard students for examinations.

SCHOOL ADMINISTRATION.

1587. **California taxpayers' journal**, vol. 1, no. 5, September 1917.
This number is devoted mainly to the school bond question in California, especially as illustrated by the situation in Oakland. Condemns certain practices and makes recommendations.
1588. **Maxwell, C. R.** The observation of teaching. Boston, New York [etc.] Houghton Mifflin company [1917] x, 120 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)
A manual for those in the profession of education, who are responsible for the inspection and the improvement of the teacher's classroom work.
1589. **Molesworth, Fred L.** The relation of school problems to years of experience. American schoolmaster, 10 : 299-307, September 1917.
Gives results of a questionnaire, showing the problems of chief importance for superintendents having one, two, three, four, and five years experience.
1590. **The new system of school accounts.** School bulletin, 44 : 18-21, September 1917.
The first of a series of articles which will make clear the system of school accounting adopted in most of the cities and villages of the state of New York. Gives samples of forms used.
1591. **Truax, Harry R.** Privileges and liabilities of pupils. American school board journal, 55 : 23-24, 46, October 1917.
Discusses the transportation privileges of pupils, the residence of pupils for voting purposes and liability of pupils for injuries to others.

SCHOOL MANAGEMENT.

1592. **Craick, W. A.** Student government by means of a school parliament. School (Toronto, Canada) 6 : 109-12, October 1917.
How the students of the high school in Qu'Appelle, Saskatchewan, manage their own affairs.
1593. **Dietrich, H. O.** The school's responsibility towards child accounting. American school board journal, 55 : 29-30, 81, October 1917.
Address delivered before School men of Pennsylvania, University of Pennsylvania, Philadelphia, April 12-14, 1917.
The results of a study of child progress in the schools of Kane, Pa.

1594. **Horn, Ernest.** A typical program for an assembly period at the Speyer school. Teachers college record, 18 : 331-44, September 1917.
Gives the actual program of a typical assembly period and answers the frequent criticism that assembly programs in general are wasteful of time and accomplish no particular good.
1595. **Levine, Albert J.** Some myths in school keeping. Survey, 39 : 12-13, October 6, 1917.
Discusses the "fallacy of average pupils." Says that a statistical average is understandable, because the component units are known and may be calculated. "But the computation of an 'average' based upon the incalculable psychological factors entering into feeling, knowing, and willing is a dangerous practice that is involving educators in grave misconceptions."
1596. **Mason, W. L.** A new system of supervised study. Education, 38 : 117-20, October 1917.
Describes plan pursued in Newark, N. J., Chicago, Ill., and Oakland, Cal. Supervised study for each subject taught.
1597. **Miller, Wade E.** The interpretation of school grades. Pedagogical seminary, 24 : 384-90, September 1917.
A study to determine the extent to which the earlier grades received by a student would indicate the kind of work he would do during the remainder of his high-school course.
1598. **Myers, Gary C.** The examination and the learner. Educational review, 54 : 274-81, October 1917.
Says that examinations are indispensable devices "to help motivate in study and review, by transmuting future values to the present, by reminding the learner always of his shortcomings, and by assuring a rather strict attention to details otherwise neglected." Says that examinations should be brief and frequent, and should be given unannounced.
1599. **O'Neil, W. Jerold.** Educational value of the socialized recitation. Popular educator, 35 : 68-69, October 1917.
In conclusion, the writer summarizes the beneficial features of the socialized recitation.
1600. **Swain, George Fillmore.** How to study. First edition, second impression. New York, McGraw-Hill book company, inc.; London, Hill publishing company, 1917. 65 p. 12°.
1601. **Welling, Richard.** Self government in schools in its relation to moral character. Child-welfare magazine, 12 : 26-28, October 1917.
The author is the chairman of the National self-government committee.
1602. **Wright, F. W.** Saving the waste in the educational process. Educational standards, 4 : 1-4, September 1917.
Speaks particularly of the transfer class in Newton, Mass., which is made up of over-age children in the upper grades of the elementary school who are unable to gain admission to high school by the fixed standards set up for promotion.

