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## MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational biography—Current educational conditions—Educational reconstruction—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—Physical training—Social aspects of education—Child welfare—Moral and religious education—Manual and vocational training—Vocational guidance—Vocational tests—Army personnel—Agricultural education—Commercial education—Professional education—Civic education—Americanization of immigrants—Reeducation of war invalids—Education of soldiers—Education of women—Negro and Indian education—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

### NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

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.

### PROCEEDINGS OF ASSOCIATIONS.

602. National education association. Journal of proceedings of the fifty-sixth annual meeting . . . Pittsburgh, Pa., June 29-July 6, 1918. Journal of the National education association, 3:357-420, February 1919.

*Department of business education.*—Contains: 1. J. T. Holdsworth: Commercial education after the war, p. 358-60. 2. G. L. Swiggett: Commercial education in preparation for foreign service, p. 360-62. 3. D. H. O'Keefe: Commercial education statistics, p. 362-69.

*Library department.*—4. O. S. Rice: Practicable library cooperation with junior Red cross organizations in rural schools, 373-78. 5. Annie S. Cutter: Report of the elementary-school committee: library cooperation with the junior Red cross; p. 373-77. 6. R. J. Aky: The high-school student and the book, p. 377-80. 7. J. A. Churchill: The relation of the high-school library to modern educational aims, p. 380-83. 8. Effie L. Power: Library cooperation with the junior Red cross, p. 384-88.

## CURRENT EDUCATIONAL PUBLICATIONS.

*Department of special education.*—9. The practical value of psychological tests—do they find the bright and dull pupils? [by] Bertha M. Luckey, p. 388-90; [by] A. H. Sutherland, p. 390-92; [by] Frank Cody, p. 392-94. 10. Overcoming the objection of parents to the special class—can it be done? How? [by] H. E. Blackmar, p. 395-98; [by] Anna M. Kordslemon, p. 397-98. 11. E. R. Whitney: Does the special class equip pupils for industrial employment? p. 400-402. 12. D. B. Corson: Does the special class equip pupils for industrial employment in the community? Can the cooperation of employers during and following the school period be obtained and how? p. 402-404.

*Department of classroom teachers.*—13. W. C. Bagley: The status of the classroom teacher, p. 407-11. 14. Isabel A. Ennis: Causes of the present shortage of teachers, p. 411-13.

*Department of educational publications.*—15. F. M. Hunter: Needed modifications in textbooks as shown by the war, p. 414-19.

**603. National education association. Department of superintendence.** [Some addresses delivered at the Chicago meeting, 1919] *Journal of the New York state teachers' association*, 6: 41-46, 57-61, 67-77, March 1919.

Contains: 1. D. B. Waldo: Adequate compensation for teaching service in public schools, p. 41-44. 2. W. J. Bogan: What the war has done for methods in vocational education, p. 44-46. 3. R. F. Condon: Education of the immigrant, p. 57-59. 4. E. L. Miller: English, p. 59-61. 5. F. O. Lowden: Knowledge alone not sufficient, p. 67-68. 6. R. B. Irens: Supervision in a small city system, p. 69-71. 7. W. G. Bagley: American backwardness in the professional preparation of teachers, p. 71-74. 8. J. P. Goode: What the war should do for our methods in geography, p. 75-77.

**604. Pennsylvania state educational association. Proceedings of the sixty-ninth meeting in session at Harrisburg, December 30, 31, 1918, and January 1, 2, 1919. Pennsylvania school journal**, 67: 277-330, 339-384, 385-436, January, February, March, 1919.

*General sessions*—Contains: 1. S. E. Weber: Some aspects of Americanism, p. 287-91. 2. F. G. Blair: Educational benefits of the war, p. 295-99. 3. David Snedden: Some questions in the new philosophy of education, p. 299-301. 4. C. S. Davis: Report of educational council, p. 301-302. 5. H. E. Jackson: Every schoolhouse a community capitol and every community a little democracy, p. 317-19. 6. Marcus Aaron: Teachers' salary increase, p. 319-24. 7. Report of the legislative committee, p. 324-28.

*Department of county superintendents.*—Contains: 8. G. A. Grim: Educational measurements, p. 339-40. 9. L. L. Driver: Vitalizing the rural school, p. 340-43. 10. C. A. Middleswarth: Systematic physical training in our elementary schools, p. 343-44. 11. Orton Lowe: School gardening, p. 344-48. 12. Samuel Hamilton: School as an agency of reconstruction, p. 348-51. 13. L. L. Driver: Rural school consolidation, p. 352-56.

*City and borough superintendents.*—14. David Snedden: Problems of determining objective standards of aim in elementary and secondary school objectives as preliminary to use of measurements of results, p. 357-59. 15. H. W. Dodd: Remuneration of the teacher, p. 359-63. 16. David Snedden: Improving the professional status of teachers, p. 363-65. 17. W. H. Henderson: The re-education of disabled soldiers, p. 365-68.

*Supervising principals' round table.*—18. G. E. Mark: Supervising principal in a county system of schools, p. 368-70. 19. H. J. Barnett: How can the supervising principal secure the best teachers? p. 370-72. 20. H. M. B. Lehr: How can the supervising principal improve the service of his teachers, p. 373-76. 21. J. G. Dundore: How much should the supervising principal teach? p. 376-78. 22. W. S. Dessenbaugh: Supervising principal's work, p. 379-82.

*Department of music.*—23. David Snedden: Problems of aim in music as one of the fine arts, p. 382-84.

*Direct department.*—24. W. G. Davis: Address [on the war and education] p. 392-96. 25. J. P. Garber: Increase in teachers' salaries, p. 398-401. 26. C. H. Judd: What makes American schools democratic? p. 404-10.

*Association of school board secretaries.*—27. H. L. Graham: Application and enlargement of the compulsory school attendance law, p. 418-20. 28. J. D. Hughes: Prevention of waste in schools, p. 423-25. 29. F. L. Benainger: Proposed school legislation, p. 425-29. 30. C. H. Meyer: Problems caused by conditions arising from the war and the epidemic, p. 433-34.

**605. Texas state teachers' association. Proceedings of the Dallas meeting, 1918. Texas state teachers' association bulletin**, 3: 11-30, April 1919. (R. T. Ellis, secretary, Fort Worth, Texas.)

Contains: 1. J. C. Griffith: The problem of financing the schools, p. 11-15. 2. D. C. Munro: The new history, p. 15-17. 3. F. M. Bralley: Larger recognition of women in the work of education, p. 18-20. 4. R. A. Law: Condition of English teaching in Texas schools, p. 21-23.

See also item 418 in April record.

## EDUCATIONAL BIOGRAPHY.

606. Death of Dr. Schaeffer. *Pennsylvania school journal*, 67 : 437-43, March 1919.  
A sketch of the life and educational work of Dr. Nathan C. Schaeffer, state superintendent of public instruction of Pennsylvania, who died March 15, 1919.

## CURRENT EDUCATIONAL CONDITIONS.

## GENERAL AND UNITED STATES.

607. Alabama. Department of education. Report of special drive against illiteracy among men of draft age. Montgomery, Brown printing co., 1918. 36 p. 8°.
608. Cestre, Charles. Une mission aux États-Unis. *Revue internationale de l'enseignement*, 73 : 54-65, January-February 1919.  
In this paper, the first of a series, the writer narrates his experience as an exchange professor at Harvard, and in propaganda work for French universities in various parts of the United States; also takes up subjects of exchange of professors between French and American universities, and the recruitment of teachers of French for America.
609. Dorr, Rheta Childe. The shame of America. *Pictorial review*, 20 : 6-7, May 1919.  
This article brings out the appalling extent of illiteracy in the United States, and discusses the Smith-Towner bill, designed to remove this condition; also takes up the subject of the English language in schools.
610. Illiteracy and public education in Massachusetts. *Outlook*, 121 : 600-601, April 9, 1919.  
Résumé of a report of a special commission created by the Massachusetts legislature of 1918 to survey the public schools and state-supported educational institutions of all types of Massachusetts.
611. Ladd, A. J. Have the schools been discredited by the revelations of the war? *School and society*, 9 : 399-408, April 5, 1919.  
Tells of the manner in which the schools demonstrated their efficiency in the war, and while acknowledging that the war did reveal some shortcomings of our educational system says that our fundamental principles are sound, that we are working along right lines and accomplishing good results.
612. Morehouse, Francis. The war test of the schools. *School and home education*, 38 : 160-65, April 1919.  
In conclusion the writer says that the public school has shown itself equal to the task laid upon it in the first great test it has had.
613. Pearse, C. G. Chicago schools. *American school*, 5 : 8-10, 18-19, January 1919.  
The organization and activities of the Chicago school system.
614. Ryan, W. Carson, jr. Education and educational institutions. In *American year book*, ed. by F. G. Wickware, 1918. New York, D. Appleton and company, 1919. p. 786-803.  
A sketch of educational progress in America during 1918.
615. Schaeffer, Nathan C. Educational interest of the commonwealth. *Pennsylvania school journal*, 67 : 331-37, January 1919.  
The eighty-fourth annual school report of the state superintendent of public instruction of Pennsylvania.  
Education in relation to the war; some constants and variables in education.
616. Clavière, Jean. La composition française à l'école primaire élémentaire. *Revue pédagogique*, 74 : 94-107, February 1919.

