RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.


NOTE.

From time to time a classified and annotated record is issued, in bulletin form, of current educational publications received by the library of the Bureau of Education to a certain specified date. The present list continues the record to December 15, 1922, immediately following Bulletin, 1922, no. 33, which comprised publications received by the Bureau of Education to September 1, 1922.

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.

EDUCATIONAL HISTORY AND BIOGRAPHY.


The author of this book is dean and professor of education in Judson college, Marion, Alabama. He presents a detailed study of the origin and growth of the public school system of Florida from its organization as a territory by Congress in 1822 to the present time. In the hope that the record may lead to a better understanding of current educational problems in the state.
CURRENT EDUCATIONAL PUBLICATIONS.


Jacoulet, M. E. "The normal schools of France from 1794 to 1880. Educational administration and supervision." 8°. 435-47, October 1922. An historical sketch. Says that the first normal school in France was founded by the convention.


CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

Archer, Ba'a F. "The public school yesterday, today, and tomorrow." School and society, 16: 837-48, December 9, 1922. An incisive article on public school education of the past and of the present. Author asks for a purer scholastic outlook, stripped of "exercises having no educational value."


Chapman, A. D'Aray. "Secondary school curricula in England and the United States." Educational times (London) n.s. 4: 424-25, October 1922. Compares the curricula of the two countries: "In England the aim is co-education, and the ideal of English educators is specialization; in America, they want to develop every gift with which their pupils are endowed. . . . One country is selective in its methods and seeks to educate the favored; while the other is extensive and aims to educate the masses."

Cleveland. Board of education. The first of a series of surveys of the department of instruction of the Cleveland public schools. [Cleveland] Div. of publications, Cleveland public schools, 1922. 29 p. incl. tables (1 fold) diagrams. 8°. "The 6th annual report of the Board of education of the city school district of the city of Cleveland for the school year which ended August 31, 1921. The section comprises the Report of the superintendent of schools."

CURRENT EDUCATIONAL PUBLICATIONS.


Judd, Charles H. "Reconstruction as a consequence of expansion." Elementary school journal, 23:175-82, November 1922.

First of a series of papers that will aim to show that the elementary schools of the United States are "at the point in their history when a radical reconstruction of their courses of study and of their organization is inevitable."


Declares that we have "scholastic indigestion" in this country, for we have been trying to feed each mind with a stock ration, built on theory. Criticises modern school methods.


This is the report of a comprehensive survey of the public school system of Philadelphia, made under the direction of Thomas F. Finesson, superintendent of public instruction of Pennsylvania.


Discusses various phases of the educational situation in the United States, such as sources of funds for adequate support of schools, proper expenditure of funds, the teacher problem, etc.

Stevens, Edwin B. Can we pay for education? Educational review, 61:183-95, October 1922.

gives a number of figures to show the expenditures in different branches of education, and reaches the conclusion that we can and soon will pay much more for education, but our task will be "to make each dollar do double service."


The dramatic story of the origin, development, and goal of the moonlight schools is given in these pages.
CURRENT EDUCATIONAL PUBLICATIONS.

Strayer, George D.-Report of the survey of the public school system of Atlanta, Georgia. School year 1921-1922. Made by Division of field studies, Institute of educational research, Teachers college, Columbia university, New York city. George D. Strayer, director. [Atlanta, Ga., 1922]. 2 v., illus., diagrs., tables. 8°.

The first volume of this report takes up the survey of public school buildings and the school building program for Atlanta. The second volume discusses the organization and administration of the school system, school costs, the teaching corps, and the educational program of the school.


"A report of a survey of the public schools of the state of Arkansas, made at the request of the Arkansas state educational commission, under the direction of the United States commissioner of education." p. 5.


Wright, J. A. All education for all the people is a public responsibility. Twelve million of school age out of school. Vocational education magazine, 1(1): 172-74, November 1922.

First of a series of six articles.

FOREIGN COUNTRIES.


The commission comprised 16 members, with Ernest D. Burton, of Chicago, as chairman.


Discusses the democratizing of the German school system.


The writer spent about eight months in Russia studying conditions.

CURRENT EDUCATIONAL PUBLICATIONS.

Hubbard, George D. Education in Cheng Tu, Sze Chuan. Pedagogical semi-
nary, 29:247-68, September 1922.
Discusses the schools of Cheng Tu, Western China. Illustrated.

