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OF CURRENT EDUCATIONAL
PUBLICATIONS

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history—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—Sex instruction—Physical training—Play and recreation—Social aspects of education—Child welfare—Religious education—Manual and vocational training—Vocational tests; Army personnel—Agricultural education; Home economics—Commercial education—Professional education—Civic education—Americanization of immigrants—Education of soldiers—Reeducation of war invalids—Education of women—Negro education—Education of deaf—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.

During July and August of each year the record suspends publication. The present issue lists the new publications which have been received since the compilation of the number for June, 1919.

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.

1085. Kentucky council of defense. State conference on Kentucky problems. Program and addresses of conference held at Lexington, March 4-5, 1919. 122p. 8°.

Contains: 1. Miss C. O. Williams: The rural school and what to do with it, p. 20-28. 2. J. V. Chapman: The rural school and what to do with it, p. 28-303. 3. Archibald Dixon: Care of defectives, p. 36-46. 4. George Baker: Educational bills in Congress, p. 40-51. 5. H. B. Jackson: The practice of citizenship, p. 58-65. 6. R. P. Green: Elimination of illiteracy by community effort, p. 65-71. 7. Elizabeth Breckinridge: The school as an element of community organization, p. 109-114.

1086. National education association of the United States. Addresses and proceedings of the fifty-sixth annual meeting held at Pittsburgh, Pa., June 29-July 6, 1918. Washington, D. C. Pub. by the Association, 1918. 802p. 8°. (J. W. Crabtree, secretary, 1400 Massachusetts avenue, Washington, D. C.)

Contains: Standard library organization and equipment for secondary schools of different sizes, p. 691-719.

For other articles contained in this volume see entries for the Journal of the National education association—Item 1013, September 1918; Item 1693, December 1918; Item 1863, January 1919; Item 1, February 1919; Item 190, March 1919; Item 418, April 1919; Item 602, May 1919, and item 955, June 1919.

1087. Pennsylvania state educational association. Proceedings of the annual session, at Harrisburg, December 30, 1918, to January 2, 1919. Pennsylvania school journal, 67: 449-88, April 1919.

Department of colleges and normal schools.—Contains: 1. J. L. Eisenberg: Physical fitness, p. 449-52. 2. Hugo Bezdek: Physical fitness, p. 452-55. 3. G. W. Gerwig: Vocational efficiency, p. 455-58. 4. T. C. Malsdell: Esthetic sensibility, p. 458-61. 5. A. K. Heckel: Patriotic citizenship, p. 461-64. 6. Percy Hughes: Specialized scholarship, p. 464-65. 7. S. B. Davis: Specialized scholarship as an aid in higher education, p. 465-67.

Child study round table.—8. N. J. Melville: Health examination of school children, p. 468-70. 9. E. Blanche Bender: Physical training of the child, p. 471-73.

Graded school department.—10. Carmon Ross: The problem of supervised study, p. 474-80. 11. W. A. Boyer: The Curtis tests in arithmetic, p. 480-81. 12. W. W. Eisenhart: What kind of help can a principal give his teachers? p. 481-86. 13. Anna B. Blair: Essentials in primary methods, p. 486-88.

EDUCATIONAL HISTORY.

1088. Bell, Walter N. The development of the Ontario high school. Toronto, University of Toronto press [1918] 164p. 8°.

Traces the growth of the public secondary school in Upper Canada from the act of 1807, which laid the foundation by establishing the first district public schools, down to the time when it developed its present form.

1089. Cubberley, Ellwood P. Public education in the United States; a study and interpretation of American educational history. Boston, New York, Houghton Mifflin company [1919] xxvi, 547p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

An introductory textbook dealing with the larger problems of present-day education in the light of their historical development.

1090. Forsant, Octave. L'école sous les abus, pages vécues du martyr de Reims. Préface de Léon Bourgeois. Paris, Hachette et cie, 1918. 80p. plates. 8°.

1091. Swift, Fletcher Harper. Education in ancient Israel, from earliest times to 70 A. D. Chicago, London, The Open court publishing company, 1919. xii, 134p. 8°.

Selected bibliography: p. 119-25.

Undertakes to show that the environment in which the native genius of the Hebrews ripened was a rich and varied one, and that the educative influences were many, not few.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

1092. Benson, A. G. Democracy's hope is in education. National association of corporation schools bulletin, 6: 311-15, July 1919.

Reprinted from the Bellman.

Good and safe government is impossible with an ignorant people; citizens must acquire high ideals as well as utilitarian knowledge; wise training is imperative to sound and progressive government.

1093. **Brittain, M. L.** Readjustment of our educational work. School and home, 11: 5-7, May 1919.
Address before the Georgia educational association at Macon, May 1, 1919, on educational conditions in Georgia.
1094. **Bruère, Robert W.** The new nationalism and education. Harper's magazine, 139: 174-81, July 1919.
1095. **Canby, Henry Seidel.** The American mind. Century magazine, 98: 369-74, July 1919.
1096. **Capps, A. G.** Organization and administration of education in Missouri. Missouri school journal, 36: 197-201, May 1919.
Presents a brief study of the organization and administration of the schools in Missouri together with certain recommendations for immediate and future action.
1097. **Carstens, C. C.** Is education behind in Massachusetts. Survey, 42: 425-26, June 14, 1919.
Work of the Special commission on education (1918), appointed to investigate educational conditions in Massachusetts.
1098. **Cestre, Charles.** Une mission aux États-Unis. II. Revue internationale de l'enseignement, 73: 117-36, March-April 1919.
1099. **Dawson, J. W.** "Figs or thistles?" America, 21: 417-19, August 2, 1919.
Deplores the lack of religious training in the public schools. Says the child of today upon graduation knows everything except how to think. He does not know what the word "work" means. There is no severe systematic training for the purpose of the development of perseverance, determination, and courage. This education together with the moving pictures makes the child an incipient libertine needing only the proper companions or circumstances to bring out what there is no religious, moral, or even pagan inhibition to suppress.
1100. **Dushkin, Alexander M.** Jewish education in New York city. New York, The Bureau of Jewish education, 1918. 506p. plates, illus., diagrs. 8°.
A historical and descriptive treatment of the subject.
1101. **Earhart, Lida B.** Changes in education. Some effects of the war on the schools. School, 30: 404-405, June 5, 1919.
1102. **Edwards, Glen.** Schools and politics in Chicago. Survey, 42: 724-26, August 16, 1919.
The secretary of the Public education association of Chicago presents the chief events that have taken place in the last two years in the fight between the school factions in Chicago.
1103. **General education board.** Public education in Delaware. A report to the public school commission of Delaware, with an appendix containing the new school code. New York, General education board, 1919. 202p. plates, tables. 12°.
1104. **Harper, Roland M.** The distribution of illiteracy in Georgia and its significance. Athens, Ga., 1919. 12p. 8°.
Reprinted from the High school quarterly, 7: 254-62, July 1919.
1105. **Harré, T. Everett.** Undermining the foundations of national morale. National civic federation review, 4: 3, 14-16, June 30, 1919.
A forewarning of the new German propaganda of social discontent and civil strife—poisoning the fountains of learning; a lesson from the past.
To be continued.

CURRENT EDUCATIONAL PUBLICATIONS.

1106. **Hart, Hastings H.** Social problems of Alabama. A study of the social institutions and agencies of the state of Alabama as related to its war activities. Made at the request of Governor Charles Henderson. Montgomery, Ala., 1918. 87p. 8°.
1107. **Holmes, Henry W.** The Gary system explained. American review of reviews, 59: 611-17, June 1919.
Discusses the findings of educational survey of Gary made by the General education board. Illustrated.
1108. **Kolbe, Parke E.** Non-governmental agencies and movements in education. School and society, 9: 637-43, May 31, 1919.
An address before the North Central association of colleges and secondary schools at Chicago, March 21, 1919.
1109. **Ladd, A. J.** On the firing line in education. Boston, Richard G. Badger, Gorham press [1919] 264p. 12°.
1110. Report of the British educational mission. London, H. M. Stationery office, 1919. 23p. 8°.
CONTENTS.—I. Survey of the journey of the mission.—II. Some general impressions.—III. Suggested ways of promoting the objects of the mission.—IV. Some differences between British and American universities.—V. Recommendations.
1111. **Sterling, Henry.** Labor's attitude toward education. School and society, 10: 128-32, August 2, 1919.
Read before the general session of the Milwaukee meeting of the National education association. 1919.
1112. **Strayer, George D.** The National education association. School and society, 10: 91-97, July 26, 1919.
Address of the president of the National education association, delivered at Milwaukee, June 30, 1919, showing the work of the Association during the past year.
1113. **Wisconsin. Department of public instruction.** The state and the public schools. Two years' progress in education in Wisconsin. Biennial report, 1916-1918. Madison, Wis., State department of public instruction, 1919. 216p. 8°.
C. P. Cary, state superintendent.

FOREIGN COUNTRIES.

1114. **Clarke, John, ed.** Problems of national education, by twelve Scottish educationists; with prefatory note by Robert Munro. London, Macmillan and co., 1919. xxvi, 303p. 8°.
CONTENTS.—1. Fifty years of Scottish education, by Duncan MacGillivray.—2. Physical interests, by Lealie Mackenzie.—3. The interests of girls in elementary and continuation schools, by Elizabeth Fish.—4. The aim and outlook in the secondary education of girls, by Charlotte E. Ainslie.—5. Moral and religious elements in the school, by John Strong.—6. Social aspects of education, by Alexander Morgan.—7. The classics in school and university, by John Burnet.—8. The place and function of science, by J. Arthur Thomson.—9. Technical education, by A. P. Laurie.—10. Teaching as a profession, by James Malloch.—11. Local administration, by John Clarke.—12. The Scottish universities, by H. J. C. Grierson.
1115. **Cooper, Clayton Sedgwick.** South Americans at school. Educational foundations, 30: 526-39, July 1919.
1116. **Crémieux, Ad.** Le lycée et la réforme de l'enseignement. Revue universitaire, 28: 248-49, April 1919.

1117. **Demogue, E.** L'Université de Gand pendant la grande guerre. *Revue internationale de l'enseignement*, 39: 176-84, May-June 1919.
1118. **Dewey, John.** The student revolt in China. *New republic*, 20: 16-18, August 6, 1919.
Student activities in China against the Japanese.
1119. **Edmunds, Charles K.** Modern education in China. *Journal of international relations*, 10: 62-86, July 1919.
Writer states as his experience after fifteen years in China that "the distinction between the Oriental and the Occidental lies in technique and in knowledge, not in intellectual calibre." To be continued.
1120. **Farace, Alfredo.** Oxford—la scuola in Inghilterra ed in Italia. *Nuova antologia*, 201: 65-75, May 1, 1919.
1121. **Fisher, H. A. L.** The place of the university in national life. London [etc.] Oxford university press, 1919. 13p. 8°. (Barnett house papers, no. 4)
An address delivered by the president of the Board of education of Great Britain in the Sheldonian theater at Oxford on February 22, 1919.
1122. **Flower, Newman.** The boy who did grow up. London, New York [etc.] Cassell and company, Ltd., [1919] 243 p. 12°.
1123. **Gollancz, Victor and Somervell, David.** The school and the world. London, Chapman & Hall, Ltd., 1919. 145 p. 12°.
1124. **Hill, William Bancroft.** A school for Americans in Japan. *Asia*, 19: 585-87, June 1919.
Shows the need of a good American school in Tokyo.
1125. **Jones, Henry Arthur.** Patriotism and popular education . . . the whole discourse being in the form of a letter addressed to the Right Hon. H. A. L. Fisher, president of the Board of education. London, Chapman and Hall, Ltd., 1919. xvi, 270p. 8°.
Includes "some thoughts upon English work and English play, our evening amusements, Shakespeare and the condition of our theaters, slang, children on the stage, the training of actors, English politics before the war, national training for national defence, war and design in nature, the league of nations, the future world policy of America, capital and labor, religion, reconstruction, the great commandments, social prophets and social prophecy, competition and co-operation, the biologist and the social reformer, hand-labor and brain labor, school teachers and rag-pickers, internationalism, and many other interesting matters."
1126. **Kjerskog-Agersborg, E. P.** The teaching of natural science in the primary and secondary-schools of Norway. *School and society*, 9: 673-78, June 7, 1919.
1127. **Lanson, Gustave.** La renaissance de l'université française de Strasbourg. *Revue universitaire*, 28: 323-36, May 1919.
1128. **Ling, Ping.** The old system of Chinese education. *Pedagogical seminary*, 26: 143-52, June 1919.
Discusses the old type of Chinese education in "unmodified form and with particular reference to the experience of the writer's childhood."
1129. **London county council.** The organisation of education in London. London, L. C. C. education offices, 1919. 42p. 8°.
A general sketch of the system of public education in London.
1130. **Marin, Louis.** L'organisation des relations intellectuelles de la France et de la Serbie. *Revue internationale de l'enseignement*, 73: 107-10, 185-200, March-April, May-June 1919.
Second and third articles in series.

1131. **Mason, C. M.** The liberal education for all movement; a liberal education in secondary schools. Parents' review (London) 30:481-555, July 1919.

Shows what has been accomplished by the Parents' National educational union school. Gives specimens of examination papers: p. 506-54. Earlier articles in the same periodical give accounts of progress of the liberal education movement in elementary and continuation schools.

1132. **Maugain, Gabriel.** Les examens de français en Italie. Revue internationale de l'enseignement, 73:137-44, March-April 1919.

1133. **Morrison, G. N.** Education authorities handbook; a digest of the education (Scotland) acts, 1872 to 1918, with the text of the statutes and an account of the statutory powers and duties of education authorities and school management committees. Edinburgh and Glasgow, William Hodge & company, 1919. 298p. 8°.

1134. **Newton, A. W.** The English elementary school; some elementary facts about it. London, New York [etc.] Longmans, Green, and co., 1919. viii, 290 p. 12°.

Describes in simple, unofficial language the English elementary schools of to-day and yesterday, the regulations under which they work, and some of the considerations which influence those who conduct them.

1135. **Pécaut, Félix.** École unique et démocratisation. Revue pédagogique, 74:235-51, April 1919.

1136. **Piccoli, Valentino.** Appunti su la crisi della pedagogia contemporanea. Rivista pedagogica, 12:115-30, March-April 1919.

1137. **Russell, William F.** School administration in revolutionary Siberia. Teachers college record, 20:250-58, May 1919.

EDUCATIONAL RECONSTRUCTION.

1138. **Aicard, Jean.** Comment rénover la France? Paris, E. Flammarion, éditeur [1918] 252p. 12°.

CONTENTS.—L'école créera l'unité morale.—La leçon de la guerre.—L'église et l'état.—Les boy-scouts.—Le petit livre de l'unité morale française.

1139. **Battle, George Gordon.** What will be the effects of the war upon university education in America? Alumni bulletin of the University of Virginia, 12:260-73, July 1919.

An address at the University of Virginia, Founder's day, April 12th, 1919, being the hundredth anniversary of the legal foundation of the University.

1140. **Bruneau, Charles.** L'école et l'après-guerre. Revue pédagogique, 74:252-68, 329-43, April, May 1919.

1141. **Devine, Edward T., and others.** Social reconstruction: proposals for federal legislation affecting education, civil rights, health, country life, conservation, labor, housing, pensions, public works, and budget. Survey, 42:402-9, June 7, 1919.

Advocates federal aid to elementary, secondary, and higher education.

1142. **Ellot, Charles W.** Colleges during reconstruction. Harvard alumni bulletin, 21:774-76, June 19, 1919.

Indicates the main objects of college education and the main distinctions between the work in after life of the highly educated man and that of the man who has had little or no education.

1143. **Hadley, Arthur Twining.** The colleges and the nation. Harper's magazine, 139:106-12, June 1919.

Discusses the effects of the war upon higher education in the United States.