SCHOOL ARCHITECTURE.

1603. **Bricker, Garland A.** Improving the rural schoolhouse. Nebraska teacher, 20 : 65-67, October 1917.
Suggests a few of the most important improvements that the majority of the older type of rural schoolhouses need.
1604. **Perkins, Dwight Heald.** High school planning. American school board journal, 55 : 31-36, 82-83, October 1917. illus.
The article is illustrated by four examples of high school buildings from the work of Perkins, Fellows & Hamilton, of Chicago, Ill.
1605. **Texas.** Department of education. School grounds, school buildings and their equipment. Austin, Texas, Von Boeckmann-Jones co., printers, 1917. 64 p. illus. 8°. (Bulletin 65, August 1, 1917)

SCHOOL HYGIENE AND SANITATION.

1606. **Geier, Otto P.** Adequate medical service of the future. Journal of the American medical association, 69 : 1041-1045, September 29, 1917.
Medicine in its relation to social progress. Discusses, among other things, the school dispensary.
1607. **Peters, William H.** Eye conditions shown in medical inspection of schools. American journal of public health, 7 : 782-83, September 1917.
Describes conditions in Cincinnati, Ohio, where 4,773 children attending public and parochial schools during the last three years were discovered with defective vision; 2,810 of these pupils or 59 per cent, were benefited by glasses.

SEX HYGIENE.

1608. **Foster, James H.** The relation of home economics education to social hygiene. *Journal of home economics*, 9 : 405-11, September 1917.
Presented at the ninth annual meeting of the American home economics association, Ithaca, N. Y., 1916.
Gives an outline of the progressive need for sex knowledge as the child grows to maturity, and shows on whom the responsibility for instruction rests.
1609. **Moore, Herbert E.** The teaching of sex hygiene in our public schools. *Education*, 38 : 112-16, October 1917.
Problems confronted by the teacher. Contains bibliography. Outlines method of instruction.

PHYSICAL TRAINING.

1610. **Camp, Frederick S.** Physical education and military drill: what should be our policy? *School review*, 25 : 537-45, October 1917.
A superintendent's report.
1611. **Frazier, Charles R.** What should be the outcome of physical training in the public schools? *American school*, 3 : 265-66, September 1917.
Address delivered before the Department of physical education, National education association, July 1917.
The obligation which rests upon the schools to train all their pupils to good health and physical efficiency.
1612. **Hermann, Ernst.** An outline of physical education for primary and grammar schools, junior high schools and high schools. [Cambridge, Mass., The University press] 1917. 132 p. illus. 12°.
1613. **Lombard, John E.** School physical training. *Louisiana school work*, 6 : 14-19, September 1917.
The first article in a series. The writer points out the need for increased attention to muscular activity and training among school children. Succeeding articles will treat of formal gymnastics, play, competition, and swimming.

PLAY AND PLAYGROUNDS.

1614. **Curtis, Henry S.** The play movement and its significance. New York, The Macmillan company, 1917. 346 p. plates. 16°.

SOCIAL ASPECTS OF EDUCATION.

1615. **Bapeer, Louis W.** Rural recreation. *School and society*, 6 : 331-39, September 22, 1917.
Discusses problems of avocational efficiency, surveys of recreation, and a program of recreation.
1616. **Rosenstein, David.** The educational function of the social settlement in a democracy. *School and society*, 6 : 366-79, September 29, 1917.
Limited to a consideration of the educational aims, history, methods, and future of social settlements.
1617. **Snedden, David Samuel.** Educational sociology, a digest and syllabus . . . New York city, Teachers college, Columbia university [1917] 2 v. 8°
(Teachers college syllabi, no. 7-8)
"Selected references": pt. 1, p. 38. "Reference list of bibliographies": pt. 2, p. 66-70.
CONTENTS.—pt. I. Introduction.—pt. II. Applications to curricula and studies.

CHILD-WELFARE.

