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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 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—Social aspects of education—Moral education—Religious education—Manual and vocational training—Vocational guidance—Home economics—Commercial education—Professional education—Civic education—Americanization—Military training—Education of soldiers—Training of disabled soldiers—Education of women—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications.

### NOTE.

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

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

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

### PROCEEDINGS OF ASSOCIATIONS.

443. **New England association of colleges and secondary schools.** [Papers read at the meeting held at Boston, Mass., December 5-6, 1919] *Education*, 40: 305-446, March 1920.

Contains: 1. S. S. Colvin: The purposes and methods of psychological tests in schools and colleges, p. 404-16. 2. Raymond Dodge: The educational significance of the army intelligence tests, p. 417-28. 3. A. L. Jones: The place of psychological tests in the admission of students to college, p. 429-31. 4. G. R. Churchill: The attitude of the Massachusetts legislature towards standards for degree-giving institutions, p. 432-46.

44. **Ontario educational association.** Proceedings of the fifty-eighth annual convention . . . held in Toronto, April 21-24, 1919. Toronto, The Ryerson press, 1919. 528 p. 8°. (Robert W. Donn, secretary, Toronto, Ontario)

Contains: 1. James Buchanan: President's address. (Current educational conditions in Ontario) p. 117-28. 2. H. J. Cody: (Recent educational legislation in Ontario) p. 133-43. 3. P. P. Chaxton: Education for the new world after the war, p. 144-64. 4. O. C. J. Whitrow: Social hygiene, p. 169-79. 5. A bird lovers' club in every school, p. 212-23. 6. J. M. Dorcy: The grafonola in the school, p. 230-35. 7. W. E. Moore: Criticisms of the present public school readers, with recommendations in regard to new ones, p. 255-57. 8. Cora Winchell: The challenge of the reconstruction period to the field of home economics, p. 272-83. 9. Miss H. S. G. Macdonald: Some reconstruction thoughts on the elementary curriculum, p. 284-92. 10. Thomas Bengough: Manual arts, forward! p. 300-306. 11. F. J. Conboy: Dental service in relation to the health and progress of the child, p. 316-26. 12. F. J. Munn: The reason for the prevalence of underdevelopment in children, p. 327-33. 13. Bruce Taylor: Unconscious education, p. 371-82. 14. M. A. Buchanan: Spanish in our universities and schools, p. 397-411. 15. J. F. Van Every: The war and the teaching of history, p. 436-43. 16. C. E. Jamieson: Methods in shorthand, p. 451-59. 17. S. Sheox: Educational tests and measurements, p. 474-84. 18. D. J. Goggin: The function of the library in the training of teachers, p. 490-97.

#### EDUCATIONAL HISTORY AND BIOGRAPHY.

45. **Famous schools and their stories.** Teacher's world (London, England). CONTENTS.—1. Hallebury, 22: 809, 871, February 18, 1920. 2. Rugby, by a recent head of the school, 22: 965, 967, March 8, 1920. 3. Repton, 22: 1053, 1055, March 17, 1920.  
A series of illustrated historical and descriptive articles. To be continued.
46. **Knight, Edgar W.** The academy movement in the South. [Chapel Hill, N. C., 1920] 58 p. 12°. Reprinted from the High school journal, vol. 2, nos. 7 and 8, November, December, 1919, and vol. 3, no. 1, January, 1920.
47. **Sheldon, Winthrop D.** Why education failed to educate Henry Adams. Sewanee review, 28: 54-65, January-March, 1920.  
A criticism of the autobiography of Henry Adams: "The education of Henry Adams." Says that the ideal aim of all true education is to produce thinkers, men of vision and not mere scholars.

#### CURRENT EDUCATIONAL CONDITIONS.

##### UNITED STATES.

448. **Capen, Samuel Paul.** Educational bills before Congress. Educational record, 1: 3-29, January 1920.  
A digest of the pending Congressional bills affecting education.
449. **Staples, O. B.** The public schools of Rifle, Colorado; a survey. [Grand Junction, Colo., Sentinel press] 1920. 92 p. incl. tables, diagrs. 12°.
450. **Winchester, Mass. Committee of fifteen.** Report of committee of fifteen on public schools. [Winchester] 1919. 37 p. 8°.

##### FOREIGN COUNTRIES.

451. **Barker, Ernest.** The Calcutta university commission. Edinburgh review, 231: 97-114, January, 1920.  
A review of the report of the commission, published with appendices in 13 volumes.
452. **Clark, Donald.** Some remarks on the relationship of the technical schools to the university. Education gazette and teachers' aid (London) 20: 8-10, January 20, 1920.  
Educational conditions in England described.
453. **Davis, E. Jeffries.** A school of foreign affairs. New Europe, 14: 73-77, February 5, 1920.  
Says that if the people of Great Britain are to be enabled to control their own foreign policy and to contribute anything of value to the public opinion of the civilized world, better provision must be made for the study of recent history and contemporary foreign affairs. Discusses the project of a national school of foreign affairs to be located in London, and its possible relations to the University of London. Compares the French Ecole libre des sciences politiques to the British plan.

454. **Ferroni, Giacomo.** L'emigrazione e la scuola. *Rivista pedagogica*, 12: 424-41, July-September, 1919.  
Discusses the educational aspects of emigration from Italy.
455. **McNicoll, W. Ramsay.** Present-day education in England. *Education gazette and teachers' aid* (London) 20: 11-14, January 20, 1920.  
Gives an historical summary of education in England. Emphasizes the subject of teachers' salaries and superannuation schemes.
456. **Simpson, J. H.** The first reform in education. *Contemporary review*, 117: 238-44, February, 1920.  
Discusses reforms in English secondary schools; teachers' salaries; methods of teaching the classics, etc.
457. **Society for the promotion of national education, India.** Report for the year 1919. *Adyar [etc.] India, The Society for the promotion of national education*, 1919. 120. 21 p. front, plates. 8°
458. **Tonini, Quintillo.** La scuola popolare nel Trentino. *Rivista pedagogica*, 12: 411-23, July-September, 1919.

## EDUCATIONAL THEORY AND PRACTICE.

459. **Boys;** by R. S. V. P. *Atlantic monthly*, 125: 339-51, March, 1920.  
The writer of this article holds that for adequate development boys must have danger, vigorous physical struggle, and quick result. Therefore, in setting up any new community ideals we must give the superfluous energy of boys sufficient occupation to insure them a sense of power, struggle, and achievement.
460. **Bryan, E. B.** Basic principles. *Progressive teacher*, 26: 27-29, March: 30-31, April, 1920.  
First and second in a series of six articles. The German philosophy of education and its results and the necessity of Christian education.
461. **Burton, Marion L.** What must the schools do? *Moderator-topics*, 40: 355-56, February 19, 1920.  
Says our schools must demand accuracy, they must awaken and modernize their students and they should be centers of training in integrity.
462. **Patri, Angelo.** The new school. *N. E. A. bulletin*, 8: 7-9, March, 1920.  
Address delivered before the Department of superintendence, N. E. A., Cleveland, Ohio, February, 1920.  
The characteristics of the New school.
463. **Slocum, S. E.** The keepers of the city. *Educational review*, 50: 189-98, March, 1920.  
Says that the whole problem of teaching must be approached from the standpoint of "the welfare and possibility of the child, rather than from external considerations such as the apparent utility of particular subjects."

## EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

464. **American psychological association.** Report of the Committee on the academic status of psychology. A survey of (I) General and experimental psychology; (II) Child psychology; (III) Applied psychology. Iowa City, Iowa, Printed by the Committee, December, 1919. 31 p. 8°.  
Members of the committee: B. T. Baldwin, chairman; V. A. C. Henmon, C. H. Judd, Margaret F. Washburn, C. S. Yoakum.
465. **Crane, Frank.** What to like and how to like it. *Red Cross magazine*, 15: 28-31, February, 1920.  
Says the first and greatest of all the hindrances to the human mind is indifference. The door of culture is open to every one. All that is necessary is to learn to like what you ought to like.
466. **Dunn, Courtenay.** The natural history of the child; a book for all sorts and conditions of men, women, and children. New York, John Lane company, 1920. 313 p. 12°.  
Also published by Sampson Low, Marston & co., London, England.  
An introduction to child study, treating of the child before he was, his ancestry, his early life—legal infancy, name, environment, language, school days, schooling, development, play, religion, mental condition, naughtiness, and afflictions.
467. **Guerlin de Guer, Ch.** Observations psycho-pédagogiques. Forage de mémoire et suggestion. *Revue pédagogique*, 76: 1-26, January, 1920.

468. Psychological bulletin, vol. 16, no. 9, September, 1919. Child and educational psychology number, ed. by B. T. Baldwin.  
Contains: General reviews and summaries.—1. David Mitchell: Child psychology, p. 299-315. 2. C. T. Gray: Educational psychology, p. 315-33.
469. Simon, Th. Démonstrations de psychologie et de pédagogie expérimentales: premiers essais dans les écoles normales d'instituteurs et d'institutrices de la Seine. Revue pédagogique, 75: 395-423, December, 1919.

## EDUCATIONAL TESTS AND MEASUREMENTS.

470. Beeson, M. F. The value of standardized educational tests to the teacher. Greeley, Colo., State teachers college, 1919. 14 p. 8°. (Educational reconstruction, series 1, no. 3, June 1919.)
471. Boring, Edwin G. The logic of the normal law of error in mental measurement. American journal of psychology, 31: 1-33, January, 1920.
472. Drummond, W. B. A Binet scale for the blind. Edinburgh medical journal, 24: 16-31, January, 1920.  
To be continued.
473. Fischer, Aloys. Sprachpsychologische untersuchungsmethoden im dienst von erziehung und unterricht. Zeitschrift für pädagogische psychologie und experimentelle pädagogik, 20: 334-47, September-November, 1919.  
To be continued.
474. Handschin, C. H. Tests and measurements in modern language work. Modern language journal, 4: 217-25, February, 1920.
475. Harper, Roland M. A graphic method of measuring civilization, and some of its applications. Scientific monthly, 10: 292-305, March, 1920.  
Also separately reprinted.  
Presents two graphs: One showing education curves; the other occupation curves. Says that education and occupation are the two most promising criteria for making civilization curves. Thinks it feasible for "the census demographers to recognize several grades of education instead of only two, separating those who have been through high school or college from those who have not, and so on, or simply to ascertain how many years of schooling such person has had."
476. Herring, John P. Derivation of a scale to measure abilities in scientific thinking. Journal of educational psychology, 10: 417-32, November, 1919.
477. Maxwell, C. B., Dean. Standards by which our educational system should be judged. Wyoming school journal, 16: 174-20, February, 1920.  
The standards by which our educational system should be judged are (1) Does adequate provision for educational opportunity exist from the kindergarten through the university? (2) Does our educational system provide equal opportunity for all individuals? (3) Is there adequate provision for the elimination of illiteracy and for the enlightenment of our citizenship on the principles of democracy? (4) Is adequate provision made for a constructive program of physical education? (5) Is adequate provision furnished for the training of teachers? (6) Is adequate financial support given to the schools to make it possible for them to meet the demands of our new democracy?
478. Murdoch, Katharine. The measurement of certain elements of hand sewing. New York city. Teachers college, Columbia university, 1919. 120 p. fold. charts. 8°. (Teachers college, Columbia university, Contributions to education, no. 103)
479. Noble, Ellis L., and Arps, George F. University students' intelligence ratings according to the Army alpha test. School and society, 11: 233-37, February 21, 1920.  
Results of the tests as administered to the students of Ohio state university.
480. Waldron, John. Standards or tests by which the superintendent may judge of the efficiency of his schools. Catholic educational review, 18: 153-63, March, 1920.  
Read at the meeting of the superintendents' section of the Catholic educational association.  
Tests of efficiency for Catholic schools.
481. Wallin, J. E. W. The problems confronting a psycho-educational clinic in a large municipality. Mental hygiene, 4: 103-36, January, 1920.  
Describes the work of the St. Louis psycho-educational clinic. Presents statistics of intelligence diagnoses of the pupils assigned to special schools, etc.

## SPECIAL METHODS OF INSTRUCTION.

482. **Branom, Mendel E.** The project problem method in history. *Historical outlook*, 11: 107-10, March, 1920.
483. **Justice, W. Arthur.** Visual instruction in the public schools of Evanston, Ill. *Visual education*, 1: 12-31, January, 1920.
484. **Kilpatrick, William H.** Teaching by the project method. *School and home*, 1-4, Winter, 1920.  
Extract from an address delivered before the Pennsylvania state teachers association.
485. **Oberholtzer, Ellis P.** The moving picture—obiter dicta of a censor. *Yale review*, 9: 620-32, April, 1920.
486. **Teaching**, vol. 5, no. 1, January, 1920. (The project method of instruction)  
Contains: 1. H. G. Lull: The function of the project, p. 3-11. 2. Achaah Harris: First-grade project: A Christmas present for father, p. 11-15. 3. Ruby Minor: A school magazine project, p. 15-19. 4. Katherine Morrison: Industrial art, p. 19-21. 5. Jeanie Williams: Belgian interpreted through local environment, p. 21-23. 6. Florence G. Billik: A study in lawn planning, p. 23-29.
487. **Whitcomb, Fred C.** The general project method of teaching the industrial arts. *Industrial-arts magazine*, 9: 131-35, April, 1920.

## SPECIAL SUBJECTS OF CURRICULUM.

## READING.

488. **Dickinson, Dick.** The importance of vocabulary in reading. *Elementary school journal*, 20: 537-46, March, 1920.

## LITERATURE.

489. **Leo, Brother.** Teaching the essay. *Catholic school journal*, 19: 419-20, 434, February, 1920.

## ENGLISH AND COMPOSITION.

490. **Burbank, E. D.** Phonetics in the elementary grades for teachers of normal children. *Volta review*, 22: 113-16, 217-20, March, April, 1920.  
First of a series of articles on the subject which will be published in successive numbers of this magazine.
491. **Cook, Luella B.** Business English or English in business. *English journal*, 9: 80-87, February, 1920.  
Discusses the teaching of "business English" by assigning themes on familiar subjects with the purpose of "arousing the students to observe the interesting in business life."
492. **McDonough, Julia G.** Co-operation in normal school English. *American schoolmaster*, 13: 51-57, February, 1920.  
Bibliography: p. 56-57.

