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MONTHLY RECORD  
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 and biography—Current educational conditions—Educational theory and practice—Educational psychology: Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Normal training—Teachers' salaries and professional status—Higher education—Scientific research—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Summer camps and scouting education—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education: Home economics—Commercial education—Professional education—Civic education—Americanization of immigrants—Military training—Education of soldiers—Education of women—Negro education—Exceptional children—Libraries and reading—Bureau of Education: Recent publications—New periodicals.

### NOTE.

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

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

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

### PROCEEDINGS OF ASSOCIATIONS.

176. **American school citizenship league.** An eleven-year survey of the activities of the American school peace league for 1908 to 1919. Boston, 1919. 55p. 8°. (Mrs. Fannie Fern Andrews, secretary, 405 Marlborough street, Boston, Mass.)

Contains: 1. Fannie F. Andrews: "Education at the Peace conference, p. 7-10. 2. An eleven-year survey of the American school peace league from September, 1908 to July, 1919, p. 11-46.

177. **Pennsylvania. Educational congress, Harrisburg, November 17-22, 1919.** [Reports of committees of experts on 25 topics.] Pennsylvania school journal, 68: 233-47, December 1919.

The following are the topics covered: The training of teachers, higher education, educational measurements, music, health education, mental hygiene, Americanization, rural education, moral instruction, history and social science, general science, vocational education, agricultural education, home economics, school support, English, geography, high school mathematics, foreign languages, all-year school, thrift, art, the continuation school, high school administration, libraries.

## EDUCATIONAL HISTORY AND BIOGRAPHY.

178. **Carnegie endowment for international peace.** A manual of the public benefactions of Andrew Carnegie. Washington, 1919. 321p. plates. 8°.
179. **Dunn, Esther C.** Longfellow the teacher. *North American review*, 211: 259-65, February 1920.  
Says that Longfellow was a pioneer in the use of a truly modern method for teaching French to young American boys.
180. **Harden, Max.** German education before the war. *Living age*, 304: 216-18, January 24, 1920.  
Reprinted from *Die Zukunft*, September 27, 1919.
181. **Knight, Edgar W.** Reconstruction and education in South Carolina. *South Atlantic quarterly*, 19: 55-66, January 1920.  
Concluded from the preceding issue.
182. **Mumford, Alfred A.** The Manchester grammar school, 1515-1915; a regional study of the advancement of learning in Manchester since the reformation. London, New York [etc.] Longmans, Green, and co., 1919. xi, 563p. plates, 8°.  
Considers the way in which a collegiated ecclesiastical body established in the time of the Plantagenets; a grammar school founded "for godliness and good learning" in the time of the early Tudors; a town library established and well endowed during the Commonwealth; and a succession of Nonconformist academies, ultimately giving place to a provincial university in the latter half of the nineteenth century, have acted and reacted on each other, and aroused a zeal for truth, justice, and beauty in the community.
183. **Salmon, David.** The Lancasterian system in the United States. *Educational record* (London) 19: 562-74, November 1919.  
Historical and critical study of the subject.

## CURRENT EDUCATIONAL CONDITIONS.

## UNITED STATES.

184. **Blanton, Annie Webb.** Co-operation in improving and extending education in the common public school. *Texas outlook*, 4: 16-18, January 1920.  
An address of the State superintendent of public instruction of Texas before the Texas state teachers' association. Speaks of conditions in Texas regarding teachers' salaries and the teacher supply, the support of the schools, certification of teachers, etc.  
Also in *Texas school journal*, 37: 11-12, January 1920.
185. **Bradford, Mary O. C.** The crucial hour in American education. *Journal of education*, 91: 95-96, January 22, 1920.  
Briefly outlines some changes that are necessitated by present conditions to the end that American education may meet the needs of the reconstruction period.
186. **Call, Arthur Deerin.** The war has not destroyed. IV, Our zeal for self-culture. *Advocate of peace*, 82: 18-22, January 1920.
187. **Clark, Harry.** The present unrest. *High school journal*, 3: 42-46, February 1920.  
Shows the need of universal education in the present unrest.  
An address before the Northwestern Oklahoma educational association, 1919.
188. **Garber, John P.** Marks of progress in the Philadelphia public schools during and since the war. *Current education*, 24: 395-98, February 1920.  
Reprinted from the annual report of the superintendent of schools of Philadelphia, Pa.
189. **Jones, E. G.** The Cleveland school system. *American school board journal*, 60: 37-39, 103, February 1920.

190. **Root, Robert Kilburn.** Our youth as we would have them. Scribner's magazine, 67: 93-97, January 1920.

Some observations evoked by a consideration of the Schools and colleges advertising pages in a magazine.

191. **School life**, vol. 4, no. 1, January 1, 1920. Illus. (Alaska education number).

Contains: 1. Isabel A. Gilman: The teacher and the Alaska school service, p. 2-4. 2. The day's work at Cape Prince of Wales, p. 5-6. 3. Starting a school on St. Lawrence Island, p. 6-7, 16. 4. St. Lawrence Island: twenty years ago and now, p. 9-10. 5. William Hamilton: Development of Alaskan reindeer service, p. 11-12.

192. **Severance, Mrs. C. A.** Educating public opinion. School education, 39: 11-14, February 1920.

Speaks of the great need for crystallizing public attention on child welfare and public education. Says that child welfare activity is 100 years late and that the public schools are sacrificing everything to efficiency.

#### FOREIGN COUNTRIES.

193. **Education and art in Soviet Russia**, in the light of official decrees and documents with a foreword by Max Eastman. New York city, The Socialist publication society [1919] 63 [1]p. 12°.

194. **Gamble, Sydney D.** When students overthrew a government. Continent, 51: 133-34, January 29, 1920.

A detailed account of last year's remarkable student demonstrations in Peking by a man who was on the ground at the time. The demonstrations began May 17, when the students of Peking after a fortnight of threatening went on strike as a protest against the peace conference terms assigning to Japan former German rights in Shantung province. A secondary object of the demonstration was to protest effectively against retention by the Government of high officials known to be "pro-Japanese."

195. **Kenyon, Frederic G.** Education, secondary and university. A report of conferences between the council for humanistic studies and the conjoint board of scientific societies. London, J. Murray, 1919. 47p. 12°.

196. **Luzuriaga, Lorenzo.** El analfabetismo en España. Madrid, J. Cosano, 1919. 78p. tables, graphs. 8°. (Museo pedagógico nacional).

197. **La reforma universitaria**, en la universidad de Córdoba, en la universidad de Buenos Aires, año 1918. Buenos Aires, Talleres gráficos de la penitenciaría nacional, 1919. 704p. 8°.

198. **Tassy, Edme.** L'organisation de l'expansion intellectuelle en France. Grande revue (Paris) 23: 649-66, October 1919.

199. **Whitehouse, J. Howard, ed.** The English public school; a symposium. London, Grant Richards Ltd., 1919. 155p. 12°.

CONTENTS.—Introduction by the editor.—The indictment of the public school.—The truth about the public school, by Sir Sydney Olivier.—The public schools versus the day schools, by Prof. Oscar Browning.—The public schools and the older universities, by R. H. Tawney.—Public school religion, by Arthur Ponsonby.—Other criticisms and replies.—A reply, by the writer of the original article.—Bibliography.

200. **Williams, Garfield.** The report of the Calcutta university commission, 1917-1919. International review of missions, 9:49-59, January 1920.

A review and summary of this extensive report, which with the appendices comprises 13 large volumes. The work is an encyclopedia of Indian education with special reference to Bengal.

#### EDUCATIONAL THEORY AND PRACTICE.

201. **Association for the advancement of progressive education.** Significant advances in progressive education during the year 1919. In its Bulletin, no. 1, January 1920. 1818 N St. N. W., Washington, D. C. [8]p. 8°.

Describes some special types of progressive schools that are particularly interesting.

202. Cherrington, Frank B. Preparing for a career, not for a job. Bulletin of high points, 1: 12-16, December 1919.

Tells of the work of the High school of commerce of New York city, under the direction of Dr. Arthur M. Wolfson, and shows how the emphasis is laid constantly in all the courses on direct connection with the boy's present problems and the boy's future interests and usefulness.

