DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1922, No. 21

RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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NOTE.

The titles included in the classified and annotated list which follows are of books and articles selected by the compilers from the current educational literature of the initial months of 1922, subsequent to the preparation of Bulletin, 1921, no. 52, Record of Current Educational Publications, comprising publications received by the Bureau of Education to December 22, 1921.

This office cannot 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.

PROCEEDINGS OF ASSOCIATIONS.

(See also additional conferences under special classes)

CURRENT EDUCATIONAL PUBLICATIONS.


EDUCATIONAL HISTORY.


CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.


Cottrell, I. The school library. —II. Physical education. —III. Health teaching in the school. —IV. The course of study. —V. Our teachers; how to get good ones and keep them. —VI. Recreation for the community.
CURRENT EDUCATIONAL PUBLICATIONS.


——. Public education in Kentucky; a report by the Kentucky educational commission. New York, General education board, 1921. ix, 212p. plates, tables (part fold.) 12°.


Cooper—Introductory. Preface to the seventh edition. Review of the educational year. The situation in the colleges. Education in Europe. Recent educational literature. Recent books of educational interest—Schools and summer camps (critical description, comparative tables)—Educational directories—School and camp maps.


New York (State) University. Survey of Livingston county schools. Albany, The University of the state of New York, 1922. cover-title, 143p. incl. illus., plans, tables, diagrs. 8°. (University of the state of New York bulletin no. 738, July 15, 1921)


Authority and published by the Board of education of the Fruita union school district with the cooperation of the school boards of the several constituent districts.


——. Will disarmament affect our education? Survey, 47: 891-92, March 4, 1922.

Writer says: "President Harding's suggestion 'that we stand at the dawn of a new era in human history' carries with it the inescapable suggestion that we must have a new era in education." Concludes that with the decay of competitive militarism we should build for cooperative peace.
FOREIGN COUNTRIES.

Latin America.

Endara, Julio. Education in Ecuador. Inter-America, 3: 49-67, February 1922.

The period covered in the first three centuries of Spanish rule—The Colonial period.


Discusses the work of the school established by the American colony in the city of Mexico.

Great Britain and Ireland.


Discusses the position of the teacher, registration, finance, correlation, local control, courses of study, etc.

Harris, D. Fraser. Universities as bonds of empire. Contemporary review, 121: 97-100, January 1922.

Discusses the aftermath of the recent congress of the universities of the British empire. Universities as agents for the maintenance of universal peace.


Teaching of civics as applied in England.


Conditions in English schools described.


Says that educational and research work in agriculture which takes no account of the dominant importance of economics must always be incomplete. Conditions in Great Britain emphasised.


A plea for larger appropriations for education in England. Criticises those who advocate curtailing such appropriations.


France and Belgium.


Discusses the religious and political implications of the subject.

Germany and Austria.

CURRENT EDUCATIONAL PUBLICATIONS

Waterfall, Edith A. The new Austrian regulations for the training of teachers. Educational administration and supervision, 8: 234-40, April 1922. Translated from official sources.


Dewey, John. America and Chinese education. New republic, 30: 15-17, March 1, 1922. Writer says that it is the almost universal expression of representatives of Young China that education is the sole means of reconstructing China; also, that China does not need copies of American colleges, with translated curriculum and conceptions of discipline, but does need foreign funds and well-trained foreigners who understand China's needs to train the Chinese to use the best methods in social arts, and the natural and mathematical sciences.

Lenz, Frank B. China's educational challenge. Educational review, 63: 227-37, March 1922. Says that "the educational page of China's ledger is bright." Work of returned students in building up the country. Sketch of educational conditions in China as they exist today.


EDUCATIONAL THEORY AND PRACTICE.


Alderman, Grover H. The lecture method versus the question-and-answer method. School review, 30: 205-9, March, 1922. An investigation to determine through experimentation the relative value of the lecture and the question and answer methods of class instruction in the teaching of the social sciences. Work done in schools of Newton, Ohio. The subject-matter selected for the lessons was the government of England and the government of Switzerland.


Brooks, Samuel S. Comparing the efficiency of special teaching methods by means of standardized tests. Journal of educational research, 4: 337-46, December 1921. Contends that the efficiency of new methods of instruction can not be accurately compared with that of old methods if the new ones are tested by the very teacher whose own methods are being questioned as to their comparative worth. Says that the efficiency of a teacher and the efficiency of her methods are pretty much inseparable. Seventh article of series on the general topic. "Putting standardized tests to practical use in rural schools."


Clarke, W. P. An all-year elementary school. Elementary school journal, 22: 288-89, December 1921. Work of the state normal school at Minot, North Dakota, which has maintained an elementary school in connection with its summer session.

CURRENT EDUCATIONAL PUBLICATIONS.

Egan, Maurice Francis. What is a liberal education? America, 26: 605-6, April 15, 1922.


Repplier, Agnes. Education. Atlantic monthly, 129: 486-93, April 1922.

Sanford, Fernando. How to study, illustrated through physics. New York, The Macmillan company, 1922. vi, [1], 56 p. 12°. (How to study series.)


By loyalty to education the author means "unity of effort and unity of spirit in a common cause." The author contends that there exists today a certain lack of harmony and understanding between schoolmen and college men. Advocates a school of education, connected with some higher institution of learning, in every state.


The subject of this article is the scientific and social necessity for adoptism or inclusiveness in educational aims, materials, and methods.
EDUCATIONAL PSYCHOLOGY; CHILD STUDY.


An examination of the comparative variabilities as "revealed in some of the most representative studies of mental and physical development."


Study based on radiographs of the hands and wrists of 622 Minneapolis and St. Paul school children, from 5 to 11 years inclusive. A record of the number of permanent teeth was also made for all the children except one group.

Seashore, C. E. Psychology as a career. Science, n.s. 55 : 381-84, April 14, 1922.

Shows the types of career: Teachers of psychology; scientific research: specialists and consulting psychologists; and technicians.


Thesis (Ph. D.)--University of Pennsylvania.

Reprinted from the Journal of educational psychology.

PSYCHOLOGICAL TESTS


Discussed at the meeting of the National society, Chicago, Ill., February 25, 28, 1922.


Says there is much lack of agreement in the results of the various surveys made to determine the per cent of feeblemindedness in the general or school population. The actual percentages quoted in the surveys which have been reviewed vary from .18 to 4.4.

Armentrout, W. D. Classification and promotion of pupils. Educational, 42 : 506-12, April 1922.

Says that the classification of pupils in terms of their ability for different types of intelligence will solve many problems of classification and promotion. Declares that schools should make provision for the three types of intelligence, abstract, social, and mechanical. Too much stress has been put on abstract intelligence tests.


Discuss the reliability of intelligence tests as the basis for determining the intelligence of pupils, and hence for classifying them according to intelligence.


Intelligence tests have their greatest value in the public schools: less validity in the high schools, and the value of their general use in colleges and universities is seriously questioned.


Describes the uses of intelligence tests in the schools of Winchester, New Hampshire. Constitutes the eighth article on the general topic: "Putting standardized tests to practical use in rural schools."


A study of children of normal mentality who have failed to learn to read after three or more years in the public schools.

Fling, Harold P. Some results and correlations of the Alpha army intelligence test at the University of Nebraska. Kentucky high school quarterly, 7: 1-39, October 1921.