## MODERN LANGUAGES.

493. **Davidson, Percy E.** German language legislation and the spirit of American education. *School and society*, 11: 301-10, March 13, 1920.  
Condemns as un-American any state legislation forbidding the teaching of any foreign language.
494. **Hills, E. C.** Has the war proved that our methods of teaching modern languages in the colleges are wrong? A symposium. *Modern language journal*, 4: 1-13, October, 1919.  
A paper read at the general sessions of the Association of modern language teachers of the Central west and South, at Chicago, May 10, 1919.
495. **Ruppenthal, J. C.** English and other languages under American statutes. *American law review*, 54: 80-90, January-February, 1920.  
The second half of this article deals with present legal requirements regarding the use of English and foreign languages in the public and private schools of the various states.
496. **Seybolt, Robert Francis.** The teaching of French in colonial New York. *Romantic review*, 10: 364-76, October-December, 1919.

497. **Warshaw, J.** The utility of teaching devices. *Modern language journal*, 4: 105-13, December, 1919; 155-70, January, 1920.  
Teaching devices in modern language work.

## ANCIENT CLASSICS.

498. **Brewster, Ethel Hampson.** *Modern antiquities*. *Classical weekly*, 13: 121-26, February 16, 1920.  
This paper was read at a meeting of the Philadelphia classical league, February, 1919.  
After showing how modern institutions are a development of ancient ideas, the writer says that the guiding principle in teaching the classics should be the dependence of the present upon the past.
499. **Carlisle, J. O., and Hamilton, D. E.** Latin in the schools of Ontario. *School (Toronto, Canada)*, 8: 366-70, March, 1920.  
The first of a series of articles on this subject.
500. **Dwight, Walter.** "What's the use of Latin?" *America*, 22: 477-78, March 13, 1920.  
The value of Latin in mastering literary English, its value in the professions, and its practical value.
501. **Harley, Lewis B.** Educational ideals of to-day. *School and society*, 11: 310-13, March 13, 1920.  
Also in part in *Classical weekly*, 13: 142-43, March 3, 1920, under the title "Humanistic tendencies to-day."  
The educational tendency in France and England toward humanistic culture.
502. **Houghton, Herbert P.** A college course in classical culture. *Educational review*, 59: 181-88, March, 1920.  
Recommends the establishment in colleges of a department of classical culture and civilization. The writer outlines a four years' course in both Roman and Greek culture.

## HISTORY.

503. **Ohio history teachers' association.** Sixth annual session, Columbus, November 14-15, 1919. *Ohio history teachers' journal*, no. 16: 119-41, January, 1920.  
Contains: 1. Inez Orblison: The use of magazines in the teaching of history, p. 119-24. 2. C. C. Kohl: A suggested program for teaching America's part in the great war for the high school, p. 125-30. 3. H. C. Hockett: The method and aims of modern historians, p. 131-40.  
See also item 254 in the March issue of this record.
504. **Haskins, Charles H.** L'histoire de France aux États-Unis. *Revue de Paris*, 27: 654-72, February 1, 1920.  
This article, by Professor Haskins, of Harvard, estimates the work of prominent American writers of French history, and shows the courses in the history of France offered by some of the larger institutions of higher education in the United States.
505. **Laprade, William T.** Concerning the teaching of history. *Educational review*, 59: 219-25, March, 1920.
506. **Schlesinger, Arthur M.** The history situation in colleges and universities, 1919-20. *Historical outlook*, 11: 103-106, March, 1920.
507. **Yeoman, Edward.** A teacher of history. *Atlantic monthly*, 125: 360-77, March, 1920.  
Says that the important thing about a teacher of youth is his personal radiative power as an illuminant along the highways which his pupils have to travel. Almost all of us have gone through life without catching fire from a source like the model teacher described in this article—"a source where high emotions glow, burn, sparkle, flame up into passionate, resolute, and tireless effort to refine the ore of life."

## GEOGRAPHY.

508. **Branom, Fred K.** Some important phases of geography. *School science and mathematics*, 20: 157-65, February, 1920.  
Emphasizes the importance of teaching geography; presents the advantages of the problem-project method.
509. **Brigham, Albert Perry.** Geography and the war. *Journal of geography*, 10: 89-102, March, 1920.  
Given as the president's address before the National council of geography teachers, at a joint session with the Association of American geographers, St. Louis, December, 1919.
510. ——— The present-day demand for geography. *Journal of education*, 91: 231-32, February 26, 1920.

511. **McConnell, W. E.** What changes should be made in our methods of teaching high school geography? *School science and mathematics*, 20: 117-24, February, 1920.  
Advocates the teaching of applied regional geography, and the free use of carefully thought out problems.
512. Teaching the geography of the Balkans. *Journal of geography*, 19: 103-13, March, 1920.  
Gives bibliographical references.
513. **Thomas, Helen Goss.** The new geography. *Educational review*, 59: 236-43, March, 1920.  
Says: "The new geography proposes to teach the subject on the basis of the natural geographic divisions of the earth, beginning with the simple facts which the youngest student can comprehend, adding the details as fast as the growing mental capacity will admit, and correlating the facts taught with those of history and ethnography."

## SCIENCE AND MATHEMATICS.

514. Association of mathematics teachers of New Jersey. Committee of the first-year high school mathematics. Report. *Mathematics teacher*, 12: 61-74, December, 1919.  
To be concluded. Gives a syllabus of first-year mathematics.
515. **Bowden, Garfield A.** Possibilities of home work in general science. *General science quarterly*, 4: 319-30, January, 1920.  
Presented at the Chicago meeting of the Central association of science and mathematics teachers, November 29, 1919.
516. **Clark, Bertha May.** Democracy—its common heritage and its common obligations as taught by general science. *General science quarterly*, 4: 335-42, January, 1920.
517. **Millikan, Robert A.** Present needs of science instruction in secondary schools. *School science and mathematics*, 20: 101-4, February, 1920.  
Says that he desires to see a group of students who plan to take a full high school course begin in the second year a three-year course in the fundamental sciences of physics, chemistry, and biology.
518. **Vestal, C. L.** What should the physics teacher know? *School science and mathematics*, 20: 151-53, February, 1920.  
Expresses the opinion that we shall gradually come to the project method "in practically all our science teaching, so that no one text can possibly contain the course."

## NATURE STUDY.

519. **Hadley, Theodosia.** The relation of nature-study to boys' and girls' club work. *Nature-study review*, 16: 54-61, February, 1920.  
Some of the ideals and advantages of nature-study and club work for boys and girls.

## MUSIC.

520. Association of presidents and past presidents of the state and national music teachers association. Fifth annual report, fifth annual meeting at Chicago, Ill., July 8-9, 1919. 55 p. 8". (Arthur L. Manchester, secretary, 203 W. Boulevard, Mexico, Mo.)  
Contains: The university and applied music [by] J. L. Erb, p. 8-12.
521. **Kies, Paul P.** The teaching of opera librettos. *English journal*, 9: 71-79, February, 1920.  
Outlines a course in the teaching of opera librettos, based on the writer's experience in the Sherman county (Kansas) high school.
522. **Knapp, George Edwin.** Music and education. *Wyoming school journal*, 16: 110-16, December, 1919.  
The importance of the study of music as one of the arts, its consideration as an educational subject, and the necessity of giving attention to the appreciation of music.
523. **MacBain, Jeannie M.** Play ways in musical training. *School music review and competition festival record* (London) 28: 153-56, March 1, 1920.  
Continued from February number. Discusses mental or ear training.