Lacroix, Maurice. La réforme de l'enseignement secondaire devant la Chamb-
Discusses proposals for the reform of secondary education in France.

Landazuri, E. New tendencies in the public instruction of Mexico. Bulletin of

Lehmann, Reinhold. Progress of school reform in Germany; School life, S:
1, 2, 12, September 1922.
The central government now controls the school system, which is in the throes
of a bitter religious contest.

Mathiasen, S. A. What is a liberal education? Survey, 49: 377-78, December
15, 1922.
Describes Danish experiments in education.

Millet, A. Les écoles primaires allemandes (Volkschulen). Revue pedago-
gique, 81:249-61, October 1922.

Monroe, Paul. A report on education in China (for American educational
authorities). New York, 1922. 42 p., tables, diagr. 8". (The Institute
of international education. Third series, Bulletin no. 1. October 30, 1922.)
Dr. Monroe, author of this report, is director of the Far eastern bureau of the
Institute of international education.

Peabody, Francis W. The department of medicine at the Peking union med-
cal college. Science, u. s. 56: 317-20, September 22, 1922.
Growth and activities of the school described.

Report of the tenth annual conference of educational associations held at the
x, 462 p., fold. plan. 8".
Among the noteworthy papers contained in this report are the following: 1. Ed-
ucation and post-war problems, by C. F. G. Masterman (with discussion). 2. Edu-
cation as a mission, by L. F. Zerka. 3. Educational cooperation with America,
by G. P. Gooch. 4. The League of nation and international education. 5. The
needs of the modern university, by Harold Laski. 6. The social problem of adoles-
cence, by C. W. Sabrey. 7. The teaching of history through pageant and drama,
by Hilare Belloc. 8. What is the good of present-day education? by E. J. Salmon.

Universities bureau of the British empire. Annual conference of the univer-
sities of Great Britain & Ireland, 1922. Abridged report of proceedings.
12".

404 p. 12".
Contents.—Comment se pose actuellement le problème de l'éducation.—La société
de demain.—L'âme de l'enfant.—La révolution nécessaire dans notre culture phy-
sique, morale et intellectuelle.—Le problème de la production et le problème de la
destinée.

EDUCATIONAL THEORY AND PRACTICE.

Bagley, William C. Proposals for a "Limitation of education." Visual edu-
cation, 3:322-36, October-November 1922.
The author thinks we need "a democracy of culture" far more than an "aristoc-
acy of brains."
CURRENT EDUCATIONAL PUBLICATIONS.

Burton, Ernest DeWitt. Education in a democratic world. University record, 8: 205-23, October 1922. Address delivered on the occasion of the 120th Commencement of the University of Chicago, September 1922.

Campagnac, E. T. Society and solitude. Cambridge, At the University press, 1922. xi, 227 p. 12. The principles of human society are analyzed in this book, and the position of the individual in society is determined. The writer holds that a man's education is the long process by which he learns to subordinate himself to the control of an ideal society.

Cave, G. L. Education for the life of to-day. School and society, 16: 231-1, September 1, 1922. Paper read before the New Hampshire academy of science, May 1922. "An attempt to present the assumptions underlying the case of the 'amateur' school in education."


Courtis, S. A. The shifting emphasis in education. Twelve, 5: 3-8, July, 1922. Not growth in knowledge, but growth in purpose, will be the aim of education in the future.


Dewey, John. Education as a religion. New republic, 32: 63-45, September 13, 1922. Says that education may be a religion without being a superstition, and it may be a superstition when it is not even a religion but only an occupation of hard-headed practical people.

Education as engineering. New republic, 32: 80-91, September 20, 1922. Education as politics. New republic, 32: 139-41, October 4, 1922. Contends that the effect of the school as it exists today, is to send students out into actual life in a condition of acquired and artificial innocence.


Hart, Joseph K. The unprintable textbook. Survey, 49: 33-35, October 1922. Discusses the "academic aloofness" of the schools. Says: "The school, if it is to do the work of democracy and support the efforts of science, must return from its academic aloofness, with Plato, and find its place once more in the midst of the actual experiences of life and the world, with Socrates, the pedagogue."


To be continued.
CURRENT EDUCATIONAL PUBLICATIONS.

La Farge, John. What is a liberal education? American, 28: 8-10, October 21, 1922.

Lange, Alexis F. Teachers for democracy. Sierra educational news, 18: 23-65, September 1922.
Address to California high school principal's association at Pasadena, April 11, 1922.