The author of this dissertation says that his purpose is to present "the results of the administration of the Alpha army test to the students in Teacher's college, University of Nebraska, and to correlate these results with the academic standings of the same individuals for the same period of time."


Discusses the prediction of achievement in the fundamental school subjects. To be continued.


Study based on tests given in the junior high school grades of the Chicago normal schools during 1921 and 1922. The Otis intelligence test and the Illinois examination were used.


———. What Los Angeles is doing with the results of testing. Journal of educational research, 5: 45-67, January 1922.

Results of the intelligence survey made in June 1917. Says that the future of "scientific education" in Los Angeles depends upon the training of principals and teachers in the art and practice of scientific measurement.
CURRENT EDUCATIONAL PUBLICATIONS.

Knight, F. B. Data on the true-false test as a device for college examination. Journal of educational psychology, 13:75-80, February 1922.


Reymert, Anne B. Some factors of aesthetic judgment. Journal of applied psychology, 6: 34-58, March 1922.


A psychological study of a youth, designated by the writer as "K," who entered Stanford university with credentials showing graduation from an accredited California secondary school. After being subjected to various standardized educational and mental tests, he was eventually dismissed from college.


Tests given to a freshman engineering class at Carnegie Institute of Technology entering the Institute in the fall of 1919. Concludes that intelligence tests should not be made the sole criterion of admission; and should not be limited to the determination of admission.


As employed, the word scattering signifies the number of tests passed in the Binet-Simon test above the basal age.


An investigation made during the year 1916-17, at the psychological laboratory of Northwestern University. An endeavor to ascertain the correlation existing "(1) between the results in the performance of certain psychological tests, and the mental ability of freshmen students as shown in the attainment of grades in mathematics; (2) between the grades in mathematics and the ability of the freshmen as shown by the quarter of the high school class from which they come; (3) between the grades in mathematics of the freshmen and their instructor's independent judgment of their intelligence."


Writer describes a series of tests devised by himself to ascertain children's reasonings. Says that the results of tests in reasoning "correlate more closely with the grading of a well-organized school than any other tests whatever. . . . A test that can be answered in writing by all school children over eight years of age presents an obvious economy of effort both on the part of the experimenter and of the child." To be continued.

Wylie, Andrew Tennant. A brief history of mental tests. Teachers college record, 23: 19-33, January 1922.

EDUCATIONAL TESTS AND MEASUREMENTS.

Conference on educational measurements. Eighth annual conference on educational measurements, held at Indiana University, Bloomington, Ind., April 22 and 23, 1921. Bloomington, Ind., The Extension Division of Indiana University, 1921. 74 p. tables, diagrs. 8°. (Bulletin of the Extension Division, Indiana University, vol. 6, no. 12)


The problems discussed are as follows: (1) Acquainting the teachers with the functions of the department; (2) test administration; (3) classification; (4) meeting parents' objections; (5) publicity; (6) cooperation with other officers of administration; (7) internal administration.
Douglass, Harl R. *A series of standardized diagnostic tests for the fundamentals of elementary algebra.* Journal of educational research, 4: 396-403, December 1921.


Kolstad, Arthur. *Arithmetic ability of men in the army and of children in the public schools.* Journal of educational research, 5: 97-111, February 1922. Concludes that there is a definite relationship between the school grade finished and one's ability in later adult life to solve arithmetic statement problems, which is especially marked for those who have not proceeded beyond the high school.


Pressey, Luella W. *Scale of attainment no. 3—for measuring “essential achievement” in the third grade.* Journal of educational research, 4: 404-12, December 1921. Tests in reading, spelling, and arithmetic included. Makes three suggestions: (a) “That the test motivation come from interest rather than school discipline; (b) that teachers be allowed to participate in the building of tests, and (c) that achievement scales should, and can, be kept sufficiently simple in construction to be of great use to teachers.”

Sage, Evan T. *Results of a word-analysis test.* Classical journal, 17: 218-24, January 1922. Test given to 522 students in the required course in English composition during the second semester, 1920-21, in the University of Pittsburgh.

Theisen, W. W. *Does intelligence tell in first-grade reading?* Elementary school journal, 22: 530-34, March 1922. Tests were made on pupils in Cleveland schools, October 1920, by the Pressey primer scale, and the Haggerty reading test for primary grades. Concludes that the results of the experiment warrant the adoption of a policy of grouping entering pupils wherever possible.

Washburne, Carlston W. *Educational measurement as a key to individual instruction and promotions.* Journal of educational research, 5: 195-206, March 1922. Investigations made in the schools of Winnetka, Illinois. The social work in the schools occupies from one-third to one-half of each school day. Children's marks and promotions are based entirely on individual work.

EDUCATIONAL RESEARCH.


Capen, Samuel P. *A year of the educational research committee.* Journal of educational psychology, 18: 98-104, February 1922. Work of the committee of the Commonwealth fund, which appropriated $100,000 for the purpose of educational research.

Sis, Raymond W. *Values of educational research.* Kentucky high school quarterly, 8: 1-12, January 1922. Educational research will solve many educational problems, thereby greatly increasing the efficiency of our schools and saving millions of dollars.

Maston, R. C. *The advantages of a department of research for a public school system.* Ohio teacher, 42: 197-201, January 1922.
CURRENT EDUCATIONAL PUBLICATIONS.

SPECIAL METHODS OF INSTRUCTION.

PROJECT METHOD.


Says that the project method of teaching geography is one of the means by which life in the schoolroom is made to resemble life outside the schoolroom. It is well adapted to socialized work, and arouses the interest of pupils. Presents some recent problems and projects.


Gives an outline of a project worked out by 84 grade of the observation department of the Cleveland school of education.


Contents: v. 1. Sample materials for the kindergarten, first, second and third grades. v. 2. Sample materials for grades four, five and six. v. 3. Sample materials for the junior and senior high school.


Discusses the question under three heads: (1) The project must represent a body of subject matter of known value in life outside the school; (2) the purpose of the school is not to interest the child, merely, but to develop the interests that he should have; (3) there must be a sharp and systematic attack on social objectives of value; (4) the techniques of teaching are special, rather than general; (5) there must be special provision for thorough learning through practice, drills, summaries, and reviews.

King, W. A. An elementary school health project. Elementary school journal, 22: 608-14, April 1922.

Describes a project directed by the principal and teachers of the Columbia school, Seattle, Wash. Says that the project offers convincing proof that the school must have the cooperation of the home if health teaching is to be successful.


Divides the discussion into seven sections: (1) Definition; (2) recent examples; (3) historical development; (4) values; (5) limitations; (6) techniques; (7) conclusions.

The project method in high school. Journal of educational method, 1: 323-28, April 1922.

This report is the result of a group project carried out by a committee of which Miss Edith L. Hoyt, of Ann Arbor, Mich., was chairman.

STORY TELLING.


(Mrs. E. F. Leonard, secretary, 1349 Grace street, Chicago, Ill.)


The value of story-telling to children.

VISUAL INSTRUCTION.


(F. V. Ankeney, secretary, University of Missouri, Columbia, Mo.)

CURRENT EDUCATIONAL PUBLICATIONS.

Bollman, Gladys and Bollman, Harry. Motion pictures for community needs; a practical manual of information and suggestion for educational, religious and social work. New York, H. Holt and company, 1922. ix, 298p. illus. 12°.