203. Cobb, Stanwood. The friendly schoolmaster. Good housekeeping, 70: 58-59, 201, 202, 205, 206, 209, 210, February 1920.

The new type of school which adapts education to the individual, instead of adapting the individual to a mold formed by educators of the past. The progressive movement in education and some of the schools following this new type of education.

204. Dell, Floyd. Were you ever a child? New York, A. A. Knopf, 1919. 202 p. 12°.

This book attempts to show how the present school system became what it is, and why it is now in the throes of revolutionary change. It analyzes the current conceptions upon which the existing system is based, and shows why these conceptions are inadequate to sustain the burden which education is called upon by twentieth century civilization to bear. It centers attention upon the two things which constitute, in their juxtaposition, the essential problems of education—namely, the nature of modern life and the nature of the child. The author is a member of the advisory council of the Association for the advancement of progressive education.

205. Jewell, J. R. The education of the feelings. School and society, 11: 151-53, February 7, 1920.

The writer says that if we turn out of our school rooms children with high ideals, with worthy purposes and true standards of conduct, we may safely risk their acquiring useful knowledge and putting it later to a good purpose.

206. Munroe, James Phinney. The human factor in education. New York, The Macmillan company, 1920. xi, 317 p. 8°.

The theme of this book is that the crucial problems of the next quarter century depend for their solution upon the strength, the integrity, and the wise participation of every human factor in American life; and each of those human factors must be sanely educated for his particular responsibility in the common task.

207. Partridge, G. E. The psychology of nations; a contribution to the philosophy of history. New York, The Macmillan company, 1919. xii, 333 p. 8°.

The first part of this book is a study of the motives of war. The writer says that a study of war ought to help us to decide whether we must accept our future, with its possibility of wars, as a kind of fate, or whether we must now begin, with a new idea of conscious evolution, to apply our science and our philosophy and our practical wisdom seriously for the first time to the work of creating history. The second part of the book is a study of our present situation as an educational problem, in which we have for the first time a task of educating national consciousness as a whole, or the individuals of a nation with reference to a world-consciousness. The author holds there is a natural order of progress, but the good must be worked for, step by step.

208. Paton, Stewart. Education in war and peace. New York, Paul B. Hoeber, 1920. ix, 106 p. 12°.

CONTENTS.—1. Human behavior in war and peace.—2. War and education.—3. The psychiatric clinic and the community.

209. Shields, Thomas Edward. An educational ideal. Catholic educational review, 18: 65-75, February 1920.

210. Showerman, Grant. Liberal culture in action. Nation, 110: 134-36, January 31, 1920.

Applied culture won the war. But, according to the writer, if there had been no pure culture, no culture for culture's sake, no indulgence of men's natural desire to live a life above and beyond the mere business of existence, there would have been no culture to apply, and the spirit that brought success in the war would have been lacking.

211. Small, Almon W. Some structural material for the idea of democracy. American journal of sociology, 25: 405-44, January 1920.

Concluded from December number. Incidentally touches the subject of education.



## EDUCATIONAL PSYCHOLOGY: CHILD STUDY.

212. **Averill, Lawrence Augustus.** The war and the psychology of the child. Pedagogical seminary, 26: 356-64, December 1919.  
Enumerates many aspects of the war as seen through childish eyes.
213. **Burnham, William H.** The optimum humidity for mental work. Pedagogical seminary, 26: 313-29, December 1919.  
Bibliography: p. 329.
214. **Gilbreth, Frank B. and Gilbreth, Lillian M.** Fatigue study; the elimination of humanity's greatest unnecessary waste. A first step in motion study. 2d ed., rev. New York, The Macmillan company, 1919. 175 p., plates. 12°.
215. **McGeoch, John A.** The present status of psychology. Colorado Springs, Colo., 1919. 100p. 8°. (Colorado college publication. General series no. 103. Education and psychology series, vol. 1, no. 1, September 1919).  
Submitted in partial fulfillment of the requirement for the degree of master of arts, Colorado college, May 31, 1919.  
Reviews briefly the psychology of the past, shows the status of psychology at the present time in colleges and universities, and suggests a series of psychology tests modeled after the Alpha Army mental tests.
216. **Watson, John B.** The pre-kindergarten age—a laboratory study. Kindergarten and first grade, 5: 14-18, 68-72, 105-9, January, February, March 1920.  
Address given before the International kindergarten union, Baltimore, Md.

## EDUCATIONAL TESTS AND MEASUREMENTS.

217. **Courtis, S. A., and Packer, P. C.** Educational research. Journal of educational research, 1: 5-19, January 1920.  
The functions and scope of research in education and the organization of an ideal department of educational research in a large city school system.
218. **Dalman, Murray A.** Hurdles, a series of calibrated objective tests in first year algebra. Journal of educational research, 1: 47-62, January 1920.
219. **Douglass, H. R.** Some uses and limitations of the standard educational test. Educational administration and supervision, 5: 475-90, December 1919.
220. **Gray, William S.** Value of informal tests of reading accomplishment. Journal of educational research, 1: 103-11, February 1920.
221. **Hanmon, V. A. C.** Improvement in school subjects throughout the school year. Journal of educational research, 1: 81-95, February 1920.  
A study of improvement in school subjects throughout the year by means of standardized tests given at monthly intervals.
222. **Illinois. University. College of education. Bureau of educational research.** First annual report. Announcement, 1919-20. Urbana, Pub. by the University, 1919. 78p. 8°. (University of Illinois bulletin, vol. 17, no. 9, October 27, 1919).  
CONTENTS.—I. Organization.—II. Projects undertaken.—III. Proposed projects.—IV. The work of the library division.—V. Measuring the results of teaching for the purpose of improving instruction.—VI. Standardised tests for the elementary school.—VII. Standardised tests for high school subjects.—VIII. Mental tests.
223. **McCall, William A.** A new kind of school examination. Journal of educational research, 1: 33-46, January 1920.  
Suggestions for teachers in making use of the "True-False" test.
224. **Mead, Cyrus D.** The spelling ability of Plumas county pupils. Sacramento, California state printing office, 1919. 8p. 8°. (Supplement to California blue bulletin, December 1919).

225. **Monroe, Walter S.** Improvement of instruction through the use of educational tests. *Journal of educational research*, 1: 96-102, February 1920.
226. **Phillips, Frank McGinley.** Relation of initial ability to the extent of improvement in certain mathematical traits. *Pedagogical seminary*, 26: 330-55, December 1919.  
Bibliography: p. 355.  
Results of a study to determine whether initial ability in certain traits has any relation to the extent of improvement an individual may make after he has had a period of training and practice. Finds that initial ability is a factor in the extent of improvement an individual may make during a practice period.
227. **Ruml, Beardale.** The need for an examination of certain hypotheses in mental tests. *Journal of philosophy, psychology and scientific methods*, 17: 57-61, January 29, 1920.  
Says that many of the failures of mental tests can be traced to our present inadequate theoretical foundations.
228. **Shroy, John L.** The value of continuous expert efficiency evaluation in a school system. *Journal of education*, 91: 63-65, January 15, 1920.  
The work of an expert efficiency evaluation committee.
229. **Sylvester, R. H.** An intelligence survey of a typical town school. *Pedagogical seminary*, 26: 365-71, December 1919.  
Results of the mental survey of the children of Wapello, Iowa.
230. **Terman, Lewis M.** The use of intelligence tests in the grading of school children. *Journal of educational research*, 1: 30-32, January 1920.  
Says in conclusion that in the management of a school or a school system the principal and the superintendent will find intelligence tests an indispensable aid in the analysis of their problems.
231. **Thorndike, Edward L.** The new psychological tests: are they a substitute for content examinations? *Educational review*, 59: 97-104, February 1920.  
Says that an adequate psychological test is better, all things considered, than the customary content examinations—provided "an efficient inspection and rating of the candidate's secondary-school career is used also in both cases."
232. **Thurstone, L. L.** A scoring method for mental tests. *Psychological bulletin*, 16: 235-40, July 1919.
233. **Woody, Clifford.** Application of scientific method in evaluating the subject matter of spellers. *Journal of educational research*, 1: 119-28, February 1920.  
Results of a study made of five spellers.