Studies of essentials of each elementary school subject made by special committees appointed by a committee of superintendents of schools of nine cities of Southern California.


Portrays the danger of the promulgation of erroneous and superficial views of evolution by teachers of shallow scientific training. Pleads for a better appreciation and understanding between churchmen and scientists.

Pittinger, B. F. Some relations of education and democracy. Educational administration and supervision, 8: 429-434, October 1922.
Discusses equality of opportunity in education, and education as a propagator and preserver of democracy.

Sharp, George. The evolution of knowledge. London, etc. Longmans, Green and co. 1922. 4 p. l. 100 p. 12.

The public school is as national as the American flag; it is also indigenous, originated in America to meet an absolutely new educational need. So asserts the author of this book, who champions the public school for all American children as against all kinds of private or exclusive schools.


Wheeler, Olive A. Bergson and education. Manchester, University press; London, New York, etc. Longmans, Green & co. 1922. 5 p. l. 131 p. 12.
(Publications of the University of Manchester. Educational series, no. X)

Book VI of this work. The conflict of interests in cultural relations, takes up this conflict as displayed in ecclesiastical relations, and as reflected in literary and other artistic standards. Book VII discusses the conflict of interests in educational relations as regards academic relations and public education respectively.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.


A general treatment of educational psychology designed as an introduction to the subject as a whole.


In dealing with children, this book aims at the substitution by parents and teachers of purpose for impulse or instinct, of knowledge for un-tested opinion, and of sympathy for friction and antagonism.


Presidential address, Southern society for philosophy and psychology, Memphis, Tenn., April 14, 1922.


Writer says that the lack of unanimity of opinion concerning what should go into a beginning course in educational psychology is apparent to all students of the subject. Educational psychology is regarded as an experimental science.


PSYCHOLOGICAL TESTS.

Armentrout, W. D. Classification of junior high school pupils by the Otis scale. Education, 43:83-87, October 1922.

Results of an examination made in the junior high school of Lawrence, Kansas.


Berry, Charles S. The classification by tests of intelligence of ten thousand first-grade pupils. Journal of educational research, 6:185-203, October 1922.

Experiment made in the Detroit public schools during the winter of 1918-19.


An investigation conducted at the University of Wisconsin to determine the possible limits of performance for adults especially those, because of their reputed brilliancy or genius.

Cobb, Margaret V. The limits set to educational achievement by limited intelligence. Journal of educational psychology, 13:440-444, 546-560, November, December, 1922.

Study based on tests made on high school students in Michigan, Illinois, Iowa, and Wisconsin.
Columbia university. ' Report on the use of intelligence examinations in Co-

Colvin, Stephen S. The present status of mental testing. Educational re-
view, 61: 196-200, 328-37, October, November 1922.

Discusses the development and standardization of intelligence tests; the nature of
general intelligence. A. Second paper of series says there is no reasonable doubt
that the present intelligence tests do indicate a fair degree native ability to
learn. When used with due caution they can be employed to determine grading,
promotion, and elimination.

Harlan, Charles L. The peck-grade status as an index of school achievement;
Educational administration and supervision, 8: 413-25, October 1922.

Emphasizes that mental ability as shown by intelligence tests and school achieve-
ment as shown by educational tests, with more adequate laws for grouping people
than do chronological age and years in school.

Hehir, Sir Patrick. ' Quest of the embryo grade. Nineteenth century, 9:1,
(149-150, October 1922.

Discusses the value of intelligence tests in discovering genius. Recommends
the institution of special classes for exceptionally intelligent children. Conditions in
England treated.

Jacobs, Emilie V. Some reactions to standardized tests. Journal of educati-

Discusses the value of the training of teachers in service, as illustrated, in
answers to questionnaire on the administration of the Otis intelligence tests
administered to 73 and 88 pupils.

Jordan, A. M. Correlations of four intelligence tests with grades. Journal
of educational psychology, 13: 419-29, October 1922.

Lincoln, Edward A. The mental age of adults. Journal of educational re-
search, 6: 131-44, September 1922.

A study based on the mental testing in the U. S. Army during the war.

Lippmann, Walter. The mental age of Americans. New republic, 32: 237-45,
246-48, 251-57, 257-9, 262-69, 274-30, October 25, November 1, 8, 15, 22: 33:9-10,
November 29, 1922.