1144. ——— Reconstruction at Yale. Yale alumni weekly, 28: 963-65, May 30, 1919.
 A speech made at the Associated western Yale clubs meeting in St. Louis on May 24, 1919.
 The demands upon Yale in time of peace.
1145. **Hayward, F. H. and Freeman, Arnold.** The spiritual foundations of reconstruction; a plea for new educational methods. London, P. S. King & son, Ltd, 1919. 223 p. 8°.
1146. **Hilton, Henry H.** Lessons from the war for the colleges. School and society, 10: 1-9, July 5, 1919.
1147. **Keller, A. G.** Post-war education. Review, 1: 275-76, August 9, 1919.
1148. **Keppel, Frederick.** What have we learned? Michigan alumnus, 25: 641-51, August 1919.
 Commencement address at the graduation exercises at the University of Michigan, June 26, 1919.
 Lessons of permanent value that we have learned from our experience in the war and the application of these lessons to the American university.
1149. **Langdon-Davies, John.** Militarism in education; a contribution to educational reconstruction. London, Headley bros., Ltd. [1919] 154 p. 12°.
 This book advocates a system of public education which will foster international peace. It maintains that in education the welfare of the child comes first; that military drill for boys is pernicious; and that the teaching of patriotism should not be used to inculcate a blind devotion to the state.
1150. **Luckey, G. W. A.** The reorganization of education. School and society, 10: 31-37, July 12, 1919.
 The reorganization of education to meet the needs of democracy and the whole people.
1151. **Moore, Ernest Carroll.** What the war teaches about education, and other papers and addresses. New York: The Macmillan company, 1919. 334p. 12°.
 A collection of papers designed to show that the experience of the war has proved the necessity of "purposive" education, and the inadequacy of general training and formal discipline.
1152. **Spaulding, Frank E.** Educate America; a complete after-the-war program for the advancement of public education. Dijon, Imp. R. de Thorey, 1919. 32p. 8°. (Headquarters American E. F. university. Bul (in 96).)
 An address delivered before the American E. F. university, Beaune, Cote-d'Or, France, as one of a series of papers presented in the general course in Citizenship.
1153. **Spence, Bartholomew John.** The University and national progress. Quarterly Journal of the University of North Dakota, 9: 350-75, July 1919.
 An address given at the University of Manitoba, Winnipeg, Canada, on February 18, 1919, in the exchange lectureship existing between that institution and the University of North Dakota.
 The activities of the American university in the pre-war period and during the war and some of its problems in the future.
1154. **Stewart, J. A.** Oxford after the war and a liberal education. Oxford, B. H. Blackwell; New York, Longmans, Green & co., 1919. 35p. 8°.
1155. **West, Andrew F.** The war and education; addresses. Princeton, Princeton university press, 1919. 87p. 12°.
 Contains the following addresses by Prof. West: Our educational birthright, The immortal conflict, The humanities after the war, Vocational and general education. Also contains translation of an address entitled France and the classics, delivered July 12, 1918, by M. Lafferre, minister of public instruction and the fine arts, at the University of Montpellier.

EDUCATIONAL THEORY AND PRACTICE.

1156. **Alexander, Hartley Burr.** Letters to teachers and other papers of the hour. Chicago, London: The Open court publishing company, 1919. 253p. 8°.

A collection of essays written during wartime, containing: I. Letters to teachers—16 papers. II. Foreign language study. III. Community pageantry. IV. Education in taste. V. Education and democracy—3 papers.

1157. **Buisson, Ferdinand and Farrington, Frederic Ernest, eds.** French educational ideals of today; an anthology of the molders of French educational thought of the present. Yonkers-on-Hudson, N. Y., World book company, 1919. xii, 326p. 12°.

A collection of extracts from the writings of modern French educators, selected with the design of making clear to the American public the problems and ideals of the teachers of France. The book is equipped with brief biographies of each contributor and an introduction by P. P. Claxton, United States Commissioner of education.

1158. **Canby, Henry Seidel.** Educating by tradition. Century magazine, 98: 521-28, August 1919.

A criticism of the superficiality and ineffectiveness of "traditional" education in America.

1159. **Darroch, Alexander.** The democratic conception of education. Hibbert journal, 17: 414-26, April 1919.

1160. **Freeland, George E.** Modern elementary school practice. New York, The Macmillan company, 1919. 408p. 12°.

1161. **Gerould, Gordon Hall.** Practical education. Yale review, 8: 756-69, July 1919.

Proposes methods for imparting the trained will, the trained emotion, and the trained intelligence without which no education can be called practical in its results.

1162. **Jones, Gilbert H.** Education in theory and practice. Boston, Richard G. Badger. The Gorham press [1919]. 396p. 12°.

1163. **Roberts, Herbert F.** Practical education and the higher culture. School and society, 10: 191-94, August 16, 1919.

Suggests a culture course, a study in appreciation, which should be introduced in the high school and continued through the college curriculum—a course that would at least give certain knowledge of some of the chief human achievements in the domain of creative idealism.

1164. **Smith, Charles T.** The music of life; education for leisure and culture, with curricula evolved by experiment in an elementary school. London, P. S. King & son. Ltd., 1918. 150 p. 8°.

1165. **Snedden, David.** Hard vs. soft pedagogy. School and society, 10: 106-109, July 26, 1919.

Some thoughts suggested by the article by Ross L. Finney on Prerequisite to progress, which appeared in the Teachers college record, May 1919.

The writer is convinced that some time of the school day of the average adolescent should be given to the form of effort that the world knows as "work"—and "hard" work, at that. Says even in the case of children of six there is a place for "hard pedagogy."

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

1166. **Burt, Cyril.** The development of reasoning in school children. Journal of experimental pedagogy (London) 5: 68-77, June 5, 1919.

Estimates the level of general intelligence among older or brighter children attending elementary schools. To be continued.

1167. ——— Facial expression as an index of mentality. *Child study* (London) 12: 1-3, June 1919.
1168. **Clapp, F. L.** The relationship between the measurable and the immeasurable in education. *Colorado school journal*, 34: 7-10, May 1919.
From a paper read at the Superintendents' meeting, National education association.
1169. **Cummins, Robert Alexander.** Improvement and the distribution of practice. New York city, Teachers college, Columbia university, 1919. 72 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 97)
1170. **Downey, June E.** Graphology and the psychology of handwriting. Baltimore, Warwick & York, 1919. 142 p. 12°. (Educational psychology monographs, no. 24)
1171. **Flaherty, Teresa.** The teacher's philosophy in and out of school. *Educational standards*, 8: 85-92, June 1919.
A few thoughts and personal reactions from the book by President Hyde on "A teacher's philosophy in and out of school."
1172. **Haberman, J. Victor.** Memory (The memologic phenomena) in relation to intelligence, pedagogics and psychopathy. [n. p., 1919] 42 p. 12°. Reprinted from the *Medical record*, May 17, 1919.
This is the third report on the mind and its examination. The first Report appeared in the *Medical record* Dec. 1, 1917; the second, in the same journal, May 18, 1918. "References": p. 41-42.
1173. **Hollingworth, Leta S.** Comparison of the sexes in mental traits. *Psychological bulletin*, 15: 427-32, December 1918.
Bibliography: p. 431-32.
Reviews the various studies bearing on this subject made during 1916-18.
1174. **Nice, Margaret M.** A child's imagination. *Pedagogical seminary*, 26: 173-201, June 1919.
A study of one child's imagination with an attempt to analyze the favorable and unfavorable stimuli and conditions in her case.
1175. **Pollock, Horatio M.** Mental hygiene in the school. *Boston medical and surgical journal*, 181: 193-96, August 14, 1919.
1176. **Psychological clinic**, vol. 12, nos. 5-9, May 15, 1919. (Reference book in clinical psychology and for diagnostic teaching)
Contains: 1. Lightner Witmer: Performance and success, p. 145-70. 2. Lightner Witmer: The problem of educability, p. 174-78. 3. Gladys G. Ide: The educability level. The determination of competency to do the work of the first school year, p. 179-95. 4. H. J. Humpstone: Memory span tests, p. 196-200. 5. A. L. Ide: Intelligence and efficiency of the distinguished, p. 204-209. 6. Helen R. Squier: A student's report of a clinical examination, p. 216-20. 7. F. H. Reiter: A comparison of test rating and college grades, p. 221-29. 8. O. J. Johnson: Effect of smoking on mental and motor efficiency, p. 230-35. 9. S. L. Prosser: Irregularity on a Binet examination as a measure of its reliability, p. 236-40. 10. M. S. Viteles: The children of a Jewish orphanage. A preliminary report of a psychological survey, p. 248-54.
1177. **Pyle, W. H.** Is individual learning capacity constant for different types of material? *Journal of educational psychology*, 10: 121-28, March 1919.
Gives a table of correlations computed by the Pearson formula. The correlations are based upon experiments with several hundred university students (1914-18).
1178. **Bickaby, Franz.** The splendid animal. *Quarterly journal of the University of North Dakota*, 9: 376-84, July 1919.
An analysis of the boy. Discusses certain attributes that are common to all boys and accidental attributes or tendencies that make for individuality.

1179. **Rusk, Robert B.** Experimental education. New York, London [etc.] Longmans, Green and co., 1919. 346 p. 12°.
1180. **Smith, H. Bompas.** The standpoint of educational psychology. Journal of experimental pedagogy (London) 5: 57-67, June 5, 1919.
Urges "the importance of developing the science of educational psychology more definitely than heretofore as a special branch of knowledge with aims and methods of its own."
1181. **Starch, Daniel.** Educational psychology. New York, The Macmillan company, 1919. ix, 473 p. diagrs. 8°.
Bibliography: p. 451-64.
1182. **Waples, Douglas.** Has education progressed? Journal of experimental pedagogy (London) 5: 98-104, June 5, 1919.
Distinguishes the scientific from the psychic factors in their relation to progress.
1183. **Webber, W. Paul.** A psychological basis for a system of education with applications to mathematics. Mathematics teacher, 11: 182-95, June 1919.
1184. **White, William A.** The mental hygiene of childhood. Boston, Little Brown, and company, 1919. xv, 193 p. 12°.
This volume undertakes to give clearer insight into the basic requirements of human nature in point both of training and environment. The author emphasizes the transcendent importance of the first years and of the beginnings of education in the home.

EDUCATIONAL TESTS AND MEASUREMENTS.

1185. **Arthur, Grace and Woodrow, Herbert.** An absolute intelligence scale: a study in method. Journal of applied psychology, 3: 118-37, June 1919.
A study of a series of group tests as regards their value: "(1) in classifying children of grade school age according to mental ability; (2) in the construction of a scale of absolute intelligence units; (3) in comparing the more or less with the all or none method of scoring; and (4) in a system of weighting, which is neither arbitrary nor determined by subjective evaluation of the tests used, but which is logical in its origin and automatic in its application."
1186. **Buckner, Chester A.** Educational diagnosis of individual pupils; a study of the individual achievements of seventy-two junior high school boys in a group of eleven standardized tests. New York city, Teachers college, Columbia university, 1919. 93 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 93)
1187. **Cohen, I. David.** One hundred boys who left school to go to work. Educational foundations, 30: 571-87, July 1919.
Earlier installments of this study have appeared in previous issues of this magazine. This paper describes the tests used, results obtained, and the interpretation of the results.
1188. **Courts, S. A.** Measuring the effects of supervision in geography. School and society, 10: 61-70, July 19, 1919.
Results of tests in geography given in the schools of Detroit, Mich., showing the effects of supervision.
1189. **Foote, John M.** Silent reading in rural and village schools. Baton Rouge, Ramirez-Jones printing co., 1919. 20 p. 8°. (Louisiana. State department of education. Bulletin no. 9, July 1, 1919)
Selected references: p. 20.
Results of tests in silent reading given to the pupils of 90 schools located in 15 parishes in Louisiana.

1190. **Frasier, George W.** A comparative study of the variability of boys and girls. *Journal of applied psychology*, 3: 151-55, June 1919.
Study based on tests of 62,219 thirteen-year-old boys and girls in 20 cities. Girls seem to make better school progress than boys. From the standpoint of variability data point clearly to the conclusion that no sex differences are shown.
1191. **Fretwell, Elbert Kirtley.** A study in educational prognosis. New York city, Teachers college, Columbia university, 1919. 55p. 8°. (Teachers college, Columbia university. Contributions to education, no. 99)
1192. **Gaw, Esther Allen.** Music tests. *Iowa alumnus*, 16: 248-50, May 1919.
1193. **Hunkins, B. V.** An experiment in column versus dictation spelling. *Elementary school journal*, 19: 689-90, May 1919.
Wallin tests and Ayres scale tests described. Says that children spell more poorly in dictation work than they do in column and they probably spell still more poorly in ordinary written work.
1194. **Minnick, J. H.** Mathematical tests—their relation to the mathematics teacher. *Mathematics teacher*, 11: 199-205, June 1919.
Object of paper is to discuss mathematical tests in their relation to the classroom teacher.
1195. **Moore, R. C.** Age scale methods of measuring intelligence. *Journal of experimental pedagogy (London)* 5: 78-97, June 5, 1919.
Describes tests with the Binet and Goddard mental tests. Illustrated with graphs.
1196. **Rogers, Agnes L.** Tests of mathematical ability—their scope and significance. *Mathematics teacher*, 11: 145-64, June 1919.
General discussion of tests of mathematical ability. Bibliography, p. 163-64.
1197. **Sandiford, P.** Examinations or intelligence tests. *School (Toronto)* 7: 641-45, June 1919.
Says that intelligence tests suffer a serious drawback. "Being short and tricky they are extremely susceptible to coaching, deliberate or casual, which may lead to absolutely erroneous diagnoses." However, there is a place for such tests in school, provided they are given in "a uniform manner and the results of them are interpreted in a strictly scientific manner." They help teachers to grade pupils properly.
1198. **Terman, Lewis M.** The intelligence of school children; how children differ in ability; the use of mental tests in school grading and the proper education of exceptional children. Boston, New York [etc.], Houghton Mifflin company [1919] xxii, 317p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)
1199. **Thomson, Godfrey H.** The proof or disproof of the existence of general ability. *British journal of psychology*, 9: 321-44, May 1919.
Discusses the psychology of mental tests, etc.
1200. **Thurston, L. L.** Mental tests for college entrance. *Journal of educational psychology*, 10: 129-42, March 1919.
Tests made on freshmen of the Margaret Morrison Carnegie school of Carnegie Institute of technology, Pittsburgh, Pa.
1201. **Todd, John W.** The growth of psychological tests. *Quarterly journal of the University of North Dakota*, 9: 385-401, July 1919.
1202. **Wallin, J. E. W.** The value of the intelligence quotient for individual diagnosis. *Journal of delinquency*, 4: 109-24, May 1919.
Mental tests for feeble-minded.

1203. **Wembridge, Eleanor R. and Gabel, Priscilla.** Multiple choice experiments applied to school children. *Psychological review*, 26: 294-96, July 1919.

Mental tests applied to 60 children in the public schools.

SPECIAL METHODS OF INSTRUCTION.

1204. **Andrews, E. V., comp.** Dramatization in the grades; list of fables, fairy tales, and historical events which have been dramatized. Boston, Mass., The F. W. Faxon company, 1919. 32p. 8°. (Michigan state normal college, Ypsilanti. Library bulletin no. 4)

1205. **Burrall, Jessie L.** Sight-seeing in school; taking twenty million children on a picture tour of the world. *National geographic magazine*, 35: 489-503, June 1919.

By the chief of school service of the National geographic society on the use of pictures from the National geographic magazine in schools.

1206. **Fryberger, Agnes Moore.** The educational value of the phonograph. *School education*, 33: 26-29, May 1919.

Abridged from "Listening lessons in music" published by Silver, Burdett and company.

1207. **Kennedy, John.** The uplift of individual instruction. Ungraded, 4: 84-90, May 1919.

Address at the Albany meeting of the University convocation of the State of New York.

The principles of individual instruction and the workings of the system.

1208. **Morse, Katherine.** An experiment in supervised study. *English journal*, 8: 355-62, June 1919.

A library-laboratory experiment in supervised study undertaken at the New York training school for teachers.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

1209. **Bobbitt, Franklin.** Reading in the elementary schools of Indianapolis: the reading materials. *Elementary school journal*, 19: 605-88, 741-61, May-June 1919.

Fifth paper of series gives list of required reading in schools of Indianapolis. Sixth paper discusses hygiene and sanitation; myth, fancy and fairy tales; literary readings, etc. Makes recommendations for upper grades. Criticises the schools because there is too much teaching, and not enough reading on the part of the pupils.