524. **Maynard, Gertrude.** The music problem. Kindergarten and first grade, 5: 9-11, 52-55, 90-102, 136-39, January, February, March, April, 1920.

To be continued.  
The music problem in the kindergarten.

## ELOCUTION.

525. **National association of teachers of speech.** [Papers read at the 1919 convention, Chicago, December 29-31, 1919] Quarterly journal of speech education, 6: 1-96, February, 1920.

Contains: 1. E. C. Mable: Opportunities for service in departments of speech, p. 1-7. 2. Smiley Blanton and Margaret G. Blanton: The development of the defects of speech, p. 33-43. 3. A. M. Drummond: A countryside theatre experiment, p. 44-47. 4. C. H. Woolbert: Speech and the learning process, p. 55-75. 5. J. W. Reeves: College entrance credits in speech, p. 79-83.

526. **Bullowa, Alma M.** Speech training in Hunter college high school. Quarterly journal of speech education, 6: 24-32, February, 1920.

## THRIFT.

527. **Lenney, Teresa M.** Thrift-training in education. Educational review, 59: 199-205, March, 1920.

Shows what the public schools are doing in the way of thrift training and conservation of health.

## KINDERGARTEN AND PRIMARY SCHOOL.

528. **Almira M. Winchester.** Kindergarten and first grade, 5: 120-21, March 1920.

An appreciation by P. P. Claxton, Nina C. Vandewalker, and Elizabeth Harrison.

529. **Bristol, Ruth L.** Vital experiences in the kindergarten. School and home, 5-8, Winter, 1920.

Some experiences in the Ethical culture kindergarten (New York City) where the aim is liberty for each individual to develop his powers to the greatest degree possible, in order that he may render the largest service to mankind, and unity, in the whole group, so that all may have an active interest in each, and may develop a feeling of responsibility and of service toward each other.

530. **Goodlander, Mabel B.** Education through experience. A continuation of the "experimental" primary class. School and home, 12-10, Winter, 1920.

531. **Bafer, Augustine L.** Primary penmanship in the public schools of Boston. American penman, 37: 244-47, March, 1920. illus.

Boston's experiment in muscular movement for primary grades.

532. **Temple, Alice.** The kindergarten-primary unit. Elementary school journal, 20: 498-509, March, 1920.

Gives an account of what the school of education has done, both in its college department and its elementary school, "to bring the work of the kindergarten into organic relationship with that of the rest of the school." To be concluded.

## RURAL EDUCATION.

533. **Cook, Katherine M.** Rural supervision in the United States. American school board journal, 60: 29-30, March, 1920.

The concluding article in a series on the supervision of rural schools.

534. **Finney, Ross L. and Schafer, Alfred L.** The administration of village and consolidated schools. New York. The Macmillan company, 1920. xi, 298 p. diagrs. 12°.

In the preparation of this book, its authors claim to have held constantly in mind these two considerations: first, the progress which is likely to occur in education in the near future, and to which the village principal must adapt himself; secondly, the technique of administering schools as they actually are. The book is intended for principals of small schools and for normal students in training for the principalship.

535. **Ise, John.** What is rural economics? Quarterly journal of economics, 34: 300-12, February, 1920.

Concludes that the tendency of the future should not be, and will not be, to combine economic and agricultural matters in any composite course on "farm economics." The tendency will be, not only to separate rural economics and farm management, but even to split rural economics up into a number of subjects or courses.

536. **Lewis, H. Claude.** What the course of study should be and do for consolidated rural schools. *Journal of education*, 91: 289-91, March 11, 1920.  
Includes a suggestive plan of vitalized education for consolidated rural schools.
537. **McCready, Samuel Broadfoot.** Rural science reader. Boston, New York [etc.]: D. C. Heath & co. [1920]. xiv, 310 p., plates, illus. 12". (Rural education series, ed. by H. W. Fought).  
This book represents in story form how the boys and girls in rural schools, under the guidance of inspiring teachers, may be instructed through the use of ready-to-hand material and their own activities. "Rural science" as used in the title has a wide scope, including problems involving the social, economic, and pedagogical sciences as well as agriculture.
538. **Ohio. Department of public instruction.** A study of rural school conditions in Ohio. Columbus, Ohio, The F. J. Heer printing co. 1920. 175 p., illus. 8<sup>vo</sup>. (Rural school bulletin.)  
Prepared by Vernon M. Riege.  
CONTENTS.—Legislative history. The one room school. Supervision. Centralization and consolidation.—Community activities and extension work. The rural high school.—The county normal school.
539. **Rapeer, Louis W., ed.** The consolidated rural school. New York, Chicago [etc.]: Charles Scribner's sons [1920] xiii, 545 p., illus., plates. 8".  
CONTENTS.—1. National and rural consolidation.—2. The American rural school.—3. Community organization and consolidation.—4. Rural economics and consolidation.—5. School administration and consolidation. 6. The growth of consolidation.—7. A visit to a consolidated school.—8. The consolidated school site and its use.—9. The consolidated-school building. 10. The teacherage.—11. Transportation of pupils at public expense.—12. Methods and facts of consolidation.—13-14. The curriculum of the consolidated school.—15. Rural-life needs and college-entrance demands.—16. The outside of the cup—relative values in English instruction.—17. Learning processes of country children.—18. The teaching process in the consolidated school.—19. The country girl and the consolidated school.—20. Rural recreation and consolidation.—21. The difficulties of consolidation.—22. The new consolidated school.—Bibliography on consolidation.  
Chapter 2 of this book is by P. P. Clayton; chapter 3, by Warren H. Wilson; chapter 4, by T. N. Carver; chapters 6 and 11, by A. C. Monahan; chapter 8, by A. C. Monahan and the editor; chapters 7 and 19, by Katherine M. Cook; chapter 12, by six contributors; chapter 21, by L. J. Hulgan. The remaining chapters are by the editor, Dr. Rapeer.

## SECONDARY EDUCATION.

540. **Albers, George R.** The high school assembly. An extract. *Western journal of education*, 26: 4-6, February, 1920.  
The value of the high school assembly.
541. **Browne, Thomas J.** Health and happiness in high schools. *High school journal*, 3: 67-69, March, 1920.  
How the health and happiness of all high school pupils may be increased by means of systematic play, wholesome athletic sports, and proper gymnastic exercises as a part of the regular high school curriculum.
542. **Cozzens, James G.** A democratic school. *Atlantic monthly*, 125: 383-84, March, 1920.  
The writer is a fourth form boy in the Kent school at Kent, Conn. He declares that the school of which he is a member has proved to the satisfaction of all concerned that its system is the only practical answer to the various problems discussed by Mr. Parmelee in his article, A boarding school inquiry, in the January Atlantic. The system employed in the Kent School is described.
543. **Finch, Charles E.** Junior high school study tests. *School review*, 28: 220-26, March, 1920.  
The purpose of the four tests given was: (1) to make students aware of certain things that they ought to know about studying, and to create a desire for instruction in the best way of studying; (2) to suggest to teachers both class needs and individual needs as the basis of possible and desirable lines of instruction.
544. **Gile, D. C.** Elimination of nonessentials. *Western teacher*, 28: 193-96, February, 1920.  
Nonessentials in high school studies.
545. **Harris, James H.** High school fraternities and sororities. *Journal of education*, 91: 232-34, February 26, 1920.  
The high school fraternity problem and its solution. Believes that the solution is to acknowledge the existence of fraternities and then regulate and control them.