A series comprising the six following articles: I. The mental age of Ameri-
cans—III. The mystery of the "A" men—III. The relativity of intelligence tests—IV.
The scope of the tests—V. Tests of hereditary intelligence—VI. A future for the
tests.

A critical inquiry into the claim that the psychologists have invented a method
of measuring mental intelligence of all people.

Writer says that scope of the cable-the theory of heredity—has for the higher shows that intelligence
tests measure reliably the capacity to deal intelligently with the problems
of real life. But as gauges of the capacity to deal intelligently with the problems
of the classroom, the evidence justifies us in thinking that the tests will grade
the pupil more accurately than do the traditional school examinations.

Lowell, Frances. An experiment in classifying primary-grade children by
mental age. Journal of applied psychology, 6: 274-100, September 1922.

An experiment conducted in the City normal school of Rochester, N. Y., to de-
termine the advisability of classifying children in the first, second, and third
grades on the basis of mental, rather than chronological age.

Madsen, E. H. The contribution of intelligence tests to educational guidance in
high school. School review, 30: 689-91, November 1922.

Otis, Arthur S. The method for finding the correspondence between scores in

Plattner, R. and Cunningham, Bev V. The problem of group intelligence
tests for very young children. Journal of educational psychology, 13: 463-
72, November 1922.

Describes tests made with the Kindergarten children of the Horace Mann
school, Columbia university.
CURRENT EDUCATIONAL PUBLICATIONS.

Psychological and educational tests in the public schools of Winchester, Virginia. A report to the City school board and the Handley Board of trustees, Charlottesville, Va., Published by the University, 1922. 33p. tables. 8°. (University of Virginia record. Extension series, vol. 6, no. 6, January, 1922).

Investigation conducted by Dr. W. F. Pearsons and Dr. Alexander Inglis of Harvard University, with the cooperation of the University of Virginia, the State Department of Education, and the officers and staff of the public schools of Winchester.

Roberts, Alexander C. Objective measures of intelligence in relation to high school and college administration. Educational administration and supervision, 8: 530-40, December 1922.

Concludes among other things that intelligence cannot at present be accurately and absolutely measured.

Terman, Lewis M. Were we born that way? World's work, 44: 655-60, October 1922.

Discusses the development of intelligence tests; the conservation of talent; racial differences in intelligence, etc.


Young, Kimball. Intelligence tests of certain immigrant groups. Scientific monthly, 15: 417-34, November 1922.

"Deals specifically with certain samples of the South European immigration in terms of general intelligence." Writer believes in a set of well worked out physical and psychological tests to determine the fitness of immigrants to enter the United States.


EDUCATIONAL TESTS AND MEASUREMENTS.


How the results of standardized tests of achievement and of intelligence were used to improve the teaching in a New Hampshire supervisory district containing 26 rural, ungraded, one-room schools, under unfavorable conditions, is here told by the superintendent of this district.


(Bureau of research in education. Studies nos. 9 and 10)


Points out three distinct sources of uncertainty in the use of English composition scales, and suggests methods for improvement.

CURRENT EDUCATIONAL PUBLICATIONS.

Says that we are facing an era of selection of tests, and that we want fewer tests for measuring achievement in a given trait and better construction of such tests.


Monahan, A. C. Standardized educational tests. Catholic school interests, 1: 20-21, August 1922. "Attention is directed to some of the best and most widely used tests adapted to use by teachers in general."


Newcomb, Edith I. A comparison of the Latin and non-Latin groups in high school. Teachers college record, 22: 412-22, November 1922. Sets forth the evidence from a study of the scores made in the initial test given in September, 1921, in over 100 high schools. Concludes that the Latin pupils are superior on the whole to the non-Latin group, especially in word knowledge, but that this superiority, on the whole, is not so great as has been supposed.


Stone, C. E. Recent developments in silent-reading tests. Journal of educational research, 6: 102-15, September 1922. Says that advancement in silent-reading tests has been made along three lines: (1) Simplification in the testing procedure; (2) measurement of ability to read specific types of material; and (3) measurement of specific types of comprehension.


Wilson, G. M. Language error tests. Journal of educational psychology, 13: 341-46, 430-37, September, October 1922. The tests were put in the form of ordinary compositions, as they might be written by children. The children were required to recognize the errors and to correct them.
CURRENT EDUCATIONAL PUBLICATIONS.

SPECIAL METHODS OF INSTRUCTION.

PROJECT METHOD.


This project was prepared by a class in the Kansas state normal school, 1922, under the direction of Professor Carothers.