1618. **Koch, Felix J.** A school penny lunch. *Popular educator*, 36 : 74-75, 107, October 1917.
How the Penny luncheon association of Cincinnati is giving the children a substantial noon dinner for five cents.
1619. **Lathrop, Julia C.** Should this country economize for or against its children? *American school*, 5 : 208-69, September 1917.
A paper read before the National education association, July, 1917, telling why the nation can not afford, now, to take its children from school and put them to work, even though the temptation to do this is great.

RELIGIOUS EDUCATION.

1620. Bible and college culture. The relation of Biblical courses to the general program of religious culture in the college. *Religious education*, 12 : 314-29, October 1917.
From the point of view of the professor, by Benjamin T. Marshall, p. 314-19; From the point of view of the administration, by John H. T. Main, p. 319-25; From the point of view of the student, p. 325-29.
1621. Bovard, William Sherman. Adults in the Sunday school; a field and a force. New York, Cincinnati, The Abingdon press [1917] 196 p. illus. 12°.
Aims to impress upon adult Bible class leaders the permanent values and commanding opportunities of their work, and also offers well-tested methods in class organization, practical suggestions for teaching, and a program of service.
1622. Gates, Herbert Wright. Religious education and human welfare. *Religious education*, 12 : 307-14, October 1917.
Discusses the three factors in religious education which need emphasis: (1) Training in worship, (2) Authoritative teaching, and (3) Training by doing.
1623. Kendrick, Eliza H. College Biblical electives. Is it better to offer many or few electives in a Bible department. *Religious education*, 12 : 330-36, October 1917.
1624. Levi, Harry, *Rabbi*. A study in parental responsibility. *Mother's magazine*, 12 : 1044, 1062-65, 1076, November 1917.
The responsibility of parents in the moral and religious education of their children.
1625. Patterson, Herbert. Pedagogy and the Decalog. *Pedagogical seminary*, 24 : 346-49, September 1917.
Discusses the questions: At what age should the commandments be taught? Should all the commandments be taught at the same time? Which should be taught first? etc.

MANUAL AND VOCATIONAL TRAINING.

1626. Burgess, W. Randolph. The school and industry on the East Side—some data. *School and society*, 6 : 386-89, September 29, 1917.
Summarizes a report of a settlement on the East Side of New York which throws light on the problems of the perplexing period when the boy or girl leaves school and enters industry.
1627. Butterworth, James F. "Motion study" in relation to the care and training of childhood and youth. *Child (London)* 7 : 619-23, September 1917.
Describes the efficiency systems of Taylor and Gilbreath, and discusses the benefits to education of motion study.
1628. Colgrove, P. P. Industrial education in the small cities. *School education*, 37 : 14-16, September 1917.
1629. Collins, Francis Arnold. Teaching children to make model aeroplanes. An excellent foundation for aeronautic education. Normal instructor and primary plans, 27 : 24-25, November 1917. illus.
1630. Crampton, Charles J. Vitalizing vocational education. *Texas school journal*, 35 : 14-17, October 1917.
The vitalizing of vocational education through a life career motive.
1631. Edgerton, A. H. Diversified industrial activities as a means of educational and vocational guidance for seventh, eighth, and ninth year boys. *Industrial-arts magazine*, 6 : 385-92, October 1917. illus.
1632. Education and industry. *Nature (London)* 100 : 6-8, September 1917.
Substance of interviews with representative employers of labor with the view of obtaining their opinions on the efficiency of the work done in the various types of educational institutions under the control of the London county council.
1633. Greener, George C. An experiment in a co-operative power machine class. *Industrial-arts magazine*, 6 : 343-50, September 1917.
The director of the North Bennet street industrial school, Boston, Mass., tells of the special course in the power-machine class for girls between 14 and 16 years of age. The girls are paid a small stipend in the nature of a scholarship and are given definite training in the garment-making trade.