## FOREIGN COUNTRIES.

617. **Dunville, Benjamin.** The case for standardization of the curriculum in elementary and other schools. *Journal of experimental pedagogy* (London) 5 : 18-27, March 5, 1919.  
Conditions in England described.
618. **Frappier, O.** La nouvelle réforme du certificat d'études primaires élémentaires. *Revue pédagogique*, 74 : 108-15, Février 1919.  
Discusses the effects of the new regulation for primary instruction adopted by the French government in 1917.
619. **Marcucci, Alessandro.** La scuola per gli adulti analfabeti. *Cultura popolare* (Milan) 9 : 91-94, February 1919.  
Discusses measures for instructing adult illiterates in Italy.
620. **Marin, Louis.** L'organisation des relations intellectuelles de la France et de la Serbie. *Revue internationale de l'enseignement*, 73 : 35-53, January-February 1919.  
Extracts from the report presented to the Chamber of deputies, for the approval of the convention regarding education of Serbs in France.
621. **Le Président Wilson à la Sorbonne.** L'Université de Paris lui confère le titre de docteur *honoris causa*. *Revue internationale de l'enseignement*, 73 : 5-21, January-February 1919.  
Contains: 1. Rapport de M. E. Larnaud. - 2. Discours de M. Alfred Croiset. - 3. Discours de M. Lucien Poincaré. - 4. Réponse du Président Wilson.
622. Public instruction in Ecuador. *Bulletin of the Pan American union*, 48 : 226-28, February 1919.
623. **Terrin, Ch.** À quoi rêvent nos élèves? *Revue universitaire*, 28 : 92-102, February 1919.  
The writer, a professor in the lycée of Nîmes, discusses on the basis of a canvas of his own pupils the ideals which will govern the young man of France in the reconstruction of their country after the war. They will devote themselves to action rather than to abstract thought or science.

## EDUCATIONAL RECONSTRUCTION.

624. **Baker, S. Josephine.** Reconstruction and the child. *American journal of public health*, 9 : 185-90, March 1919.  
Advocates the establishment in each state of a governmental Department of child welfare.
625. **Cleveland, Frederick A. and Schafer, Joseph, ed.** Democracy in reconstruction. Boston, New York [etc.] Houghton Mifflin company [1919] 491 p. 12°.  
Contains a collection of papers by 21 contributors, including the editors, grouped under the following headings, preceded by an introductory paper by Joseph Schafer on The historical background of reconstruction in America: I. Ideals of democracy. II. Institutions of democracy. III. After-war social problems. IV. After-war labor problems. V. After-war transportation problems. VI. After-war political problems. Paper No. 10, p. 212-43, in section III, is on The educational lessons of the war, by Samuel P. Capen and Charles R. Mann.
626. **Cooper, Clayton Sedgwick.** American education in the crucible of war. *Educational foundations*, 30 : 325-33, April 1919.
627. **Hamilton-Muncie, Elizabeth, and Keith-Hyde, Florence.** The hygiene of happiness in education. *American journal of school hygiene*, 3 : 25-34, March 1919.  
Concludes the article with twelve propositions for reconstruction in education.
628. **Kolbe, Parke E.** The colleges in the war. *School and society*, 9 : 339-47, March 22, 1919.  
An address delivered before the Association of American colleges, in Chicago, January 11, 1919. College war activities and the effect of the war on academic conditions.

629. **Ladd, A. J.** Education after the war. *American schoolmaster*, 12 : 127-34, March 1919.  
The defects in our educational system as disclosed by the war and a program for the education of the future.
630. **McKinley, Albert E.** Problems in educational reconstruction. *Pennsylvania gazette*, 17 : 589-90, March 28, 1919.  
Extracts from an address delivered March 22, 1919, at Houston club, University of Pennsylvania.
631. **Phillips, D. E.** Reconstruction in education. *American schoolmaster*, 12 : 110-17, March 1919.
632. **Risdon, C. S.** New equations in the teacher's problems. *Kansas teacher*, 8 : 7-10, March 1919.  
The influence of the lessons of the war upon education--industrial, physical, social, and patriotic.
633. **Wilson, John R.** Children's participation in war-time activities and its influence in educational work. *American education*, 22 : 348-51, April 1919.

## EDUCATIONAL THEORY AND PRACTICE.

634. **Duncan, Jephtha B.** El ideal educativo del presente y otros discursos. Prologo de Christobal Rodriguez. Panama, Imprenta nacional, 1919. 55 p. 12°.
635. **Smith, Walter.** A liberal education for all. *Nineteenth century*, 85 : 563-77, March 1919.  
Says that education in the past failed because it did not stimulate thinking. Conditions in England described. Speaks of the newer ideals of education. Emphasizes the proper use of books and the reading habit among children, either to continue a higher education or to advance intelligent and skillful craftsmanship.

## EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

636. **Conger, Napoleon.** The place of the psychological clinic in the schools. *Ohio teacher*, 39 : 280-81, March 1919.
637. **Dearborn, George Van Ness.** The psychology of clothing. Princeton, N. J., Psychological review company, 1918. 72 p. 8°. (Psychological monographs, vol. 26, no. 1, whole no. 112)  
The present discussion, "a kind of scientific ghost of 'Fartor resartus,'" developed as lectures in the Fruhant School of salesmanship in New York in August, 1917.
638. **Lay, Wilfrid.** The child's unconscious mind; the relations of psychoanalysis to education. A book for teachers and parents. New York, Dodd, Mead and company, 1919. 329 p. 12°.
639. **Wallin, J. E. Wallace.** The field of the clinical psychologist and the kind of training needed by the psychological examiner. *School and society*, 9 : 463-70, April 19, 1919.

## EDUCATIONAL TESTS AND MEASUREMENTS.

640. **Indiana university.** Conference on educational measurements. Fifth annual conference . . . held at Indiana university, Bloomington, Ind., April 19-20, 1918. Bloomington, Ind., Extension division of Indiana university, 1918. 140 p. 8°. (Bulletin of the Extension division, Indiana university, vol. 4, no. 4, December 1918)  
Contains: 1. G. M. Whipple: The problem of selecting and training gifted children in the public schools, 6-14. 2. G. M. Whipple: Some future possibilities of mental testing, p. 26-38. 3. G. M. Whipple: The development of methods of group examination of the intelligence of adolescents, p. 39-49. 4. E. L. Thorndike: Tests for vocational selection, p. 50-59. 5. E. L. Thorndike: Round table: Application of vocational tests to present school problems, p. 60-68. 6. E. L. Thorndike: Recent developments in educational measurements, p. 66-73. 7. H. L. Smith: Plans for saving time in grades VII-XII inclusive, p. 74-91. 8. E. L. Pressey: A systematic plan for selecting subnormal and supernormal children in the public schools, p. 92-99. 9. W. F. Book: Variations in mental ability and its distribution among the school population of an Indiana county, p. 100-31.

641. **Boyer, Philip A.** The Courtis tests in arithmetic. *Mathematics teacher*, 11 : 121-32, March 1919.

Results of tests given in seven Philadelphia schools in March 1918.

642. **Pressey, Sidney L.** A comparison of two cities and their school systems by means of a group scale of intelligence. *Educational administration and supervision*, 5 : 53-62, February 1919.

A comparison of the school populations in two Indiana cities. The two cities were found to be surprisingly alike, but within each city great differences were found between different sections.

643. ——— and **Pressey, L. W.** The practical "efficiency" of a group scale of intelligence. *Journal of applied psychology*, 3 : 68-80, March 1919.