Film material for school use must contain information, spirit, inspiration, and accuracy.


The first article in this series considers fundamental principles; the second explains the making of "home-made lantern slides" by boys and girls in school. The third article discusses the use and operation of the classroom stereopticon; the fourth takes up the correlation between lantern slides and motion pictures in teaching.


Discusses the advantages of visual methods in teaching engineering, and the cost of film presentations.


Describes the work of the National child welfare association, and its visual appeal to teachers and pupils. Illustrated.


Discusses the utilization of motion pictures in health education and publicity. This symposium was given at the first session of the health and publicity group, fiftieth annual meeting of the American public health association, New York city, November 14, 1921.

OTHER METHODS.


Jameson, A. A. A new method in education. School and home, 14: 5-8, April 1922.

A description of Camp Dixie for boys, which is situated in the mountains of Georgia.


Presents a plan devised in the Ethical culture school, New York city.

SPECIAL SUBJECTS OF CURRICULUM.

READING.


Outlines "a method whereby the teacher may classify children who have been tested by the picture supplement scales according to the types of instruction they seem to need, so that she may have some guide for classroom drill between the testing periods."


CURRENT EDUCATIONAL PUBLICATIONS.


HANDWRITING.

Freeman, Frank N. A course in handwriting. Elementary school journal, 22: 372-79, 441-50, 521-29, 597-607, January, February, March, April 1922. Illustrations are drawn chiefly from the lessons for the primary grades. A revised course based on a preliminary course that was used experimentally in a public school in Kansas City, Kans. The concluding articles deal with the work of grades 2 to 6 higher.

SPELLING.


"The purpose of this article," says the writer, "is to determine how far the application of the rules of simplified spelling would immediately relieve the difficulties in English spelling experienced by our boys and girls who aspire to go to college." A study based on the misspellings that appeared in compositions upon subjects taken from their own experience by 2,414 candidates for the English examinations of the college entrance examination board, from 1913 to 1919 inclusive.

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A study of high-school spelling material. Journal of educational psychology, 13: 152-59, March 1922. Continued from February number. Says that the most direct means of gaining economy and efficiency in the teaching of spelling is: (1) To teach material which the students concerned do not know; (2) to present that material with insistent emphasis on those critical points in the words presented which cause nearly 77 per cent of the entire mass of misspellings.


ENGLISH AND COMPOSITION.


By the president of the New York state college for teachers.

Hill, Howard G. Opportunities for correlation between community life and English. School review, 30: 24-36, 118-26, 175-88, January, February, March 1922. The first and second articles of this series describe the administration and organisation of a combination course in community-life English and discuss the work from the standpoint of reading or literature. The third article deals with motivation in composition work; creating an audience situation for oral expression; variety in written compositions; social science content and imaginative literature; and community life and intellectual interest. Concludes that a combination course in English and social science is productive of genuine intellectual interest.


CURRENT EDUCATIONAL PUBLICATIONS.

Norris, Orland O. Why hate English? Educational review, 63: 315-25, April 1922. Argues that the reason why pupils hate English is because there is "no social standard of linguistic or literary excellence, no general appreciation of excellence in either oral or written phrasing, or in quality of enunciation, to which both pupils and adult must attain as a fundamental condition of approval." To remedy conditions the writer contends that we must set above the claims of tradition the demands for an enriched and continued racial life.

ANCIENT CLASSICS.

Bara, John Edmund. Sight reading. Classical weekly, 15: 137-40, March 13, 1922. Author explains the paradox that there is no such thing as sight reading and that all reading should be sight reading.


Carr, W. L. and others. The progress of the classical investigation: studies in content. Classical journal, 17: 285-80, February 1922. Development of the investigation now being conducted by the American classical league with the support of the general education board.

Dorsey, Susan M. Teachers of Latin. Classical journal, 17: 389-97, April 1922. Says that Latin teachers should be acquainted with the history, architecture, and customs of the Roman world, also should have at least a moderate acquaintance with Greek. Emphasizes the study of Latin for training in observation, reasoning, and expression.

Fiske, Christabel F. What high school Latin furnishes to college preparation in English. Classical journal, 17: 210-17, January 1922. Value of Latin in furnishing a nice appreciation of beautiful sentence structure; in enlarging the students' vocabulary; and as a medium for evoking an appreciation of the evolutionary relation existing between ancient and modern civilizations.

Graves, Frank P. The values in the study of the classics and why they are sometimes not realized. Educational review, 63: 156-65, February 1922.


Otis, Alvah T. The relation of Latin study to ability in English vocabulary. School review, 30: 49-50, January 1922. In a test conducted at the White Plains (N. Y.) high school, the Latin pupils excelled those of a non-Latin group on an average of 27.3 units in terms of Terman scores. Shows the efficacy of Latin in increasing students' vocabulary.

Parker, T. Valentine. The classics as cultural studies. School review, 30: 288-89, April 1922. Suggests that the fatal flaw in the methods of teaching the classics is that cultural study is generally supplementary to the ordinary work of the classroom when it ought to be pervasive of it.

Ragland, George. What are Greek and Latin good for? Kentucky high school quarterly, 8: 13-16, January 1922. Discusses the subject of the classics from the practical side, describing its disciplinary and its historical value.

Smalley, Archibald W. The coordination of Latin with first-year algebra. Classical journal, 17: 201-9, January 1922. An endeavor to show how, and to what extent, the nomenclature of algebra may be taught in Latin classes, especially to those of the first year. "The method is to tabulate in alphabetical order the technical and semi-technical words of algebra."
MODERN LANGUAGES.

Allison, L. H. The case for the direct method. (What it is—What it is not) Modern languages, 3: 88-97, February 1922.

Discuss the subject of the direct method pro and con, showing its defects and how to remove them.

Bruns, Friedrich. Introductory causes to the study of German literature. Modern language journal, 6: 142-54, December 1921.

A plea for a course in philological prose.


Cook, William A. Secondary instruction in Romance languages. School review, 30: 274-80, April 1922.

Concludes that if a school cannot offer at least two units of a Romance language, that language should be left out altogether.


Discusses Esperanto, Volapuk, Ido, and other attempts to formulate an international language.


An address by F. B. Kirkman to the Modern language association at Cambridge.


MATHEMATICS.

Allen, Fiske. The relative emphasis upon mechanical skill and applications of elementary mathematics. Mathematics teacher, 14: 435-43, December 1921.

Says that much of the work upon mechanical processes should be eliminated, and that more emphasis should be placed upon the applications, especially the algebraic method of using general numbers.


Discuss mathematics and philosophy: mathematics and the foundations of science, etc.


McFariand, Blanche B. A plea for arithmetic in the first grade. Kindergarten and first grade, 7: 1-7, January 1922.

Rosenberger, Noah Bryan. The place of the elementary calculus in the senior high-school mathematics and suggestions for a modern presentation of the subject. New York city, Teachers college, Columbia university, 1921. vii, 80 [1] p. 8".

(Teachers college, Columbia university. Contributions to education, no. 117)


In grades seven and eight of urban junior high schools, the place, scope, specific adaptations, etc. of mathematical studies.


The books selected for analysis represent a period of 14 years in the development of arithmetic texts. Says the need is for "a pedagogically sound definition of arithmetical material (a) in terms of the amount needed to accomplish most economically the desired results, and (b) in terms of subject-matter looking not alone to efficient mastery of the fundamentals but to the proper development of the whole child."