## SPECIAL METHODS OF INSTRUCTION.

234. **Barnes, Walter.** Dramatization of literature: its use and its abuse. *Journal of education*, 91: 59-62, January 15, 1920.  
Says that the claims made for the schoolroom dramatization of literature are extravagant in the extreme.
235. **Clark, A. Bess.** The problem method in teaching English. *Education*, 40: 371-78, February 1920.
236. **Lacy, John V.** The relative value of motion pictures as an educational agency. An experimental study. *Teachers college record*, 20: 452-65, November 1919.  
Reports the methods and results of some experiments to determine the pedagogical and moral value of motion pictures. The experiments show that questions of fact, inference, or moral discrimination can be answered more adequately when the narrative material has been presented by a story-teller or as reading matter than when presented through the motion picture.
237. **McCloy, C. H.** The project method of teaching. *Physical training*, 17: 63-62, December 1919.
238. **Minor, Ruby.** Problem teaching: how to plan for it. *Journal of geography*, 19: 61-69, February 1920.  
Formulates a plan based upon an illustration drawn from experience, viz, a concrete case of the study on Japan. Gives references to books on Japan suitable for children.
239. **Stratton, Eleanor.** The project method of teaching oral composition. *High school journal*, 3: 35-38, February 1920.

## SPECIAL SUBJECTS OF CURRICULUM.

## LITERATURE.

240. Atkinson, John H. Literary study and practical thinking. Educational review, 59:123-36, February 1920.  
Says that for flexibility of mind there is scarcely anything better than a thoughtful study of great fiction.
241. McCaskey, J. P. Memory work in literature. Pennsylvania school journal, 68:269-74, December 1919.
242. Smith, Reed. Poetry in the high school. South Carolina education, 1:8-9, November; 9, 16-17, December 1919; 17-19, January 1920.  
In seven parts. Parts 1, 2, and 3. Other parts to follow.

## ENGLISH AND COMPOSITION.

243. Cadmore, Edith. The irreducible minimum in grammar. Journal of education and School world (London) 52:82-84, February 1920.  
Writer outlines his method of teaching grammar.
244. Cooke, John D. Community English. A means of motivation for oral and written composition. English journal, 9:20-34, January 1920.
245. Driggs, Howard R. Our living language; how to teach it and how to use it. Lincoln, Chicago [etc.] The University publishing company, 1920. x, 302 p. 12°.
246. Finch, Robert. How to teach English composition. Vol. 1. London, Evans brothers limited [1919]. 187 p. 12°.
247. Thomas, Joseph M. The inhibitory instincts. English journal, 9:1-12, January 1920.  
President's address before the National council of teachers of English, Boston, November 24, 1919.  
Inhibitions in English teaching.
248. Utter, Robert P. The case against grammar. Harper's magazine, 140:407-13, February 1920.

## MODERN LANGUAGES.

249. New York State modern language association. Eleventh annual meeting, Albany, November 25-26, 1919. Bulletin of the New York State modern language association, 6:1-21, January 1920.  
Contains extracts from an address by Dr. F. P. Claxton on "The new need for modern languages in our public schools," p. 13-15.
250. Stent, Edith C. The use of the dramatic instinct in the teaching of modern foreign languages. Modern languages (London), 1:49-51, December 1919.  
A paper read at the Teachers' guild in May 1919.

## ANCIENT CLASSICS.

251. Cooper, Lane. Things new and old. Classical weekly, 13:107-11, February 2, 1920.  
An address delivered at the meeting of the Classical section of the Association of colleges and preparatory schools of the middle states and Maryland, Princeton, November 30, 1918. Makes some proposals for improving instruction in the classics.
252. Van Loon, G. E. Why study Latin? Classical journal, 15:300-3, February 1920.  
Study based on questionnaire sent to a number of men of the class of 1893 at the University of Michigan. Benefits of the classics.
253. Vedder, John N. Education versus apprenticeship. Educational review, 59:113-22, February 1920.  
Criticizes the one-sided economic education of to-day; protests against the narrow specialization and neglect of culture. A plea for more idealism in education. Advocates the study of the classics.



## SOCIAL SUBJECTS.

254. Ohio history teachers' association. Sixth annual session. Columbus, November 14-15, 1919. Ohio history teachers' journal, no. 15: 99-116, November 1919.

Contains: 1. K. S. Latourette: The missionary factor in recent history, p. 102-109. 2. R. H. Erwine: The social utility of history, p. 110-12. 3. C. D. Washburn: Defects of college teaching from the high school teachers' viewpoint, p. 113-16.

255. Clark, E. M. The history curriculum since 1850. Historical outlook, 11: 58-68, 72, February 1920.

Considers particularly the course in European history in colleges and secondary schools.

256. Tuell, Harriet E. The study of nations; an experiment in social education. With chapters on China and Japan by Kenneth Scott Latourette. Boston, New York [etc.] Houghton Mifflin company [1919]. xvii, 190 p. 12°. Riverside educational monographs, ed. by H. Suzzallo.)

In view of the new international relations of the United States, it is necessary for the American people at large to gain a more intelligent and sympathetic understanding of foreign nations. This must be based upon a suitable training of the pupils in the schools. The above-named volume is devised as an aid to American school teachers who would begin to widen the civic horizons of their pupils. It is based on an experiment tried out in the Somerville, Mass., high school in the substitution of the "study of nations" for the usual course in modern history. The book recounts the method of approach and the fruits of experience, and has chapters on the principal European nations and on China and Japan, as well as on a "nation in the making"—the Philippine Islands.

## GEOGRAPHY.

257. Goode, J. Paul. A course in geography for the junior-senior high school. School and society, 11: 97-104, January 24, 1920.

Report of a committee to the earth science (geography) section of the Central association of science and mathematics teachers.

Pt. I. Principles of geography, as presented by Mary Dopp.—Pt. II. Economic geography, as presented by J. Paul Goode.—Pt. III. Commercial countries, as presented by Wellington D. Jones.

258. Ham, Barbara E. Humanized geography teaching. Popular educator, 37: 314-15, 352, February 1920.

Correlating geography with other subjects of the curriculum.

259. Knight, Ella B. Collecting and making use of local geography material. Elementary school journal, 20: 459-65, February 1920.

Study based on replies to a questionnaire sent out to local manufacturers of Omaha, Nebr.

260. Miller, George J. The National council of geography teachers. Journal of geography, 19: 69-74, February 1920.

A report presented at the St. Louis meeting of the Council by the secretary, showing the present organization of the Council and how it can help in the advancement of geography teaching.

261. Yeomans, Edward. Geography. Atlantic monthly, 125: 167-72, February 1920.

An exercise in imagination with reference to the geography teacher.

## SCIENCE.

262. Estabrooke, W. L. General chemistry and its relation to the distribution of students' supplies in the laboratory. Science, n. s. 51: 155-59, February 13, 1920.

Says that general chemistry is regarded as the most important and vital course in the department, according to a recent questionnaire sent to a large number of institutions. Recommends the Freas plan which gives the student on his first day all the apparatus and chemicals he will need for that course.

263. **Patten, William.** The message of the biologist. *Science*, n. s. 51: 93-102, January 30, 1920.
264. **Twiss, George B.** Organization of subject matter in science teaching. *Ohio educational monthly*, 69: 37-42, February 1920.

## MUSIC.

265. **Giddings, T. P.** Grade school music teaching, for superintendents, music supervisors, and grade teachers. New York. C. H. Congdon [1919] 257p. illus. 12°.
266. **Hayden, Philip C.** The Giddings public school piano classes—how they succeeded in the Keokuk schools. *School music*, 21: 5-10, January-February 1920.
267. **Scott, Frank A.** A study of applied music. *School review*, 28: 112-22, February 1920.  
Study made in June 1918 and 1919, in the senior and junior high schools of Belmont, Mass., to ascertain what proportion of the pupils had at some time studied music privately, how many had discontinued, the reasons for such discontinuance, how many would continue if school credits were given for the work, etc.

## SAFETY.

268. **Forster, H. W.** Fire protection for schools. *American city*, 22: 37-42, January 1920.  
Various common hazards in schools and methods of reducing them.
269. **Payne, E. George.** Education in accident prevention; a treatise showing how accident prevention may be made a part of regular school instruction without the addition of another subject to the curriculum. Chicago, New York, Lyons and Carnahan [1919] 158p., illus. 12°.
270. ———. Teaching safety in the public schools. *American city*, 22: 159-61, February 1920.  
Suggests the organization of schools for accident prevention. This is to be accomplished through committees of pupils who have the welfare of the school in hand.