1210. **Household, H. W.** Report on the P. N. E. U. experiment in Gloucestershire [England]. *Parents' review* (London) 30: 361-77, May 1919.

Improvement in children's vocabulary and literary appreciation obtained through a reading scheme.

SPELLING.

1211. **Horn, H. and Ashbaugh, E. J.** The necessity of teaching derived forms in spelling. *Journal of educational psychology*, 10: 143-52, March 1919.

Gives tables showing the difference between root and derived forms in accuracy of spelling.

1212. **Washington educational association.** Annual . . . for the year 1918, containing the report on spelling by Dr. Clifford Woody. (Seattle, Wash., 1919) 90p. 8°. (O. C. Whitney, secretary, Tacoma, Wash.)

Results of a spelling investigation within the state of Washington conducted by a committee of the Washington educational association.

1213. **Zirbes, Laura.** An experimental evaluation of method in spelling. Elementary school journal, 19: 778-98, June 1919.
Discusses the experimental evaluation of a method of teaching spelling to fourth-grade pupils.

LITERATURE.

1214. **Francis, Brother L.** The English classics in our high schools. Catholic school journal, 19: 133, 144, June 1919.
The importance of studying the classics.
1215. **Sévrette, Gaston.** La poésie dans l'éducation. Éducation, 10: 326-31, December 1918.
Bibliographie: p., 331.

ENGLISH AND COMPOSITION.

1216. **Ewalt, Clara C.** The school magazine and newspaper. English leaflet, 19: 1-7, June 1919.
In favor of the weekly newspaper for high schools rather than the monthly magazine.
1217. Inter-mountain educator, vol. 14, no. 9, May 1919. (Inland empire council of English number)
Contains: 1. O. B. Sperlin: Minimal essentials in English, p. 4-8. 2. Preliminary report of the committee on high-school English, p. 8-16. 3. Lillian Smith: Minimum essentials in elementary English in the grades, p. 18-23.
1218. **Jennings, Florence H.** Elementary English and the high school. Educational review, 58: 8-14, June 1919.
Urges cooperation between the eighth grade and high school teacher in the teaching of English language and literature.
1219. **Mahoney, John J.** Standards in English: a course of study in oral and written composition for elementary schools. rev. ed. Yonkers-on-Hudson, N. Y., World book company, 1919. xi, 198 p. 12°. (School efficiency monographs)
1220. **Moore, Ennie E.** A quantitative study of oral English in the primary grades. Teachers college record, 20: 265-74, May 1919.
1221. **Pendleton, Charles S.** Panaceas—particularly in the teaching of English. Wisconsin journal of education, 51: 126-31, May 1919.
Speaks of the many so called cure-alls in teaching English.
1222. **Stratton, Eleanor.** Bibliography for high school teachers of English. High school journal, 2: 135-40, 153-56, May 1919.

MODERN LANGUAGES.

1223. **Barrell, Joseph.** The place of modern languages in research, particularly in geological research. Scientific monthly, 8: 481-95, June 1919.
A study based on a questionnaire sent to members of the Geological society of America, to test the value of modern languages in geological research.
1224. **Bridge, G. F.** Why are not modern languages respected? Journal of education (London) 51: 534-36, August 1919.
An inquiry into the reasons why modern languages are not regarded as an instrument of the highest intellectual training, as the classics are.
1225. **Grumann, Paul H.** Cultural values in modern language instruction. Journal of education, 89: 564-66, May 22, 1919.
1226. **Pioll, G.** L'insegnamento del Tedesco negli Stati Uniti, in Inghilterra ed in Francia. Cultura popolare, 9: 88-91, May 1919.

1227. **Well, Georges.** Notes historiques sur l'enseignement des langues vivantes. *Revue universitaire*, 28: 337-46, May 1919.
On the history of modern language teaching in France.

ANCIENT LANGUAGES.

1228. **Arms, S. Dwight.** The new syllabus in Latin. *Journal of the New York state teachers' association*, 6: 121-26, May 1919.
The new syllabus in Latin for the schools of New York state.
1229. **Brackett, H. D.** Greek in the public high school. *School and society*, 10: 181-87, August 16, 1919.
Discusses the desirability and possibility of retaining or reviving Greek in the curriculum of the public high schools, or in some of them. The article inquires further what must be done to restore Greek, if this be desirable and possible. The writer says in conclusion that the disappearance of Greek in our smaller towns is natural and inevitable. In larger towns and cities, it can and should be retained just so far as there exists for it a reasonable demand.
1230. **Bridge, Josiah.** The one and the many. *Classical journal*, 14: 570-77, June 1919.
Advocates the study of Greek in the high schools.
1231. **Burr, A. W.** Is one or two years' study of Latin worth while? *Journal of education*, 90: 3-4, July 3, 1919.
Suggests changes in the ends and methods in Latin teaching so as to better serve the twentieth century needs of the boy and girl.
1232. **Charnwood, Lord.** The humanities in education. *Living age*, 302: 37-41, July 5, 1919.
Reprinted from the *Anglo-French review*.
Discusses the position of the classics in the schools of England.
1233. **Cooper, Lane.** Patterns. *School and society*, 9: 643-50, May 31, 1919.
An address delivered at the dinner of the Society of Phi Beta Kappa in the University of Pennsylvania, Houston Hall, March 21, 1919.
Advocates the reading of Plato by undergraduates. Says no other single means will so quickly and effectively reproduce an organized mind in our American graduate as the study of Plato.
1234. **Great Britain. Ministry of reconstruction.** The classics in British education. London, H. M. Stationery office, 1919. 20p. 8° (Reconstruction problems. Pamphlet no. 21.)
This pamphlet says that in every educational area there should be facilities for the learning of Latin and Greek, and that boys and girls who show signs of linguistic capacity and literary taste should have these gifts encouraged. The classics are a heritage to be cherished, not to the exclusion of other worthy and necessary subjects, but as an essential element with them in the full culture on which a noble national life can be nurtured and maintained.
1235. **The great laboratory.** *Nation*, 109: 163, August 9, 1919.
This editorial on the study of Greek characterizes "the Greek world as a laboratory in which, better than almost anywhere else in history, we may study human beings vividly and rationally engaged in the conduct of human life."
1236. **Harrop, Arthur Henry.** Latin and Greek as "first aids" in the study of psychology. *American schoolmaster*, 12: 211-19, May 1919.
Shows the Greek origin of a number of psychological terms in general use.
1237. **Irish, Frederic.** High schools and classics. *Atlantic monthly*, 124: 47-53, July 1919.
Shows how high school training in Latin and Greek assists in a correct understanding of English words.

1238. Joliet, L. L'étude des langues anciennes. *Revue universitaire*, 28, tome 2: 5-12, June 1919.

Discusses the following three questions: Is it a good thing to study the ancient languages, and why? Who ought to study them? How should it be done? Author shows that experience proves the value of regulated study of the classics in secondary education.

1239. Showerman, Grant. Measuring the immeasurable. *Nation*, 109: 11-12, July 5, 1919.

The classics belong to the liberal arts. The writer of this article contends that we do not and can not measure accurately and immediately in the liberal arts as we do in the technical and professional subjects. Therefore teaching of the classics can not be based upon "measured and verified results."

1240. Smith, Charles Forster. Finding lads o' pairs. *Unpartizan review*, originally the *Unpopular review*, 12: 159-72, July-September 1919.

In this article the writer tells of some of the students of exceptional ability whom he discovered during his career as a college and university professor of classics.

1241. Stevenson, John J. Classics. *School and society*, 10: 163-66, August 9, 1919.

Some popular impressions of the value of the classics.

1242. Watson, Foster. The classics and democracy. *Nineteenth century*, 85: 927-42, May 1919.

Discusses the value of classical training in the future education of great democracies.

SOCIAL SUBJECTS.

1243. Hedgcock, Frank A. Advanced courses in modern studies. *Journal of education* (London) 51: 369-71, June 1919.

Writer says that the subjects to be included in the course of modern studies are: (1) a modern language of western Europe, with its literature; (2) the history relevant to that language, with the history of Great Britain and the United States; (3) the study, carried to a less advanced stage, of a second language, or that of English literature. The main language chosen will generally be French; the second language in many cases will be German.

GEOGRAPHY.

1244. Cooper, Clyde E. The rising value of geography and the immediate needs of the subject. *Inter-mountain educator*, 14: 26-34, April 1919.

Read before the Inland Empire teachers' association, April 1919.

Gives suggestions as to what geography should cover in the first eight grades.

SCIENCE.

1245. DeBrath, Stanley. Education by science. *Living age*, 302: 354-59, August 9, 1919.

Reprinted from the *Cornhill* magazine. An answer to an article on Education by the humanities, printed in *Living age*, April 5.

Writer concludes that for a truly democratic education we must recognize the fact that there are among artisans hundreds of children with brains as good as those of any other social class, and give them both wings of the mind—humanism and science.

1246. Metcalf, Maynard M. The scientific spirit. *Science*, 40: 551-58, June 13, 1919.

Discusses science in its relation to sociological and economic phases of life in the United States.

MATHEMATICS.

1247. Fletcher, W. H. Concrete geometry in the junior high school. *School review*, 27: 441-57, June 1919.

Applications of geometry in everyday life. Greatest result obtained is a broader conception of space relations.

1248. **Howard, Basil A.** The teaching of geometry to first-year pupils. *Mathematical gazette* (London) 9: 317-21, June 5, 1919.
1249. **Ingels, Nelle L.** A statistical study in correlation of efficiency in secondary mathematics and efficiency in other high school branches. *Mathematics teacher*, 11: 172-76, June 1919.
The sources of information of this study were the records of the Greenville high school and the records of the preparatory department of Greenville college, Illinois, from 1908 to 1917.
1250. **Paddock, Clarence E. and others.** Some suggestions for courses in mathematics for non-college preparatory students. *Mathematics teacher*, 11: 165-71 June 1919.
Report presented at the meeting of the Association of teachers of mathematics in New England, May 3, 1919.

MUSIC.

1251. **Erb, J. Lawrence.** Music in the education of the common man. *Musical quarterly*, 5: 308-15, July 1919.
The place of music in public education, the proportion of such training and the form that it should take.
1252. ——— The place of the state university in the general scheme of public school music. *School music*, 20: 28-34, May-June 1919.
Address before the Music supervisors' national conference, St. Louis, 1919.
1253. **Kroeger, E. B.** Piano instruction in the public schools. *School music*, 20: 46, 48, 50, 52, 54, May-June 1919.
Address before the Music supervisors' national conference, St. Louis, 1919.
1254. **Shields, Thomas Edward.** Vocal music in the primary grades. *Catholic educational review*, 17: 354-61, June 1919.
1255. **Tindall, Glenn M.** Organization and administration of a course in music appreciation. *School music*, 20: 40-44, 46, May-June 1919.
Address before the Music supervisors' national conference, St. Louis, 1919.
1256. **Turnbull, Edwin Litchfield.** Music an important factor in the modern university. *Johns Hopkins alumni magazine*, 7: 231-40, June 1919.
A survey of musical work in universities and colleges.

ELOCUTION.

1257. **Herring, Mrs. Bertha Forbes.** The making of a modern minnesinger. *English journal*, 8: 363-73, June 1919.
Read before the Chicago branch of the National story-tellers' league, March 4, 1916.
The oral-expression department of the Hyde Park high school, Chicago, and its attempt to improve the speech and bearing of the young people who come within its sphere of influence.
1258. **Smith, Bromley.** Vocabulary building. *Quarterly journal of speech education*, 5: 202-11, May 1919.
1259. **Woolbert, Charles H.** Persuasion: principles and method. *Quarterly journal of speech education*, 5: 212-33, May 1919!
Third paper of series. The psychology of public speaking.

KINDERGARTEN AND PRIMARY SCHOOL.

1260. **Abbott, Julia Wade.** What educational results of the kindergarten may not be measured? *Kindergarten and first grade*, 4: 224-36, June 1919.
Address at the Kindergarten session of the Department of superintendence, N. E. A., Chicago, 1919.
Art appreciation, social cooperation, and the development of morale in the kindergarten.

1261. **Claremont, Claudia A.** The Montessori apparatus. *Child*, 9: 436-39, July 1919.

Says the principle of freedom of the Montessori method is generally being accepted, while the Montessori apparatus is being rejected. Shows the place of the apparatus in Dr. Montessori's system.

1262. **The Cora L. Williams institute for creative education, Berkeley, Calif.** Monthly bulletin, vol. 1, no. 1-3, March-May 1919.

No. 1. The new education a biologic need, 8 p.—No. 2. Education through the contacting of minds, 8 p.—No. 3. What pedagogy has to learn from the mother, 8 p.

1263. **Horace Mann studies in primary education.** Teachers college record, 20: 205-28, May 1919.

Materials and activities in the second grade, by Mildred I. Batchelder, p. 205-10.—Materials and activities in the third grade, by M. Julia Detraz, p. 210-18.—Experimental measurements, by W. A. McCall, Clara F. Chassell, Letta S. Hollingworth and others, p. 218-28.

1264. **Temple, Alice.** What educational results of kindergarten training may be measured? *Kindergarten and first grade*, 4: 220-24, June 1919.

What has already been done along the line of measuring the work of the kindergarten and the opinions of experts in education on the desirability and possibility of accurate measurement of the results of kindergarten training.

RURAL EDUCATION.

1265. **Conference on rural education, State normal school, Worcester, Mass.** Seventh annual convention, 1919. *Education*, 39: 589-656, June 1919.

Contains: 1. W. P. Aspinwall: A square deal for every child in the Commonwealth. Abstract of the address of welcome, p. 589-92. 2. F. W. Wright: The welfare of every child is the concern of the Commonwealth, p. 593-600. 3. Mabel Carney: Significant movements in middle west. A summary, p. 601-604. 4. G. D. Chamberlain: Review of Massachusetts educational survey, p. 606-17. 5. L. A. Averill: Testimony that challenges (Reasons why teaching in the rural districts is unattractive) p. 618-27. 6. J. J. Mahoney: The importance of state aid to the future citizenship of the Commonwealth, p. 628-34. 7. Hannah P. Waterman: Opportunities dependent upon other than local support, p. 635-40. 8. G. B. Churchill: The state's responsibility for reconstruction in education, p. 641-56.

1266. **National country life conference.** Proceedings of the first conference, Baltimore, 1919. 238p. 8°. (Dwight Sanderson, secretary, Ithaca, N. Y.)

Contains: 1. H. W. Focht: The present crisis and future needs of rural education. Report of committee on means of education, p. 51-58. 2. A. B. Graham: Supplementary report on adult education, p. 64-67. 3. W. H. Wilson: Report of the subcommittee on moral and religious education, p. 92-94. 4. E. C. Lindeman: The new appreciation of play and recreation in rural life. Report of the committee on rural recreation, p. 95-108. 5. C. J. Galpin: Investigation and teaching of rural social problems. Report of committee on rural sociology in schools and colleges, p. 124-26.

1267. **Culter, H. M.** The reorganization of the district rural school system. *School and society*, 10: 37-43, July 12, 1919.

Remedies for the one-teacher school with particular reference to conditions in Kansas.

1268. **Dewey, Evelyn.** New schools for old; the regeneration of the Porter school. New York, E. P. Dutton & company [1919]. xl, 337 p. plates, 12°.

In this volume Miss Dewey, daughter of Prof. John Dewey of Columbia, describes the regeneration of a small and isolated rural school at Porter, near Kirksville, Mo., through the devotion and energy of its teacher, Mrs. Marie Turner Harvey, who made it the center and mainspring of community life and endeavor.

1269. **Douglass, Harlan Paul.** The little town, especially in its rural relationships. New York, The Macmillan company, 1919. ix, 258p. plates. 12°.

Select bibliography: p. 245-53.

Contains much material relating to schools, libraries, and other means of public education in the village.

1270. **Foote, John M.** Advancement of pupils through the grades in rural schools. Baton Rouge, 1919. 12p. 8°. (Louisiana. Department of education. Bulletin no. 8.)

Selected references: p. 12.

1271. **Mardis, S. K.** Literacy, a measure of elementary school efficiency. Ohio teacher, 39: 367-70, May 1919.