546. **Lyman, R. L.** The Washington junior high school, Rochester, N. Y. *School review*, 28: 178-204, March, 1920.  
The Junior high endeavors "to correlate cultural and vocational courses to serve a double purpose, keeping all the pupils possible in line of educational advance, and giving to those who must leave school early some vocational guidance and the foundations of trade efficiency." Describes elaborately the curriculum; the ungraded vocational program under the Smith-Hughes act for boys and girls who must enter industry early; etc.
547. **Mackie, Ransom A.** Education during adolescence; based partly on G. Stanley Hall's Psychology of adolescence. With an introduction by G. Stanley Hall. New York, E. P. Dutton & company (1920) xv, 222 p. 12°.  
Bibliography of books and articles by other authorities: p. 193-218.
548. **Snyder, Morton.** The individual pupil as the unit of supervision in high schools. *School review*, 28: 205-19, March, 1920.  
Says that the individual pupil as the fundamental unit in supervision has been lost sight of through a variety of causes. Emphasizes supervised study; and advocates personal promotions on the basis of specific subjects passed, and "a timetable which will permit not only a wide variety of combinations based on individual elections, but also prompt adjustments, up or down, as the need is revealed."

## NORMAL TRAINING.

549. **Bigelow, M. A.** Preparation of teachers of sex-education or social hygiene education. *General science quarterly*, 1: 368-68, January, 1920.  
Paper read at New Jersey science teachers association, November 1, 1919.
550. **Burnham, Ernest.** Adequate rural teacher preparation. *Journal of the New York state teachers' association*, 7: 14-20, February 15, 1920.  
The present situation in respect to security of rural teachers, tenure, salaries, etc.; the programme for the training of teachers in local training classes, agricultural colleges, universities, state normal schools, etc.
551. **Fitzpatrick, Edward A.** Problems before the normal schools of Wisconsin. *School and society*, 11: 246-51, February 28, 1920.  
A paper read at the All normal school conference, Madison, Wis., January 22, 1920.
552. **Flynn, Harry E.** Teacher training in state high schools. *School education*, 39: 6-7, March, 1920.  
Excerpts from the annual report of the state director of teacher training departments in Minnesota, state high schools.
553. **Henmon, V. A. C.** The extension of the courses in normal schools. What is the teacher-training situation in Wisconsin? *Wisconsin journal of education*, 52: 77-80, March, 1920.  
Address at the recent meeting of the Wisconsin normal school association at Madison, on the inadequate preparation of teachers for secondary schools in Wisconsin. Does not approve of the plan of normal schools having three and four year courses for the preparation of high school teachers.
554. **Lockhart, John C.** Teacher training in high schools. *High school journal*, 3: 69-71, March, 1920.  
Paper presented before the State association of county superintendents, Raleigh, N. C., November 25, 1919.
555. **Osborne, Oliver M.** Training teachers of agriculture. *Inter-mountain educator*, 15: 158-63, December, 1919.
556. **Williams, Oscar H.** The training of the rural teacher. *Educator journal*, 20: 367-73, March, 1920.

## TEACHERS' SALARIES AND PROFESSIONAL STATUS.

557. **Aley, Robert J.** College salaries. *Educational review*, 50: 244-49, March, 1920.
558. **Brainard, P. P.** The first step toward a united organization of teachers. *School and society*, 11: 217-20, February 21, 1920.
559. **Condit, A. T.** Men teachers in the public schools. *School Index*, 6: 190, February 20, 1920.  
Read before the Cincinnati schoolmasters' club, January 10, 1920.  
The need of men in the administrative and executive positions of our schools.

560. **Farley, Belmont.** From a school teacher himself to school teachers themselves. *Popular educator*, 37: 368-69, 416, March, 1920.  
The writer thinks that the reason for low salaries rests with the teachers themselves. Says that it is time for the teacher to quit complaining and begging and go to work. Fear and egotism on the part of teachers are the chief characteristics causing present conditions.
561. **Howard, C. A.** The salary schedule. Its construction and administration. *American school board journal*, 60: 27-28, March, 1920.
562. **Kock, Henry E., comp.** A critical situation in administration. *American school board journal*, 60: 36-38, 101, March, 1920.  
Opinions of some of the foremost authorities in educational administration on the question: "Why do not more men of ability enter the teaching profession?" Information gathered by a committee of the Cincinnati schoolmasters club.
563. **St. John, C. W.** The professional status of the teacher. *Porto Rico school review*, 4: 12-17, February, 1920.  
Address delivered at the annual meeting of the Porto Rico teachers' association, December 27, 1919.  
The status of the teacher is discussed under the following headings: (1) Professional spirit, attitudes and service, (2) Permanence of the teaching personnel, (3) Suitable salaries, and (4) Suitable education and professional preparation of teachers.
564. Should teachers affiliate with organized labor? I. The affirmative, by Harry A. Overstreet. II. The negative, by David Snedden. *Survey*, 43: 736-37, March 13, 1920.  
Speeches given as part of a debate held recently at the Hotel McAlpin, New York city, under the auspices of the Public education association.
565. **Woody, Clifford.** Some principles and factors to be considered in the construction of the salary scale. *Northwest journal of education*, 31: 201-204, March, 1920.  
An address delivered at the meeting of the King county teachers' league, January 31, 1920.

## HIGHER EDUCATION.

566. **Bulger, Charles.** The industrial worker as a college student. *School and society*, 11: 265-70, February 28, 1920.  
A study of 86 typical cases at the Arts College of the Municipal university of Akron, Ohio.
567. **Clark, Thomas Arkle.** College activities. *Delta Chi quarterly*, 17: 24-25, March, 1920.  
Number four in a series of articles by the dean of men at the University of Illinois. The relation of college activities to scholarship.
568. **Harvard revisited.** By a Harvard alumnus. *Outlook*, 124: 323-26, February 25, 1920.  
Says that Harvard is distinguished at the present time for discipline in the best sense of the word, friendly association between faculty and student body, and democracy.
569. **Holliday, Carl.** Junior colleges—*if*. *School and society*, 11: 211-14, February 21, 1920.  
The writer says that "if the junior college is to attract students and hold them; if it is to draw instructors of intellectual standing and scholarly training, it must be absolutely separate, from the high school and the city school system in general; it must possess a separate equipment, a separate executive, a separate faculty, a separate board."
570. **Mitchell, U. G.** Student self government at the University of Kansas. *Graduate magazine*, 18: 123-29, February, 1920.  
Taken from an address given before the college section of the Council of administration of the Kansas state teachers' association at Topeka.
571. **Stafford, Wendell Phillips.** The college a training school for public service. *Scribner's magazine*, 67: 323-27, March, 1920.  
An address at the sesquicentennial of Dartmouth college, October 20, 1919, by Justice Stafford of the Supreme court of the District of Columbia.
572. **Stevens, William O.** Mark Hopkins or the Ph. D. *Educational review*, 59: 226-35, March, 1920.  
Says that despite the enlargement of American scholarship, college teaching is markedly inferior to what it was in the days of Mark Hopkins. Criticises the German influence on higher education. Makes a plea for better teaching.