## THRIFT.

271. **Manchester, O. L.** Thrift and its connection with public high school education. *School and home education*, 39: 123-24, February 1920.  
A synopsis of an address delivered to the High school section of the Illinois state teachers' association, Springfield, December 30, 1919.

## KINDERGARTEN AND PRIMARY SCHOOL.

272. **Almira M. Winchester.** Kindergarten and first grade, 5: 72-79, February 1920.  
Miss Winchester, who was kindergarten specialist in the U. S. Bureau of education, died at Washington, D. C., December 17, 1919. This article contains an appreciation of her work for the kindergartens by Julia Wade Abbot and Catharine R. Watkins.
273. **Loeb, Josephine.** An experiment in a public school kindergarten. *Kindergarten and first grade*, 5: 52-63, February 1920.  
Results of an experiment to ascertain just what kindergarten children would do with as little interference and as few suggestions from the teacher as possible. Shows the materials children choose voluntarily and the games they play if left to themselves.
274. **Woodward, Elizabeth A.** Americanization work of the kindergarten. *Kindergarten and first grade*, 5: 45-48, February 1920.  
The requirement of a common language.

## RURAL EDUCATION.

275. **Virginia. University.** Rural life conference, 1919. [Addresses made at the] Rural life conference, July 22-25, 1919. Charlottesville, Va., The University, 1919. 85 p. 8°. (University of Virginia record. Extension series. Vol. 5, no. 2, November 1919.)  
 Contains: 1. Edith A. Lathrop: Status of standardization in the rural schools of the United States, p. 6-15. 2. Edith A. Lathrop: Observations of ninety-six lessons in reading in rural schools, p. 16-23. 3. Edith A. Lathrop: How Harvey spent one day at Denney's corner, p. 24-34. 4. W. M. Forrest: The Bible and the high school, p. 40-43. 5. O. C. Neal: A discussion of the problem of rural teachers, at the University of Virginia summer school, p. 44-46. 6. J. C. Muerman: Our rural and village schools, p. 47-51. 7. J. R. Hutcheson: The need of community organization, p. 52-58. 8. C. F. Powilson: Child welfare in the rural community, p. 58-63. 9. J. A. C. Chandler: A national system of public education and its relation to better rural schools, p. 64-70. 10. Harry Clark: The rural church, p. 71-75. 11. H. E. Jackson: The practice of citizenship, p. 76-85.
276. **Averill, Lawrence A.** Revitalizing the rural school curriculum. *Education*, 40: 355-66, February 1920.  
 Discusses the teaching of reading and gives a suggested list of books for elementary schools. Second paper of series: to be continued.
277. **Black, William W.** Fitting our rural education to the needs of our democracy. *Educational issues*, 1: 37-39, February 1920.
278. **Foster, Frederick M.** What is the matter with the country schools again? *School and society*, 11: 170-73, February 7, 1920.  
 The influence of the patrons upon the public schools. Says that the patrons of our rural schools are greatly in need of education themselves and the sooner we can get them to realize certain facts, the quicker we can bring about the reforms we desire.
279. **Hamilton, Samuel.** The curriculum of the rural school. *Journal of education*, 91: 145-46, February 5, 1920.  
 The adjustment of the course of study to rural life.
280. How a splendid system of schools has been built up in Greene county. *Progressive teacher*, 26: 37-40, February 1920. illus.  
 Tells how Supt. Joel N. Pierce, of Greenville, Tenn., has, during the past few years, established a chain of high schools throughout Greene county, and erected more than three dozen modern consolidated schools, doubled the school tax, school term, and teachers' salaries.
281. **Lockhart, G. L.** The consolidated school. *National school building journal*, 2: 23-24, December 1919-January 1920.  
 Discusses the advantages of the consolidated schools: (1) Improved health of pupils, (2) Better teaching, (3) Improved attendance, (4) Organization and improved work, (5) High school advantages, (6) Community center advantages, (7) Costs.
282. *Midland schools*, vol. 34, no. 5, January 1920.  
 Contains: 1. G. S. Dick: The consolidated school, p. 138-40. 2. J. A. Woodruff: History and development of the consolidated school in Iowa, p. 140-41. 3. A. M. Deyoe: The solution of the rural and the small town school problem, p. 143-46.
283. **Stilwell, H. W.** Better high school advantages for the rural child. *Texas school journal*, 37: 8-10, January 1920.  
 Conditions in Texas.
284. **Yawberg, A. G.** Centralization and consolidation in Cuyahoga county, Ohio. *American school board journal*, 60: 40-42, 105, February 1920. illus.

## SECONDARY EDUCATION.

285. **Forbes, Charles H.** Democracy and private schools. *Phillips bulletin* (Andover, Mass.), 14: 27-31, January 1920.  
 A plea for the private endowed school. Discusses the criticism of private schools made by Professor Sharp in his article in the November number of the *Atlantic monthly* entitled "Patrons of democracy."

286. **Hand, William H.** High school manual for teachers. Revised and rewritten. 1918. Columbia, S. C., The State Company, printers, 1919. 116 p. 8°.
287. **Hubertson, Amanda Labarca.** La escuela secundaria en los Estados Unidos. Santiago (Chile), Soc. imp. i lit. Universo, 1919. 325 p. plates, charts. 12°.
288. **Jackson, George I.** A study of failures in the first semester of the ninth grade in 110 Michigan high schools. American school board journal, 60: 32-33, 115, February 1920.  
Results of an investigation made by the Research committee of the Michigan schoolmasters club during the first semester of the school year 1917-18.

## NORMAL TRAINING.

289. **Brown, H. A.** Practice teaching in the state normal school. Elementary school journal, 20: 449-58, February 1920.  
Presents a plan for supervised teaching.
290. **Cary, C. P.** The normal school product of Wisconsin. Wisconsin journal of education, 52: 39-45, February 1920.  
Gives the weaknesses of normal school graduates from the viewpoint of superintendents, principals, supervisors, and the students themselves, and concludes with some recommendations for improving the normal schools.
291. **Clement, J. H.** The specific preparation of teachers. School and home education, 39: 124-27, February 1920.  
The need among teachers of specific instruction as to the meaning of education.
292. **Foght, Harold W.** College course in state normal schools. School education, 39: 16-18, February 1920.  
Inaugural address of the president of the Northern normal and industrial school at Aberdeen, South Dakota, dealing with normal school standards and South Dakota's needs.  
This address is given in full in The Exponent for January 17, 1920, which is published by the Northern normal and industrial school at Aberdeen, S. Dak.
293. **Wiley, George M.** The necessity of a constructive programme for teacher training. Journal of the New York state teachers' association, 6: 266-72, January 1920.  
Speaks particularly of conditions in New York state. Thinks that two of the biggest problems that we must face immediately in our educational programme are the reorganization of the salary schedule of normal schools and a radical modification of the normal school curricula.

## TEACHERS' SALARIES AND PROFESSIONAL STATUS.

294. **Buck, Philo M., jr.** The unreconstructed professor. Review, 2: 154-55, February 14, 1920.
295. **Callaway, P. P.** What teachers must know and give publicity to in the present teacher crisis. Missouri school journal, 37: 51-56, February 1920.  
The need of a publicity campaign in order that the public may know the exact situation in regard to the teaching profession.
296. **Chancellor, William Estabrook.** The health of the teacher. Ohio teacher, 40: 223-27, January 1920.  
The health of teachers and some suggestions for keeping well.
297. **Gilbert, Frank B.** The teachers' salaries and the fixation thereof by school authorities. [Albany, State department of education, 1920.] 15p. 8°.  
Address before the Associated academic principals at Syracuse, N. Y., December 31, 1919.
298. **Heller, Otto.** The overpaid professor. School and society, 11: 121-25, January 31, 1920.  
The relative over-payment of the medical teacher and "the under-payment, both relative and grimly absolute, of pedagogic talent in all, or nearly all, other lines of educational effort."