Studies from the psychological laboratory of Indiana university, based on results from 986 Bloomington, Ind., school children, 200 cases at the State school for feeble-minded youth, and 23 children in a class for gifted children and 25 in a class for subnormal children at Louisville, Ky.

644. **Smith, Geddes.** Are you fit to be a freshman? *Independent*, 98 : 20-21, 37, April 5, 1919.

Psychological tests for admission to the undergraduate college for men of Columbia university, New York.

#### SPECIAL METHODS OF INSTRUCTION.

645. **Douglass, A. A. and Dealey, W. L.** Micro-motion studies applied to education. *Educational film magazine*, 1 : 14-15, March; 16-17, April 1919. illus.

To be continued in the May number.

Novel use of films to reduce waste in process of learning to a minimum—saving 35 minutes a day saves one year of school life.

646. **Humiston, Beatrice.** The theater as an educational institution. *Quarterly journal of speech education*, 5 : 120-27, March 1919.

647. **Johnson, Gertrude E.** Dramatic production and the educational curriculum. *Quarterly journal of speech education*, 5 : 158-70, March 1919.

The status of dramatic work in colleges and universities of the country.

648. **Batisbonne, Edmond.** Educational films from a French viewpoint. *Educational film magazine*, 1 : 8, 30, April 1919.

Professor Guillet's success with film teaching, solving school film problems in America, need for a library of film textbooks, etc.

649. **Rawnsley, W. F.** Education by the humanities. *Living age*, 301 : 26-32, April 5, 1919.

Reprinted from the Cornhill magazine.

An account of the method of instruction practiced in the Drighlington school, Bradford, England. This consists in giving the pupils really good English literature and in getting them to read this in considerable quantity.

650. **Stevenson, J. A.** The project and the curriculum. *School and home education*, 38 : 146-51, March 1919.

651. *Teaching*, vol. 4, no. 5, February 1919. (Examples of project-problem instruction.)

Contains: 1. H. G. Lull: What are projects and problems? p. 7-11. 2. Jennie Williams: Project-problem instruction in eighth grade geography, p. 11-15. 3. J. H. Wilson: Eighth grade English, p. 15-18. 4. Avie Wright: Project-problem instruction in arithmetic, p. 18-21. 5. Florence Billig: Project-problem instruction in elementary science, p. 21-32.

652. **Ziegler, Carl W.** Laboratory method in English teaching. *English journal*, 8 : 143-53, March 1919.

Read before the National council of teachers of English at Pittsburgh, July 18, 1918.

## SPECIAL SUBJECTS OF CURRICULUM.

## READING.

653. **Gray, William S.** Reading in the elementary schools of Indianapolis. Elementary school journal, 19 : 506-31, March 1919.  
Third paper of series. Deals with methods of teaching reading; the development of the fundamental habits and associations involved in fluent oral reading (second and third grades), etc.
654. **Rhodes, E. N.** A policy for the improvement of elementary school reading. American schoolmaster, 12 : 167-75, April 1919.

## ENGLISH AND COMPOSITION.

655. **Committee on economy of time in the teaching of English.** Report . . .  
II. Preliminary report of the grammar subcommittee. English journal, 8 : 179-89, March 1919.  
Part I on the Mechanics of writing appeared in the English journal for February 1919.  
"This report presents what may be accepted as unquestionably fundamental and essential in organized grammar for all pupils who complete the English requirement, in whatever type of school or course."
656. **Mackie, R. A.** The study of English. Northwest journal of education, 30 : 18-21, April 1919.  
Deals with three of the causes which according to G. Stanley Hall are responsible for the present degeneration in the command of the English language, namely: (1) Too much time is devoted to foreign languages; (2) the study of literature and content is too often subordinated to language study and mere form; (3) reading and writing are too early substituted for hearing and speaking. Gives some thoughts from eminent educators.
657. **Watt, Homer A.** Protecting the theme-reader. English journal, 8 : 164-73, March 1919.  
Freshman English and protecting the instructor from the deadly monotony of theme-correcting.

## MODERN LANGUAGES.

658. **Aron, Albert W.** Relative accomplishments of beginners in German in high school and college. Modern language journal, 3 : 246-50, March 1919.  
Based on a paper read before the Wisconsin association of modern foreign language teachers, May 10, 1918.
659. **French course of study.** French in the high school. Modern language journal, 3 : 251-76, March 1919.  
To be continued.  
Written by members of the French department of the University high and elementary schools, University of Chicago.
660. **Marchant, Langworthy.** Teaching Portuguese in the United States. Bulletin of the Pan American union, 48 : 172-76, February 1919.  
Presents the importance, with reference to our relations with Brazil, of teaching the Portuguese language and Brazilian geography, history, and economics in American schools.
661. **Moore, Olin H.** Italian in the high schools. Modern language journal, 3 : 237-45, March 1919.  
Address delivered before the Illinois high school conference, held at Urbana, Ill., November 22, 1918.
662. **Re, Emilio.** The teaching of English in Italy. Modern language teaching, 15 : 1-4, February 1919.  
Paper read at the annual general meeting of the Modern language association of England, January 8, 1919.

663. **Thomson, Alexander.** History of German in the Cincinnati public schools. [Cincinnati] 1919. 12 p. 8°.  
A paper read before the Literary club of Cincinnati in 1918.
664. **Ward, Charles F.** Modern language teaching. Educational review, 57 : 321-35, April 1919.  
A discussion of the report of the committee appointed by the prime minister of England "to inquire into the position of modern languages in the educational system of Great Britain."
665. **Warshaw, J.** Why Spanish? School and society, 9 : 408-13, April 5, 1919.  
The merits of the Spanish language compared with other foreign languages.

## ANCIENT LANGUAGES.

666. **Galletier, Ed.** Les jeunes filles et le latin au baccalauréat; réflexions d'un examinateur. Revue universitaire, 28 : 84-91, February 1919.
667. **Metcalf, J. C.** Humanizing education. Educational review, 57 : 298-303, April 1919.  
Says that one defect of the modern theory of education is that it yields "too readily to the immediate inclinations of youth. The older education insisted that overcoming difficulties was an essential part of mental training." Advocates cultural studies.
668. **Nemiah, Royal Case.** University reconstruction and the classics. Dial, 66 : 390-93, April 19, 1919.
669. **Smith, Kirby Flower.** The future place of the humanities in education. Johns Hopkins alumni magazine, 7 : 147-56, March 1919.  
Address before the Association of American universities at Cambridge, Mass., December 5, 1918.
670. **Wilson, Leta M.** The place of the classics in the new curriculum. Wisconsin journal of education, 51 : 69-72, March 1919.  
A brief compilation of the opinions of men of note in regard to the value of Latin.

## SOCIAL SUBJECTS.

671. **Kerby, William J.** Undergraduate teaching of sociology. Catholic educational review, 17 : 193-99, April 1919.  
Address delivered at the meeting of the American sociological society at Richmond, December 28, 1918.
672. **Tildaley, John L.** Economics and the teacher of economics in the New York city high schools. Bulletin of high points in the work of the high schools of New York city, 1 : 3-7, March 1919.

## GEOGRAPHY.

673. **Brigham, Albert P.** Geography after the war. Educational review, 57 : 277-85, April 1919.  
Work of the American geographical society, the U. S. Geological survey, etc., in gathering data relating to the geographic features of Europe and the United States.
674. **Teggart, Frederick J.** Human geography, an opportunity for the university. Journal of geography, 18 : 142-48, April 1919.  
Discusses political and ethnical geography; influence of migration of peoples; human development, etc.
675. **Whitbeck, B. H.** Geography in American and European universities. Journal of geography, 18 : 129-41, April 1919.  
Discusses the significance of the new interest in geography, owing largely to the rapid growth of schools of commerce and industry.  
Bibliography: p. 141.

## MATHEMATICS.

676. **Association of teachers of mathematics in New England.** Report of the Committee to recommend a suitable program in mathematics for the junior high school. *Mathematics teacher*, 11 : 133-40, March 1919.
677. **Monroe, Walter S., ed.** *Studies in arithmetic, 1916-17.* [Bloomington? Ind., 1918] 40 p. 8. (Indiana university studies, vol. v, study no. 38, September, 1918)
678. **Smith, David Eugene.** Introductory course in mathematics. *Mathematics teacher*, 11 : 105-14, March 1919.