Symonds, Percival M. Mathematics as found in society: with curriculum proposals. Mathematics teacher, 14: 444-50, December 1921.

Among other data the writer discusses mathematics in the junior high school. Argues that the curriculum of the future must find its justification in the needs existing in society.

Thorndike, Edward L. The psychology of arithmetic. New York, The Macmillan company, 1922. xvi, 314 p. tables, diagrs. 12°. (The psychology of the elementary school subjects, by E. L. Thorndike)


Wilson, Estaline. Improving the ability to read arithmetic problems. Elementary school journal, 22: 380-86, January 1922.


An attempt to gain "a reliable index of the type of arithmetic needed by the clerk in selling goods, and by the consuming public in purchasing goods." Says that the school is emphasizing much arithmetic that is unessential in meeting the conditions presented by the salesman and the consuming public.


Suggests program for nature-study for the twelve school years.

Curtis, Henry S. Nature study, the foundation of an education. Educational review, 63: 307-14, April 1922.

Emphasizes the value of taking children on excursions into the country. Says that children will make better progress in their studies where they have had a considerable first-hand experience with real things.


Bibliography of general science: p. 151-55.

Gordon, Neil E. When will the teaching of chemistry become a science. Science, n. s. 54: 556-58, December 30, 1921.

A plea for the project or problem method in teaching chemistry.

SOCIAL HYGIENE AND GENETICS.

Grant, Henry M. Education in sex and heredity: a practical program. Journal of social hygiene, 8: 5-21, January 1922.

Plan provided for teaching sex in the schools of Oregon.


Outlines a course in plant breeding.

CURRENT EDUCATIONAL PUBLICATIONS.

GEOGRAPHY.

Discussion the evolution of geography and geography teaching during the past 25 years.


A study based on 31 reading lists and four lists of study of prominent and representative high schools in all sections of the United States.

A statistical study based on questionnaire sent to all normal schools and to all public educational institutions in the United States listed by the Bureau of Education as collegiate in grade 51 in number.

Published in the autumn of 1921. Relates not only to Great Britain but to the world in general.

HISTORY.


Hudelson, C. L. R. A history chart. School review, 30: 139-40, February 1922.
Describes a chart that has been constructed for the Township high school of Benton, Illinois, an outline "Story of mankind," connecting up history and geology after the manner of H. G. Wells, illustrated by objects and pictures, and always on view. This chart, which runs around three walls of a large classroom, is made of strips of eight-inch board covered with sign cloth, nearly 70 feet in all.

ECONOMICS.


A general plan for a half-year course in economics for a high school in a rural community.

MUSIC.


Contends that the music memory contest ranks as an invaluable means of raising the standard of music appreciation. Gives rules how to conduct such a contest, with a suggested list of composition.
The same author has an article on this subject in School review, 30: 300-4, April 1922.
CURRENT EDUCATIONAL PUBLICATIONS.

DRAMATICS.


"A plea for the recognition of the theatre as an educational force."


This book contains a play for each special date in the year, beginning with New Year's and ending with Christmas, together with directions for simple costumes and properties.


Shows the importance of the drama in the junior high school curriculum.

Mabie, Edward C. Plays for high schools. Iowa City, The University [1921] 36 p. 8°. (University of Iowa. Extension division bulletin no. 78)

DRAFTING.

Fulwider, James H. Teaching students to chart. School review, 30: 378-81, May 1922.

Work accomplished in chart making and study in the Oronza military schools, Illinois. Says that chart making develops the analytical powers of students.

SAFETY.


KINDERGARTEN AND PRIMARY SCHOOL.


Corson, David B. The kindergarten; part of the elementary school. Kindergarten and first grade, 7: 89-91, March 1922.

Says the kindergarten should be a part of every elementary school.


RURAL LIFE AND CULTURE.

Kolb, J. H. Rural primary groups; a study of agricultural neighborhoods. Agricultural experiment stations of the University of Wisconsin and United States Department of agriculture cooperating. Madison, 1921. 81 p. incl. tables, diagrs. 8°. (Research bulletin 51. December, 1921)


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**CURRENT EDUCATIONAL PUBLICATIONS.**

### RURAL EDUCATION.


**Subject:** Pressing problems of the rural schools.

**Contains:**
2. Notes from the field—School lunches, p. 531-36.
5. S. A. Getman: The rural school and the community, p. 553-62.


**States the inquiry as to** "whether the emphasis should not now be placed more on preparation for home membership, civic responsibilities, and the wise use of leisure time."


**Campbell, Macy.** Growth of consolidated schools in Iowa. [Cedar Falls, La., Iowa state teachers college, 1922.] 16 p. 8°. (Bulletin of the Iowa state teachers college, vol. xxii, no. 3. September, 1921)

**Dearwater, Frank.** The history of a rural-school district. Education, 42: 286-91, January 1922.

**Study based on the records of a rural school in a distinctively rural section of western Missouri.** The writer asks: "Is this record typical?"

**Dunn, Fannie Wyche.** Educative equipment for rural schools. New York city, Teachers college, Columbia university [1921] 23 p. 8°. (In cover: Teachers college bulletin, 13th ser. no. 3)

**Lists equipment for the teacher and the pupil, including a graded list of books, magazines and newspapers, musical instruments, pictures, etc.**

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**The rural school's purpose in relation to the community.** Journal of rural education, 1: 368-73, April 1922.

**Shows that the rural school of the future may be not merely an institution for the education of children and youth, but a means of continued development for all who desire it, of whatever age.**

**Jones, T. N.** Rural education a state problem. Texas outlook, 6: 7-12, February 1922.


**The writer says that the vocational school of farming and the liberal high school should not be pedagogically interdependent concurrently for the same pupil, as he cannot get in his working hours, ordinarily, vocational and liberal education simultaneously.**


**These three articles deal respectively with the organization, principal findings, and recommendations of the committee of twenty-one in charge of the survey.**
TEACHERS' COTTAGES.


Discusses the using of the teachers' cottages, and shows that changing rural conditions, and developing community life have made the teachers' cottage unnecessary.


Describes progress in constructing teachers' homes in various parts of the country. Illustrated.

SECONDARY EDUCATION.


National association of secondary school principals. Sixth yearbook. [Chicago] Pub. by the Association, 1922. 215 p. 8°. (H. V. Church, secretary, Cicago, Ill.)


Briggs, Thomas H. Extra-curricular activities in junior high schools. Educational administration and supervision, 8: 1-9, January 1922.

Study based on a report on the organization and administration of the junior high school at Teachers college, Columbia university, made in August 1921. Gives a list of activities which have been tried out in various schools. Bibliography, p. 8-9.

Caldwell, Otis W. Education as viewed by the Lincoln school. Educational review, 63: 1-10, January 1922.

This school, established as an adjunct to the Teachers college, Columbia university, was organised to work out the problems of secondary education upon an independent and experimental basis. Activities described.


A study based on an investigation of junior high schools in Kansas and an almost equal number in Indiana. Concludes that a pressing problem for solution is the satisfactory administration of junior high school curricula.

The reciprocal relation between theory and practice in scientific secondary education. Educational administration and supervision, 8: 198-204, April 1922.

"It is not," says the writer, "a question of theory versus practice, but a question of correlated theory and practice in secondary education that it is important for us to recognize at the present time." Recommends school officers to observe in great detail what has happened in agriculture, in medicine, in aeronautics, etc.