299. Ireland, R. P. Shall we double our efficiency or diminish it? American school board journal, 60: 27-28, February 1920.  
After discussing the subject of teacher shortage and teachers' salaries the writer says that a most serious problem that comes before school authorities now is how experienced teachers now in service shall be treated.
300. McConnell, J. M. The state board of education; its relation to state institutions for the professional training of teachers. School education, 39: 14-16, January 1920.  
Some of the problems of teacher training in Minnesota.
301. Magnus, Philip. The teachers' pension act. Fortnightly review, n. s., 107: 127-35, January 1920.  
Teachers' pensions in England, and provisions of the School teachers' superannuation act of 1913.
302. Pearson, F. B. Teacher recruiting. Ohio educational monthly, 69: 27-31, January 1920.  
Shows the need for idealizing the profession of teaching.
303. The perplexities of a professor; by himself. Century, 99: 404-8, January 1920.
304. Pettijohn, J. J. Shall teachers unionize? Educational issues, 1: 116-19, January 1920.  
The writer believes that it will be unfortunate for the schools and thereby for the country if teachers are forced to affiliate with organized labor or any other group-conscious organizations.
305. Pittsburgh teachers association, Pittsburgh, Pa. Salary campaign. Posterity's plea. S-O-S. Save our schools. Pittsburgh, Pittsburgh teachers association, 1920. 24 p. 8°. (Pittsburgh school bulletin. Extra edition.)
306. Rich, Frank M. Reconstruction in administrative policy. American school board journal, 60: 30, February 1920.  
Discusses the question of shortage of teachers. Is in favor of married women teaching, a federal employment bureau for teachers, and the scientific testing of candidates for teaching similar to the testing done in the Army. Says that if teachers are chosen scientifically, paid fairly and treated with appreciation, we shall probably not have much reason to find fault.
307. Skaggs, E. B. Is grade teaching a profession? Educational review, 59: 105-12, February 1920.  
A plea for better trained teachers in the grade schools. Says that the most difficult teaching position in our whole educative system is in the grades "and yet anybody can teach in the grades." Deplores the lack of men teachers in grade schools.
308. Smart, Thomas J. A program to meet the immediate shortage of rural teachers. American journal of sociology, 25: 456-68, January 1920.  
Says that the federal government should provide the leadership needed in organization, operation, and supervision of the training. Outlines a course of study and schoolroom practice.
309. Sprowls, J. W. On the bankruptcy of the teaching profession. School and society, 11: 156-60, February 7, 1920.  
Deals with the teaching profession, reasons why it is chosen as an occupation, the moving of teachers from one school to another, and raising the standards of scholarship and training now required for admission to the profession.
310. Studensky, Paul. Teachers' pension systems in the United States; a critical and descriptive study. New York, London, D. Appleton and company, 1920. xx, 460 p. 8°. (The Institute for government research. Studies in administration.)  
Bibliography p. 441-54.
311. Witsoe, John A. The schools and national security. Utah educational review, 13: 179-82, January 1920.  
President's address before the Utah educational association, December 22, 1919.  
Says teaching must be made a profession with more efficient teaching and better salaries and that the teachers must establish with the hearts of the children a love for the use of truth for the upholding and developing of our democracy.



312. **Wilbur, Ray Lyman.** Remunerative extra university activities. School and society, 11:91-97, January 24, 1920.

An address delivered before the Association of American universities at their twenty-first annual conference held at Columbus, Ohio, November 7, 1919.

Discusses the following remunerative activities of university professors: expert testimony in court or elsewhere, work in the field or factory, outside work brought to the laboratory, practice of law, private practice of medicine, private consultation in engineering, and studies in municipal research, school administration, etc.

313. **Wright, Henry Parks.** The young man and teaching. New York, The Macmillan company, 1920. xiv, 211 p. 12°. (Vocational series, ed. by E. H. Sneath.)

Contains practical counsel for young men contemplating the profession of teaching as a life work. The suggestions regarding teaching in college and the matter of discipline are especially helpful.

#### HIGHER EDUCATION.

314. **Baebenroth, A. C.** Freshman orientation. Engineering education, 10:124-32, December 1919.

Bringing freshmen in touch with college ideals by means of lectures to the students on the various branches of learning.

315. **Corson, David B.** The claims of the new type junior college. Education, 40:327-39, February 1920.

Says that "the consideration of the junior college forces the conclusion that the high school will be extended and that its possibilities of service in the cause of democracy are very great." Briefly records the history of the junior college.

316. **Cross, Cleveland B.** The purpose of alumni organization. Oberlin alumni magazine, 16:100-103, February 1920.

317. **Guth, William W.** The post-war curriculum. School and society, 11:186-88, February 14, 1920.

The post-war curriculum for universities and colleges.

318. **Hibben, John Grier.** Save the preceptorial system. Princeton alumni weekly, 20:353-55, January 21, 1920.

Princeton's unique teaching method endangered by lack of funds. Extracts from President Hibben's annual report.

319. **McMurray, Orrin K.** University organization. University of California chronicle, 22:22-32, January 1920.

320. **Nelson, C. Ferdinand.** Problems of democracy in university administration. Graduate magazine (University of Kansas), 18:89-93, January 1920.

The democratic administration of universities in terms of the faculty.

321. **Prentiss, Henning W.** The University of Cincinnati; a municipal university. [n.p., 1919] 15p. plates. 8°.

322. **Sims, William S.** American college boys and subchasers. World's work, 39:352-70, February 1920.

Work of college boys in the navy during the world war.

#### SCIENTIFIC RESEARCH.

323. **Hale, George Ellery.** Cooperation in research. Science, n. s. 51:149-55, February 13, 1920.

Address given before the Royal Canadian Institute, Toronto, April 9, 1919.

#### SCHOOL ADMINISTRATION.

324. **Bruce, Andrew A.** State socialism and the school land grants. Harvard law review, 33:401-19, January 1920.

Says that the danger to these grants lies in the temptation to invest recklessly in the securities of state and municipal owned industries, many of which are doomed to failure.

325. **Pinegan, Thomas E.** A text book on New York school law including the revised education law, the decisions of courts and the ruling and decisions of state superintendents and the commissioner of education. Prepared for the use of city and school district officers, normal schools, training classes, teachers. 13th ed., rev. to Jan. 1, 1920. Albany, N. Y., M. Bender & company, inc., 1919. 341p. 8°.
326. **Ficks, Gertrude.** Do school statistics speak? *American child*, 1: 211-16, November 1919.  
The importance of having accurate enrollment and attendance statistics.
327. **Hackney, E. L.** A board of regents of education to unify and correlate the whole school system. *Kansas teacher*, 10: 7-10, February 1920.  
Suggestions for the unification of educational work in Kansas.
328. **Hutsinpillar, Jessie.** Vocational guidance and scholarships. *School and society*, 11: 125-39, January 31, 1920.  
Advocates a law for the maintenance of scholarships for promising children in order that they may continue their education.
329. **Jernegan, Marcus W.** Compulsory education in the Southern colonies. *School review*, 28: 127-42, February 1920.  
Discusses the question of the enforcement of the laws in Virginia. Second paper on compulsory education.
330. **Knapp, T. J.** Practicing democracy in school administration. *Educational administration and supervision*, 5: 463-74, December 1919.
331. **Magill, Hugh B.** The Smith-Towner educational bill. *Educational issues*, 1: 35-38, February 1920.
332. **Martin, A. S.** A National department of education. *American school board journal*, 60: 44-45, February 1920.  
The dangers and shortcomings of the proposed federal aid to education as provided in the Smith-Towner bill.
333. **Myers, C. E.** A type of organization favoring democracy in education. *Educational administration and supervision*, 5: 491-97, December 1919.  
Gives the constitution of the education association of the city of X, organized upon the suggestion of the Board of education, in order to harmonize the relations between the workers and the controlling forces.
334. **Wood, Will C.** Professional relationships of the city superintendent. *Sierra educational news*, 16: 17-19, January 1920.  
Address before the Municipal league, Los Angeles, October 27, 1919.