## SCIENCE.

679. **Crumly, Charles W.** The purpose and method of high school science. *Educational exchange*, 34 : 3-7, January 1919.  
The causes of failure in the teaching of science and the aims and purposes of science in the high schools.
680. **Goldsmith, Gertrude B.** Nature study in the grades. *General science quarterly*, 3 : 167-85, March 1919.  
Gives a suggestive outline for nature-study for grades 1 to VIII.
681. **Hodgdon, Daniel R.** The psychological and pedagogical basis of general science. *School science and mathematics*, 19 : 305-22, April 1919.  
Read before the Central association of science and mathematics teachers, at the University of Chicago, November 20, 1918.
682. **Hopkins, B. S.** Teaching chemistry in the laboratory. *School science and mathematics*, 19 : 295-301, April 1919.  
Read before the Chemistry section of the Central association of science and mathematics teachers, Chicago, Ill., November 30, 1918.
683. **Lyman, G. R.** The unification of American botany. *Science, n. s.*, 49 : 339-45, April 11, 1919.  
Paper read before Section G of the American association for the advancement of science, December 26, 1918. Emphasizes the study and teaching of plant pathology.
684. **McClung, C. E.** The elementary course in zoology—is it satisfactory? *Science, n. s.*, 49 : 345-47, April 11, 1919.  
Subject considered in connection with the National research council. Preparation of outlines of courses adapted to the proposed Students' army training corps.
685. **Twiss, G. R.** The study of physics as a factor in a general education. *Ohio educational monthly*, 68 : 131-34, April 1919.  
This is the first of several articles by Mr. Twiss which will follow in consecutive numbers.
686. **Van Buskirk, Edgar F.** How can sex education be made a part of biology? *School science and mathematics*, 19 : 335-43, April 1919.  
This paper was presented at Washington, D. C., January 1919, at the fourth conference held under the auspices of the U. S. Bureau of education and the U. S. Public health service for the purpose of helping to put sex education in its normal place in the secondary school curriculum.

## HANDWRITING.

687. **Nutt, H. W.** Rhythm in handwriting. *Elementary school journal*, 19 : 532-40, March 1919.  
A study of rhythm in handwriting of pupils from 15 to 18 years inclusive. Data obtained from the Kansas City and Lawrence high schools, Kansas. Advocates intensive rhythmic drills for ages 12 to 16.

## ELOCUTION.

688. **Blanton, Margaret Gray and Blanton, Smiley.** *Speech training for children: the hygiene of speech.* New York, The Century co., 1919. xv, 261 p. 12°.

689. **Spear, Morris Edmund.** Speech education in the United States college of discipline. *Quarterly journal of speech education*, 5 : 138-57, March 1919.  
Methods evolved by the authorities of the United States Naval academy to meet the pressing needs of the naval officer for some grounding in speech education.

690. **Stratton, Clarence.** Speaking of speech. *Illinois association of teachers of English bulletin*, 11 : 1-14, March 1, 1919.  
The necessity of teaching people to speak well.

#### KINDERGARTEN AND PRIMARY SCHOOL.

691. **Craig, Clara E.** The beginnings of reading and writing in the Rhode Island normal school. [Providence] Rhode Island normal school [1919] 32 p. illus. 8°.

Report on the work of the experimental classes from 1913 to date. The application of the Montessori principles to children in the American public schools.

692. **Drever, James.** The vocabulary of a free kindergarten child. *Journal of experimental pedagogy* (London) 5 : 23-37, March 5, 1919.

A study based on data gathered from the Gilmore Place kindergarten, Edinburgh, Scotland, from children living in slum conditions.

693. **Gay, P.-H.** L'inspecteur primaire à l'école. *Revue pédagogique*, 74 : 30-41, January 1919.

694. **Ireland.** Vice-regal committee of inquiry into primary education. Report of the committee. Report. v. 1. . . Dublin, H. M. Stationery office, 1919. 44 p. 4°.

At head of title: Viceregal committee of enquiry into primary education (Ireland), 1918.

695. **Metodo Montessori—Il valore sociale delle case dei bambini e la fortuna del metodo Montessori fuori d'Italia** [by] Erminia Lucentini; **Il metodo Montessori in Francia durante la guerra** [by] Mary R. Cromwell. *Coltura popolare* (Milan) 9 : 46-53, January 1919.

696. **Pratt, Caroline.** Experimental schools. *Dial*, 66 : 413-15, April 19, 1919.

#### RURAL EDUCATION.

697. **Capps, B. C.** Consideration of the general educational conditions in Missouri. *Missouri school journal*, 36 : 100-105, March 1919.

The first of a series of articles dealing with the rural school survey of Missouri. According to the findings of the survey committee, Missouri ranked 32d in the 48 states of the union on the basis of nine tests of efficiency.

698. **Claxton, Philander Priestley.** Education in the rural school. *Banker farmer*, 6 : 9-12, April 1919.

Address delivered at the conference of the Agricultural commission of the American bankers association, February 27, 1919.

Changes in the country schools needed to adapt them to the needs of country life, to make rural life attractive, and to increase the wealth of the country.

699. **Deffenbaugh, W. S.** The village community school. *American city* (town and county ed.) 20 : 337-39, April 1919.

700. **Favrot, Leo M.** The part the rural school must play in the after-war situation. *Tuskegee student*, 30 : 8-9, March 1, 1919.

Address delivered at the 15th annual Tuskegee negro conference, held at Tuskegee Institute, January 22-23, 1919.

701. **Phelps, C. L.** Inequalities in support and control of rural elementary education in California. *School and society*, 9 : 453-57, 482-86, April 12, 1919.

702. Winship, A. E. Modern educational ideas. *Teacher's journal*, 18 : 358-63, March 1919.

Also in *Normal instruction and primary plans*, 28 : 62-63, May 1919; *Northwest journal of education*, 30 : 7-9, April 1919; and *School and home education*, 38 : 153-54, March 1919.

Discusses Prof. P. G. Holden's idea of rotating subjects in the rural school so that the same subject will not be taught year after year. Following Dr. Winship's appreciation of his work, Prof. Holden gives his own ideas on the subject.

#### SECONDARY EDUCATION.

703. Chancellor, William E. Program for progress in the high school course of study. *Journal of education*, 89 : 343-44, March 27, 1919.

Proposes two courses of study for high school pupils for the new day when all Americans shall be truly nationalized.

704. Goaling, T. W. A special academic class in the junior high school. *School Review*, 27 : 241-55, April 1919.

An account of an experimental scheme of classification at the Lafayette Bloom junior high school, Cincinnati, Ohio. Says that classification is one of the most effective means of avoiding the retardation of pupils.

705. Pincherle, Salvatore. La crisi della scuola media. *Rivista pedagogica*, 11 : 434-42, July-December 1918.

706. Roberts, John S. Intermediate schools or junior high schools. *Bulletin of high points in the work of the high schools of New York city*, 1 : 2-5, February 1919.

The purpose of the junior high school, its advantages, and the attitude of high schools toward it.

#### TEACHERS: TRAINING AND PROFESSIONAL STATUS.

707. Aaron, Marcus. A statement of the case. *Journal of education*, 89 : 404-405, April 10, 1919.

Also in *School life*, 2 : 11-12, April 1, 1919.  
A member of the Pennsylvania state board of education and the Pittsburgh board of education gives some figures concerning teachers' salaries in Pennsylvania, especially in Pittsburgh, and some figures showing the wealth of Pennsylvania.

708. Church, Clarence C. Success-making traits in college teachers. *Pedagogical seminary*, 26 : 41-48, March 1919.

709. Columbus, Ohio. Committee on teachers' salaries. Columbus report on teachers' salaries. *Nebraska teacher*, 21 : 361-63, April 1919.

Tables of the expenses and earnings of the women teachers and a comparison of their wages with the wages of other women in Columbus, Ohio.

710. The demobilized professor; by one of them. *Atlantic monthly*, 123 : 537-45, April 1919.

Recounts how American professors served their government during the recent war emergency, and makes some forecasts for the future of higher education in peace times.

711. Gerould, Gordon Hall. The professor and the wide, wide world. *Scribner's magazine*, 65 : 465-70, April 1919.

Shows how the professor has learned a good deal while playing his part on the wide stage of the war-stricken world, but chiefly how to look at himself and his fellows, young and old. Never again will he allow the academic life to become in any sense unreal or withdrawn from reality.