Speaks particularly of conditions in Ohio. Suggests changes in the rural schools that would make them more efficient.

1272. **Turnor, Christopher H.** New movements in rural education. London, Society for promoting Christian knowledge, 1919. 24p. 12°. (Rural problems series, ed. by C. H. Turnor.)

1273. **Waters, Henry J.** Educational readjustment from the farmer's standpoint. School and society, 10: 151-55, August 9, 1919.

Read at the general session of the Milwaukee meeting of the National education association.

A plea for the farm children—that they should have an equal opportunity with town children in getting an education.

1274. **Williams, Alvira P.** The city teacher in the country school. Popular educator, 36: 428-29, 472, 474, April 1919.

The teacher and her environment, the teacher and the powers-that-be, parents and pupils, the "native" teacher and her success. Reasons for the apparent lack of success of many rural school teachers.

1275. **Winship, A. E.** Intensify by rotation. Journal of education, 89: 650-52, June 12, 1919.

Vitalizing rural education by the rotation of subjects. Prof. Holden's plan.

SECONDARY EDUCATION.

1276. **Association of colleges and secondary schools of the Southern states.** Commission on accredited schools. Report. . . Athens, Ga., 1919. 18 p. 8°. (Bulletin no. 6, April 1919)

Reprinted from High school quarterly, April 1919.

1277. **Donnelly, Francis P.** A federal revolution in the high school. Catholic world, 109: 331-37, June 1919.

A criticism of reports on secondary education issued by the Government representing the views of the National education association, etc.

1278. **Lowell, Clifford E.** The functions of a department head in a modern high school. American school board journal, 59: 31-33, July 1919.

1279. **Newlon, Jesse H.** Standards of high school administration. Nebraska teacher, 21: 443-46, June 1919.

Thinks high school work should be measured by two great standards, first, the standard of democracy, and second, the standard of scientific management. Says "Scientific management, effective methods, cooperation, will be the key words of the future in high school administration."

1280. **Smith, Lewis W.** The high school faculty meeting. School review, 27: 428-40, June 1919.

Importance of the high school faculty meeting as a factor in effective high school administration. Thornton township high school, Harvey, Ill.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1281. **National society for the study of education.** The professional preparation of high-school teachers. Bloomington, Ill., Public school publishing company, 1919. 372 p. 8°. (*Its Eighteenth yearbook, Part I.*)
- Contains: 1. H. L. Miller: The University of Wisconsin plan for the preparation of high-school teachers, p. 7-165. 2. T. W. Gosling: The selection and the training of teachers for junior high schools, p. 167-89. 3. S. S. Colvin: The lesson plan and its value to the student-teacher, p. 190-212. 4. L. V. Koos and Clifford Woody: The training of teachers in the accredited high schools of the state of Washington, p. 213-57. 5. S. S. Colvin: The most common faults of beginning high-school teachers, p. 262-72. 6. G. N. Cade and W. S. Gray: Objective studies of the achievements of training-school and public school pupils in the freshman year of the high school, p. 273-91. 7. A. R. Mead: Methods of selection and supervision of practice teachers, p. 292-344. 8. Bibliography on the training of high-school teachers, p. 355-58.
1282. **Baker, George Marshall.** Texts on textbooks. American school board Journal, 59: 48-50, August 1919.
- Thinks that teacher-training departments should put more emphasis on the critical evaluation of text-books in the fields for which they are preparing teachers. Suggests a score card for the evaluation of text-books for secondary use.
1283. **Carnegie foundation for the advancement of teaching.** Thirteenth annual report of the president and of the treasurer. New York city, 1918. 162 p. 4°.
- CONTENTS - Pt. I. The business of the year. - Pt. II. The inauguration of the contributory system. - Pt. III. Present day pension problems. - Pt. IV. Educational enquiry. - Pt. V. De mortuis.
1284. **Cattell, J. McKeen.** Carnegie pensions. New York and Garrison, N. Y., The Science press, 1919. 253 p. 12°.
- This book contains several articles on the Carnegie foundation written by J. McKeen Cattell, including extracts from 214 letters by university and college professors; an article on the history of the foundation by Joseph Jastrow, and the reports of the committee on pensions and insurance of the American association of university professors.
1285. **Claxton, Philander Priestley.** Recent facts on teachers' salaries. School life, 2: 14, June 1, 1919.
- Contains the maximum and minimum salaries of teachers in 1919 in cities of over 100,000 population.
1286. **Coburn, W. G.** How may the preparation of teachers for American public schools be made worthy of a great democracy? Journal of the New York state teachers' association, 6: 184-88, June 15, 1919.
- The preliminary preparation of teachers and some changes which would make the teaching profession more efficient and satisfactory.
1287. **Davis, C. O.** Problems involved in practise teaching. School and society, 10: 143-48, August 2, 1919.
- Shows the actual conditions and practises in respect to the preparation of teachers as found in 1,032 public high schools accredited by the North central association of colleges and secondary schools in 1917.
1288. **Family finances of the young professor; by the professor.** Atlantic monthly, 124: 232-37, August 1919.
- The story of the income and expenses of a young university professor during his first four years of professional duty, with morals to be drawn therefrom.
1289. **Ireland, B. P. S. O. S.** Teachers' salaries. American school board Journal, 59: 30-40, July 1919.
- The seriousness of the present situation in respect to the shortage of teachers.

1290. Keith, John A. H. Adequate compensation for teachers in normal schools. *Journal of the New York state teachers' association*, 6: 159-64, June 1919.
1291. Landsittel, Frederick C. Study of teaching: an observation record book. Chicago, New York, Scott, Foresman and company [1919] 147p. 8°.
1292. Lee, Arthur. How to judge a teacher. *Journal of education*, 89: 568-70, May 23, 1919.
The writer thinks that the essentials in judging a teacher are scholarship, skill, intellectual life, professional progressiveness, disposition, and results.
1293. Lott, Henry C. The content of psychology courses in teacher-training curricula. *American schoolmaster*, 12: 249-60, June 1919.
1294. Maxum, Elsie. The teacher's salary based on a minimum wage and modern business standards. *Journal of education*, 89: 598-99, May 29, 1919.
Teachers' salaries based on minimum wage and commercial value of labor.
1295. New York (State) Senatg. Report of the Sub-committee on teachers' salaries. *School bulletin*, 45: 181-85, May 1919.
Contains the provisions of the new law on teachers' salaries.
1296. Ohio consumers' league. A comparison of teachers' salaries and opportunities with those obtaining in the business world. *American school board journal*, 59: 46-48, June 1919.
Report of study made by the Ohio consumers' league for the Cleveland board of education.
1297. O'Shea, M. V. Teachers' salaries. *Child-welfare magazine*, 13: 293-95, June-July 1919.
Speaks of the serious situation in respect to the shortage of teachers and the necessity for increased salaries.
1298. Bankin, Jeanette. Is teaching a declining trade? *Journal of education*, 89: 652-53, June 12, 1919.
Says that teaching is no longer a profession, it is a sweated industry.
1299. Report made by the Trades and labor assembly to the Council of the city of St. Paul, Minnesota, in regard to school conditions, on March 29, 1919. *American teacher*, 8: 126-30, June 1919.
Teaching conditions and salaries in St. Paul. The demand for greater democracy in the administration of school affairs and the need for providing for the future.
1300. Slosson, Edwin E. How much is a teacher worth? *Independent*, 99: 90-91, July 19, 1919.
Discusses the salaries of teachers in various parts of the country.
1301. Twiss, George P. A plan for rating the teachers in a school system. *School and society*, 9: 742-56, June 21, 1919.
Part of a report presented to the Ohio society of college teachers of education at its annual meeting, April 18, 1919, by its committee on the rating of teachers.
1302. Wagner, Charles A. Teachers and supervision. *American school board journal*, 59: 29-30, June 1919.
Some expressions of teachers as to supervision and the effects of visits from supervisors upon them.
1303. Washington, D. C. Grade teachers' union. Teachers' councils. A report by the Grade teachers' union of Washington, D. C., February 1919. 8p. 8°.
Gives the organization features of teachers' councils in seven cities.

1304. Wheeler, J. T. The improvement of teachers in service. High school quarterly, 7: 147-53, April 1919.

A discussion presented at the annual meeting of the American association for advancement of agricultural teaching, Baltimore, January 7, 1919.

HIGHER EDUCATION.

1305. American association of collegiate registrars. Proceedings of the ninth annual meeting. . . . Chicago, Ill., April 24-26, 1919. 160p. 8°. (Ezra L. Gillis, secretary, University of Kentucky, Lexington, Ky.)

Contains: 1. Digest of report of Committee on officers' training school courses, p. 12-17; Discussion, p. 17-24. 2. C. S. Marsh: The American army university overseas and an estimate of its work for college credit, p. 22-27. 3. C. H. Judd: Some possible contributions of registrars to the solution of educational problems, p. 28-37; Discussion, p. 38-40. 4. R. L. Kelly: Some suggestions of college presidents, p. 51-60; Discussion, p. 60-62. 5. C. E. Friley: Some war benefits for the registrar, p. 63-71; Discussion, p. 71-73. 6. C. M. McConn: A study of a uniform registration procedure, p. 85-91. 7. K. C. Babcock: The efficient dean—from a dean's point of view, p. 93-106. 8. W. D. Hestand: The semester vs. the quarter plan, p. 108-19. 9. E. R. Newby: Some sidelights on the S. A. T. C., p. 122-30. 10. W. V. Bingham: The use of the army intelligence examination in university administration, p. 133-41. 11. E. J. Grant: The new plan for admission at Columbin, p. 142-45.

1306. American association of university professors. Bulletin, vol. 5, no. 5, May 1919.

Contains Report of Committee on academic freedom: 1. Statement on the case of Professor Louis Levine of the University of Montana, p. 13-25. 2. Report of enquiry into conditions at Bethany college, p. 26-61.

1307. Association of American universities. Journal of proceedings and addresses of the twentieth annual conference held at Harvard university, December 4-5, 1918. 129p. 8°. (David A. Robertson, secretary, University of Chicago, Chicago, Ill.)

Contains papers and addresses on (1) The organization and international relationship of universities and colleges, p. 31-57; (2) The effect of the war on education, p. 58-76; (3) The future place of the humanities in education, p. 76-106; (4) Problems presented by Students' army training corps, and the future military training of students, p. 106-29.

1308. Association of colleges and preparatory schools of the middle states and Maryland. Proceedings of the thirty-second annual convention. . . . Princeton, N. J., November 29-30, 1918. Pub. by the Association, 1919. 77p. 8°. (George W. McClelland, secretary, University of Pennsylvania, Philadelphia, Pa.)

Contains: 1. N. M. Butler: Education after the war, p. 7-21, Discussion, p. 21-25. 2. F. C. Frederick: The college after the war, p. 26-29. 3. J. H. Denbigh: The school after the war, p. 29-37. 4. Eleanor L. Lord: The new woman in the new world, p. 45-53. 5. J. G. Hibben: Our responsibilities in the new world, p. 53-62. 6. F. Baldensperger: Idealism in a practical life, p. 62-68.

1309. National association of state universities in the United States of America. Transactions and proceedings . . . annual meeting held at Chicago, Ill., November 11-12, 1918. Lexington, Ky., Transylvania printing-co. [1919] 205p. 8°. (Frank L. McVey, secretary, University of Kentucky, Lexington, Ky.)

Contains: 1. G. P. Benton: State universities and the educational challenge of to-morrow, p. 28-31. 2. T. P. Kane: The effect of the war on language instruction, p. 120-29. 3. E. J. James: The national university in view of present conditions, p. 120-36. 4. S. P. Capen: The Bureau of Education and the war, p. 138-46. 5. Clyde Furst: Annuities and insurance for college teachers, p. 147-58. 6. P. L. Campbell: The proposed federal department of education, p. 162-68. 7. B. I. Wheeler: The state universities as a factor in American life, p. 169-80. 8. Brief addresses by members of the British universities mission, p. 181-94.

1310. **Bess, Elmer Allen.** A modern mission of the small college. *School and society*, 9: 667-73, June 7, 1919.
1311. **Campbell, C. Macfie.** The responsibilities of the universities in promoting mental hygiene. *Mental hygiene*, 3: 199-209, April 1919.
Says that many mental disorders are due to "a poor and unhealthy attempt of the individual to adjust himself to the actual difficulties in his life." Duty of the college to inform its students of the fundamental problems of human life.
1312. **Capen, Samuel P.** The colleges in a nationalized educational scheme. *School and society*, 9: 613-18, May 24, 1919.
Address delivered at the inauguration of President James L. McConaughy, Knox college, April 30, 1919.
1313. **Coulter, John M.** The new day and generation. Call of the times is more than ever for college education. *Continent*, 50: 919-20, July 31, 1919.
The need of a higher general level of education as demonstrated by the stress of war and the problems of reconstruction.
1314. **Davenport, Frederick M.** College men in the war: a typical victory commencement tribute offered at the exercises at Hamilton college, June 16, 1919. *Outlook*, 122: 323-24, June 25, 1919.
1315. **Hilton, Henry H.** Modification of business methods for our educational institutions. *Journal of education*, 90: 87-90, July 24, 1919.
Some suggestions for improving the business methods of our colleges and universities.
1316. **Kennedy, Joseph.** The Rhodes scholarship. *School and society*, 9: 763-67, June 28, 1919.
Suggests the probable factors at work tending to defeat the aims of the Rhodes scholarships.
1317. **Lippincott, Horace Mather.** The University of Pennsylvania, Franklin's college, being some account of its beginnings and development, its customs and traditions, and its gifts to the nation. Philadelphia & London, J. B. Lippincott company, 1919. 248 p. plates. 8°.
1318. **McConaughy, James L.** The future of the college in the middle west. *School and society*, 9: 607-13, May 24, 1919.
Inaugural address delivered at Knox college, April 30, 1919.
Thinks that there is no necessity for competition between college and university today; each has its own field, its own methods, its own ideals. The university must teach chiefly about things; the college must teach chiefly about men. The college should stress character training, breadth of vision, and mental mastery.
1319. **McKibben, Frank P.** The colleges and the war. *Bulletin of the Society for the promotion of engineering education*, 9: 363-88, May 1919.
CONTENTS.—College training and the war.—Colleges can be improved.—Depletion of colleges due to the war.—The course of study.—Students' army training corps.
1320. **Mann, Albert, jr.** Art and the colleges. *American magazine of art*, 10: 347-49, July 1919.
Advocates art courses in colleges.

1321. **Moore, Clifford H.** College education as tested by war. Harvard alumni bulletin, 21: 702-04, June 12, 1919.
The writer says that if there is one thing which the war has proved it is that the liberal type of training is often the most practical. Shows how the college men made good in the war.
1322. **Oliveira Lima, M. de.** Dr. Oliveira Lima's impressions of Harvard university. Bulletin of the Pan American union, 48: 397-407, April 1919, illus.
A free translation of a lecture given in August, 1918, in the University of La Plata, Argentina, by Dr. M. de Oliveira Lima, Brazilian historian and diplomat, concerning his professorship at Harvard university.
1323. **Padelford, Frederick Morgan.** The American university of to-morrow. School and society, 9: 757-63, June 28, 1919.
A paper read at the quarter centennial celebration of the administration of Stephen B. L. Penrose as president of Whitman college.
1324. **Richtmyer, F. K.** Sigma Xi and the future. Science, n. s., 50: 75-81, July 25, 1919.
Reviews the history of the fraternity, which was organized at Cornell university in 1880. Gives origin, development, and activities of the society.
1325. **Shipley, A. E.** The university in North America. Edinburgh review, 220: 310-25, April 1919.
Reprinted in Living age, 301: 608-18, June 7, 1919.
1326. Should more supervision be given college freshmen. High school quarterly, 7: 159-67, April 1919.
A symposium.
1327. **Van Dyke, Paul.** La vie universitaire aux Etats-Unis. Revue internationale de l'enseignement, 39: 155-75, May-June 1919.
A lecture delivered in Paris by the secretary of the American university union.
1328. **Van Wagenen, M. J.** Has the college student reached his mental maturity when he enters college? School and society, 9: 663-66, May 31, 1919.
1329. **Yale university.** Report of the committee on educational policy to the Yale corporation, March 17, 1919. New Haven, Printed for Yale university, 1919. 30 p. 8°.