1634. **Jacobs, Charles L.** Some advances in vocational education. *Labor clarion*, 16 : 4-12, August 31, 1917.
The director of industrial education and vocational guidance of San Francisco, after making a tour of the states which have made conspicuous progress in vocational education, tells how this form of education is conducted in continuation schools, part-time and prevocational classes, trade schools, and corporation schools.
1635. **Shiels, Albert.** Relations and lines of demarcation between the fields of industry and public school education. *Educational administration and supervision*, 3 : 407-15, September 1917.
Read before the Department of superintendence of the National education association, Kansas City, Mo., 1917.
1636. **Tracy, Susan E.** The nurse as a teacher of occupations. *Trained nurse and hospital review*, 59 : 193-95, October 1917.
The therapeutic value of occupations, but a distinction should be made between occupation as a trade and occupation as a remedy.
1637. **Zuppann, C. A.** Technical and industrial courses for high schools. As developed in Minneapolis. *Manual arts bulletin*, 2 : 1-7, 10, September 1917.

VOCATIONAL GUIDANCE.

1638. **Burt, Harold E.** Professor Münsterberg's vocational tests. *Journal of applied psychology*, 1 : 201-13, September 1917.
An interpretation of some tests made by Professor Münsterberg before his death.
1639. **Folsom, Joseph K.** What can the psychology of interests, motives, and character contribute to vocational guidance. *Journal of applied psychology*, 1 : 253-64, September 1917.
1640. **United Hebrew charities of the city of New York.** Committee on vocational guidance. Report. New York, 1917. 34 p. forms. 12°.

HOME ECONOMICS.

1641. **American home economics association.** Proceedings of the ninth annual meeting, Part II, Ithaca, N. Y., 1916. *Bulletin, American home economics association*, ser. 4 : 29-94, December 1916.
Contains: 1. Elizabeth Goodrich: Service at a dormitory table, p. 29-31. 2. Celestine Schmit: The teaching of sewing, p. 57-60. 3. Adelaide L. Van Duzer: Home economics equipment, p. 65-67.
1642. **Bavenhill, Alice.** The scope of home economics and its subject matter in universities and colleges. *Journal of home economics*, 9 : 393-404, September 1917.
Presented at the meeting of the American home economics association, held in connection with the National education association, Portland, Oreg., June 10, 1917.

COMMERCIAL EDUCATION.

1643. **Rittenhouse, Charles F.** Commercial education. *Business educator*, 23 : 19-20, October 1917.
Gives points in favor of class instruction rather than individual instruction in commercial classes.

PROFESSIONAL EDUCATION.

1644. **Cole, Laura.** The care of children in the home. *American journal of nursing*, 18 : 25-30, October 1917.
Suggestions for nurses who are called to care for children in the home.
1645. **Dates, Henry B.** The preparation of engineering students for army service. *Engineering education*, 8 : 5-11, September 1917.
1646. **Hallock, J. W. W.** Cooperative plan of engineering education. *Engineering education*, 8 : 12-24, September 1917.
Describes the cooperative plan of engineering education used at the University of Pittsburgh.

CIVIC EDUCATION.

1647. **Leighton, Etta V.** Wake up, teachers of America! Normal instructor and primary plans, 27 : 15-16, 74, November 1917.
A plea for the teachers to be citizens and to teach citizenship.
1648. **Priddy, Beattie Leach.** Teaching the world war. American schoolmaster, 10 : 354-61, October 15, 1917.
A helpful reading list for the development of the subject is appended.
1649. **Ringdahl, N. Robert.** American citizenship in every school. School education, 37 : 5-6, September 1917.
Says that the schools are not doing enough in preparing our young people for citizenship. Gives a course in citizenship and a plan of work in citizenship teaching.

SCHOOLS FOR MAIMED SOLDIERS.

1650. The inter-allied conference. Survey, 38 : 566-69, September 29, 1917.
A résumé of the proceedings of the conference, held in Paris, during May 1917, for the study of professional re-education and other questions affecting men who are disabled in the war.
1651. **Morgan, Henry S.** The problem of war cripples. Hospital school journal, 6 : 5-8, 1917. illus.
Education of war cripples in Canada, England, France, Germany, and Belgium.
1652. *Rééducation fonctionnelle et rééducation professionnelle des blessés par MM. Jean Camus, Bourrillon Nyns, F. Terrien, Fontane, Nové-Josserand et Bouget, Boureau, Larue, de Mazières, E. Leroux, de Cabausel, E. Voron, J. Nanot, Lindemans, Belot et Privat, Nepper et Vallée. Préface de M. Justin Godart. Paris, J.-B. Baillié et fils, 1917. 231 p. illus. 8°*

EDUCATION OF WOMEN.