712. Magill, H. S. Teachers' salaries. *American school board journal*, 58 : 49, April 1919.

A few facts which bear upon the increased cost of living and the necessity for increasing teachers' salaries.

713. **Morris, Wilson C.** The American association of teachers—a forward look. *Missouri school journal*, 36 : 31-36, January 1919.  
Points out some of the things that a closely-knit organization of teachers should help to remedy. Thinks that if we had the corporate will of 700,000 teachers back of suggestions for the improvement of the schools some of the suggestions would be taken more seriously.
714. **Parrott, Hattie.** Notes from the Conference on the preparation of rural teachers, held at Chicago, February 27, 1919. *North Carolina education*, 13 : 14-15, April 1919.  
Gives a statement submitted by Miss Mabel Carney on some principles involved in the preparation of rural teachers.
715. **Reflections of a prospective pensioner.** By A near pensioner. *School and society*, 9 : 429-36, April 12, 1919.  
Some reflections on the compulsory retirement plan of the Carnegie foundation for the advancement of teaching.
716. **Richards, John Wayne.** The benefits of the private teachers' agency to the discriminating employer. *School education*, 38 : 6-8, April 1919.  
Also in *American education*, 22 : 358-62, April 1919; *Normal instructor and primary plans*, 28 : 10-11, May 1919; *School and home education*, 38 : 178-79, April 1919; *South Dakota educator*, 32 : 32-37, 39, April 1919; and, *Teacher's Journal*, 18 : 394-99, April 1919.  
An address delivered at the Chicago meeting of the Department of superintendence, N. E. A., 1919.
717. **Wilds, Elmer Harrison.** A bureau of information and research for normal schools. *School and society*, 9 : 419-22, April 5, 1919.  
Recommends a bureau of information and research for every normal school to be of service to all teachers and administrators along the following lines: (1) Educational information, (2) Exchange of practical suggestions, (3) Guidance in professional reading and study, (4) Reports on educational progress, (5) Assistance in research, and (6) Direction of self surveys.

## HIGHER EDUCATION.

718. **Arnold, LeRoy.** Should students receive credit for recreational pursuits? *Pedagogical seminary*, 26 : 56-72, March 1919.  
Results of a questionnaire sent to 114 colleges showing the number of credits given to extra-curricular pursuits in the different institutions. In conclusion the writer says that students should not receive credit for recreational pursuits unless they are a part of the course of study, but that the so-called extra-curricular activities of today will be an integral part of the curriculum of tomorrow.
719. **Black, Millard A.** Changes in entrance requirements of New England colleges. *Educational administration and supervision*, 5 : 73-84, February 1919.  
Points out the changes that have taken place in the entrance requirements to the leading New England colleges since 1912, and compares the requirements as they exist today with the recommendations of the committee upon the articulation of high schools and colleges as adopted in 1911 by the National education association.
720. **Bolton, Frederick E.** Some probable effects upon higher education due to the development of junior colleges. *Educational administration and supervision*, 5 : 85-93, February 1919.
721. **Briggs, Thomas H.** The new Columbia university admissions plan. *Education*, 39 : 473-80, April 1919.  
Spoke before the Connecticut headmasters' association at New Haven, February 14, 1919.  
According to the new plan, a candidate for admission to the university, after presenting evidence of successfully completing a four-year high-school course and supplying the required personal information, may take an examination designed to measure his general mental alertness and power.
722. **Chevalier, John E.** Harvard education for manhood. *Harvard alumni bulletin*, 21 : 380-83, February 13, 1919.  
Discusses some changes that should come as a result of the war, the relative values of modern and ancient languages, military training, necessity for universal military service, etc.

723. **Clark, Harry.** Importance of a college department of pedagogy. *High school journal*, 2 : 102-4, April 1919.  
Claims that the department of pedagogy is more important to a college than the law school or the medical school, and that upon the development of schools of pedagogy depends not only the success of the colleges but the character of our future democratic civilization.
724. **Evans, George Fullerton.** The new syntheses. *Harvard graduates' magazine*, 27 : 298-305, March 1919.  
The liberal college and its place in the educational world.
725. **Heffner, W. C.** Does the college and university graduate occupy the position in practical life that he ought to? *American penman*, 36 : 254, April 1919.  
To be continued in the next issue.
726. **Lloyd, Alfred H.** With benefit of the university. *Michigan alumnus*, 25 : 376-81, March 1919.  
The benefits, opportunities, and dangers of a university education.
727. **More, Paul Elmer.** Oxford, women and God. *Unpopular review*, 11 : 275-93, April-June 1919.  
Writer comments on the Oxford depicted in Mrs. Humphrey Ward's *Recollections*, and observes that a unique interest was lost to learning with the admission of women into Oxford's cloistered society and the banishment of God.
728. **Perry, Ralph Barton.** The colleges and the new age. *Harvard alumni bulletin*, 21 : 488-91, 512-14, March 20, April 3, 1919.  
How the new life which results from the war is going to make itself felt in the colleges. The second part has the title "Harvard after the war."
729. **Roberts, Lydia.** A malnutrition clinic as a university problem in applied dietetics. *Journal of home economics*, 11 : 95-101, March 1919.
730. **Shibley, Arthur E.** The reconstruction of an English university. *Outlook*, 121 : 603-4, April 9, 1919.  
New conditions in Cambridge university, England, described.
731. **Templin, Olin.** A university of universities for the nation. *Graduate magazine of the University of Kansas*, 14 : 163-69, March 1919.  
The advantages of a national university located at Washington, D. C.
732. **Washington (State).** Joint board of higher curricula. The first biennial report . . . to the Governor of Washington, 1919. Olympia, Wash., F. M. Lamborn, public printer, 1919. 48 p. 8°.  
A report on the administration of the five institutions of higher learning supported by the state of Washington.

## SCHOOL ADMINISTRATION.

733. **Bagley, W. C.** The Smith-Towner bill and the preparation of rural school teachers. *School and home education*, 38 : 153-60, April 1919.  
A paper read before the Conference on rural schools, Chicago, February 27, 1919.
734. **Butcher, Thomas W.** Some difficulties attending the work of a textbook commission. *Elementary school journal*, 19 : 500-5, March 1919.  
Not an argument for or against state uniformity of textbooks, but "a friendly exposition of some of the weaknesses, inherent and statutory, of uniformity laws."
735. **Kendall, Calvin N.** The one hundred million dollar federal education bill. *Education bulletin*, 5 : 118-22, April 1919.  
Address delivered before the Department of superintendence of the National education association, Chicago, February 26, 1919.  
Gives reasons why he believes in the bill.

736. **Lieure, J.** Administration financière des lycées nationaux de garçons et de jeunes filles d'après les documents officiels. Paris, Boudignon, Sartiaux & cie., 1918. 608 p. 12°.

## SCHOOL MANAGEMENT.

737. **Breed, Frederick S.** Measured results of supervised study. *School review*, 27 : 262-84, April 1919.  
Continued from *School review* of March 1919.  
Says that "the divided and double-period plans should not be urged for general adoption in secondary schools until their efficiency is more clearly demonstrated."
738. **Hill, Sallie.** Defects of supervision and constructive suggestions thereon. *Colorado school journal*, 34 : 7-9, March 1919.  
Also in *Journal of education*, 89 : 321, 326, March 20, 1919.  
An address delivered at the Chicago meeting of the Department of superintendence, National education association, 1919.  
Points out some of the defects of supervision from the grade teachers' point of view, and gives some radical suggestions as to how some of these defects might be overcome.
739. **Hofer, Carolyn.** Reviews in the seventh and eighth grades. *Elementary school journal*, 19 : 545-53, March 1919.  
Says that the reconstruction in education is certain to bring about a reorganization of the courses of study in the upper grades in which there is now so much repetition. Deprecates barren reviews of subject matter well known to pupils.
740. **Hosic, James Fleming.** The technique of supervision. *School and society*, 9 : 436-40, April 12, 1919.  
Deals with the principal phases of classroom supervision.
741. **Morley, E. E.** Experiences in the supervision of teaching by a school principal. *Educator-journal*, 19 : 422-26, April 1919.
742. **Palmer, Jasper T.** The importance of the teacher in the school organization. *Elementary school journal*, 19 : 541-44, March 1919.  
Advises frequent conferences with individual teachers and groups of teachers, also recommends confidential questionnaires.
743. **Roberts, Herbert F.** The case of the American school. *School and society*, 9 : 369-73, March 29, 1919.  
Deals with some of the prime problems of school management—the teacher and the school board, and especially with the problem of what the careless American owes to his schools.
744. **Ross, Carmon.** The problem of supervised study in the grades. *Education*, 39 : 457-70, April 1919.
745. **Walters, William Wade.** Pupil participation and specialized instruction. *School and home education*, 38 : 143-46, March 1919.  
The school as a social laboratory and democratic workshop.