SCHOOL ADMINISTRATION.

1330. **National education association of the United States.** Department of superintendence. [Addresses delivered at the Chicago meeting, 1919] Journal of the National education association, 3: 559-663, May 1919.
Contains: 1. D. B. Waldo: Adequate compensation for teaching service in public schools, p. 570-75. 2. W. C. Bagley: Training of teachers, p. 575-80. 3. H. S. West: Necessity and difficulties of supervision in a city school system, p. 580-82. 4. Sallie Hill: Defects of supervision and constructive suggestions thereon, p. 583-86. 5. A national program for education [by] J. H. Beveridge, p. 586-91; [by] C. N. Kendall, p. 591-93; [by] E. J. James, p. 593-99; [by] G. D. Strayer, p. 599-601. 6. W. H. Carothers: War savings, p. 601-03. 7. J. W. Studebaker: The Red cross and the schools, p. 603-7. 8. L. D. Coffman: Educational service, p. 607-11. 9. G. S. Ford: The schools as they have affected government activities, p. 615-18. 10. E. L. Miller: What the war should do for our methods in English, p. 618-21. 11. E. B. Masling: What the

- war should do for our methods in history, p. 621-24. 12. J. P. Goode: What the war should do for our methods in geography, p. 624-28. 13. W. B. Guitteau: What the war should do for our methods in civics and economics, p. 628-31. 14. E. H. Arnold: What the war should do for our methods in physical education, p. 631-34. 15. R. J. Condon: Education of the immigrant, p. 634-37. 16. W. J. Bogan: What the war should do for our methods in vocational education, p. 637-41. 17. S. O. Hartwell: School expenses considered as an investment, p. 641-44. 18. E. L. Thurston: Adjustment of school hours to meet congestion and community needs, p. 644-45. 19. F. V. Thompson: Adjustments between the junior and senior high schools in Boston, p. 646-48. 20. A. E. Meredith: The adjustment of the senior school to meet new conditions, p. 648-52. 21. A. L. Hall-Quest: The three functions of the class period, p. 652-57. 22. W. S. Gray: The relation between study and reading, p. 657-63.
1331. National society for the study of education. Fourth report of the Committee on economy of time in education. Bloomington, Ill., Public school publishing company, 1919. 123 p. 8°. (*Its Eighteenth year-book, Pt. II*)
 Contains: 1. F. N. Freeman: Principles of method in teaching writing as derived from scientific investigation, p. 11-25. 2. W. S. Gray: Principles of method in teaching reading, as derived from scientific investigation, p. 26-51. 3. Ernest Horn: Principles of method in teaching spelling as derived from scientific investigation, p. 52-77. 4. W. S. Monroe: Principles of method in teaching arithmetic, as derived from scientific investigation, p. 78-95. 5. F. C. Ayer: Present status of instruction in drawing with respect to scientific investigation, p. 96-110. 6. C. E. Seashore: The role of a consulting supervisor of music, p. 111-23.
1332. Anderson, H. W. School bonds. American school board journal, 59: 37, 95, July 1919.
 An address delivered at the eighth annual convention of the National association of school accounting and business directors at Cleveland.
1333. Blakeley, Paul L. The Smith bill and Sherman's plan. America, 21: 211-12, May 31, 1919.
 Gives figures showing the allotment for education each state would receive if apportioned according to the internal revenue paid and the actual allotment under the Smith bill. Says that twelve Northern states, contributing more than seventy-five per cent of the entire appropriation under the Smith bill, are allowed only forty per cent for home consumption.
1334. Boylan, William A. The duties and responsibilities of first assistants. Bulletin of high points in the work of the high schools of New York city, 1: 13-18, May 1919.
 Methods of supervising teachers, methods of cooperation between principals and first assistants, etc.
1335. Davis, H. B. Reorganization in municipal administration. School and society, 10: 121-27, August 2, 1919.
 Some suggestions for the reorganization of municipal administration in public school education so that the best interests of modern democratic education can be conserved.
1336. Engelhardt, N. L. The ability of a city to furnish funds for the advancement of education within its borders. American school board journal, 59: 27-28, 31-32, May, June 1919.
1337. Gosling, Thomas Warrington. Cooperative intelligence in city school administration. American school board journal, 59: 29-30, August 1919.
 Says that the successful superintendent of schools in the years that lie just ahead will be the man who knows how to use all the brains of the community to assist him in his administration.
1338. Jernegan, Marcus W. Compulsory education in the southern colonies. School review, 27: 405-25, June 1919.
 Education of the unfortunate classes—orphans, poor, illegitimate, etc.—in colonial Virginia. Gives a tabular view of the compulsory education laws passed by Virginia (1642-1776), affecting orphans, etc.

1339. **Loeb, Jacob M.** Cooperation between boards of education and the public. *School and society*, 10: 132-35, August 2, 1919.
Also in *American school board journal*, 59: 37-38, August 1919.
Read before the Department of school administration at the Milwaukee meeting of the National education association, July 2, 1919.
1340. **Mangun, Vernon L.** Some uses of analysis and comparison in school finance. *American school board journal*, 59: 31-34, August 1919.
1341. **O'Connell, William, Cardinal.** The reasonable limits of state activity. *Catholic educational association bulletin*, 15: 1-16, August 1919.
Speaks particularly of the relation of the state to education. Says the nation should suppress its tendencies towards nationalization, centralization, etc., and bring the control of education back to the parents, to whom it naturally and primarily belongs.
1342. **Shields, Thomas Edward.** The Towner bill and the centralizing of educational control. *Catholic educational review*, 17: 326-36, June 1919.
Says in conclusion "The functions of the Bureau of education are such as rightly belong to the National government and may rightly be performed by it, but the Towner bill, seeking to utilize national funds in order to coerce the several states into compliance with the theories of a few men, is quite another matter, and should not be confounded by the public with an institution that it has long so well and favorably known."
1343. **Smith, H. P.** What every superintendent should know about his school system. *Midland schools*, 33: 311-14, May 1919.
Shows what the superintendent should be to his board and to his community.
1344. **Sullivan, Michael H.** State support and control of education. *School and society*, 10: 83-88, 113-17, July 19, 26, 1919.
Statement of Hon. M. H. Sullivan, chairman of the school committee of the city of Boston, at the hearing before the committee on education of the Massachusetts Legislature relative to the establishment of a general school fund.
1345. **Tildsley, John L.** Freedom of teaching in the schools. *National civic federation review*, 4: 20, June 30, 1919.
Socialists believing in communist manifesto have no place in public school system.
From a speech before the Public education association, New York city, April 26, 1919.

SCHOOL MANAGEMENT.

1346. **Campbell, Leonard H.** Some helps in making programs. *American school board journal*, 59: 38-40, August 1919.
Some devices for lessening the difficulties in program making.
1347. **Driver, Leo L.** Enriching the course of study. *Pennsylvania school journal*, 67: 528-29, May 1919.
1348. **Heck, W. H.** Comparative tests of home work and school work. *Journal of educational psychology*, 10: 153-67, March 1919.
Tests in arithmetic and English composition given in the grammar and high school grades of the public school at Harrisonburg, Virginia.
1349. **Hill, David S.** Remaining errors in measures of retardation. *Elementary school journal*, 19: 700-12, May 1919.
Discusses the value of age-grade statistics; age-grade progress studies; methods of tabulation and investigation, etc.
1350. **McClure, Worth.** Morals by rote? *School review*, 27: 458-64, June 1919.
Advocates pupil self-government, because of the opportunity given the pupil "for practice in doing right."

1351. **Meredith, A. B.** Principles which are to be used as guides in classifying and promoting children. *High school quarterly*, 7: 136-41, April 1919.
A report of a careful study made by groups of educational leaders in New Jersey.
1352. **National high school inspectors' association.** Preliminary report of the committee on the marking of pupils. *High school quarterly*, 7: 190-97, April 1919.
Replics to a questionnaire showing the wide difference as to the aims of grading.
1353. **Perkins, Glen O.** The question of grades. *Kansas teacher*, 9: 12, 14-16, June-July 1919.
Tells of a system of grading in use in the junior-senior high school of Neodesha, Kansas, based upon a distribution according to the normal frequency curve.
1354. **Roth, Almon E.** Responsibilities of student control. *Stanford illustrated review*, 20: 430-32, 449, June 1919.
History of student life at Stanford showing that a system of student control in which students and faculty cooperate not only stands a good chance of success but is highly desirable.
1355. **Thompson, Charles B.** Adjusting the school work to the child. Results of a survey of three Baltimore schools. Baltimore, Md., Mental hygiene society of Maryland, 1919. [16] p. 8°. (Mental hygiene society of Maryland. Publication no. 3)
This report was read at a meeting of the School board of Baltimore, May 28, 1919.
A study of retardation in three Baltimore schools, showing the number of children retarded, causes of lack of progress, etc.
1356. **Wolfson, Theresa.** Why, when, and how children leave school. *American child*, 1: 59-64, May 1919.
A study made from the latest school reports of representative cities.
1357. **Young, W. E.** Personal interest or social worth in elementary education? *American schoolmaster*, 12: 261-66, June 1919.
Shows the need for revising and modifying the elementary course of study with a view to making it of greater service and to meeting more nearly the future needs of our children as determined by the requirements of society itself.

SCHOOL ARCHITECTURE.

1358. **Cooper, Frank Irving.** Economies gained in standardizing schoolhouse plans. *American school board journal*, 59: 34-36, 89-90, August 1919.
Address to the National association of school accounting and business officers, Cleveland, May 9, 1919.
1359. **Earl, Edward C.** The schoolhouse. Washington, D. C., 1919. 20 p., 30 plates. 4°.
1360. **Ittner, William B.** The intermediate school. *American school board journal*, 59: 43-44, August 1919.
Address before the Department of school administration of the National education association, Milwaukee, 1919.
Architectural plans for the intermediate school at Buffalo, N. Y.
1361. **Rapeer, Louis W.** The consolidated rural school building. 15 p. 8°. Reprinted from *American school board journal*, June 1919, and appearing as a chapter of "The consolidated rural school" to be published by C. Scribner's sons of New York.
Bulletin 2, 1919, of the Federation of American childhood.

SCHOOL HYGIENE AND SANITATION.

1362. Fones, Alfred G. Report of five years of mouth hygiene in the public schools of Bridgeport, Conn. *Dental cosmos*, 61: 607-18, July 1919.
Also in *Dental Items of Interest*, 41: 505-12, July 1919.
Effect of mouth diseases on the retardation of school children; the toxic influence of bad teeth, etc.
1363. Gates Florence A. Some health conditions existing among our high school girls. *Pedagogical seminary*, 26: 153-61, June 1919.
Data secured from over 300 girls from all classes of the White high school, Toledo, Ohio. Says that a common ailment is hysteria.
1364. Greig, Jane S. and Fitzgerald, Eileen. The first open-air school in Australia. *School hygiene (London)* 10: 28-32, March 1919.
Describes work of the school at Blackburn.
1365. Harman, N. Bishop. Sight-saving schools. *School hygiene (London)* 10: 1-14, March 1919.
Discusses the short-sighted pupil; methods of lighting schoolrooms; the necessary standard of vision, etc.
1366. New York. State library, Albany. Books on health as related to the school child. . . Albany, The University of the State of New York, 1919. 30 p. 8°. (University of the State of New York bulletin. no. 679, January 15, 1919.—Bibliography bulletin 64)
1367. Priestley, John. On the proper use of school medical statistics. *School hygiene (London)* 10: 15-27, March 1919.
Study based on data gathered in the schools of Staffordshire, England. Emphasizes the absolute need of dealing with the statistics of children in strictly homogeneous groups and of keeping each medical inspector's records separate from the beginning.
1368. Rutherford, W. B. The organization of health work in the small city. [Eugene? Or] The University of Oregon [1919] 16 p. 8°. (University of Oregon leaflet series. Health work in cities. April 1919. Vol. 4, no. 8, pt. 2.)
Running title: A plan for school work in the small city.
1369. Somerset, William L. Common eruptive diseases of school children. *Trained nurse and hospital review*, 63: 1-5, July 1919.
Lecture to school teachers given at Hunter College, May 1.
1370. Willis, C. Savill. School medical work in New South Wales, Australia. *Child (London)* 9: 337-48, May 1919.
An illustrated article on medical inspection of schools; treatment of school children with physical defects.

SEX INSTRUCTION.

1371. Smyth, J. Sex education for boys. *Light*, no. 120: 47-56, September-October 1919.
Address before a conference of the Workers' educational association, of New South Wales, Sydney, Australia.
The need of sex education at the present time, the agency that should undertake the work, and in what manner it should be done.
1372. Stevens, Mabel. Some advantages of sex-education. *Pedagogical seminary*, 26: 162-72, June 1919.
Discusses, among other things, the effects of a Freudian sex education.

PHYSICAL TRAINING.

1373. **American physical education association.** Papers from the twenty-third convention, Chicago, Ill., April 9-12, 1919. American physical education review, 24: 325-52, June 1919.

Theme: Lessons from the war.

Contains addresses by Martin L. Foss, Major General Wood, William H. Burdick, Charles E. Chacey, p. 325-41; W. S. Small: Universal physical education: why, what, how, p. 341-43; J. H. McCurdy: Lessons from France, p. 343-52.

1374. **Kindervater, A. E.** A synopsis of the course in physical training for the public elementary schools of St. Louis, Mo. Mind and body, 26: 97-102, May 1919.

The aim of physical training, the content of the course and classification of material.

1375. **Small, Willard S.** The nation's need of physical education. Journal of the New York state teachers' association, 6: 181-83, June 15, 1919.

Character of the legislation needed for a national program of physical education.

1376. **Wood, Leonard.** Physical education and national growth. Modern medicine, 1: 97, June 1919.

What the draft has taught.

PLAY AND RECREATION.

1377. **Elsom, J. C. and Trilling, Blanche M.** Social games and group dances; a collection of games and dances suitable for community and social use. With an introduction by Prof. M. V. O'Shea. Philadelphia and London. J. B. Lippincott company, 1919. 258 p. plates. 12°.

1378. Irreducible minimum provisions for the leisure hours of children. Playground, 13: 205-10, August 1919.

The playground and the minimum provisions that should be made in respect to equipment, leadership, etc.

SOCIAL ASPECTS OF EDUCATION.

1379. **Bevier, Louis.** Student activities and success in life. Educational review, 58: 1-7, June 1919.

Discusses the relation of student activities to scholarship.

1380. **Davis, Albert S.** Systematic school welfare work. American school board journal, 39: 33-34, 97, June 1919.

A plea for more direct sympathetic supervision over the students' outside activities.

1381. **Finney, Ross L.** Education as a factor in social progress. Educational review, 58: 30-58, June 1919.

Says that progress depends upon a wide popular distribution of knowledge, instead of an aristocratic learning for the few.

1382. **Lull, H. G.** Socializing school procedure. American journal of sociology, 24: 68-91, May 1919.

Discusses the social organization of the regular activities of the school.

1383. **McKee, William A.** Man and the new democracy. New York, George H. Doran company [1919] 250 p. 12°.

1384. **Mackenzie, J. S.** *Outlines of social philosophy.* London, George Allen & Unwin, Ltd.; New York: The Macmillan company [1918] 280 p. 8°. (Added t.p.: Studies in economics and political science, ed. by the Hon. W. Pember Reeves. No. 52 in the series of monographs by writers connected with the London school of economics and political science.)
Book II, Chapter II, p. 94-108, is entitled Educational institutions. Book III, Chapter III, p. 227-40, is on The place of culture.
1385. **Oakland, Cal. Board of education.** *Oakland schools. The socialized school at work as an agency in training for citizenship. Report of the superintendent of schools, 1917-18.* Oakland, Cal., Board of education, 1919. 353 p. 8°.
1386. **Stivers, Samuel A.** *What a school may mean to a community.* American school, 5: 171-73, June 1919.
The principal of the Detroit Street school, Milwaukee, describes some of the things which have made his school a remarkable influence in its (Italian) community.
1387. **Weeks, Ruth Mary.** *Socializing the three R's.* New York, The Macmillan company, 1919. 182 p. 12°.
Chapter headings are as follows: The growing point in modern education, The world to-day, Reading and writing, Social arithmetic. History, Art for little folks, General science, Manual training, Social play, Schoolhouses and classrooms, Conclusion. Bibliographical appendices.