Summary of organization and administration of 40 junior high school systems of Kansas. Educational administration and supervision, 8: 137-42, March 1922.
CURRENT EDUCATIONAL PUBLICATIONS.


Discusses the subject under the following heads: (1) Parental occupation and children of high-school age not in high school. (2) Parental occupation and progress through school. Second paper of series. In the November 1921 number writer made an analysis of the social composition of the entire high-school populations of Bridgeport, Mount Vernon, St. Louis, and Seattle. The analysis is carried further in the present paper. Concludes that the high school is still patronised very largely by the more fortunate social and economic classes.


Describes a student-faculty cooperative government in Citrus union high school, Arvada, Calif. From the constitution of the welfare council of the school.


Address given before the High school conference, University of Illinois, November 1921.


Study based on a questionnaire sent to 425 high schools in the United States. Writer says that if the grouping of students according to capacities is desirable, then a much wider use of mental testing should be employed.


Emphasizes the benefits of a well-organized, efficient, and constructive social program in the school. Experiences in the Decatur high school, Illinois.


Johnston, Laura M. Pupil participation in administering the junior high school. Elementary school journal, 22: 615-20, April 1922.

Discusses the growth of pupil initiative, cooperation, and responsibility in solving problems of school conduct. An experiment conducted in the Junior high school of the training department, State normal school, Oshkosh, Wis.


Says that the present system is "in itself responsible for much of the 'getting by' spirit, the satisfaction with mediocrity." Outlines a system of mark-keeping and routine, which would serve as a more illuminative series of records than those in use at the present time.

Snadden, David. High school reorganization—some practicable next steps. Educational administration and supervision, 8: 80-88, February 1922.

Depreciates curriculum control of high schools by higher institutions. Declares it to be a mistake to assume that all courses can be effectively incorporated with courses of liberal education.


Emphasizes the keen interest of pupils in informational selections written for school use by experts; the interest of teachers in the same; and suggests guiding principles for selecting such reading matter for the junior high school study made in the intermediate school of Evanston, Ill.

CURRENT EDUCATIONAL PUBLICATIONS.

TEACHER TRAINING.

Armentrout, W. D. The use of a "sliding program" in training schools. Educational administration and supervision, 8: 241-49, April 1922.


Aspinwall, William B. "The first actual experience in student-teaching," says the writer, "is provided as early in the course as the first half year, in order to aid the students to assimilate more completely their knowledge of the child's mental processes, to make their observations more intelligent," etc.

Bradfield, Stella. Observation, participation, and practice teaching for a liberal arts college. Educational administration and supervision, 8: 106-12, February 1922.

"A tentative plan to meet a purely local situation where initial work is to be done in using a city system for laboratory purposes for a liberal arts college."


"An essay, objective, to the case method for the study of teaching and gives arguments for its adoption."


Report and recommendations of an educational commission (William C. Bagley, chairman, John W. Wetmore, and George Harvey Chambers) appointed and financed by the Cleveland foundation at the request of the joint conference committee of the Cleveland school of education and Western reserve university.

Cross, E. A. Spinning sand. Educational review, 63: 23-34, January 1922.

"Discusses teachers' requirements and the professional training of teachers. Says that in this country we have "an adequate force of trained teachers capable of teaching the responsibilities of citizenship." Describes the present preparation of teachers as "spinning ropes of sand.""

Davis, C. O. The training and experience of the teachers in the high schools accredited by the North central association. School review, 30: 335-54, May 1922.

"Study based on a questionnaire sent to every teacher in the secondary schools accredited by the North central association. Of the 15,673 teachers reporting, all but 1,109 received their elementary education in the public schools; and 40 per cent received this education in whole or in part in rural schools."


"Discusses the correspondence between civilization and education. Contends that teachers, as well as administrators, need the light that social science can throw upon educational problems."


Thesis (Ph. D.)—Columbia university.

Hillyer, Thomas A. The place of the normal school in the state system. Educational administration and supervision. 8: 166-74, March 1922.

"Discusses the development of the normal school in Europe and America; its needed adjustments as regards conditions in this country, etc. Contains a bibliography."

Lane, Jessie A. The Fort Wayne plan of student teaching, observation and reports. Educational administration and supervision, 8: 42-59, 99-104, January, February 1922.

"Gives a detailed program for the organization of student observation, graded participation, and practice teaching, organized by the writer, and put into operation in the Fort Wayne normal school in February 1920."


"Says the state should pay more attention to the training of prospective high school teachers. Recommends taking over and reorganizing the schools of education at Pittsburgh and Philadelphia, turning them into state teachers' colleges, with a practice school of secondary grades established in connection with each institution."

EDUCATIONAL ADMINISTRATION AND SUPERVISION.
CURRENT EDUCATIONAL PUBLICATIONS.


An endeavor to gain an idea (1) as to how student-teachers spend the time set aside for practical teaching; and (2) how the time demanded by practical teaching compared with the time spent for a unit of credit in other subjects.

Everson, George D. Relation of college departments of education to state and local school systems. Educational administration and supervision, 8: 193-97, April 1922.

Says that no satisfactory training can be offered without first hand contact with schools as they are commonly organized.


Part of a report prepared for the trustees of the Frances Mary Buss memorial travelling scholarship fund, England. Contrasts educational conditions in England and America. Is very appreciative of American educational achievements. Says that we are much more advanced than England in the standardization of methods of teaching, measuring attainment, and school equipment; and that we possess a far greater equity of educational opportunity.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

Carnegie foundation for the advancement of teaching. Sixteenth annual report of the president and of the treasurer. New York city, 1921. vi, 205 p. 4°. (Clyde Furst, secretary, 322 Fifth avenue, New York)


Discusses the function of a placement bureau in colleges or universities.


Advocates the perfecting of virile teachers' organizations. Says that the greatest handicap to the growth of a professional spirit among teachers lies in the temporary nature of teaching tenure and personnel.

Texas. University. Conference upon the teacher-problem in Texas. Austin, The University, 1922. 96 p. 12°. (University of Texas bulletin, no. 2209: March 1, 1922)

CURRENT EDUCATIONAL PUBLICATIONS.

HIGHER EDUCATION.


Association of American universities. Journal of proceedings and addresses of the twenty-third annual conference held at the University of Missouri, November 4-5, 1921. 89 p. 8°. (David A. Robertson, secretary, University of Chicago, Chicago, Ill.)

Contains papers and addresses on (1) Concerted action towards full support of scholarly publication, p. 27-45; (2) The organisation of freshman year, p. 43-71; (3) Aspects of the junior-college problem, p. 72-86.


Beatley, Bancroft. The relative standing of students in secondary school, on comprehensive entrance examinations, and in college. School review, 30: 141-47, February 1922.

Study based on data obtained from school, examination, and early college records of 425 men admitted to Harvard college under the new plan. Every candidate under this plan is required to submit a record of his secondary school work and to take four comprehensive examinations set by the College entrance examination board.


The colleges must train students to work thoroughly, to think accurately, to know their own day, and to be men of integrity.


———. The personal touch. Christian education, 5: 3-18, March 1922. The personal relationship which should exist between the students at college and the faculty would be a source of inspiration, of moral and intellectual strength.