## SCHOOL ARCHITECTURE.

746. **Betelle, James O.** Architectural styles as applied to school buildings. *American school board journal*, 58 : 25-28, 75-76, April 1919. illus.
747. **Engelhardt, Nicholas Louis.** A school building program for cities. New York City, Teachers college, Columbia university, 1918. ix, 130 p. diagr. 8°. (Teachers college, Columbia university. Contributions to education, no. 96.)
748. **Ewing, William Ferdinand.** Administrative offices in school buildings. *American school board journal*, 58 : 33-35, April 1919. plans.  
Gives plans for administrative offices in small elementary schools and in large elementary schools and in a medium-sized high school.

## SCHOOL HYGIENE AND SANITATION.

749. **Averill, Lawrence Augustus.** The problem of malnutrition in school children. American journal of school hygiene, 3 : 1-24, March 1919.  
Bibliography : p. 23-24.  
Deals with the prevalence of malnutrition among school children and malnutrition as a factor in efficient school work.
750. **Dearborn, Walter F.** Facts of mental hygiene for teachers. Mental hygiene, 3 : 11-15, January 1919.  
Lays stress on the overdirection of the activities of the child in school and the failure to give opportunity for self-expression.
751. **Gebhart, John C.** Municipal school feeding. National municipal review, 8 : 159-63, March 1919.  
New York city's work for the underfed school child. Gives statistics of the growth of school lunch service in other cities.
752. **Gesell, Arnold.** Mental hygiene and the public school. Mental hygiene, 3 : 4-10, January 1919.  
Recommends among other things a reorganization of the kindergarten and first grade, which will place the first half year of school life under systematic, purposeful observation.
753. **Hathaway, Winifred.** The prevention of blindness and defective vision among America's children. Child, 9 : 245-51, March 1919.  
Illustrated with reproductions of posters used in educational propaganda by the American national committee for the prevention of blindness.
754. **Mitchell, David.** Malnutrition and health education. Pedagogical seminary, 26 : 1-26, March 1919.  
Results and conclusions from experiments conducted by Dr. William R. P. Emerson, under the direction of the Bureau of educational experiments, New York city.
755. **Rapeer, Louis W.** Changing standards of schoolhouse ventilation. American school board journal, 58 : 37, 52, April 1919.

## PHYSICAL TRAINING.

756. **Arnold, E. H.** What the war should do for our methods in physical education. Journal of the New York state teachers' association, 6 : 53-56, March 1919.  
Also in Mind and body, 26 : 16-22, March 1919.
757. **Kleeberger, F. E.** Essentials of physical education in relation to military training in public schools. Mind and body, 26 : 13-16, March 1919.  
Presents some general recommendations upon which the effectiveness of physical education in a community depends.

## SOCIAL ASPECTS OF EDUCATION.

758. **American sociological society.** Papers and proceedings 13th annual meeting, held at Richmond, Va., December 27-28, 1918. Sociology and education. Chicago, Ill., The University of Chicago press [1919] 224 p. 8°. (Its Publications, vol. 13)  
Contains: 1. C. H. Cooley: A primary culture for democracy.—2. Anna Garlin Spencer: The social education of women.—3. R. E. Park: Education in its relation to cultures.—4. F. R. Clow: Sociology in the education of teachers.—5. J. M. Gillette: The vocational concept.—6. W. R. Smith: Social education in the schools through group activities.—7. John Collier: The community center in social education.—8. C. C. North: Extension teaching of sociology in communities.—9. A. J. Todd: The teaching of sociology to undergraduates.—10. E. A. Ross: The national spirit in education.—11. L. M. Bristol: Education and the national ideal.—12. H. A. Miller: The American spirit and the organization of Mid-Europe.

759. **Chase, Lewis.** The human element in education. *Journal of the New York state teachers' association*, 6 : 62-66, March 1919.  
Speaks of the effect of home influences upon the boy returning from college. Says that the school is powerless to bring progress until the home cooperates in its work.
760. **Gillin, John L.** Wholesome citizens and spare time. Cleveland, O., The Survey committee of the Cleveland foundation, 1918. 182 p. 12°. ((Cleveland foundation. Publications] 29)  
One of the seven sections of the report of the Recreation survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1917.  
An analysis of the positive influence of recreation in the development of personality.
761. **Ryan, W. Carson, jr.** Where do we go from here? New York, Association press [1919] 11 p. 12°.   
A talk on the value of education.
762. **Smith, Walter R.** The rôle of social heredity in education. *American journal of sociology*, 24 : 566-80, March 1919.  
Discusses the improvement of the social heritage we expect to transmit, since the laws of social heredity fall within the province of psychic direction and form the basis of a great educative scheme.

## CHILD WELFARE.

763. **Eaves, Lucile.** Training children for work after the war. *American labor legislation review*, 9 : 59-61, March 1919.  
Discusses the certification of working children during the war, and the "back to school" question.

## MORAL AND RELIGIOUS EDUCATION.

764. **Cunningham, Jesse L. and North, Eric M.** The organization and administration of the Sunday school. New York, Cincinnati, The Methodist book concern [1919] 155 p. 12°. (Training courses for leadership, ed. by H. H. Meyer and E. B. Chappell)
765. **Micou, Paul.** The church at work in college and university. Milwaukee, Wis., Morehouse publishing co., 1919. 221 p. front. 12°.   
Put forth by the National student council of the Episcopal church.
766. **Richardson, Norman E.** Religious education and reconstruction. New York, Cincinnati, The Abingdon press [1919] 32 p. 16°.
767. **Sheridan, Harold J. and White, G. C.** Learning and teaching. New York, Cincinnati, The Methodist book concern [1919] 207 p. 12°. (Training courses for leadership, ed. by H. H. Meyer and E. B. Chappell)
768. **Snedden, David.** Education toward the formation of moral character. *Educational review*, 57 : 286-97, April 1919.  
Advocates the study of specific problems of character education by associations such as the National education association, etc. Says there now exists almost a dearth of such work in any scientific sense.

## MANUAL AND VOCATIONAL TRAINING.

769. **Eastern arts association.** Proceedings, ninth annual meeting, New Haven, Conn., April 4-6, 1918. 210 p. 8°. (A. W. Garritt, secretary, Board of education, New York, N. Y.)  
Contains: 1. Joseph Fennell: An open letter to the art teachers of America, p. 11-15. 2. Douglas McMurtrie: The re-education of crippled soldiers, p. 30-45. 3. H. A. Dyer: The arts as a means of enriching leisure time, p. 62-71. 4. R. B. Farnum: The National school poster competition, p. 79-83. 5. A. W. Dew: American art teaching in the new age, p. 80-92. 6. Annette J. Warner: Art appreciation in a university course, p. 92-97. 7. E. C. Emerson: Advance work in war time for prevocational and junior high schools, p. 98-103. 8. L. P. Jefferson: The place of marketing in a course in cookery, p. 112-116. 9. O. H. Benson: Extension work in agriculture and home economics by means of boys' and girls' clubs, p. 127-35. 10. Report of the committee on survey of manual training, p. 171-75.