CHILD WELFARE.

1388. **Ball, Frank G.** *Feeding the school child.* American school board journal, 59: 41-42, 90, August 1919.
Cafeteria, lunch room, home-economics lunch room in city and community schools.
1389. **Barth, George P.** *Health supervision of working children.* American child, 1: 44-47, May 1919.
Reprinted from the Wisconsin medical journal, vol. 17, no. 9, February 1919.
1390. **Dugas, L.** *La gaterie—parents gateaux et enfants gatés.* Éducation, 10: 342-56, December 1918.
An essay on spoiled children.
1391. **Red cross, U. S. American national Red cross.** *Report of the commission for tuberculosis, American Red cross in Italy.* Wm. Charles White, director. An attempt to establish a method of international cooperation in public health and welfare work. Supplementary reports: School hygiene, an illustration of a method of work in a foreign country [by] E. A. Peterson, A.M., M.D.; Child labor in Italy [by] Ruth M. Underhill; Housing in Italy [by] Mildred Chadsey, material collected by Marjorie Daw Johnson. [Roma, Tipografia nazionale Bertero, 1919] 147 p. incl. tables, diagrs. (part. fold.) 8°.

RELIGIOUS EDUCATION.

1392. **Davis, Dora W.** *Developments in weekday religious instruction for public school children of elementary and high school age.* Religious education, 14: 193-203, June 1919.
Part I deals with a survey of progress and Part II with weekday religious instruction in New York city.

1393. The Gary schools of religion. Religious education, 14: 276-78, August 1919.

A summary from reports of the chairman, Rev. W. G. Seaman and the superintendent at the February meeting of the Board of religious education, Gary, Indiana.

1394. Grossman, Louis. The aims of teaching in Jewish schools, a handbook for teachers. With an introduction by Dr. G. Stanley Hall. Cincinnati, Teachers' institute of the Hebrew union college, 1919. 245p. 8°.

1395. Haithecox, Henry C. Man and his education. Boston, Richard G. Badger, The Gorham press [1919] 100p. 12°.

1396. ——— Schools and the Christian school. Boston, Richard G. Badger, The Gorham press [1919] 111p. 12°.

1397. Hoben, Allan. Education for citizenship in the church school. Religious education, 14: 162-69, June 1919.

Says the church is obligated to teach civics. Gives some suggestions for the rural church school on the teaching of civics.

1398. Orr, Edward J. Why Bible lessons should have a place in the curriculum of our public schools. School and home, 11: 12-13, May 1919.

The need of more religious teaching. Advocates readings from the Bible for public school children.

1399. Tanfani, Livio. L'insegnamento letterario e scientifico nella scuola dei gesuiti. Parte I—Gli studi inferiori. Rivista pedagogica, 12: 144-84, March-April 1919.

To be followed by Part II: Gli studi superiori o di filosofia.

1400. Tracy, John J. Some excellent tendencies in Catholic education revealed by the war. Catholic educational review, 17: 349-53, June 1919.

1401. Warren, William Marshall. Credit for Bible study in admission to college. Religious education, 14: 249-52, August 1919.

MANUAL AND VOCATIONAL TRAINING.

1402. National association of corporation schools. Advance copy . . . seventh annual report . . . 1919. 3 v. 8°.

Report of committee on organization and administration, 41p. Report of committee on technical training, 28p. Report of committee on employment, 59p.

1403. Anthony, Willis B. Schooling in service. Industrial-arts magazine, 8: 215-19, June 1919. Illus.

Bringing real life to school. How the boys and girls at the Fitchburg normal school are taught by personal experiences to be of service to others.

1404. Bennett, Ernest. The training of aviation mechanics. Industrial-arts magazine, 8: 205-208, June 1919.

The present paper was written in the fall of 1918 when the training of aviation mechanics was at its highest point. It is reproduced here exactly as written because of its historic value and because of the obvious suggestions which are offered for teachers and organizers of vocational subjects.

1405. Caillard, C. Le travail manuel à l'école primaire. École du travail (Paris) 1: xvii-cii, July 1919.

1406. Carris, Lewis H. Administration of compulsory part-time laws. Vocational summary, 2: 22-27, June 1919.

Part I. Legislation enacted in 1919.—Part II. Discussion of difficulties and responsibilities.—Part III. Activities of compulsory part-time schools.

1407. **Colcord, D. H.** Electrical equipment in a Pittsburgh high school. *American city*, 20: 579-85, June 1919.
Work of the Schenley high school, Pittsburgh, Pa.
1408. **Edgerton, A. H.** Experimental work in junior-high school industrial arts. *Industrial-arts magazine*, 8: 251-55, July 1919.
1409. **Foulkes, Thomas Robert and Diamond, Thomas.** Learning to earn. *Manual training magazine*, 20: 339-44, June 1919.
The practical value of manual training in the development of the habit of earning thru the application of acquired knowledge and skill.
1410. **Graven, Paul H.** A fact basis for devising courses of study. *Industrial-arts magazine*, 8: 262-65, July 1919.
Results of a test given to show to what extent the knowledge and skill acquired in manual training as carried on in the schools were made use of by the pupils in their daily lives.
1411. **Indiana. State board of education.** Supervised home project and club work. Indianapolis, State superintendent of public instruction [1919] 61p. illus. 8°. (Educational bulletin no. 39. Vocational series no. 19).
1412. **Ioteyko, Josefa.** The science of labour and its organization. London, George Routledge & sons; New York, E. P. Dutton & co., 1919. viii, 190p. 12°.
The purpose of this collection of papers is to throw light on certain points in industrial psycho-physiology. Four problems are examined, as follows: The first concerns the human motor, including the question of apprenticeship, the manner of the economic working of the body, and the limits of industrial fatigue. The second part is devoted to Taylor's system. The third relates to the relative aptitude for work of the right hand and of the left hand. Finally, the fourth problem deals with the Belgian methods of technical education. p. 157-99.
1413. **McKinney, James.** The what and the why of manual training. *Industrial-arts magazine*, 8: 293-97, August 1919.
The aims in manual training work.
1414. **Mansbridge, Albert.** The universities and labor: an educational adventure in England and her overseas dominions. *Atlantic monthly*, 124: 275-82, August 1919.
Deals with the workers' educational movement, Oxford and working class education, etc.
1415. **Metz, J. J. and Tarbell, B. W.** Teaching mechanical drawing to apprentices. *Industrial-arts magazine*, 8: 269-74, July 1919.
1416. **Furinton, Edward Earle.** The shortest route to the top. *Independent*, 99: 92-93, 97-100, July 19, 1919.
On going to school to one's clients and patrons. Business and vocational education in the commercial house and factory.
1417. **Rosenstein, David.** Recent developments in industrial training. *School and society*, 10: 155-63, August 9, 1919.
A consideration of the special need for industrial training revealed by the war and further emphasized by peace, and a brief review of the work of the United States Training service of the Department of labor.
1418. **Ryan, John A.** Vocational education in a democratic society. *Catholic world*, 109: 613-21, August 1919.

1419. **Bynearson, Edward.** Pittsburgh cooperative plan. Pennsylvania school journal, 67: 562-67, June 1919.

Co-operative plan of vocational education for the boys and girls of Pittsburgh.

1420. **Snyder, Edwin B.** Manual training in elementary schools. California blue bulletin, 5:17-19, June 1919.

Thinks the present course in manual training is too narrow and suggests a new course.

1421. **Stimson, Rufus W.** Vocational agricultural education by home projects. New York, The Macmillan company, 1919. 468 p. illus. 12°.

1422. **U. S. Federal board for vocational education.** Home economics education. Organization and administration. Washington, Government printing office, 1919. 63 p. 8°. (Bulletin no. 28, Home economics series no. 2, February 1919).

Pt. I. General provisions of the Vocational education act.—Pt. II. Special provisions of the Vocational education act relating to home economics education.—Pt. III. The training of teachers under the Vocational education act.

1423. **U. S. Shipping board.** The training of shipyard workers. Report on the work of the United States shipping board, Emergency fleet corporation, Industrial relations division, Education and training section. Issued at Philadelphia, Pennsylvania, April 20th, 1919. [Philadelphia, 1919] 88 p. plates, illus., diagrs. 8°.

1424. **U. S. War department.** Committee on education and special training. A review of its work during 1918 by the Advisory board. Washington, War department, 1919. 144 p. 4°.

VOCATIONAL TESTS; ARMY PERSONNEL.

1425. **Dodge, Raymond.** Mental engineering after the war. American review of reviews, 59: 606-10, June 1919.

Work carried on by psychologists for the army during the war period; industrial use of intelligence tests, etc. Recommends the establishment of a college of mental engineering.

1426. **Pechstein, L. A.** Military psychology and its educational applications. American education, 22: 445-49, June 1919.

Also in Journal of the New York state teachers' association, 6: 160-73, June 15, 1919.

The experience of the army with mental tests and its influence on educational practice.

1427. **Strong, Edward K., jr.** War psychology and education. School and society, 9: 697-705, June 14, 1919.

Presidential address, Southern society of philosophy and psychology, Nashville, Tenn., May 9, 1919.

Things of interest to education that have been brought out by the work of the psychologists in the war.

1428. **Young, J. W. A.** Concerning psychologic tests in the army and their meaning for the teacher. School science and mathematics, 19: 514-48, June 1919.

What the tests mean to the teacher of arithmetic and of high school mathematics.

AGRICULTURAL EDUCATION; HOME ECONOMICS.

1429. **Association of American agricultural colleges and experiment stations.** Proceedings of the thirty-second annual convention . . . Baltimore, Md., January 8-10, 1919. Burlington, Vt., Free-press printing company, 1919. 272 p. 8°. (J. H. Hills, secretary, Burlington, Vt.)

Contains: 1. Report of the Committee on instruction in agriculture, p. 24-30. 2. C. A. Prosser: The relation of the Federal board of vocational education to the education of the soldier, p. 74-78. 3. A. C. Monahan: Curative occupations and educational work for the rehabilitation of the disabled soldier, p. 79-83. 4. Report of the Committee on college organization and policy, p. 109-12. 5. W. M. Black: What can engineering departments do towards training engineers for war service? p. 165-72. 6. J. C. Wright: The relation of engineering departments of land-grant institutions to the training of teachers for trades and industries under the Smith-Hughes act, p. 184-87. 7. C. F. Langworthy: Survey of the year's experimental and research work in home economics at American colleges, p. 201-10. 8. K. L. Butterfield: Extension problems of reconstruction, p. 236-40. 9. Dwight Sanderson: Community organization for extension service, p. 250-61.

1430. **Burdick, Anna Lalor.** The wage-earning girl and home economics. Vocational summary, 2: 56-58, July 1919.

Also in Journal of home economics, 11: 327-36, August 1919.

Presented at the twelfth annual meeting of the American home economics association, Blue Ridge, N. C., June 1919.

1431. **Goldstein, Harriet.** Related art for home economics courses in Smith-Hughes schools. Journal of home economics, 11: 300-306, July 1919.

1432. **Greer, Carlotta C.** When, how much, and to whom should home economics be taught? Journal of home economics, 11: 235-41, June 1919.

Presented at the meeting of the Home economics association in connection with the Department of superintendence, N. E. A., Chicago, February 1919. This paper was the introduction to a round table discussion of its topic. It was therefore prepared to raise questions for discussion, not to give the writer's opinion.

1433. **White, Edna N.** A new program for the promotion of home economics in the schools. Journal of home economics, 11: 261-69, June 1919.

Tells of the new bill to be introduced into Congress which will be a substitute for that portion of the Smith-Hughes act which relates to home economics. Gives the text of tentative bill.

COMMERCIAL EDUCATION.

1434. **National foreign trade convention.** Official report of the sixth conference . . . held at Chicago, Ill., April 24-26, 1919. New York city, National foreign trade council, 1919. 650p. 8°. (O. K. Davis, secretary, India House, Hanover square, New York, N.-Y.)

Contains: 1. J. F. O'Hara: Cultural equipment for foreign trade, p. 101-107. 2. Vocational education for the business of exporting [by] R. S. MacElwee, p. 108-19; [by] E. A. Walsh, p. 119-25; Discussion, p. 125-33.

1435. **Teaching, vol. 4, no. 6, April 1919.** (The commerce course)

Contains: 1. L. A. Parke: Commerce in Kansas high schools, p. 5-9. 2. A. N. Palmer: The teaching of practical penmanship in high school, p. 9-13. 3. L. H. Husam: Penmanship supervision, p. 13-15. 4. Eva J. Sullivan: Salesmanship, p. 18-20. 5. Frances S. Downs: Vocational English in the high school, p. 20-22. 6. J. C. Reed: Commercial high schools and the business community, p. 25-31.

1436. **Tyler, L. V.** Shorthand, why and how to teach it. Inter-mountain educator, 14: 3-7, June 1919.

Address at the Adland Empire teachers' association, Spokane, Wash., April 2, 1919.

PROFESSIONAL EDUCATION.

1437. **Association of American medical colleges.** Proceedings of the twenty-ninth annual meeting, held at Chicago, March 4, 1919. 91p. 8°. (Fred C. Zupffe, secretary, 3431 Lexington St., Chicago, Ill.)

Contains: 1. W. J. Means: The history, aims, and objects of the Association of American medical colleges, p. 5-16. 2. C. P. Emerson: Equipment of a teaching hospital, p. 25-31. 3. A. C. Eycleshymer: Report of committee on undergraduate and graduate degrees, p. 32-38. 4. George Blumer: The desirability of changing the type of written examinations, p. 39-43. 5. J. S. Rodman: Cooperation in examinations by the National board of medical examiners, state licensing boards, and the medical schools, p. 44-48; Discussion, p. 48-58. 6. W. F. R. Phillips: Report of committee on education and pedagogics, p. 67-72.

1438. **Allison, Grace E.** What the war has taught us about nursing education. *American journal of nursing*, 19: 834-39, August 1919.

Paper read at the convention of the National league of nursing education, Chicago, June 26, 1919. Contrasts British and American methods.

1439. **Dean, L. W.** The graduate teaching of otolaryngology. *Journal of the American medical association*, 73: 159-61, July 19, 1919.

Efficiency of Government military examinations. Advocates a degree in this branch of medicine.

1440. **Geier, Otto P.** Education in industrial medicine. *Modern medicine*, 1: 133-36, June 1919.

Abstract of a paper presented by a committee of Cincinnati business men appointed to consider a plan for the establishment of a Department of industrial medicine and public health in the College of medicine of the University of Cincinnati.

1441. **Hawkins, R. M.** Pre-professional training for ministerial students in our colleges. *Bulletin of the Board of education of the Methodist Episcopal church, South*, 9: 65-73, August 1919.

A paper prepared for the Educational association, Methodist Episcopal church, South, at Memphis, Tenn., March 4-6, 1919.

1442. **Hawkinson, Nellie X.** Preparation of a lesson plan. *American journal of nursing*, 19: 619-87, June 1919.

Outline of lesson plan in practical nursing.

1443. **Ink, Katherine.** Teaching anatomy and physiology to student nurses. *American journal of nursing*, 19: 770-75, July 1919.

1444. **Jackson, C. M.** Skill and scholarship as ideals in medical-graduate education. *Journal of the American medical association*, 73: 307-11, August 2, 1919.

Discusses the rapid growth of specialism; necessity for adequate preliminary education; the lack of provision for special education and of clinical training.

1445. *Journal of the American medical association*, vol. 73, no. 7, August 16, 1919. Educational number.

Contains: 1. H. D. Arnold: Effect of the war on medical education, p. 466-69. 2. T. J. Harris: Plea for a standardized course of instruction (otolaryngology), p. 473-76. 3. Medical education in the United States—Annual presentation of educational data for 1919 by the Council on medical education, p. 499-533.

1446. **Lambert, Adrian V. S.** The correlation of laboratory and clinical teaching in surgery. *Journal of the American medical association*, 72: 1803-6, June 21, 1919.