Coffman, Lotus D. What part shall the colleges and universities play in the American program of education? American education, 25: 252-55, February 1922. Discusses such questions as the desirability of universities freeing themselves from all work not of university grade; the giving of credit towards a degree for approved high school work, etc.

Feuillerat, Albert. Six mois a l'université Yale. Revue des deux mondes, 92 (t. 7): 631-63, February 1; (t. 8): 431-58; March 15, 1922. Gives the experiences and impressions of the writer as an exchange professor in Yale university.

Gatchell, Earle. A bank for students. Survey, 47: 949-50, March 18, 1922. Discusses the need of a students' bank, "national in scope, charging legal interest which would give the deserving student long-time loans on a strictly business basis," etc.


Henle, James. Unhonored educational honors. North American review, 215: 249-54, February 1922. Says that college instruction is still under the domination of the fact tradition. But a revolt is well under way. The endeavor should not be to fill the students' brain with as many facts as possible, but rather "to assist him to comprehend and judge the forces which have created our present society and which are directing its development."


"Selected references": p. 15.

Howe, Charles S. Our overcrowded colleges. School and society, 15: 35-41, January 14, 1922. Institutions have not the right to admit more students than they can properly teach. Scholarship should be placed before numbers.

Hull, Callia, and West, Clarence J. Doctorates conferred in the sciences by American universities in 1921. Science, n. s. 55: 271-79, March 17, 1922. Statistical compilation. Gives theses distributed according to subject; names of authors, etc.


Kirkpatrick, J. E. Control of university policy. Survey, 47: 565-68, January 7, 1922. Advocates faculty control, which would do away with that "overgrown and impossible office, so peculiar to America, the college presidency."
CURRENT EDUCATIONAL PUBLICATIONS.


Leacock, Stephen. Oxford as I see it. Harper's magazine, 144:738-45, May 1922. Says that "Oxford is a noble university. It has a great past. It is at present the greatest university in the world; and it is quite possible that it has a great future. Oxford trains scholars of the right type better than any other place in the world."

Scales, Laura W. L. Shall we fear the large college? Educational review, 63:299-306, April 1922. Emphasizes the necessity of personal relationships—the human touch in education, which some of the large institutions lack.


FEDERAL GOVERNMENT AND EDUCATION.


Fitzpatrick, Edward A. Federalization and state educational bankruptcy. Educational review, 63:402-11, May 1922. Concludes that the ideal arrangements of a federal agency of education would be a federal board of education in the same legal position as the United States commerce commission, or, as has been recently suggested, the Smithsonian institution.


Jones, Olive M. The need of national organization for educational service. Educational review, 63:395-401, May 1922. Writer says that education should be nationally organized, so that there may obtain equality of educational opportunity, apparently threatened in times past by political or commercial or industrial or religious combinations.

Judd, Charles H. Federal participation in education. Elementary school journal, 22:494-504, March 1922. Reviews the symposium on federal participation in education published in February number. Concludes that some careful, analytical thinking will have to be done before a department of education is established.
CURRENT EDUCATIONAL PUBLICATIONS.

A study of the opinions of leading educators on federal participation in education. Arguments for and against a federal department of education.

Kinley, David. The relation of state and nation in educational policy. School and society, 14: 589-600, December 24, 1921.
Installation address as president of the University of Illinois, December, 1922.
Education must be kept out of federal bureaucratic control.

Learned, Henry B. The educational function of the national government. Educational record, 3: 3-17, January 1922.
Reprinted from American political science review, 15: 335-49, August 1921.

Recommends the creation of a federal education commission, consisting of five noted educators appointed by the President, their terms of office being five years. The appointments might be so made that the term of one member would expire each year. This commission would be limited in its activities to those functions which "do not include administration and financial support of civil schools." The commission would be in lieu of the Bureau of education.

Describes the work of the child hygiene section of the U.S. Public health service. Says that the health supervision of school children should be standardized, and recommends the cooperation of the federal government in this regard.

SCHOOL ADMINISTRATION.

The first of a series of articles on school taxation.


Boards of education have become so involved in educational routine that they lack educational vision. A planning-department is needed in every state educational machinery.

Lindsay, E. E. Iowa school taxation. Educational administration and supervision, 8: 65-79, February 1922.
Writer contends that "if all real and personal properties in Iowa were taxed at their real worth; or at a uniform percentage of that worth the problems of school finance would find easy solution."

Lindsay, E. E. School finance in Iowa. Journal of educational research, 5: 112-19, February 1922.
Discusses the relation of expenditures for schools to expenditures for other municipal purposes in Iowa towns and cities.

CURRENT EDUCATIONAL PUBLICATIONS.

Pocket contains folded chart, table.


Pryor, H. C. Some recurring problems of administration. Educational administration and supervision, 8: 200–8, April 1922.
Endeavors to throw light on the vexing question, "How many hours should students be permitted to carry?" "How late should they be permitted to enter?" "Should they be permitted to register for courses in residence and complete them on extension?"


Address delivered before the high school department, Pennsylvania state education association, December 1921.

Concludes that boards of education in our cities should be financially independent of the municipal authorities. Such financial independence has already been secured by State in a number of states.

SCHOOL MANAGEMENT.


Work of a student adviser as exemplified in the East high school of Cincinnati, Ohio. Boys and girls often seek advice in regard to physical ailments. The adviser relieves the principal of many minor administrative duties.


Concludes that radical reduction in non-promotion cannot honestly be secured without radical reorganization of the school system.

Study based on a questionnaire sent in February, 1921, to all of the high school principals of West Virginia. Says that the chief academic deficiency of applicants for high school positions in West Virginia is lack of specific preparation, and the chief professional deficiency is inadequate professional training.

The author clearly points out problems in curriculum-making in order to stimulate the consideration of scientific methods to be used in place of the present hit-and-miss ones.

Moore, Jennie. Putting the responsibility of seventh and eighth grade failures up to teachers and principals. Inter-mountain educator, 17: 194–202, January 1922.

Emphasises the value of extra-curriculum activities. Gives suggestions on class management, etc.

Seashore, C. E. Sectioning classes on the basis of ability. School and society, 15: 353-64, April 1, 1922.

The opportunities offered by the principle of sectioning classes are given by the author, who advocates sectioning.

Spencer, P. R. A high-school principal's self-rating card. School review, 30: 268-73, April 1922.


Discusses the 81-minute period of the Bucyrus high school, Ohio.

SCHOOL BUILDINGS AND GROUNDS.


Ittner, William B. The planning and construction of modern school plants. St. Louis, Mo., 1922. 30 p. illus. 4°.


Statistics of fire losses in schools.


SCHOOL HYGIENE AND SANITATION.


Read before the provisional child hygiene group of the American public health association at the 50th annual meeting, New York city, November 15, 1921, and adopted by a vote of those present.


Says that such a program should embrace the following factors: (1) program of physical training activities; (2) program for controlling growth handicaps; (3) program for right and efficient living; and (4) compulsory health education. Cites evidence of physical defects as disclosed by the war draft and by numerous educational surveys.


Emphasises the necessity of measuring the results of teaching health habits. Presents bibliographical data.
CURRENT EDUCATIONAL PUBLICATIONS.

Says that the psychological characteristics of children of this age afford abundant opportunity for correlating health instruction with English, history, and arithmetic.

General review of the subject.