770. **Allen, Charles R.** *The instructor, the man and the job; a handbook for instructors of industrial and vocational subjects.* Philadelphia and London, J. B. Lippincott company [1919] vii, 373 p. 12°.
- This book is intended to serve two purposes—to serve as a handbook to instructors in industrial plants, and also to serve as "instruction notes" in instructor training courses. C. A. Prosser in the Introduction says the book is of great value to those interested in vocational education, and that all those engaged in regular education can not fail to profit by studying its exceedingly clear analysis and discussion of methods of instruction.
771. **Crussell, Edward H.** *The course of study for Smith-Hughes work in trade and industry.* *Industrial-arts magazine*, 8 : 161-63, May 1919.
772. **Farnum, Royal B.** *Industrial art education.* *School-arts magazine*, 18 : 439-41, April 1919.
- The new era in art education in the public schools.
773. **Marsili, Evaristo.** *L'istruzione elementare e la "scuola del lavoro."* *Rivista pedagogica*, 11 : 510-25, July-December 1918.
774. **Munroe, James P.** *The part-time, evening, and all-day vocational school.* *Vocational summary*, 1 : 10-12, March 1919.
- Address before the second annual conference on supervision and teacher training in agriculture, at Atlanta, Ga., January 13, 1919.
775. **New York (City) Board of estimate and apportionment.** *The industrial education survey of the city of New York. Complete report of the committee authorized by the Board of estimate and apportionment.* New York city, 1918. 473 p. plates. 8°.
- Chairman of the Survey committee, Charles R. Richards; director, Lewis A. Wilson.
- CONTENTS.—I. The printing trade.—II. Inside electrical work.—III. Carpentry and joinery.—IV. The machinist trade.—V. Industrial classes in the public schools.
776. **Schofield, H.** *Technical education after war.* *Teacher's world* (London), 20 : 585, March 5, 1919.
777. **Tarbell, R. W. and Metz, J. J.** *Teaching safety to apprentices.* *Industrial-arts magazine*, 8 : 143-45, April 1919.
- Suggestions for instructors in industrial schools in giving safety instruction to students.
778. **Wreidt, E. A.** *Industrial education in Illinois under the Smith-Hughes law* *School review*, 27 : 285-97, April 1919.

## VOCATIONAL GUIDANCE.

779. **Willett, G. W.** *Some factors affecting vocational guidance work in Hibbing, Minnesota.* *Industrial-arts magazine*, 8 : 168-72, May 1919.

## VOCATIONAL TESTS; ARMY PERSONNEL.

780. **Adams, Edwin W.** *Psychological examining in the army.* *Current education*, 23 : 104-14, April 1919.
- The purposes and some results of psychological tests given to the soldiers.
781. **Bingham, W. V.** *Army personnel work: with some implications for education and industry.* *Journal of applied psychology*, 3 : 1-12, March 1919.
- Mental engineering work in army cantonments by trained psychologists.
782. **Hill, David Spence.** *Practical applications of intelligence and other standard tests.* *School and home education*, 38 : 166-70, April 1919.
- References: p. 170.
- Military adoption of the tests and business and industrial applications.

783. **Kelley, Truman L.** Principles underlying the classification of men. *Journal of applied psychology*, 3 : 50-67, March 1919.  
Psychological tests applied to the problem of classification in the Students' army training corps.
784. **Leavitt, Frank M.** Standardized measurement scales in the field of the industrial arts. *Industrial-arts magazine*, 8 : 132-33, April 1919.
785. **Thorndike, Edward L.** A standardized group examination of intelligence independent of language. *Journal of applied psychology*, 3 : 13-32, March 1919.  
Interesting presentation of group intelligence tests without language, from work in army. Illustrated.
786. **Toops, Herbert A. and Pintner, Rudolph.** Educational differences among tradesmen. *Journal of applied psychology*, 3 : 33-49, March 1919.  
Advantages of education demonstrated.
787. [U. S. War department. Office of the surgeon general] Army mental tests. Methods, typical results and practical applications. Washington, D. C., 1918. 23 p. 8°.  
The tests were prepared by a committee of the American psychological association and of the National research council.  
The pamphlet covers briefly the results of the tests used in the army and gives data to show the value of such tests in industry.
788. **Yerkes, Robert M.** Report of the psychology committee of the National research council. *Psychological review*, 26 : 83-149, March 1919.  
Deals with the various aspects of the relations of psychology to war—examining mental qualifications of soldiers; education, etc.

#### AGRICULTURAL EDUCATION.

789. **Howe, Frank W.** Culture in agriculture. *School bulletin*, 45 : 146-49, March 1919.  
Says that there is no enmity between culture and agriculture. Speaks of the cultural possibilities inherent in agriculture.
790. **Snedden, David.** Two important current problems of agricultural education. *School and society*, 9 : 347-51, March 22, 1919.  
An address given at St. Louis, before the Agricultural section of the National society for vocational education, February 21, 1919.  
Problems in project work in agricultural education.

#### COMMERCIAL EDUCATION.

791. **Appell, Israel and Wolfson, Arthur M.** Plan for organizing the entrants into the high school of commerce according to their attainments in scholarship, their capacities, and their aims. *School review*, 27 : 256-61, April 1919.  
Plan inaugurated in the High school of commerce, New York city.
792. **Reed, James C.** A discussion of present-day problems in commercial education. *Commercial teacher*, 3 : 17-25, March 1919.  
The adaptation of commercial work to the needs of the community, the organization of public commercial schools, and the training of commercial teachers.
793. **Schoen, Henri.** Une nouvelle école des chefs pour notre industrie nationale et notre commerce en France et à l'étranger. *Revue internationale de l'enseignement*, 73 : 66-73, January-February 1919.  
Describes a "special school of commercial and administrative sciences" recently established at Paris.

## PROFESSIONAL EDUCATION.

794. **Blumer, George.** Desirability of changing the type of written examinations. *Journal of the American medical association*, 72 : 1131-33, April 19, 1919.  
Importance of specific qualities and habits of thought in medical education. Tests for graduation or licensing of physicians.
795. **Jammé, Anna C.** The California eight-hour law for women. *American journal of nursing*, 19 : 525-30, April 1919.  
Shows effect of law on students in training schools for nurses in California.
796. **Lovett, Robert W.** Suggestions for improving medical education. *Boston medical and surgical journal*, 180 : 418-22, April 10, 1919.  
Sums up his criticisms under three heads: (1) Lack of thoroughness in examination and diagnosis; (2) inability to think out cases logically and to base treatment on the pathological condition present; (3) lack of knowledge of fundamentals— anatomy and physiology.
797. **Munson, Edward L.** The need of medical education as revealed by the war. *Journal of the American medical association*, 72 : 1050-55, April 12, 1919.  
Discusses the personnel of the Medical reserve corps; psychological tests of men for medical training camps; relations of qualifications.
798. **Singer, H. Douglas.** The need for instruction in mental hygiene in medical, law and theological schools. *Mental hygiene*, 3 : 24-32, January 1919.  
Draws distinction between structural defect and functional disturbance in mental disorders.
799. **Warner, A. R.** Hospital standardization. *Journal of the American medical association*, 72 : 914-16, March 29, 1919.  
Responsibilities of modern hospitals in carrying on the education of undergraduate students.

## CIVIC EDUCATION.

800. **Brooks, E. C.** Respect for law and order a definite high school subject. *North Carolina education*, 13 : 6-7, 8, April 1919.  
Gives some of the most important topics that the high school should develop in teaching pupils law and order.
801. **Parsons, E. Dudley.** The English teacher and patriotism. *English journal*, 8 : 154-63, March 1919.  
Some ways in which the English teacher can interpret to Americans and to aliens alike the real spirit of the nation.
802. **Pattes, Fred Lewis.** Americanism through American literature. *Educational review*, 57 : 271-76, April 1919.  
Advocates a chair of American literature, side by side with the chair of American history, in every college and university, to instruct and inspire students in democracy and Americanism.

## AMERICANIZATION OF IMMIGRANTS.

803. **Condon, Randall J.** Education of the immigrant. *Journal of education*, 80 : 376-77, 382, April 3, 1919.  
Also in *Ohio educational monthly*, 68 : 125-29, April 1919, and *School*, 30 : 309-311, April 10, 1919.  
Address before the Department of superintendence of the National education association.  
The story of the American house and the place it occupies in the Americanization program of Cincinnati.
804. **Crist, Raymond F.** Second year of the work of the public schools with the Bureau of naturalization. Washington, Government printing office, 1918. 47 p. 8°. (Extract from the annual report of the Commissioner of naturalization for the fiscal year ended June 30, 1917.)  
At head of title-page: U. S. Department of labor. Bureau of naturalization.

805. **U. S. Department of the interior.** America, Americanism, Americanization . . . Washington, Government printing office, 1919. 22 p. 8°.

Contains Americanization speech of Hon. Franklin K. Lane at Hotel Astor, New York, copy of Smith-Bankhead Americanization bill, Americanization extract from annual report of Secretary Lane.

806. **Woodward, Elizabeth Ash.** Americanization work of kindergartners. Kindergarten and first grade. 4 : 127-29, April 1919.

The interpretation of American ideals, traditions, standards, and institutions to the foreign-born.