## SCHOOL MANAGEMENT.

335. **Bobbitt, Franklin.** Mistakes often made by principals. *Elementary school journal*, 20: 419-34, February 1920.  
Second paper of series. Discusses insufficient amount of time given to the work of inspection; partiality in the treatment of teachers, pupils, or parents; attempting innovations of important character without having previously made sufficient preparation for them, etc.
336. **Kocs, Leonard V.** The plan of organization of the Green lake elementary school. *Elementary school journal*, 20: 435-48, February 1920.  
Description of the plan of organization of an eight-year elementary school, Seattle, Wash.
337. **Wagner, Charles A.** Dividing the responsibility in supervision of instruction. *American school board journal*, 60: 43, February 1920.  
The supervision of teaching by the principals.
338. —. Supervision of instruction. *Educational review*, 59: 137-41, February 1920.  
Says that if careful plans are made for the daily work, for recitation and for seat, and if the plans are faithfully followed out, the teacher has forestalled all faultfinding.

## SCHOOL ARCHITECTURE.

339. **Hallett, E. S.** Air conditioning in school buildings. National school building journal, 1: 5-7, 19, November 1919; 2: 26-28, December 1919-January 1920.  
Paper read by the chief engineer of the Board of education, St. Louis, before the National association of school building officials in convention at Rochester, N. Y., November 13, 1919.
340. **Milligan, R. M.** The public school janitor and janitorial service. National school building journal, 2: 15-17, December 1919-January 1920.  
Paper read before the annual meeting of the National association of school building officials at Rochester, N. Y., November 13, 1919.

## SCHOOL HYGIENE AND SANITATION.

341. **Cooper, Ruth D.** School medical inspection in Illinois. School and home education, 39: 133-35, February 1920.
342. **Hathaway, Winifred.** Manual for conservation of vision classes; a manual to assist in the establishing and conduct of classes for conservation of vision. New York [National committee for the prevention of blindness, inc., 1919]. 108p., front., illus. 8°. (On cover: National committee for the prevention of blindness publications, no. 18.)
343. **Kerr, James.** Tuberculosis and schools. Child (London) 10: 145-50, January 1920.  
Discusses tuberculosis in schools of England: its extent, its incidence, and its school treatment.
344. **Love, James K.** Diseases of the ear in school children; an essay on the prevention of deafness. Bristol, J. Wright and sons, ltd. [etc., etc.] 1919. 94 p. 12°.
345. **Rapeer, Louis W.** Rural health vs. city health. American school board journal, 60: 35-36, 115, February 1920.  
Gives the advantages of city and country from a health point of view. In conclusion, the writer says that, contrary to usual opinion, health conditions in the country are in general about as bad or worse than in our cities.
346. **A school sanitary survey.** Public health nurse, 12: 52-55, January 1920.  
Sanitary survey undertaken in the Kewaunee County (Wis.) public schools. Gives statistics and list of health charts.

## PHYSICAL TRAINING.

347. **Browne, Thomas J.** Making future fighters fit. High school journal, 3: 39-42, February 1920.  
The physical defects of high school pupils and some suggestions for their remedy.
348. ———. Physical education. Chapel Hill, N. C., Pub. by the University, 1919. 5 p. 8°. (University of North Carolina. Extension leaflets, vol. 3, no. 4, December 1919.)  
The problem of better physical development for children and adults in North Carolina.
349. **Elmore, Emily Warren.** Why many girls dislike physical training. Mind and body, 26: 394-97, February 1920.  
Gives some suggestions for making gymnastics more attractive.
350. **Great Britain. Board of education.** Syllabus of physical training for schools, 1919. London, H. M. Stationery office, 1919. 229 p. 12°.
351. **Holmes, P. K.** Is physical education worthy of academic credits. School and society, 11: 160-64, February 7, 1920.  
In favor of giving credit for work in the gymnasium.
352. **Stecher, William A.** Essentials of physical education in city schools. American physical education review, 25: 8-10, January 1920.  
Address before the Educational congress of the Pennsylvania state department of public instruction, Harrisburg, Pa., November 19, 1919.  
I. The aim.—II. Fundamentals for sound physical health.—III. Space and equipment.—IV. The administration of physical education work.

## SUMMER CAMPS AND SCOUTING EDUCATION.

353. **Hamilton, A. E.** Summer camp as education for leisure. *Pedagogical seminary*, 26: 372-90, December 1919.  
The contribution of the summer camp for boys in the molding of character.
354. **Russell, James E.** Scouting education. *Journal of education*, 91: 87-89, January 22, 1920.
355. **Snedden, David.** The special objectives of scouting for girls. *School and society*, 11: 181-86, February 14, 1920.  
Notes of an address given before the sixth National convention of girl scouts, Philadelphia, January 16, 1920.

## SOCIAL ASPECTS OF EDUCATION.

356. **Clow, Frederick R.** Principles of sociology with educational applications. New York, The Macmillan company, 1920. xiv, 436 p. 12°. (Brief course series in education, ed. by Paul Monroe)
357. **Gilbert, I. B.** Social organization of the Grand Rapids union high school. *Moderator-topics*, 40: 324-25, February 5, 1920.  
I. Student council.—II. Class organizations.—III. Club organizations.—IV. Athletic sports.—V. School parties.—VI. School finances.—VII. The unionite.—VIII. School honors.—IX. Scholarship funds.—X. Parent-teacher association.
358. **Hewitt, Charles C.** Education for brotherhood. *Journal of education*, 91: 123, 133, January 29, 1920.  
Developing the feeling of brotherhood through the different subjects of the curriculum.
359. **O'Shea, M. V.** Fathers as companions of their children. *Social progress*, 4: 453-55, February 1920.  
The writer says that the American father is not a good fellow with his children. The relations between most fathers and sons concern finances and discipline almost wholly. A plea that the father play a more intimate role in the life of his children.
360. **Preston, Josephine Corliss.** Community centers. *American school*, 6: 12-13, January 1920.  
Community center activities in the State of Washington.
361. **Stoops, R. O.** The Joliet, Illinois, plan of community physical training and recreation. *School and home education*, 39: 127-30, February 1920.
362. **Taylor, Carl C.** The social survey, its history and methods. Columbia, Mo., University of Missouri, 1919. 91 p. 8°. (The University of Missouri bulletin, vol. 20, no. 28. Social science ser. 3)  
"Bibliography": p. 84, 88.
363. *Teaching*, vol. 4, no. 9, December 1919. (The parent-teacher association)  
Contains: 1. Mrs. J. K. Coddington: The National congress of mothers and parent-teacher associations, p. 6-8. 2. Mrs. A. C. Neighbors: Parent-teacher association of the Kansas state normal, p. 9-10. 3. H. M. Culter: How to organize a parent-teacher association, p. 10-12. 4. Hazel K. Stiebeling: Physical care and health, p. 12-14. 5. C. R. Phipps: The home project, p. 14-15. 6. M. L. Smith: Visual education, p. 16-17. 7. J. C. DeVos: Suggestions for parent-teacher association, p. 17-19. 8. H. D. McChesney: Play and recreation, p. 19-20. 9. Pelagius Williams: Local history, p. 20-22. 10. W. H. Carothers: Competent democracy through education, p. 24-30.

## CHILD WELFARE.

364. **Weeks, Mary H.** The kind of cooperation which the National congress of mothers and parent-teacher associations offers for child welfare. *Child-welfare magazine*, 14: 139-41, January 1920.  
Discusses the value of the congress as a medium for big child welfare activities.
365. **Wolfson, Theresa.** People who go to beets. *American child*, 1: 217-39, November 1919. illus.  
A study of migratory labor in the Michigan sugar-beet fields showing the effect of migration upon the school attendance and education of the children.

## MORAL EDUCATION.

366. **Farr, Elsie W.** Character building the need. Opportunity for the teachers. School, 31: 201-202, January 22, 1920.  
Thinks the two greatest needs of American citizens today is self control and the desire to serve their fellow men. Shows how instruction in character building can be started in the kindergarten and continued throughout school life.
367. The possibilities of ethical instruction through literature. English leaflet, 20: 1-9, January 1920.

## RELIGIOUS EDUCATION.

368. **Graves, Frank Pierrepont.** What did Jesus teach? An examination of the educational material and method of the Master. New York, The Macmillan company, 1919. xi, 195 p. 12°.  
A series of studies originally prepared for a normal-training class for leaders of groups of University of Pennsylvania students engaged in a discussion of the life of Christ during the Lenten season. The book includes full lists for supplementary reading.