Neal, A. O. Open-air dormitories at the University of Arizona. Nation's health, 4:49-51, January 1922.
Illustrated with diagram and pictures.

Discusses the city's program against malnutrition in public schools and the results obtained.


Sobel, Jacob. Control of the cardiac diseases of childhood. Nation's health, 4:54-56, January 1922.
Discussion of a report on methods for the control of cardiac diseases made under the auspices of the commissioner of health of New York. Data regarding cardiac troubles found among school children of the elementary schools of New York.

Wile, Ira S. Laziness in school children. Mental hygiene, 6:86-82, January 1922.
Discusses the psychological and physiological conditions that underlie laziness in school children. Calls attention to the influence exercised during adolescence by glandular readjustments; the effect upon personality that arises from dysfunction of the thyroid and pituitary glands.

The student health service devotes the major part of its time to the preservation of health and the prevention of sickness.

PHYSICAL TRAINING.

Brumbaugh, M. G. Physical training for all children. World's work, 44:110-12, May 1922.
The progress of physical education in the United States and foreign countries.

The educational, mental, and moral significance of the newer conception of physical education.

Concludes that the school is the natural center for physical education, which embraces health inspection, charting of physical and mental conditions; and the play activities of children.

Cleveland Board of education. Syllabus of physical education for elementary grades, Cleveland public schools. [Cleveland], The Division of publications, Cleveland board of education, 1922. 58 p. 8°.

"References": p. 3-4.

The writer says that our intercollegiate games are over-managed, over-coached; that they are managed by outsiders, coached by outsiders, and in a real and lamentable sense, played by outsiders. He suggests cooperation between the large universities so that boards of control be scrapped, as well as the armies of coaches, and that the games be managed, coached, and played by undergraduates.

The article discusses athletics under three headings—reform, new opportunities and incentives, and competition.
CURRENT EDUCATIONAL PUBLICATIONS.


Concludes that since conditions of health and physical efficiency for boys and girls are closely related to the general social welfare, this need should be the concern of the public school.


Delivered before the Physical education section of the Missouri state teachers' association, November 1921.

PLAY AND RECREATION.


SOCIAL ASPECTS OF EDUCATION.


An experiment begun at Bayview high school which secures for the boy a substantial training in social citizenship.

Hall, Arline H. How a parent may help a teacher. Child-welfare magazine, 18: 75-81, December 1921.


Contains "Reading".

"Bibliography of sources": p. 191-248.

Jordan, Edward B. The educational function of the home. Catholic educational review, 20: 3-12, January 1922.

The home is the most important agency of formal education.


Among other things takes up the subject of education and delinquency. To be continued.


Painter, George S. The home as educator. American education, 25: 318-54, April 1922.

Shows how the home can be made one of the most fundamental educational institutions.

Voelker, Paul Frederick. The function of ideals and attitudes in social education; an experimental study. New York city, Teachers college, Columbia university, 1921. v, 126 p. incl. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 112)


Says that the socialized recitation is founded on the principle in education that self-activity is necessary for growth. Discusses its advantages.
CHILD WELFARE.


MORAL EDUCATION.


Thesis (Ph. D.)-University of Minnesota. 1921. Reprinted from the Journal of applied psychology, December, 1921. vol. V.


Says that moral education includes two things: (1) moral instruction, in which the child is instructively presented with data with which to form ideals; and (2) moral training, in which he is furnished the conditions for embodying his ideal. Concludes that the schools as at present organized do not furnish these conditions. Second paper gives an inductive lesson on morals.

RELIGIOUS AND CHURCH EDUCATION.


Bibliography: p. 104-105.


Collages and religion; by an instructor. Scribner's magazine, 71: 573-76, May 1922.

The writer finally asks: "Must we not conclude that the real problem of the religious life of our undergraduates is the character of the man who compose our faculties?"


Plans for a modern Sunday school are given.

CURRENT EDUCATIONAL PUBLICATIONS.

34


Ryan, Walter Albion. The week day church school; a historical sketch, brief analysis, an attempted evaluation of the organized efforts to furnish week day religious instruction to pupils of elementary and high school ages in the United States; with an introduction by Harold McA. Robinson. Philadelphia, Presbyterian board of publication and Sabbath school work, 1921. 168 p. front., charts. 12°.


Author is professor of administration in religious education, Northwestern university.


References at end of the chapters.


Urges the restoration of the Bible in the curriculum of the British national system of education.

MANUAL AND VOCATIONAL TRAINING.


Gives courses of study with comments on same, also a historical sketch of the school and its influence as a vocational center.


The first of a series of three articles which are the result of a study of 111 selected school systems.


An exposition of the Antioch college plan of education.


An approval and interpretation of an address on vocational education, given by President Butler of Columbia university at the annual convocation of the University of the state of New York. Discusses "the most evident sign of 'sham' vocational education in public or endowed schools."


(The Teachers college, Columbia university. Contributions to education, no. 115.)

Voorhees, James H. An experiment carried on with the pupils of the Russell prevocational room. Journal of educational research, 4: 378-86, December 1921.

The prevocational room of the Russell school, Detroit, Mich., consists of about 50 pedagogically retarded boys who have been eliminated from the regular grades through the psychological clinic and placed by themselves as a select group. Conclusively that these boys are able to compete with the usual lad far more satisfactorily in the industrial world than they are in the pursuit of academic knowledge. That being the case, the program for these pupils should center around the industrial idea.
CURRENT EDUCATIONAL PUBLICATIONS.


In junior high-school industrial arts, emphasis should be placed upon general, cultural, and educational values as opposed to specific trade training.

VOCATIONAL GUIDANCE.


Describes a blank form for training pupils to analyze their work interests; the blank has been successfully used in the Pittsburgh high schools, and the school systems of Erie, Pa., and Seattle, Wash. "The plan," says the writer, "differs from other self-analysis blanks in being devoted entirely to the problem of relating the vocational choice to fundamental personal interests."


Says that vocational guidance in the junior high school is the biggest problem in the educational area today.


WORKERS' EDUCATION.


Describes the organization and activities of the Academy of labor in the University of Frankfort, Germany.

Yeaxlee, Basil A. The educational settlement. Survey, 47: 562-64, January 7, 1922.

Types of educational settlements in Great Britain, and their activities. The standards of work are high. Most of these institutions have at least one university tutorial class; some have two or three. These are organized by the Workers' educational association in cooperation with a university.

AGRICULTURE.


HOME ECONOMICS.


Discusses a course instituted at the Pennsylvania State college during the present school year.


Tilson, Agnes. Organizing the supervision of home economics practice teaching. Educational administration and supervision, 8: 223-33, April 1922.

A study based on opinions given by 50 experienced teachers and supervisors of home economics attending Teachers college, New York city, as to the "common weaknesses and difficulties of young, inexperienced teachers."
COMMERCIAL EDUCATION.


This Commission of the Association of collegiate schools of business was appointed in November, 1919, to study and report upon the question of appropriate correlation of secondary and collegiate education, with particular reference to business education. It includes representatives appointed respectively by the Association of secondary school principals, the American Federation of Labor, the National Industrial Conference Board, and the Association of collegiate schools of business.

Contents.—1. Introduction.—2. Social studies in the business curriculum.—3. The previous proposals concerning social studies in secondary schools.—4. The actual position of social studies in secondary schools.—5. The actual position of social studies in secondary commercial curricula.—6. What the collegiate schools of business do by way of correlation.—7. The administrative reorganization of our school system.—8. The proposal of the commission.