Work at the College of physicians and surgeons, Columbia university, New York city. Describes the attempt "to fashion the teaching of surgery along the lines of modern ideals in the psychology of learning, to conform to the laws of readiness, exercise and effort."

1447. Mayo, Charles H. Educational possibilities of the National medical museum. *Journal of the American medical association*, 73:411-13, August 9, 1919.
Discusses the value of the Army medical museum as an educational factor.
1448. Redfern, Helen L. A short course in teaching methods. *American journal of nursing*, 19:679, June 1919.
Outline of course of lessons in the principles of teaching at the Massachusetts general hospital.
1449. Roscoe, J. E. A short history of theological education. London, Arthur H. Stockwell [1918] 71 p. 12°.

CIVIC EDUCATION.

1450. Chamberlain, Arthur Henry and Chamberlain, James Franklin. Thrift and conservation; how to teach it. Philadelphia and London, J. B. Lippincott company [1919] 272 p. illus., plates. 12°.
A presentation of the best methods of teaching thrift in the schools, by the chairman of the committee on thrift education of the National council of education, Arthur Henry Chamberlain.
1451. Dunn, Arthur William and Harris, Hannah Margaret. Citizenship in school and out; the first six years of school life. Boston [etc.] D. C. Heath & co., [1919] xxiii, 144 p. plates. 12°.
Outlines a course for civic training in the elementary schools, to be imparted through the children's activities, "in school and out."
1452. Fosdick, Frank S. How to teach pupils respect for properly constituted authority. *Journal of the New York state teachers' association*, 6:164-68, June 1919.
The teacher's opportunity to counteract as far as possible the influences of about 70% of the homes and to instill into the minds of the pupils ideals that are lofty, upbuilding, and sane.
1453. Giles, Frederick Mayor and Giles, Imogene Kean. Vocational civics; a study of occupations as a background for the consideration of a life-career. New York, The Macmillan company, 1919. 252 p. plates. 12°.
1454. Horn, Ernest. The application of scientific method to making the course of study in civics. *Elementary school journal*, 19:762-77, June 1919.
Says that the data sought are in the field of national rather than in exclusively local or mere community civics. Illustrates primarily the method by which one may secure the raw materials out of which the structure of the curriculum in civics may be built.
1455. Jackson, Henry E. The practice of citizenship. *Journal of the Association of collegiate alumnae*, 12:121-29, April 1919.
Some of the community uses of the school-house as means for achieving democracy's aims.
1456. Teaching citizenship. *Historical outlook*, 10:323-30, June 1919.
A series of articles treating different aspects of the subject.
I. What is an ideal course in civics for the high school? by E. Mabel Skinner, p. 323-27.—II. How our schools miss the spirit of citizenship, by Jennie M. Turner, p. 328-29.—III. The social sciences in the high school. (The Pasadena plan) by R. L. Ashley, p. 329-33.—IV. A graphic civics exhibit, by Esther Godshaw, p. 334-35.—V. A neglected subject in our public school curriculum, by E. E. Hill, p. 335-36.—VI. Study of current history a basis of democracy, by H. A. Roster, p. 336-39.

AMERICANIZATION OF IMMIGRANTS.

1457. **Bush, Maybell G.** The first school days of the non-English child. Kindergarten and first grade, 4: 215-19, 276-78, June, September 1919.

To be continued.

A series of articles intended primarily to assist in the task of teaching English to foreigners in schools where several grades are assigned to one teacher.

1458. **Cohen, Helen Louise.** Americanization by classroom practice. Teachers college record, 20: 238-49, May 1919.

Some innovations and devices that are being worked out in the classroom for the express purpose of hastening the assimilation of our newer immigrants and at the same time deepening the patriotic fervor and increasing the civic usefulness of the native born.

1459. **Davies, George R.** An Americanization program for the schools. Quarterly journal of the University of North Dakota, 9: 337-50, July 1919.

A paper read before the High school conference, at the University of North Dakota, May 15, 1919.

1460. **Eaton, Horace A.** Education a national problem. Educational review, 58: 21-30, June 1919.

Portrays the neglect of the problem of Americanizing our foreign population; failure of schools to develop health and healthful living, etc. Discusses the principles of the new liberalism, and the value of the democracy.

1461. **Hull, Howard C.** The Americanization movement. American journal of sociology, 24: 609-42, May 1919.

Résumé of a survey of the Americanization movement undertaken last fall in Washington, D. C., for the American council on education.

1462. **Hoyt, Margaret H.** Making Americans in Minnesota. Educational review, 58: 15-20, June 1919.

Educational work among the large foreign population of Minnesota, especially in Iron-mining region.

1463. **Richard, H. D.** The stereopticon as an aid in the Americanization movement. Educational film magazine, 1: 21-23, 30, June 1919.

Address at the Americanization conference held under the auspices of the Department of the Interior, at Washington, D. C., May 12-15, 1919.

Detailed description of visual instruction methods employed in evening classes for foreigners—plan suggested for loan collection of Americanization slides and lessons in all schools.

1464. **Schrieber, Clara E.** The social studies and Americanization. Ohio teacher, 39: 371-75, May 1919.

1465. **Sternberger, Estelle M.** Gary and the foreigner's opportunity. Survey, 42: 480-82, June 28, 1919.

Americanization work of the Gary public schools.

EDUCATION OF SOLDIERS.

1466. **American E. F. university.** The catalogue. Beaune, Cote d'Or, France, May 10, 1919. 225p. 8". (Headquarters American E. F. university. Bulletin 91, part 1)

This publication contains (1) the constitution and the organization of the university; (2) the entire faculties of the colleges located at Beaune, and of the auxiliary schools; (3) the schedule and the description of the courses in all these schools and colleges. Part I of this publication is to be followed by Part II, the Register of students, and by Part III, Illustrated supplement. The students registered in the university number 6,198.

Copies of this bulletin may be obtained by addressing The Adjutant, American E. F. university, Beaune, Cote d'Or, France.

1467. American soldiers at French universities. American review of reviews, 60: 205-6, August 1919.

Summarizes the contents of an article by M. Ch. Bouglé, director of courses in the faculty of letters, Paris, in the Revue de Paris for June 15, 1919. Includes statistics of attendance of American students at French universities, April 29, 1919—total, 5,867.

1468. Baker, Newton D. From bayonets to books. Independent, 99: 218-19, 231-32, August 16, 1919.

Reported by Donald Wilhelm from the Secretary of War's speech in New York. The educational work of the army in France.

1469. Gorell, Colonel. Education in the army. Empire review (London) 33: 173-77, June 1919.

A brief account of educational work in the British army during and since the great war.

1470. [Gray, George H.] Report of the American E. F. Art training center, Bellevue, Seine-et-Oise. March-June, 1919. 113p. plates. 4°.

Complete record of the methods pursued and the ends obtained in the art school for troops undertaken by the A. E. F.

1471. MacLenn, George E. British universities and American soldier-students. The Landmark, 1: 365-70, June 1919.

Shows how 775 officers and 1,151 enlisted men from the American expeditionary force were assigned as students to universities in the United Kingdom on or before March 24, 1919.

1472. Muttkowski, Richard A. American overseas university. America, 21: 410-11, July 26, 1919.

The organization and curriculum, students and faculty, and the general results.

1473. Price, S. E. What can be said of the further educating of the returning soldier? Kansas teacher, 9: 7-8, June-July 1919.

Speaks briefly of important lines that ought to be emphasized in the further education of soldiers.

1474. Riley, J. W. Observations of a schoolmaster with the A. E. F. in France. Wisconsin journal of education, 51: 157-60, June 1919.

Educational work with the illiterate soldiers in France.

1475. Shipley, A. E. American soldier-students at Cambridge. The Landmark, 1: 339-42, June 1919.

By the vice-chancellor of Cambridge university, who was in 1918 a member of the British educational mission to the United States. In this article, he tells about the 200 American soldier-students who matriculated last March in the various colleges of Cambridge, and the courses taken by them.

REEDUCATION OF WAR INVALIDS.

1476. Allen, Frederick J. Opportunities for the employment of handicapped men in the shoe industry. Prepared by the Bureau of vocational guidance, in cooperation with Red cross institute for crippled and disabled men, New York. New York city, The Red cross institute for crippled and disabled men [1919] 112 p. 8°. (Red cross institute for crippled and disabled men, New York. Publications. Ser. II, no. 8)

1477. Billings, Frank. Rehabilitation of the disabled. Journal of the American medical association, 72: 1505-13, May 24, 1919.

Vocational training of disabled soldiers, European and American methods described.

1478. **Harris, Garrard.** The redemption of the disabled; a study of programmes of rehabilitation for the disabled of war and of industry. New York, London, D. Appleton and company, 1919. 318 p. 8°. (Problems of war and of reconstruction.)
1479. **McMurtrie, Douglas C.** The influence of pension or compensation administration on the rehabilitation of disabled soldiers. [New York ? 1919] [11] p. 8°.
Reprint from American medicine. New series, vol. XIV, no. 6, pages 355-365, June 1919.
1480. ——— Returning the disabled to economic independence, some suggestions as to future policy. [Athens ? Pa. 1919] 12 p. 12°.
Reprinted from the Pennsylvania medical journal, May 1919, vol. XXII, p. 495.
1481. **Morris, Bert J. and Paull, Charles H.** Opportunities for handicapped men in the rubber industry. Prepared by the Bureau of vocational guidance in cooperation with Red cross institute for crippled and disabled men, New York. New York city, The Red cross institute for crippled and disabled men [1919] 125 p. 8°. (Red cross institute for crippled and disabled men, New York. Publications. Ser. II, no. 9)
1482. **Paull, Charles H.** Opportunities for handicapped men in the brush industry. Prepared by the Bureau of vocational guidance in cooperation with Red cross institute for crippled and disabled men, New York. New York city, The Red cross institute for crippled and disabled men [1919] 56 p. 8°. (Red cross institute for crippled and disabled men, New York. Publications. Ser. II, no. 7)

EDUCATION OF WOMEN.

1483. **Duncan, Jephtha B.** El aspecto social de la coeducacion. Panama, International publishing company, 1919. 22 p. 12°.
1484. **Les etudiantes francaises d'Amérique.** Revue de l'enseignement des langues vivantes, 36: 259-65, June 1919.
A collection of statements, by some of the young Frenchwomen studying in the United States regarding their recent experiences. The article is signed M. S.
1485. **Gildersleeve, Virginia Crocheron.** [Ordeal by fire] The commencement address. Smith alumnae quarterly, 10: 283-80, July 1919.
Commencement address at Smith college, 1919, on the test which the war brought to our women's colleges, the way we stood the test, and what we have learned from it.

NEGRO EDUCATION.

1486. **Favrot, Leo M.** Some problems in the education of the negro in the South and how we are trying to meet them in Louisiana. Baton Rouge, Ramirez-Jones printing co., 1919. 16p. 8°.
Address before the National association for the advancement of colored people, Cleveland, Ohio, June 25, 1919.
1487. **Ferguson, George Oscar, Jr.** The intelligence of negroes at Camp Lee, Virginia. School and society, 9: 721-26, June 14, 1919.
Gives the results of the mental tests given to the soldiers at Camp Lee. Says the "intelligence quotient" of the negroes was 77 per cent. of that of the whites.

1488. Hampton's semi-centennial. Southern workman (semi-centennial number) 48: 257-324, June 1919.

Account of the proceedings of the semi-centennial of Hampton normal and agricultural institute, Va., May 1-2, 1919. Speeches by J. H. Kirkland, M. Ashby Jones, R. R. Moton, W. D. Taft, etc. Contains fifty-first annual report of the institute by J. E. Gregg.

1489. Hill, Leslie O. The negro teacher in the aftermath of the war. Howard university record, 13: 112-17, March 1919.

The substance of an address delivered at Witherspoon Hall, Philadelphia, Pa., January 31, 1919, in the interest of the Cheyney training school for teachers.

1490. Jones, M. Ashby. Hampton's gift to the South. Southern workman (semi-centennial number) 48: 289-98, June 1919.

Education of the negro at Hampton normal and agricultural institute, Va.

1491. Leavell, B. H. What does the negro want? The answer of the Douglass public school. Outlook, 122: 604-606, August 20, 1919.

Tells of the work of the Douglass high school of Cincinnati and how it is meeting the needs of the negro.

1492. McKenzie, F. A. Negro health education. Fisk university news, 9: 26-31, June 1919.

Reprinted from the May issue of the Journal of the outdoor life.

A paper read before the Southern tuberculosis conference, Birmingham, Ala., January 23, 1919.

1493. Miller, Kelly. National responsibility for the education of the negro. Educational review, 58: 31-38, June 1919.

Discusses the inadequacy of provisions made for negro education. Advocates the higher education. Paper read before the Department of superintendence, March 1, 1918.

1494. Taft, William H. Hampton's gift to the nation. Southern workman (semi-centennial number) 48: 299-302, June 1919.

Work of Hampton institute, Va., in advancing the educational and moral progress of the negro in America.

EDUCATION OF DEAF.

1495. Andrews, ~~Christ~~ U. The Wright oral school. Volta review, 21: 207-300, 330-43, 450-61, April, May, June 1919.

Class-room methods described. Copiously illustrated.

1496. Bruhn, Martha E. Exercises on proper nouns. Volta review, 21: 487-95, July 1919.

Exercises on persons and places for lip-readers in schools for the deaf.

1497. Duff, Jesse. Gaining the speech habit. Volta review, 21: 479-83, July 1919.

Importance of aiding and inducing deaf children to use their speech at home and at all times. Duty of parents in this regard.

1498. Kinzie, Rose. The speech-reading club of Philadelphia. Volta review, 21: 463-74, July 1919.

Constructive work for the deaf. Describes the activities of the club. Illustrated with many halftone prints.

1499. Monroe, Sarah J. Phonetics and word-study. Volta review, 21: 390-93, May 1919.

Continued from April number. A plan for pronunciation and speech drill, third year's work.

1500. The speech statistics. *Volta review*, 21: 391-405, June 1919.

Shows the number of schools maintained for deaf children in the United States and Canada, the number of pupils in each, and how these pupils are taught, as reported by the heads of the respective schools.

EXCEPTIONAL CHILDREN.

1501. Green, John, jr. The need of special classes for children with defective sight. *Modern medicine*, 1: 257-62, July 1919.
1502. Macdowall, Margaret. Simple beginnings in the training of mentally defective children. London, Local government press co., 1919. 16 p. plates. 12°.
1503. Martin, Frederick. Stammering. *Quarterly journal of speech education*, 5: 287-93, May 1919.
- Dwells on the economic cost of stammering; methods of training and correction. Advocates a system of tongue gymnastics for the pupil in order "to develop the kinaesthetic imagery. These will make him conscious of the movements of his lingual muscles and develop a better, faster co-ordination."
1504. Sullivan, Joe F. The crippled child's rights. *Hospital school journal*, 7: 8, May-June 1919.
- The general plans of the educational work to be done in the Michigan hospital school, an idea of what worth-while, commonsense educational work for crippled children really means.
1505. Swift, Walter B. How to begin speech correction in the public schools. *Quarterly journal of speech education*, 5: 239-45, May 1919.
1506. Treadway, Walter L. and Lundberg, Emma O. Mental defect in a rural county, a medico-psychological and social study of mentally defective children in Sussex county, Delaware. Washington, Government printing office, 1919. 96 p. 8°. (Dependent, defective, and delinquent classes series no. 7. Bureau publication no. 48)

At head of title: U. S. Department of labor. Children's bureau. Julia C. Lathrop, chief.

EDUCATION EXTENSION.

1507. Gt. Brit. Ministry of reconstruction. Adult education committee. Third interim report of the adult education committee. Libraries and museums. London, H. M. Stationery office, 1919. 19 p. 4°. ([Parliament. Papers by command] ed. 9237)
1508. World association for adult education. The inauguration of the World association for adult education. London, The World association for adult education, 1919. 29 p. 8°. (Bulletin I)

It is the mission of the World association to bring into cooperation and mutual relationship the adult educational movements and institutions of the world. Communications should be addressed to the Joint secretaries, World association for adult education, 13, John street, Adelphi, London, W. C. 2.