## SCIENTIFIC RESEARCH.

573. **Angell, James Bowland.** Organization in scientific research. Review. 2: 251-53, March 13, 1920.  
In this article Dr. Angell, chairman of the National research council, describes the ends for which the council was created.
574. **Livingston, Burton E.** Constructive scientific research by cooperation. Science, n. s. 51: 277-83, March 19, 1920.  
Prepared by request of the chairman of the division of biology and agriculture of the National research council.
575. The relationship of education to research in aeronautics. Nature (London) 105: 14-17, March 4, 1920.  
Abridged from the report of the Committee on education and research in aeronautics: made to Winston S. Churchill, secretary of state for air, England.

## SCHOOL ADMINISTRATION.

576. **Burgett, Earl.** The principal as a supervisor. Inter-mountain educator. 15: 201-206, January, 1920.  
The value of supervision from the point of view of the superintendent, the principal, the teacher, etc.
577. **Cary, C. P.** The making of a state department of public instruction. School and society, 11: 336-43, March 20, 1920.  
An address given at the Cleveland meeting of the Department of superintendence, N. E. A.  
The types of service to be rendered by a state department of education, the size of a state department and qualifications of the persons employed, the state department and politics, etc.
578. **Cody, Frank L.** "Why is a supervisor?" American school board journal, 60: 54-55, 117, March, 1920.  
The administrative, educative, and constructive work of the supervisor.
579. **Delaware.** State board of education. School code questionnaire; questions regarding the new school code answered plainly for the information of all school patrons and the citizens and taxpayers of the state of Delaware. [Wilmington, Issued by the Delaware state program] 1920. 53 p. 12.
580. **Dewey, Henry B.** Adoption and purchase of text-books. American school board journal, 60: 39-40, 117, March, 1920.  
This is the third article in a series on Textbooks.  
The selection of textbooks, features of a successful textbook, etc.
581. **Dorsey, Susan M.** [Principals as interpreters.] Western journal of education, 26: 7, February, 1920.  
Extracts from an address at the Principals' club of Los Angeles, January 19, 1920.  
Principals as interpreters of the community to their own schools and their own schools to the community, as interpreters of the board of education to the community and the schools, as interpreters of the superintendents' office to the teachers.
582. **Edson, Andrew W.** Leadership in the superintendent. American school, 6: 40-42, February, 1920.  
Qualities of leadership which should be found in the man who heads the public school system.
583. **Finley, John B.** Concerning the schools of the state, their support and control. Journal of the New York state teachers' association, 7: 8-10, February 15, 1920.  
Commissioner Finley stands for home rule for the schools; financial independence on the part of the board of education; separate tax-rolls and assessments for educational purposes; direct responsibility of the board of education to the people of the district; adequate compensation of teachers and the best possible teacher-training provision by the state.
584. For and against a federal secretary of education. Two views presented at the 1920 meeting of the Department of superintendence, National education association. School life, 4: 14-16, March 1, 1920.  
Against a secretary of education, by William P. Burris, p. 14; For a secretary of education, by William C. Bagley, p. 15-16.  
An abstract of the address by W. P. Burris is given in the American school board journal, 60: 47, March, 1920; and the address by William C. Bagley is printed in full in School and home education, 89: 153-57, March, 1920.

585. **Gilbert, Frank B.** Financial independence of boards of education. *Journal of the New York state teachers' association*, 7: 2-8, February 15, 1920.  
Address before the Association of school boards and trustees at Auburn, N. Y., January 23, 1920.  
Conditions in New York state.
586. **Hosic, James Fleming.** The democratization of supervision. *School and society*, 11: 331-36, March 20, 1920.  
Analyzes the factors involved in democratic supervision: (1) a clear delimitation of the supervisory function; (2) genuine, constructive leadership; (3) adequate professional preparation of the supervisor; (4) scientific and impersonal standards by which to determine results; and (5) recognition of the human element.
587. **Maxwell, C. E.** Effective supervision. *School and society*, 11: 214-17, February 21, 1920.
588. **Morrison, Henry C.** The new education department in Massachusetts. *Elementary school journal*, 20: 516-19, March, 1920.  
The department is made to approximate "the typical middle west state education office." Discusses the probable effects of Article lxvi of the Constitution of 1918.

## SCHOOL MANAGEMENT.

589. **Bliss, Don C.** Platoon schools in practice. *Elementary school journal*, 20: 510-15, March, 1920.  
Describes the platoon plan of two of the schools in Montclair, New Jersey, involving the question of utilizing the space-saving element of the Gary plan and at the same time retaining the desirable features of the traditional type of school organization. Says that the Montclair plan means approximately a 25 per cent saving in building space.
590. **Hunter, Mary Alice.** A negative discussion of the sixty minute period for recitation and supervised study. *Ohio educational monthly*, 69: 80-84, March, 1920.  
Read before the Ohio state teachers' association, Columbus, Ohio, December 30, 1919.
591. **Mutch, William James.** The profit and loss of a holiday. *School and society*, 11: 258-60, February 23, 1920.
592. **Scott, W. L.** Should we spare the rod? *Canadian magazine*, 54: 371-76, March, 1920.
593. **Sechrist, Frank K.** Education and the general welfare; a textbook of school law, hygiene, and management. New York, The Macmillan company, 1920. xx, 443 p. plates, charts. 12°.  
The central theme of this textbook is the school as a part of community life and the individual child as the dominant interest of the school. It includes a study of the causes of illiteracy, child labor, and non-attendance.
594. Shall we cut out discipline? *Outlook*, 124: 320-23, February 25, 1920.  
A symposium: 1. Good boys, bad boys, worse boys, by a teacher in a normal school, p. 320-21. 2. John Schoolboy vs. the drill sergeant, by C. K. Taylor, p. 321-23.  
The first of these articles shows how inherent defects or lack of character, as well as lack of discipline, explain boy character in reform schools, while in the second Sergeant Taylor gives a lively illustration of what "John Schoolboy" can do through native initiative and cooperation.
595. **Smith, E. Sharwood.** The evil of examinations. *Nineteenth century*, 87: 320-30, February, 1920.  
Discusses examinations in the secondary schools of England.
596. **Witham, Ernest C.** Age-made distribution. *Journal of educational psychology*, 10: 433-44, November, 1919.  
The investigation covers a period of six years in a school system of from 1,500 to 2,000 children.