The writer is a member of the Graduate school of business administration of Harvard University. He says that the appearance in the last two years of several case books in business has raised the question as to what extent the case system of the law schools is applicable to other teaching, and particularly to instruction in business.


"The business man needs the college and the college needs the business man."


PROFESSIONAL EDUCATION.

LAW.


Says that state schools should emphasize the fidelity and obligation of public service. Sums up the characteristics of state university law schools.


Published during the autumn of 1921.

MEDICINE.


Studies based on replies to a questionnaire which was sent to the superintendents of 300 large hospitals in the United States, and to the deans of medical colleges.


Concludes that the fixed and congested curriculum must give way to a more elastic curriculum, and must provide for collective teaching, cooperative study and individual study.
Thayer, W. S. The dispensary as a factor in medical education and as a diagnostic clinic. Journal of the American medical association, 78: 1431-35, May 13, 1922. Says that the dispensary should in the future be a valuable center for post-graduate instruction.

NURSING.


ENGINEERING EDUCATION.


Sanborn, Frank B. Changes in engineering courses of instruction. Engineering education, 12: 170-74; December 1921.

CIVIC EDUCATION.

Alderman, Grover H. What an Iowa layman should know about courts and law. School review, 30: 360-64, May 1922.

Alderman criticizes the civic courses in high schools because they do not give the student information in regard to those legal aspects of citizenship which may affect him directly as an adult citizen. Gives data showing the original or underlying causes which brought individuals into the district court of Johnson county, Iowa, for the years 1907-1909.


The American political science association, at its 1920 meeting, authorized the appointment of a committee to define the scope and purposes of a high school course in civics, and to prepare an outline of topics which might properly be included within such a course. The suggestions here made by the committee relate to instruction in the third and fourth years of the regular high school course.

Moore, Texas L. A sample of citizenship teaching in the sixth grade. Educational administration and supervision, 8: 209-14, April 1922.

Discusses methods used in the sixth grade at Horace Mann school, Teachers college, Columbia university, New York.
CURRENT EDUCATIONAL PUBLICATIONS.

A detailed account of how pupils can participate in a democratic way in all the work of a class.


Considerations of a boy's relation to his local government.


Higher education should train students to become leaders in business, industry, agriculture, etc. Training for citizenship has not received the attention in colleges and universities which it has in secondary schools.

AMERICANIZATION.


EDUCATION OF SOLDIERS.

Crane, Arthur Griswold. Education for the disabled in war and industry; army hospital schools; a demonstration for the education of disabled in industry, New York, Teachers college, Columbia university, 1921. iv, 83 p. incl. illus., tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 110)

Describes the educational experiment at Camp Grant, Illinois, with particular emphasis on the course in general education.


EDUCATION OF WOMEN.

An investigation of underweight among college women.

A consideration of what the colleges are giving women as equipment for the task of mothering.

NEGRO EDUCATION.


Markoe, William M. Negro higher education. America, 26: 668-60, April 1, 1922.

CURRENT EDUCATIONAL PUBLICATIONS.


EDUCATION OF DEAF.


Whitaker, Beanie L. The possibility of making a complete success of speech-reading, applied in large part to the adult. Volta review, 24: 127-41, April 1922.


EXCEPTIONAL CHILDREN.


Bailey, Pearce. State care, training, and education of mental defectives. Mental hygiene, 6: 57-67, January 1922.


Johnson, Eleanor H. The relation of the conduct difficulties of a group of public school boys to their mental status and home environment. Journal of delinquency, 6: 549-74, November 1921.

Laird, Donald A. Educating the superior child. Yale review, 11: 546-55, April 1922.
CURRENT EDUCATIONAL PUBLICATIONS.

   A study of the relation of the mental status of school children to their motivation as shown in the choices of school plans and occupational preferences.

   The author insists that "work in the manual branches should receive more attention in proportion than should the ordinary scholastic work."


EDUCATION EXTENSION

   Continuation schools of Wisconsin. Vocational school survey, chapter IV.

LIBRARIES AND READING


   Read before the meeting of normal school librarians, Chicago, December 31, 1921.

   A description of the cooperation between the Cleveland public library and the public schools.


Kerr, Willis H. The normal school library: an educational institution. School and society, 14: 567-72, December 17, 1921.
   Read before the Library department, National education association, July 1921.
   Also in Education, 42: 865-74, February 1922.


   Address at fiftieth anniversary celebration of the Grand Rapids, Mich., public library, January 13, 1922.
   Also in part in Public libraries, 27: 141-48, March 1922.
CURRENT EDUCATIONAL PUBLICATIONS.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.


Credit for professional improvement of teachers; by Bertha Y. Hebb. Washington, 1922. 7 p. (Teacher's leafllet no. 16. March 1922)

Educational directory, 1921-1922. Washington, 1922. 142 p. (Bulletin, 1921, no. 48)

English grammar in American schools before 1850; by Rollo La Verne Lyman. Washington, 1922. 170 p. (Bulletin, 1921, no. 12)

Equipment and rooms for home economics departments. Washington, 1922. 14 p. (Home economics circular no. 11)

Government publications of interest to home economics teachers and students. Washington, 1922. 15 p. (Home economics circular no. 5, rev. Nov. 1, 1921)

Helping the shop teacher through supervision; by William T. Bawden. Washington, 1922. 9 p. (Industrial education circular no. 10. February, 1922)


Music departments of libraries; by a Committee of the Music teachers national association. Washington, 1922. 55 p. (Bulletin, 1921, no. 33)


Preparation of teachers of the social studies for the secondary schools; by Edgar Dawson. Washington, 1922. 24 p. (Bulletin, 1922, no. 3)


Record of current educational publications; comprising publications received by the Bureau of education to Dec. 22, 1921. Washington, 1922. 32 p. (Bulletin, 1921, no. 52)

The reorganization of mathematics in secondary education; a summary of the report by the National committee on mathematics requirements. Washington, 1922. 73 p. (Bulletin, 1921, no. 32)

The Rhodes scholarships; memorandum; the United States of America, 1922. Washington, 1922. 4 p. (Higher education circular no. 25. April 1922)

Salaries of administrative officers and their assistants in school systems of cities of 25,000 inhabitants or more; by Walter S. Beffenbaugh. Washington, 1922. 38 p. (Bulletin, 1921, no. 30)

School consolidation and rural life. Washington, 1922. (Rural school leafllet no. 1. February 1922)

School grounds and play; by Henry S. Curtis. Washington, 1922. 31 p. (Bulletin, 1921, no. 45)

Statistics of nurse training schools, 1919-20; prepared by the Statistical division of the Bureau of education, under the direction of H. R. Bonner. Washington, 1922. 19 p. (Bulletin, 1921, no. 51)

Advance sheets from the Biennial survey of education in the United States, 1918-1920.
Statistics of state universities and state colleges for the year ended June 30, 1921.
Washington, 1922. 14 p. (Bulletin, 1921, no. 53)

Teacher placement by public agencies; by J. F. Abel. Washington, 1921. 8 p.
(Bulletin, 1921, no. 42)

What libraries learned from the war; by Carl H. Milam. Washington, 1922. (Library
leaflet no. 14, January 1922)

What they think of the kindergarten. Washington, 1922. folder. (Kindergarten
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