LIBRARIES AND READING.

1500. Arnold, William Harris. The welfare of the bookstore. *Atlantic monthly*, 124: 192-99, August 1919.
1510. Babcocks, Helen B. Directory of high school librarians. *Library journal*, 44: 447-54, July 1919.

A list by states of librarians of public high schools in the United States.

1511. Fuenzalida, Alcides. The national library of Chile. Bulletin of the Pan American union, 48: 534-43, May 1919. illus.
English version of an article in La Información of Santiago, Chile.
1512. Hall, Mary E. The new high school library and its possibilities. Bulletin of high points in the work of the high schools of New York city, 1: 30-35, May 1919.
Typical features of the new high school library.
1513. Milne, James. The soldier as a reader. Fortnightly review, 105: 752-59, May 1919.
An attempt to discover and set down the psychology of the British soldier, old and new, as a reader of books.
1514. Noé, Adolf C. Our university libraries. School and society, 10: 70-72, July 19, 1919.
In conclusion the writer says that "Immediate practical service should not be the exclusive ideal of our university libraries, but a national service through scholarly production and a scientific treatment of broad bibliographical problems has an equal right of existence."
1515. Sierra educational news, vol. 15, no. 6, June 1919. (Library ~~news~~)
A symposium on the California library system.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1516. The adjustment of the teaching load in a university; by Leonard V. Koos. Washington, 1919. 63 p. (Bulletin, 1919, no. 15)
1517. The American spirit in education; by C. R. Mann. Washington, 1919. 63 p. (Bulletin, 1919, no. 30)
1518. The Army trade tests; by William T. Bawden. Washington, 1919. 28 p. (Industrial education circular no. 4, April 1919)
1519. The building problem of the schools of Memphis, Tenn. 54 p.
Advance sheets from Education bulletin, 1919, no. 50. Report on the public school system of Memphis, made under the direction of the Commissioner of Education.
1520. Education in Great Britain and Ireland; by L. L. Kandel. Washington, 1919. 138 p. (Bulletin, 1919, no. 9)
Advance sheets from the Biennial survey of education, 1916-1918.
1521. Education in Italy; by Walter A. Montgomery. Washington, 1919. 29 p. (Bulletin, 1919, no. 36)
Advance sheets from the Biennial survey of education, 1916-1918.
1522. Education in Switzerland, 1916-1918; by Peter H. Pearson. Washington, 1919. 26 p. (Bulletin, 1919, no. 38)
Advance sheets from the Biennial survey of education, 1916-1918.
1523. Educational hygiene; by Willard S. Small. Washington, 1919. 22 p. (Bulletin, 1919, no. 48)
Advance sheets from Biennial survey of education in the United States, 1916-1918.
1524. An educational study of Alabama. Washington, 1919. 522 p. plates. (Bulletin, 1919, no. 41)
1525. A half-time mill school by H. W. Foght. Washington, 1919. 23 p. illus. (Bulletin, 1919, no. 6)
1526. Increases in salaries of college teachers. Washington, 1919. 5 p. (Higher education circular no. 15, July 1919)

1527. Industrial art a national asset; by H. M. Kurtzworth. Washington, 1919. 31 p. (Industrial education circular no. 3, May 1919)
1528. Life of Henry Barnard, the first United States Commissioner of education, 1867-1870; by Bernard C. Steiner. Washington, 1919. 131p. (Bulletin, 1919, no. 8)
1529. List of references on the Junior high school. Prepared in the Library division, Bureau of Education. Washington, 1919. 15 p. (Library leaflet, no. 5, May 1919)
1530. List of references on vocational education. Prepared in the Library division, Bureau of Education. Washington, 1919. 16 p. (Library leaflet, no. 7, August 1919)
1531. Proceedings Americanization conference held under the auspices of the Americanization division, Bureau of education, Department of the interior, Washington, May 12, 13, 14, 15, 1919. Washington, 1919. 410p.
Contains: 1. P. P. Claxton: Education in Americanization, p. 26-31. 2. C. F. Towne: Best technical methods of teaching English to the foreign born, p. 31-41; Discussion, p. 41-49. 3. W. A. Wilton: The phonograph in Americanization, p. 50-55; Discussion, p. 57-60. 4. D. Richard: Use of the stereopticon, p. 60-67. 5. F. W. Thompson: Reorganization of the administration of our educational facilities for Americanization, p. 68-73; Discussion, p. 73-77. 6. S. H. Goldberger: Using the schoolhouses in Americanization, p. 77-84; Discussion, p. 86-89. 7. W. C. Smith: Training teachers for the Americanization problem, p. 108-14. 8. C. C. DeWitt: Industrial teachers, p. 114-19. 9. J. L. Mahoney: Training public-school teachers for the Americanization problem, p. 120-28. 10. Harriet P. Dow: Home classes for foreign-born women, p. 128-33. 11. W. M. Roberts: Promotion of education in industry, p. 144-50. 12. S. E. Weber: Promotion of education in the mines, p. 150-55. 13. P. A. Speck: Promotion of education in the agricultural sections, p. 155-64. 14. A. W. Coffin: Industrial recreation and Americanization, p. 193-200. 15. Securing interest of and cooperation with foreign-born people, generally; from the viewpoint of the native born, by Nathan Peyser, p. 214-21; from the viewpoint of the foreign-born, by Albert Mamatey, p. 221-29. 16. William McAndrew: The use of periodicals in training future citizens, p. 242-51. 17. R. F. Crist: The part of naturalization in Americanization, p. 251-59; Discussion, p. 259-66. 18. F. K. Lane: America's heritage, p. 293-99. 19. C. L. Bell: What the state and nation can do to help the community in Americanization, p. 335-43. 20. [The work of the Y. M. C. A., National Catholic war council, Council of Jewish women and similar organizations in Americanization], p. 350-406.
1532. The Rhodes scholarships. Announcements for the United States of America, 1919. Washington, 1919. 5p. (Higher education circular no. 16, July 1919)
1533. The rural teacher of Nebraska; by a committee from the graduate school of education, University of Nebraska. Washington, 1919. 67p. Illus. Bulletin, 1919, no. 20)
1534. School life, vol. 1, August-December, 1918. Index. Washington, 1919. 8p.
1535. Schools of Scandinavia, Finland, and Holland; by Peter H. Pearson. Washington, 1919. 71p. (Bulletin, 1919, no. 29)
Advance sheets from the Biennial survey of education, 1916-1918.
1536. Stories for young children. List prepared by the Literature committee of the International kindergarten union and the Library division, Bureau of education. Washington, 1919. 8p. (Library leaflet no. 6, July 1919)
1537. Summer health and play school. The open door to health for city children. Washington, 1919. 12p. (Health education no. 3)

1538. A survey of higher education, 1916-1918; by Samuel P. Capen and Walton C. John. Washington, 1919. 67p. (Bulletin, 1919, no. 22)
 Advance sheets from the Biennial survey of education in the United States, 1916-1918.
1539. Teaching health. "Make health habits automatic in youth." Washington, 1919. 16p. (Health education no. 4)
1540. Training little children. Suggestions for parents. Washington, 1919. 94p. (Bulletin, 1919, no. 39)

PERIODICALS REPRESENTED IN THIS ISSUE.

- Alumni bulletin of the University of Virginia, Charlottesville, Va.
 America, 59 East Eighty-third Street, New York, N. Y.
 American child, 105 East Twenty-second Street, New York, N. Y.
 American city, 93 Nassau Street, New York, N. Y.
 American education, 50 State Street, Albany, N. Y.
 American journal of nursing, 2419-2421 Greenmount Avenue, Baltimore, Md.
 American journal of sociology, University of Chicago press, Chicago, Ill.
 American magazine of art, 1741 New York Avenue, Washington, D. C.
 American physical education review, 93 Westford Avenue, Springfield, Mass.
 American review of reviews, 30 Irving place, New York, N. Y.
 American school, P. O. Box 134, Milwaukee, Wis.
 American school board journal, 354 Milwaukee Street, Milwaukee, Wis.
 American schoolmaster, State Normal School, Ypsilanti, Mich.
 American teacher, 225 Fifth Avenue, New York, N. Y.
 Asia, 627 Lexington Avenue, New York, N. Y.
 Atlantic monthly, 47 Mount Vernon Street, Boston, Mass.
 Boston medical and surgical journal, 126 Massachusetts Avenue, Boston, Mass.
 British journal of psychology, London, England.
 Bulletin of high points in the work of the high schools of New York City, 500 Park Avenue, New York, N. Y.
 Bulletin of the Board of education of the Methodist Episcopal Church, South, Nashville, Tenn.
 Bulletin of the Pan-American union, Washington, D. C.
 Bulletin of the Society for the promotion of engineering education, Lancaster, Pa.
 California blue bulletin, State department of education, Sacramento, Cal.
 Catholic educational association bulletin, 1651 East Main Street, Columbus, Ohio.
 Catholic educational review, Washington, D. C.
 Catholic school journal, 445 Milwaukee Street, Milwaukee, Wis.
 Catholic world, 120-122 West Sixtieth Street, New York, N. Y.
 Century magazine, 363 Fourth Avenue, New York, N. Y.
 Child, London, England.
 Child study, London, England.
 Child-welfare magazine, 227 South Sixth Street, Philadelphia, Pa.
 Classical journal, University of Chicago Press, Chicago, Ill.
 Colorado school journal, Denver, Colo.
 Coltura popolare, Milan, Italy.
 Continent, 509 South Wabash Avenue, Chicago, Ill.
 Dental cosmos, Twelfth and Chestnut Streets, Philadelphia, Pa.
 Dental items of interest, 180-184 Washington Place, New York, N. Y.
 Ecole du travail, Paris, France.
 Edinburgh review, Edinburgh, Scotland.

- Education, 120 Boylston Street, Boston, Mass.
 Éducation, Paris, France.
 Educational film magazine, 33 West Forty-second Street, New York, N. Y.
 Educational foundations, 31-33 East Twenty-seventh Street, New York, N. Y.
 Educational review, Columbia University, New York, N. Y.
 Educational standards, Charlestown, Mass.
 Elementary school journal, University of Chicago Press, Chicago, Ill.
 Empire review, London, England.
 English journal, University of Chicago Press, Chicago, Ill.
 English leaflet, Newtonville, Mass.
 Fisk university news, Nashville, Tenn.
 Fortnightly review, 240 West Thirteenth Street, New York, N. Y.
 Harper's magazine, Franklin Square, New York, N. Y.
 Harvard alumni bulletin, Boston, Mass.
 Hibbert journal, London, England, and 6 Beacon Street, Boston, Mass.
 High school journal, Chapel Hill, N. C.
 High school quarterly, Athens, Ga.
 Historical outlook, McKinley Publishing Company, Philadelphia, Pa.
 Hospital school journal, Detroit, Mich.
 Howard university record, Washington, D. C.
 Independent, 119 West Fortieth Street, New York, N. Y.
 Industrial-arts magazine, 120 Michigan Street, Milwaukee, Wis.
 Inter-mountain educator, Missoula, Mont.
 Iowa alumnus, Iowa City, Iowa.
 Johns Hopkins alumni magazine, Baltimore, Md.
 Journal of applied psychology, Clark University, Worcester, Mass.
 Journal of delinquency, Whittier State School, Whittier, Cal.
 Journal of education, 6 Beacon Street, Boston, Mass.
 Journal of education and school world, London, England.
 Journal of educational psychology, Warwick and York, Inc., Baltimore, Md.
 Journal of experimental pedagogy and training college record, London, England.
 Journal of home economics, 1211 Cathedral Street, Baltimore, Md.
 Journal of international relations, Clark University, Worcester, Mass.
 Journal of the American medical association, 535 Dearborn Street, Chicago, Ill.
 Journal of the Association of collegiate alumnae, University of Chicago Press, Chicago, Ill.
 Journal of the National education association, 1400 Massachusetts Avenue, Washington, D. C.
 Journal of the New York state teachers' association, 5 South Water Street, Rochester, N. Y.
 Kansas teacher, Topeka, Kans.
 Kindergarten and first grade, Springfield, Mass.
 Landmark, Lennox House, Howard Street, London, England.
 Library journal, 241 West Thirty-seventh Street, New York, N. Y.
 Light, La Crosse, Wis.
 Living age, 41 Mount Vernon Street, Boston, Mass.
 Manual training magazine, Manual Arts Press, Peoria, Ill.
 Mathematical gazette, London, England.
 Mathematics teacher, 41 North Queen Street, Lancaster, Pa.
 Mental hygiene, Concord, N. H.
 Michigan alumnus, Ann Arbor, Mich.
 Midland schools, Des Moines, Iowa.
 Mind and body, New Ulm, Minn.

- Missouri school journal, Jefferson City, Mo.
 Modern medicine, 58 East Washington Street, Chicago, Ill.
 Monthly bulletin, Cora L. Williams institute for creative education, Berkeley, Cal.
 Musical quarterly, 3 East Forty-third Street, New York, N. Y.
 Nation, 20 Vesey Street, New York, N. Y.
 National association of corporation schools bulletin, Irving Place and Fifteenth Street, New York, N. Y.
 National civic federation review, 1 Madison Avenue, New York, N. Y.
 National geographic magazine, Hubbard Memorial Hall, Washington, D. C.
 Nebraska teacher, Lincoln, Nebr.
 New republic, 421 West Twenty-first Street, New York, N. Y.
 Nineteenth century and after, 249 West Thirteenth Street, New York, N. Y.
 Nuova antologia, Rome, Italy.
 Ohio teacher, Columbus, Ohio.
 Outlook, 287 Fourth Avenue New York, N. Y.
 Parents' review, London, England.
 Pedagogical seminary, Clark University, Worcester, Mass.
 Pennsylvania medical journal, Athens, Pa.
 Pennsylvania school journal, Lancaster, Pa.
 Playground, 1 Madison Avenue, New York, N. Y.
 Popular educator, 50 Bromfield Street, Boston, Mass.
 Psychological bulletin, Princeton, N. J.
 Psychological clinic, Woodland Avenue and Thirty-sixth Street, Philadelphia, Pa.
 Psychological review, Princeton, N. J.
 Quarterly journal of speech education, Menasha, Wis.
 Quarterly journal of the University of North Dakota, University, N. Dak.
 Religious education, 1440 East Fifty-seventh Street, Chicago, Ill.
 Review, 140 Nassau Street, New York, N. Y.
 Revue de l'enseignement des langues vivantes, Paris, France.
 Revue internationale de l'enseignement, Paris, France.
 Revue pédagogique, Paris, France.
 Revue universitaire, Paris, France.
 Rivista pedagogica, Rome, Italy.
 School, 154 Fifth Avenue, New York, N. Y.
 School, Toronto, Canada.
 School and home, Atlanta, Ga.
 School and society, The Science Press, Garrison, N. Y.
 School bulletin, Syracuse, N. Y.
 School education, Minneapolis, Minn.
 School hygiene, London, England.
 School life, Bureau of Education, Washington, D. C.
 School music, Keokuk, Iowa.
 School review, University of Chicago Press, Chicago, Ill.
 School science and mathematics, Mount Morris, Ill.
 Science, The Science Press, Garrison, N. Y.
 Scientific monthly, The Science Press, Garrison, N. Y.
 Sierra educational news, San Francisco, Cal.
 Smith alumnae quarterly, 10 Depot Street, Concord, N. H.
 Southern workman, Hampton, Va.
 Stanford illustrated review, Stanford University, Cal.
 Surrey, 112 East Nineteenth Street, New York, N. Y.
 Teachers college record, Teachers College, Columbia University, New York, N. Y.

Teaching, Kansas State Normal School, Emporia, Kans.

Trained nurse and hospital review, 38-40 West Thirty-second Street, New York, N. Y.

Ungraded, 500 Park Avenue, New York, N. Y.

Unpartizan review, 19 West Forty-fourth Street, New York, N. Y.

Vocational summary, Federal Board for Vocational Education, Washington, D. C.

Volta review, Volta Bureau, Washington, D. C.

Wisconsin journal of education, Madison, Wis.

Yale alumni weekly, Yale Station, New Haven, Conn.

Yale review, Yale Station, New Haven, Conn.