## MANUAL AND VOCATIONAL TRAINING.

369. **Aldrich Fred C.** Operating a school foundry. Manual training magazine, 21: 203-206, February, 1920. Illus.
370. **Bach, Richard P.** Industrial art; a part of America's reconstruction job. General federation magazine, 19: 15-16, January 1920.  
Tells of our great need of schools for designers. Says, "To hesitate to train designers to turn out the best for the American markets is to waste material, effort, money and the precious time we have lost in depending upon Europe so long."
371. **Donnelly, F. P.** The injustice and futility of vocational training. America, 22: 357-58, February 7, 1920.  
The injustice to the elementary schools and the injustice to the trades.
372. **Elliff, J. D.** The philosophy of vocational education. High school quarterly, 8: 77-82, January 1920.
373. **MacDonald, D. J.** Fostering self-directive ability in pupils. Industrial-arts magazine, 9: 46-50, February 1920.  
Shop work and suggestions for fostering in the pupils the disposition and ability to proceed with the work unassisted.
374. **Nichols, Henry W.** Some of the opportunities open to the textile school. Prepared for the meeting of the Textile section of the American society of mechanical engineers, held in New York, December 4, 1919. Boston, Wright & Potter printing co., State printers, 1919. 11 p. 8°.

## VOCATIONAL GUIDANCE.

375. **Barton, George E.** Teaching the sick; a manual of occupational therapy and re-education. Philadelphia and London, W. B. Saunders company, 1919. 163p. front. 12°.
376. **Kitson, Harry D.** Vocational guidance and the theory of probability. School review, 28: 143-50, February 1920.  
Says that quantitative statements in vocational guidance must be couched in terms of probability. Only thus can a scientific mode of procedure be developed.
377. **Pattison, H. A.** Occupational therapy and vocational guidance for the tuberculous. Modern medicine, 2: 10-17, January 1920. illus.  
Read before the National society for the promotion of occupational therapy, at Hull House, Chicago, September 8, 1919.
378. **Reil, Minnie.** Vocational guidance. A central bureau for New York city. Bulletin of high points, 1: 3-12, December 1919.  
Says that in order to unify the vocational guidance work in New York city and to prevent waste and inefficiency, a central bureau is necessary. Gives the special aims of the central bureau and the aims of vocational counselor in each school.



379. Sanford, C. M. Vocational guidance. School news and practical educator, 33: 305-307, February 1920.  
Shows the necessity of our schools rendering the best possible service in guiding our young people vocationally, so that in choosing their vocations they may be guided by the right motives.

#### AGRICULTURAL EDUCATION: HOME ECONOMICS.

380. Johnston, Ross B. Rural clubs for boys and girls. Survey, 43: 457-58, January 24, 1920.  
Discusses the work of the government agricultural clubs.
381. Snedden, David. Vocational homemaking education: some problems and proposals. New York city. Teachers college, Columbia university [1919]. 36 p. 8°. (On cover: Teachers college bulletin, 11th ser., no. 1. September 1919)  
Also in Teachers college record, 20: 407-40, November 1919.
382. Vermilye, Elizabeth. The training of children as a part of laboratory work in home management. Journal of home economics, 12: 28-34, January 1920.  
Discusses the project undertaken at the University of Minnesota in the spring and summer quarters of 1918-19.
383. Winslow, Emma A. An experiment in socializing home economics education. Journal of home economics, 12: 26-28, January 1920.  
Discusses the question of bringing home economics students into closer touch with real life problems. Study based on an investigation by the Committee on home economics of the New York charity organization society, in the summer of 1919.

#### COMMERCIAL EDUCATION.

384. Lyon, Leverett S. A survey of commercial education in the public high schools of the United States. Chicago, Ill., The University of Chicago [1919]. ix, 60 p. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, vol. II, no. 5, September 1919, whole no. 12.)
385. McCrea, Roswell C. Commercial training for the consular service. Columbia university quarterly, 21: 273-83, October 1919.

#### PROFESSIONAL EDUCATION.

386. Boardman, H. P. Engineering education. Engineering education, 10: 133-39, December 1919.  
Discusses the report on engineering education by Prof. Charles R. Mann.
387. Dock, George. The social trend in medicine. Journal of the American medical association, 74: 293-97, January 31, 1920.  
Effects of the war on institutions of learning; problems confronting physicians. Trades unions and medicine, etc.
388. Foote, John. The teaching of materia medica to nurses. Trained nurse and hospital review, 64: 109-11, 205-7 February, March 1920.  
Outlines course in materia medica.
389. Hare, Hobart A. The teaching of therapeutics. Journal of the American medical association, 74: 378-80, February 7, 1920.  
Emphasizes the lack of training in pharmacy of embryo practitioners. Need for the teaching of practical therapeutics.
390. Higbee, F. G. College shop instruction. Engineering education, 10: 169-74, January 1920.  
Says that the purpose, function, and operation of the college shop should be established on "a basis designed to provide a broad training in the business of manufacturing, to teach the why rather than the how of shop production, and to afford the opportunity of acquiring this training and experience in a laboratory of shop training conducted on a commercial basis."
391. Borty, James. What publicity might do to remedy the shortage of student nurses. American journal of nursing, 20: 388-94, February 1920.

392. Schill, Anna M. Present day problems in hospital training schools. Trained nurse and hospital review, 64 : 123-26, February 1920.  
Says that one of the most perplexing problems at the present time is the shortage of candidates for the training school who can meet the educational requirements demanded in Michigan.
393. Stockard, Charles R. The laboratory professor and the medical sciences in the United States. Journal of the American medical association, 74 : 229-35, January 24, 1920.  
Gives the proportion of scientifically trained men in the faculties. Discusses the difficulties of attracting the medical graduate into the laboratory subjects.
394. Turner, Charles R. Seventy-five years of dental education and legislation in the United States. Dental cosmos, 62 : 56-64, January 1920.
395. Young, L. E. Business training in mining and metallurgical curricula. Engineering education, 10 : 152-68, January 1920.  
Shows the necessity of mining courses with economic aspects. Answers the objections made to economics as a required subject in mining courses.

## CIVIC EDUCATION.

396. American historical association. Committee on history and education for citizenship. Report of the secretary and papers read at the Conference on the Report of the Committee on history and education for citizenship in the schools, Cleveland, December 29, 1919. Historical outlook, 11 : 73-83, February 1920.  
Reported by Daniel C. Knowlton.  
Contains: 1. M. L. Bonham: Application to conditions in the South, p. 75-76. 2. F. S. Bogardus: The new course of study and the teachers' training schools, p. 76-79. 3. C. A. Coulomb: The proposed course of study for elementary schools, p. 81, 83.
397. Bond, Beverley W., jr. Technical education and citizenship. School and society, 11:271-76, March 6, 1920.
398. Brooks, Eugene C. Education for democracy; ed. by Lyman P. Powell. Chicago, New York, Rand McNally & company [1919] viii, 263 p. 12°.
399. Hagedorn, Hermann. You are the hope of the world; an appeal to the girls and boys of America. New and rev. ed. New York, The Macmillan company, 1920. 108 p. 16°.
400. Rhee, Rush. The teacher and the national life. Journal of the New York state teachers' association, 6 : 272-74, January 1920.  
Says our task is to awaken in the children loyalty to American ideals, through right understanding of our history and of what democracy means.
401. Smith, Payson. Education and citizenship. Simmons college review, 2 : 79-81, January 1920.  
An abridged transcript of an address before the College at the Founder's day convocation, October 28, 1919.  
Says education must produce in our citizenship the qualities of intelligence, obedience, and individual responsibility. It must show the necessity of work and the need for cooperative effort.
402. Thomason, Calvin C. Applied patriotism. Teaching citizenship through social problems. Survey, 43 : 532-34, February 7, 1920.  
An experiment made in the James John high school of Portland, Oreg.

## AMERICANIZATION OF IMMIGRANTS.

403. Ale, Ada G. Teaching the foreign-born. English journal, 9 : 13-19, January 1920.  
The principal of the Washington evening school, Trenton, New Jersey, tells of her experiences in teaching English and citizenship to foreigners.
404. Americanism and Americanization. School education, 39 : 8-10, January 1920.  
A symposium of significant statements of definition written for School education by national leaders of thought and action. Includes statements by F. P. Claxton, Governor Lowden, Marion L. Burton, and others.