Describes a project worked out in a typical rural school.

Colvin, Carl. Farm projects; a textbook in agriculture for seventh and eighth grades and junior high schools, by Carl Colvin and John Alford Stevenson. New York, The Macmillan company, 1922. x, 363 p. incl. front., illus. 12-.


Discusses the various uses of the term "project method" ; importance of philosophy of method; what the project method should be taken to mean; methods of procedure; the project as experience, and as democracy.


"The school might be—and of course often is—a place to live a full, earnest, joyous life. The project method tends powerfully to bring this consummation to pass."

Hunter, Fred M. The project method: what may be accomplished in the ordinary school and class room. Journal of educational method, 2: 101-11, November 1922.

Gives a number of projects in detail, which may be divided into three groups: individual projects, class projects, and school projects.

Jones, Melissa A. Dangers and possibilities of the project. English journal, 11: 497-501, October 1922.

Shows that the project is dangerous in the hands of the teacher who shirks, and the teacher who is not sincere.

Kilpatrick, William H. The project method in college courses in education. Educational review, 64: 207-17, October 1922.

"Discusses the subject under four heads: (1) What is the project method? (2) How does its application vary with the advancing age of the student? (3) What modifications are necessary to coordinate it with other demands? (4) What actual applications can we make to college courses in education?"


VISUAL INSTRUCTION.

Greenberg, Benjamin C. The educational use of motion pictures. School and society, 16: 389-95, November 25, 1922.

Discusses the mechanical problems of the use of motion pictures and like subjects.


Address delivered before the National education association, Boston, Mass., July 6, 1922.
CURRENT EDUCATIONAL PUBLICATIONS.

Lathrop, Charles N. Motion pictures and the churches. Playground, 16: 307-8, 364-8, 387, October-November 1922.


Ramsey, Jeann. An account of the project method as it prevails in the fourth and fifth grades of eleven Illinois, including projects in English, spelling, geography, arithmetic, drawing, and nature study.

DALTON LABORATORY PLAN.


Discusses the Dalton plan of greater freedom and increasing self-activity for the school child.


SPECIAL SUBJECTS OF CURRICULUM.

READING.

Buswell, Guy Thomas. Fundamental reading habits: a study of their development. Chicago, Ill., The University of Chicago [1922] xiv, 150 p. tables, diagrs. 8°. (On cover: Supplementary educational monographs pub. in conjunction with The School review and The Elementary school journal, no. 21, June 1922)

Judd, Charles Hubbard and Buswell, Guy Thomas. Silent reading: a study of the various types. Chicago, Ill., The University of Chicago [1922] xii, 101 p. 8°. (On cover: Supplementary educational monographs pub. in conjunction with The School review and The Elementary school Journal, no. 23, Nov. 1922)


Contents: Testing should precede teaching—Choice of tests—Training to improve comprehension—Training to increase speed—Reading for appreciation and enjoyment—Scores in silent reading tests made in typical Maryland counties.


Although to the casual observer reading may seem a simple and commonplace performance, it actually is a very complex process. This book aims to furnish a body of information—psychological, philological, historical, and experimental—which will qualify the teacher to develop and use intelligently methods of teaching reading. The linguistic and historical materials given in this treatise is designed to afford to teachers of reading the perspective necessary for the best work.

Stone, Cliff W. Improving the reading ability of college students. Journal of educational method, 2: 8-23, September 1922.

Article contains much about silent reading.


Says that failures in the upper grades, high school, college, and technical school are largely due to poor habits of reading. Describes conditions which bring about this harmful method of study.
CURRENT EDUCATIONAL PUBLICATIONS.

HANDWRITING.

ENGLISH AND COMPOSITION.
Read before the English section at a meeting of the Nebraska state teachers' association at Omaha.
The object of the paper is to tell what some pupils in a rural high school have been doing to fit themselves for citizenship of the world.
The author makes some suggestions on how it can be made possible to place upon a scientific basis the evaluation of pupils' work.

LITERATURE.
Emphasizes the realizing of the dramatic possibilities of Shakespeare, instead of inquiries into Shakespeare's philosophy, etc.
Music and picture material have been assembled as an aid to the teacher of English and the librarian, and the list is given.
An address delivered at the annual meeting of the college conference on English in the central Atlantic states, held at Wilmington, Del., December 2, 1922.
CURRENT EDUCATIONAL PUBLICATIONS.