## SCHOOL ARCHITECTURE.

597. **Council of the allied associations of public school teachers of Baltimore.** Bulletin no. 7. Report on the physical conditions of the elementary public schools of Baltimore city. [Baltimore, Md.] Issued under the editorial direction of W. H. Maitble, February 23, 1920. 278 p. 8°.  
It is believed that the detailed statements in this report regarding school buildings fairly depict conditions as they existed in June, 1919. The total amount of change which has taken place since then does not apparently unfit the picture materially for present use.

598. **Stetson, Paul C.** Selling a building campaign. *Elementary school journal*, 20: 530-36, March, 1920.  
Educational conditions in Muskegon, Michigan; school building program described.

## SCHOOL HYGIENE AND SANITATION.

599. **Chicago, Ill. Department of health.** The division of child hygiene. *In its Report and handbook . . . for the years 1911 to 1918 inclusive*. Chicago, 1919. p. 490-591.  
CONTENTS.—1. Medical inspection of schools.—2. School nursing service.—3. Physical examinations of school children.—4. School dental service.—5. Infant welfare service.—6. Recommendations for betterment of division.
600. A plea for the open-air school. *American journal of school hygiene*, 3: 84-86, December, 1919.  
"By Berry Loudun, Washington, D. C."

## PHYSICAL TRAINING.

601. Association of institutions giving normal instruction in physical education. Papers read at the meeting held in New York city, December 29, 1919. *American physical education review*, 25: 52-65, February, 1920.  
Theme.—What are the requisite personal and professional qualifications of the physical training teacher? 1. From the standpoint of the State commissioner of education [by] L. N. Illus, p. 52-56; 2. From the standpoint of the State director of physical education [by] F. A. Rowe, p. 56-61. 3. C. W. Hetherington: The training of physical educators, p. 61-62. 4. Daniel Chase: What New York State wants in a physical training teacher, p. 62-65.
602. **Holmes, P. K.** Is physical education worthy of academic credit? *Educational review*, 59: 213-18, March, 1920.  
Says that we are concerned about our mental illiteracy, but as yet we have not waked up to the seriousness of our "physical illiteracy." Argues for the necessity of physical training, and cites the reports of the Army officials to show the major and minor defects of the recruits.
603. **Paine, Jessie.** Progress toward physical fitness in the United States. *Child (London)* 10: 200-5, February, 1920.  
Promotion of progressive State and Federal legislation for physical education in the schools.
604. **Storey, Thomas A.** War-time revelations in physical education. *American physical education review*, 25: 47-52, February, 1920.  
Address at annual meeting of the American physical education association, Chicago, Ill., April 9-12, 1919.

## SOCIAL ASPECTS OF EDUCATION.

605. **Hanfan, L. J.** The community center. Boston, New York [etc.] Silver, Birdett & company [1920] ix, 214 p. 12°. (Teacher training series, ed. by W. W. Charters.)
606. **Nason, W. C., and Thompson, C. W.** Rural community buildings in the United States. [Washington, Government printing office, 1920.] 36 p. illus. 8°. (U. S. Department of agriculture, Bulletin no. 825.)

## MORAL EDUCATION.

607. **Autin, Albert.** L'enseignement de la morale. *Revue universitaire*, 29: 19-22, January, 1920.
608. **Parker, Samuel C.** Civic-moral teaching in French secular schools. *Elementary school journal*, 20: 520-29, March, 1920.  
First paper of a series giving an account of the textbooks used in the French schools for civic-moral instruction, preceded by an account of the political, religious, and educational developments in France which created a need for the books, etc.

## RELIGIOUS EDUCATION.

609. Conference of church workers in universities. Thirteenth annual conference, Chicago, January, 1920. *Christian education*, 3: 1-20, January, 1920.

610. **Betts, George Herbert.** The curriculum of religious education. Religious education, 15: 5-22, February, 1920.  
A tentative standard for evaluating lesson series, p. 20-22.
611. **Blakely, Paul L.** The Smith-Towner bill and religious education. America, 22: 503-504, March 20, 1920.
612. **Cowles, May K.** The Van Wert plan of week-day religious instruction. Religious education, 15: 26-29, February, 1920.  
An experiment conducted for the pupils of the elementary public schools of Van Wert, Ohio, by the Religious education board, composed of the pastor and two lay members of each co-operating church.
613. **Eggleston, Margaret W.** The use of the story in religious education. New York, George H. Doran Company [1920] 181 p. 12°
614. **Jacoby, Asher J.** Public school extension work in Bible study. Journal of education, 91: 227-29, February 26, 1920.  
Course of study on the Bible for which credit is given in the schools of Elmira, N. Y.
615. **Schmauk, Theodore E.** How to teach in Sunday-school. Philadelphia, The United Lutheran publication house [1920] 296 p. 12° (Teacher-training handbook)
616. **Veach, Robert Wells.** The meaning of the war for religious education. New York, Chicago, Fleming H. Revell company [1920] 254 p. 12°.

## MANUAL AND VOCATIONAL TRAINING.

617. **Bliss, Don C.** Commercial efficiency in manual training. Industrial-arts magazine, 9: 151-53, April, 1920.  
Projects in manual training developed in the schools of Montclair, N. J.
618. **Cohen, David.** Changing ideals in industrial education. Educational foundations, 31: 362-69, February, 1920.  
History of industrial education. Says "Starting in ancient times, nursed in the cloisters of the middle ages, industrial education has grown with the growth of democratic ideals and institutions."
619. **Haney, James Parton.** Art for use. American education, 23: 252-56, February, 1920.  
Our neglect of industrial art education and the necessity for mobilizing our many agencies to aid the arts.
620. **Langworthy, Virgil B.** The training of industrial workers through industrial education. Vocationist, 8: 3-8, December, 1919.  
Shows the great need for industrial workers since the war.
621. **Miles, H. E.** Making men while we make materials. Survey, 43: 700-5, March 6, 1920.  
Work of the "vestibule schools" described. Estimates the cost of training workers in factories. Illustrated.
622. **Snedden, David.** The theory of the vestibule and upgrading vocational school. School and society, 11: 280-84, March 6, 1920.  
Notes of an address made January 29, 1920, before the twentieth annual meeting of the National civic federation, New York.
623. **Tarbell, Ida M.** A school house in a factory. Red cross magazine, 15: 7-10, 64, March, 1920.  
Educational work at the home of the National Cash Register at Dayton, Ohio.
624. **Vaughn, S. J.** The selection of equipments. Industrial-arts magazine, 9: 65-70, 116-19, February, March, 1920.  
Parts VI and VII of a series of articles on "First aid to the inexperienced." Equipment for a grade woodworking shop.

## VOCATIONAL GUIDANCE.

625. **Center, Stella Stewart, comp.** The worker and his work; readings in present-day literature presenting some of the activities by which men and women the world over make a living. Philadelphia and London, J. B. Lippincott company [1920] 350 p. plates. 12°.  
This book was compiled to meet the needs of boys and girls who feel the urgent necessity of choosing the right vocation. The selections included do not aim primarily to convey knowledge of facts or processes, but to emphasize the human, social aspect of work, and to interpret it in its vital relations.