807. **Wyman, A. H.** Instruction to insure Americanization of aliens. National association of corporation schools bulletin, 6 : 13-20, January 1919

A paper presented by A. H. Wyman of the Carnegie steel company, and a member of the Special committee on unskilled labor and Americanization, to the Pittsburgh chapter of the National association of corporation schools.

On promoting attendance in English classes.

#### REEDUCATION OF WAR INVALIDS.

808. American journal of care for cripples, vol. 8, no. 1, January 1919.

Contains: 1. J. C. Faries: Re-educating the disabled man, p. 3-10. 2. Dr. Stassen and Dr. Delvaux: Agricultural re-education at the Belgian military institute at Port-Villes, p. 21-24. 3. J. D. Robertson: Chicago's reconstruction laboratory, p. 25-29. 4. W. J. Wright: Vocational training in agriculture for disabled soldiers and sailors, p. 30-43. 5. Lavinia Mondolfo: A trade school for blinded soldiers in Italy, p. 44-48. 6. Ethel Wood: Training and its results, p. 49-52. 7. J. C. Miller: Report on the special six weeks' training course for vocational directors under the Red cross institute for crippled and disabled men and the Federal board for vocational education, p. 79-89.

809. **Levitas, Arnold.** Training for disabled soldiers and sailors. Educational review, 57 : 312-20, April 1919.

Work of the Government in the rehabilitation of disabled soldiers and sailors. Gives among other things a description of the occupational branches of printing.

810. Physical and occupational re-education of the maimed, by Jean Camus, with the collaboration of A. Nyns, Bourrillon, F. Terrien, E. Fontane, Nové-Josebrand, Buget, Boureau, P. Larue, A. de Mazières, E. Leroux, P. de Cabaussel, E. Voron, J. Nanot, P. Lindemans, Belot, Privat, H. Nepper, and C. Vallée. Authorized translation by W. F. Castle, with articles on British institutions by Sir Arthur Pearson, bart., Margaret Sale, and Dudley B. Myers. New York, William Wood and company, 1919. xi, 195 p. illus. 12°.

#### EDUCATION OF SOLDIERS.

811. **Gardiner, J. P. W.** Universal training and officers. World's work, 37 : 705-8, April 1919.

"How to utilize West Point, our existing military schools and colleges, and the training-camp idea to create an efficient officers' reserve corps."

812. **Maurice, Roger.** L'éducation de la troupe. Mercure de France, 431 : 577-604, February 16, 1919.

The training of the French soldier.

813. **Powell, E. Alexander.** "A. P. O. 714"; the university of the A. E. F. Scribner's magazine, 65 : 413-20, April 1919.

The story of the American Army schools in Langres, France, and its neighborhood.

#### EDUCATION OF WOMEN.

814. **Snodden, David.** Probable economic future of American women. American journal of sociology, 24 : 528-65, March 1919.

Chapter from a forthcoming book on Vocational education. The object of the article is "to indicate the considerations which underlie the making of programs of vocational education for women and girls."

## NEGRO AND INDIAN EDUCATION.

815. **Holloway, William H.** Mechanic or dynamic? National note-book, 1 : 21-24, April 1919.

The attitude of the country toward cultural and higher education for the Negro.

816. **Wright, Allen H.** The Fort Yuma Indian school. Southern workman, 48 : 187-90, April 1919.

## EXCEPTIONAL CHILDREN.

817. **Blakely, Paul L.** Is the children's court a failure? America, 21 : 24-26, April 12, 1919.

After mentioning some of the weaknesses of the juvenile court, the writer says that it is not a failure and that it can be made a most serviceable means of social reconstruction. It is not our duty to rail against it, but to reform it.

818. **Brooks, Robert P.** A study of the slow and over-aged child. Pedagogical seminary, 26 : 49-55, March 1919.

"The purpose of this study was (1) to discover how serious a problem this type of child was in school; (2) to better adjust the school to these unfortunates; (3) and, as far as possible, to minimize the number of misfits in the future."

819. **Specht, Louise F.** A Terman class in Public school no. 64, Manhattan. School and society, 9 : 393-98, March 29, 1919.

An experiment in selecting, grouping, and training a number of children of very superior intelligence.

820. **Thurston, Henry W.** Delinquency and spare time, a study of a few stories written into the court records of the city of Cleveland. Cleveland, O., The Survey committee of the Cleveland foundation, 1918. 189 p. 12°. (Cleveland foundation. Publications] 27)

One of the seven sections of the report of the Recreation survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1917.

## EDUCATION EXTENSION.

821. **Evans, Owen D.** The young worker and the part-time school. Manual training magazine, 20 : 275-80, April 1919.

A paper read before the Boston manual training club, March 8, 1919.  
The essential facts in organizing and administering a continuation school.

822. **Leavitt, Frank M.** Launching part-time cooperative education on a large scale. Manual training magazine, 20 : 267-71, April 1919.

An address delivered January 10, 1919, at Chicago, before the annual convention of the Vocational education association of the Middle West.  
The Pittsburgh plan of cooperative education, some possibilities in the plan and the advantages.

## LIBRARIES AND READING.

823. **Brainerd, Jessie.** Evolution of a high school library. Public libraries, 24 : 143-45, April 1919.

By the librarian of the high school, Hackensack, N. J.

824. **Christopher, Katherine M.** Use of the library in the Julia Richman high school library. Library journal, 44 : 146-48, March 1919.

By the librarian of the Julia Richman high school, New York city.

825. **Dana, John Cotton.** Public libraries as censors. Bookman, 49 : 147-52, April 1919.

Discusses the function and duty of the public librarian as a "censor of books and reading" for his community. This function he exercises by buying some books for his library and passing over others.

826. **Wilson, L. R.** The county library: an agency to promote general reading. American city (town and county ed.) 20 : 340-42, April 1919.  
General principles of county library service in the United States, and a particular account of the work in Mecklenburg, Durham, and Guilford counties of North Carolina.

## BUREAU OF EDUCATION: RECENT PUBLICATIONS.

827. Advanced educational work within a government bureau; by P. G. Agnew. Washington, 1919. 7 p. (Higher educational circular no. 14, February 1919)
828. Flag exercises for the schools of the nation. Washington, 1919. 11 p.
829. List of references on educational tests and measurements. Washington, 1919. 18 p. (Library leaflet no. 2, April 1919)
830. List of references on play and playgrounds. Washington, 1919. 11 p. (Library leaflet no. 3, April 1919)
831. Statistics of state universities and state colleges for the year ended June 30, 1918. Washington, 1919. 15 p. (Bulletin, 1918, no. 51)

*Advance Sheets from Biennial Survey of Education in the United States, 1916-1918.*

832. Agricultural education, 1916-1918; by C. H. Lane. Washington, 1919. 40 p. (Bulletin, 1918, no. 44)
833. Commercial education; by Frank V. Thompson. Washington, 1919. 11 p. (Bulletin, 1919, no. 18)
834. Education in the territories and dependencies. Washington, 1919. 71 p. (Bulletin, 1919, no. 12)
835. Educational conditions in Spain; by Walter A. Montgomery. Washington, 1919. 28 p. (Bulletin, 1919, no. 17)
836. Educational work of the churches in 1916-1918. Washington, 1919. 53 p. (Bulletin, 1919, no. 10)
837. Engineering education, by F. L. Bishop. Washington, 1919. 8 p. (Bulletin, 1919, no. 19)
838. Home economics; by Mrs. Henrietta W. Calvin and Carrie Alberta Lyford. Washington, 1919. 38 p. (Bulletin, 1918, no. 50)
839. Instruction in art in the United States; by Walter Sargent. Washington, 1919. 31 p. (Bulletin, 1918, no. 43)
840. Kindergarten education; by Almira M. Winchester. Washington, 1919. 18 p. (Bulletin, 1918, no. 49)
841. Medical education, 1916-1918; by N. P. Colwell. Washington, 1919. 28 p. (Bulletin, 1918, no. 46)
842. Public education in the cities of the United States; by J. H. Van Sickle, John Whyte, and W. S. Deffenbaugh. Washington, 1919. 46 p. (Bulletin, 1918, no. 48)
843. Rural education; by H. W. Foght. Washington, 1919. 27 p. (Bulletin, 1919, no. 7)
844. The United States school garden army; by J. H. Francis. Washington, 1919. 6 p. (Bulletin, 1919, no. 26)
845. Vocational education; by William T. Bawden. Washington, 1919. 39 p. (Bulletin, 1919, no. 25)