405. **Davis, Philip, ed.** Immigration and Americanization; selected readings, compiled and edited by Philip Davis, assisted by Bertha Schwartz. Boston, New York [etc.] Ginn and company [1920]. xii, 77 p. 8°.

This book aims to cover the field of immigration and Americanization from every possible point of view, subject to the limits of a single volume. It is particularly designed to meet the needs of high schools, colleges, universities, and chautauquas. The selections from prominent writers comprised in the volume are grouped under the following headings: History, causes, and characteristics of immigration; The new immigration; Effects of immigration; Immigration legislation. Americanization: Policies and programs; Distribution; Education; Naturalization and citizenship; Americanism. The concluding features are an appendix and a bibliography.

406. **National Americanization conference**, Washington, D. C. Methods of teaching English to foreign born. Salient points made by committee appointed at National conference. Americanization. 2: 1, 13, October 1, 1919.

#### MILITARY TRAINING.

407. **Kelly, F. J.** Lessons from the S. A. T. C. Kansas teacher, 10: 10, 12, 14-15, February 1920.

Discusses the question in the light of experiences at the University of Kansas.

408. **Lanier, Henry W.** Let us forget: how to get better citizens and a potential citizen army. World's work, 39: 380-84, February 1920.

Details of a plan for universal military training and citizenship. Discusses establishment of line, staff, vocational, and correspondence schools. "While the main job," says the writer, "is to give these hundreds of thousands each year the basic personal equipment of effective soldiers, much of the instruction will be of value in everyday life."

#### EDUCATION OF SOLDIERS.

409. **Borglum, Solon H.** The A. E. F. School of fine arts. I. Sculpture and architecture. Century, 99: 201-8, December 1919.

Following the cessation of hostilities in France, the War department joined with the Y. M. C. A. in creating a school of fine arts for the men of the A. E. F. Mr. Borglum was one of the organizers of this work.

410. **Enard, Paul.** Toiling through the dark; a treatise on the re-education of blinded soldiers ... With a preface by Eugène Brioux ... Baltimore, Md., Red cross institute for the blind [1919]. 66 p. 4°. (Publications of the Red cross institute for the blind, ser. I, no. 6. November 10, 1919.)

411. **McMurtrie, Douglas C. ed.** Abstract-catalogue of literature on the war blinded. Baltimore, Md., Red cross institute for the blind [1919]. 82 p. 4°. (Publications of the Red cross institute for the blind, ser. I, no. 5. July 1, 1919.)

412. **Muttkowski, Richard A.** Some educational ideas of the A. E. F. America, 22: 319-21, January 31, 1920.

The teaching of French by the demonstrative method and the offering of a general survey of the field of knowledge by the capsule method.

#### EDUCATION OF WOMEN.

413. **Women's intercollegiate association for student government.** Proceedings of the Conference ... Twelfth annual meeting, Wilson college, Chambersburg, Pa., November 20-22, 1919. 37 p. 8°. (Dorothy W. Smith, secretary, Bryn Mawr, Pa.)

CONTENTS.—I. Attitude of students toward self-government.—II. Relation of faculty and students.—III. Extent of the power of the college authorities over self-government.—IV. The machinery of self-government.—V. Chapel.—VI. Extent to which student government association regulates all student activities.—VII. Social life.—VIII. Publicity.

414. **Burdick, Anna Lalor.** Trade and industrial education for girls and women. Iowa alumnus, 17: 200-202, January 1920.

The status of vocational training for girls and women as it exists in the United States to-day.

415. **Fifty years of co-education.** Michigan alumnus, 26: 193-97, January 1920. Co-education at the University of Michigan.

416. **Hoerle, Helen C., and Saltsberg, Florence B.** The girl and the job. New York, Henry Holt and company, 1919. 266 p. 12°.

This book is intended to help teachers of girls in the upper grades of the elementary schools and in the first years of the secondary schools, in interesting pupils in their choice of a vocation.

417. **Taft, Helen.** Does America need college women? *Opplier's weekly*, 65:7, 30, 32, January 31, 1920.

## NEGRO EDUCATION.

418. **Huffington, J. Walter.** Supervision of colored schools in Maryland. Baltimore, Issued by State department of education [1919] 35 p. 8°.

## EXCEPTIONAL CHILDREN.

419. **National association for the study and education of exceptional children.** Bulletin, vol. 1, no. 2, January 1920.  
Contains.—1. E. R. Allen: An exceptional blind boy, p. 1-2. 2. H. W. Hurt: Individual differences among "boys," p. 2-3. 3. A. C. Jelly: Some problems a medical inspector is asked to solve, p. 3-9. 4. S. D. Levy: Juvenile delinquency, p. 9-11. 5. C. A. MacCall: A child welfare department in the public schools, p. 11-14.
420. **Baker, George M., and others.** "Opportunity work." Kentucky high school quarterly, 5: 73-85, January 1920.  
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421. **Cornell, W. B.** The new state law relating to retardation of public school children and its application. Ungraded, 5: 55-59, December 1919.  
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422. **Fernald, Walter E.** A state program for the care of the mentally defective. New York City, National committee for mental hygiene, inc., 1919. 8 p. 8°.  
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423. **Hodgins, Frank Egerton.** Report on the care and control of the mentally defective and feeble-minded in Ontario. Toronto, Printed and pub., by A. T. Wilgress, 1919. 236 p. 8°.
424. **Hollingworth, Leta S.** Special disabilities that contribute to retardation in school status. Ungraded, 5: 49-54, December 1919.  
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425. **Levitas, Arnold.** Handicrafts for wayward boys. *School-arts magazine*, 19: 335-39, February 1920. illus.  
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426. **Roe, W. Carey.** Reading and language development. *Volta review*, 22: 80-84, February 1920.  
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The acquisition and use of language by the deaf child.
427. **Smith, Leon O.** Omaha's experiment in acceleration of school children. Omaha public schools (Omaha, Nebr.), 1: 3-4, November 1919.  
Tells of the organization and work of Omaha's classes for superior children.
428. **Whipple, Guy M.** Classes for gifted children; an experimental study of methods of selection and instruction. With the cooperation of Dr. T. S. Henry, Dr. H. T. Manuel and Miss Genevieve Coy. Bloomington, Ill., Public school publishing company [1919]. 151 p. 12°.

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429. **American library association.** Papers and proceedings of the forty-first annual meeting . . . held at Asbury Park, N. J., June 23-27, 1919. Chicago, Ill., American library association, 1919. p. 97-430. 4°. (*Its Bulletin*, vol. 13, no. 13, July 1919.)  
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430. **Almack, John C.** The reading interests of junior high school students, with special emphasis upon history. *American schoolmaster*, 13: 5-14, January 16, 1920.
431. **Koch, Theodore Wesley.** Books in the war; the romance of library war service. Boston and New York, Houghton Mifflin company, 1919. xix, 388 p. plates. 8°.
432. **Morgan, Joy E.** The high-school library and the teacher-librarian movement. *School and society*, 11: 188-91, February 14, 1920.
433. **Thomson, J. Allan.** Proposal for a dominion scheme of libraries of science and technology. *New Zealand journal of science and technology*, 2: 353-65, December, 1919.  
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437. *Educational directory, 1919-20.* Washington, 1920. 7 pts. (Bulletin, 1919, no. 71.)  
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439. *Proceedings of the fourth annual meeting of the National council of primary education; Chicago, Ill., February 25, 1919.* Washington, 1920. 53 p. (Bulletin, 1919, no. 69).
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441. *The reorganization of the first courses in secondary school mathematics; a preliminary report by the National committee on mathematical requirements.* Washington, 1920. 12 p. (Secondary school circular no. 5, February 1920.)
442. *Schools and classes for feeble-minded and subnormal children, 1918; schools and classes for the blind, 1917-18; schools for the deaf, 1917-18; prepared by the Statistical division of the Bureau of education under the supervision of H. R. Bonner.* Washington, 1920. 3 v. (Bulletin, 1919, no. 70, 78, 79.)  
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