626. **National vocational guidance association.** Report of the Committee [on] community organization for vocational guidance. *Education*, 40: 447-52, March, 1920.
627. **Payne, Arthur Frank.** Vocational guidance: a review and program. *Industrial-arts magazine*, 9: 89-91, March, 1920.  
The movement for vocational guidance in the past and a suggested program for the future.
628. **Reed, Anna Y.** The relation of vocational guidance to our teaching of science and mathematics. *School science and mathematics*, 20: 105-12, February, 1920.  
Presents interesting case studies.

## HOME ECONOMICS.

629. **Alexander, Virginia M.** Appropriate clothes for the high school girl. Denton, Texas, College of industrial arts, 1920. 26 p. illus. 8°. (College of industrial arts, Denton, Texas. Bulletin no. 74, February 1, 1920).

## COMMERCIAL EDUCATION.

630. **Association of collegiate schools of business.** Papers and discussions of first meeting at Harvard university November 13, 14, and 15, 1919. *Journal of political economy*, vol. 28, no. 2, February, 1920.  
CONTENTS.—1. W. E. Hotchkiss: The basic elements and their proper balance in the curriculum of a collegiate business school, p. 89-107; Discussion, p. 107-12. 2. Nathan Isaacs: The teaching of law in collegiate schools of business, p. 113-26; Discussion, p. 126-36. 3. L. C. Marshall: The relation of the collegiate school of business to the secondary-school system, p. 137-79; Discussion, p. 179-88.

## PROFESSIONAL EDUCATION.

631. Annual congress on medical education and licensure, Chicago, Ill., March 1-3, 1920. Proceedings. *Journal of the American medical association*, 74: 757-61, 823-26, 909-13, 975-78, March 13, 20, 27, April 3, 1920.  
Joint annual conference of the Council on medical education of the American medical association with the Association of American medical colleges and the Federation of state medical boards of the United States.
632. **Fessenden, Franklin G.** The rebirth of the Harvard law school. *Harvard law review*, 33: 493-517, February, 1920.  
The writer's recollections of occurrences during the early years of Prof. Langdell's régime.
633. **Hatt, W. K.** On motivation. *Engineering education*, 10: 186-98, February, 1920.  
Recent views upon the subject of motivation, and the methods of teaching that are expected to motivate the student.
634. **Powell, Louise M.** Student self-government in schools of nursing. *American journal of nursing*, 20: 471-79, March, 1920.  
Says that in schools of nursing with university affiliation student self-government is a necessity.
635. **Sears, Frederick W.** Schools for health officers: what has been done at Syracuse. *American journal of public health*, 10: 155-59, February, 1920.

## CIVIC EDUCATION.

636. **Ames, Edgar W.** The valley of dry bones. *Journal of the New York state teachers' association*, 7: 20-26, February 15, 1920.  
Shows how the civics of the past have failed to make citizens and gives some suggestions for the civics of the future.
637. **Committee on history and education for citizenship in the schools.** Conference on the Report of the Committee on history and education for citizenship in the schools. Supplementary papers. *Historical outlook*, 11: 111-15, March, 1920.  
Recommendations of the Committee for a four-year high-school course in history and Application of the recommendations to conditions in New England, by Herbert D. Foster.

638. **Fields, Harold.** Community civics. *Bulletin of high points*, 2: 17-30. January, 1920.  
Means of motivating work in community civics as used in the Theodore Roosevelt high-school of New York city.
639. **Kimball, Everett.** The national government of the United States. Boston, New York [etc.] Ginn and company [1920]. 620 p. 8°.  
This book has a twofold character, that of a college text book in which institutions are described and analyzed, and that of a source book in which appear the actual words used by the U. S. Supreme court in expounding or limiting the powers of the government.
640. **Lowth, Frank J.** Localized and vitalized civics.—I. Normal instructor and primary plans. 29: 27-28. 75. April, 1920.

## AMERICANIZATION.

641. **Butler, Fred C.** The immigrants—ourselves. *General federation magazine*, 19: 17-18. February-March, 1920.  
The immigrant and a program for his Americanization.
642. **Carr, John Foster.** "Making Americans." A preliminary and tentative list of books. *Library journal*, 45: 209-12. March 1, 1920.
643. **Cohn, Caroline.** Experiments in community organizing in a public evening school as conducted in evening school No. 40, Manhattan. *School and society*, 11: 276-80. March 6, 1920.  
The Americanization of the foreign-born. Outlines: (I) The aim and scope of organization; (II) Methods of procedure; and (III) Results observed and their values.
644. **Weber, S. E.** The kindergarten as an Americanizer. *Educational review*, 59: 206-12. March, 1920.  
Says that admitting children to the public kindergarten one or two years earlier than they are now admitted to the first grade will hasten the process of Americanization.
645. **Weintrob, Joseph.** The evening school and Americanization. *American school board journal*, 60: 45-46. March, 1920.  
Concluded in the April issue.
646. **Wilson, H. B.** Americanizing Americans. *Sierra educational news*, 16: 87-89. February, 1920.
647. **Woodward, Elizabeth Ash.** Americanization work of the kindergarten. Abolition of racial prejudices, barriers, and all that keeps the people in America apart. *Kindergarten and first grade*, 3: 80-92. March, 1920. illus.

## MILITARY TRAINING.

648. **Ireland, Merritte W.** Physical and hygienic benefits of military training as demonstrated by the war. *Journal of the American medical association*, 74: 499-501. February 21, 1920.  
Discusses the benefits of universal military training.

## EDUCATION OF SOLDIERS.

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650. **Menner, Robert J.** American soldiers in French universities. *Sewanee review*, 28: 19-30. January-March, 1920.  
Says that the French educational system is characterized by extreme centralization and consequent lack of flexibility. "The university courses lead to degrees which permit their recipients to enter upon this or that particular profession, but the attainment of degrees requires work of such a special nature that foreigners can not profitably make them the goal of their studies."

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653. The awakening women of China. In education, public activities and elsewhere signs of dawning order are apparent. *Trans-Pacific*, 2: 53-58, March, 1920. illus.  
By Y. I. N.
654. **Lewis, Ida Belle.** The education of girls in China. New York city, Teachers' college, Columbia university, 1919. 92 p. fold. map. 8° (Teachers' college, Columbia university, Contributions to education, no. 104.)
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656. **Crouter, A. L. E.** War effects in schools for the deaf. *Volta review*, 22: 125-29, March, 1920.  
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Says, in conclusion, that it is "time that we definitely discard the incorrect and misleading meaning of the term retardation as synonymous with overageness and accept the more fundamentally correct meaning suggested in this article, and described by Dr. Witmer as "psychological" retardation."
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Illustrative stories based on actual incidents and happenings of school life, showing the work of the program teacher with children who are deficient in one or more subjects.
661. **Poull, Louise E.** The mental status of truants. *Ungraded*, 5: 1-3, October, 1919.  
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662. **Taft, Jessie.** The neurotic girl. *Modern medicine*, 2: 162-70, February 1920.  
Says that many children who go to make up our incorrigibles could be saved by the public school. Discusses psychiatry and social work in schools.

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The educational work of the Knights of Columbus in peace times.
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Minnesota takes advanced position to provide re-education for disabled civilians. The director of the work in Minnesota tells of the system.

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665. **Johnson, Gertrude E.** Education through reading and declamation. *Quarterly journal of speech education*, 6: 43-54, February, 1920.  
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