1653. **Gildersleeve, Virginia C.** A problem in articulation. Educational review, 54 : 217-24, October 1917.
Discusses the private school curriculum and the women's colleges. Says that one of the most unsatisfactory points in the education of girls is the so-called "articulation" between the private school and college. Criticises the double curriculum of the private school for girls—college preparatory and general.
1654. **Mary Ruth, Sister.** The curriculum of the woman's college in relation to the problems of modern life. Catholic educational review, 14 : 109-24, September 1917.
A paper read before the college section of the Catholic educational association at Buffalo, June 1917.
In summarizing, the writer says that the great problem of modern life is safeguarding the home. If woman is to be a home maker, the enrichment of the home by the systematic use of leisure becomes her real life-career. The curriculum of the woman's college should prepare her for this career.
1655. **Whetham, Catherine Durning.** The upbringing of daughters. London, New York [etc.] Longmans, Green and co., 1917. 250 p. 12°.
CONTENTS.—The creation of the home.—The life of the family.—Household duties.—Health.—Dress.—Outdoor life and games.—General education.—Scholastic instruction.—The arts.—Holidays and entertainments.—Books to read.—Money matters.—Professions for daughters.—Conduct.—Religion.—The abdication of the parent.

EXCEPTIONAL CHILDREN.

1656. **Bailey, Raymond W.** Observation and treatment of mentally defective children. Journal of the American osteopathic association, 17 : 91-98, October 1917.
A record of cases made with the revised Binet tests.
1657. **Bickler, Mary H.** How a deaf child was taught speech-reading and speech. Volta review, 19 : 497-500, October 1917.
Continued from September number. The series began in the June number of Volta review.

1658. **Bridie, Marion F.** An opportunity class for dull and backward children. *Child (London)* 7 : 631-34, September 1917.
1659. **Todd, Hobart H.** The bad boy and what we are going to do with him. *Current education*, 21 : 219-26, September 1917.
Recommends personal touch and effort to prevent delinquency in boys and girls.
1660. **Woolfolk, Algar.** The case of him that hath ten talents. *Virginia journal of education*, 11 : 18-22, September 1917.
Considers the problem of more adequate provision for children of exceptional ability.
1661. **Yale, Caroline A.** A plea for the instruction and after-school care of the feeble-minded deaf. *Boston medical and surgical journal*, 13 : 177, 490-92, October 4, 1917.
A plea for a school entirely independent of other handicapped pupils, with skilled and experienced teachers.

EDUCATION EXTENSION.

1662. **Devlin, William.** A Catholic night school. *America*, 18 : 21-22, October 13, 1917.
The work of the night school conducted by the Young men's Catholic association of Boston, Mass.
1663. **Nalder, F. F.** The opportunity and demand for university extension. *School and society*, 6 : 344-49, September 22, 1917.
Shows how the Extension division of the University of California has demonstrated the opportunities and demands for extension service.

LIBRARIES AND READING.

1664. **American library association.** Preliminary list of books for soldiers and sailors libraries to be established and maintained by the American library association. [Chicago, 1917] .95 p. 12°.
1665. **Koch, Theodore Wesley.** Books in camp, trench and hospital. Rev. and enl. [New York, 1917] 31 p. illus. 8°.
Reprinted from the *Library Journal*, July, August, and October 1917.
CONTENTS.—1. The war library.—2. The camps library.—3. The Young men's Christian association.—4. The British prisoners of war book scheme (educational).—5. The Military hospital, Endell street, London.—6. Letters from the front.—7. Pictures and poetry.—8. The fible in the trenches.