15

ANCIENT CLASSICS.

Finegan, Thomas E. The place of the classics in the public high school program. Classical Journal, 18: 100-3, November 1922.

The writer says that he would not impose the study of the classics upon any student, but would make such study available for all who possess mental aptitude for it.

Ingles, Alexander. The conditions of success in teaching the classics. Classical Journal, 18: 9-18, October 1922.

The writer sums up the conditions as follows: (1) The adjustment of instruction to the capacities, interests, and needs of the pupils concerned; (2) adaptation to the laws of learning; (3) the adaptation of instruction to the aims and values for which the classics are studied.


Contends that a study of the classics carries with it a transfer of training in large amount. Criticises with Prof. Stratton the position of the modern school on this question of educational psychology.


A study of the Latin situation in the public high schools of California.

MODERN LANGUAGES.


To meet the aims of teachers and of education in general, and to meet a particular aim and problem to himself.


Discusses methods of teaching the Spanish language.

Wilkins, Lawrence A. Concerning the study of Spanish in the United States. Educational review, 64: 303-14, December 1922.

Emphasises the desirability of studying Spanish in the secondary schools and colleges.

MATHEMATICS.

Newcomb, R. S. Teaching pupils how to solve problems in arithmetic. Elementary school journal, 23: 183-89, November 1922.

SCIENCE.

Foley, Arthur L. The college student's knowledge of high school physics. School science and mathematics, 23: 901-12, October 1922.


Says that school instruction in science is not intended to prepare for vocations, but to equip pupils for life as it is and as it soon may be.

From the address of the president of the section of educational science, British association for the advancement of science, at Hull, England, September 7, 1922.

Sections from this address are also given in Journal of education (London), 84: 633-34, October 1922; and Science, n. s., 50: 433-35, October 20, 1922; School and society, 16: 421-27, 484-491, October 14, 21, 1922.


GEOGRAPHY.

CURRENT EDUCATIONAL PUBLICATIONS.


An experiment tried in the fourth grade of the University of Chicago elementary school. An effort to give children a conception of the world as a whole.

Pittsburgh. Board of public education. Dept. of research and measurement. Course of study in geography for grades 3A to 8A. Pittsburgh, Pa., The Board of public education, 1922. 78 p. 12°. (Bulletin no. 4)


HISTORY.

New York (City) Department of education. Report of the committee to investigate the charges made that certain history textbooks in use in the public schools of the city of New York contain matter which is in derogation of the achievements of our national heroes, of the founders of the Republic, and of those who have guided its destinies; and that some books contain propaganda. [New York, Stillman appellate printing company] 1922. 176 p. 8°.

The committee of principals and teachers making this report was appointed to investigate the subject by direction of William L. Ettinger, superintendent of schools of New York city. They present various findings of fact and recommendations regarding textbooks in American history for use in elementary and high schools.

Pierce, Beside L. Aids for history teachers, by the Department of history. 1. The socialized recitation. Iowa City, The University [1922] 16p. 8°. (University of Iowa. Extension division bulletin no. 81.)

MUSIC.


A brief discussion of the subject, mentioning the basis for teaching school music, methods in piano, violin, etc., and the object of the work.


An account of the work which was done during the past school year at Oberlin college.


Training for grade teachers and extension courses for supervisors.

Gibson, Thomas L. Music in the rural schools. School music, 23: 5-10, November-December 1922.

The author discusses the problems of time allotted for musical study; training of rural music teachers; limited musical experiences of rural children; etc.


Hutson, P. W. Some measures of the musical training and desires of high school seniors and their parents. School review, 30: 604-12, October 1922.

Endeavors to show the attraction that music has for the fourth-year students of the Central high school, Minneapolis, Minn.
CURRENT EDUCATIONAL PUBLICATIONS.


The term "monotone" is used by the writer to designate such children as are retarded musically from any cause, physical or mental. An experiment tried at the University elementary school of the University of Chicago during the school year 1921-22. To be continued.


DRAMA.


The value of expression in oral English, and school progress in the past century.

ART EDUCATION.


The necessity of beauty in a child's life.

SAFETY.


THrift.


How to start one; description of the systems now in use; influence of banks on children; etc.

Also with same title, in somewhat different form, in Elementary school journal, 23: 300-07. September 1922.

PRIMARY EDUCATION.


On cover: Bureau of educational experiments. Bulletin no. 111


RURAL LIFE AND CULTURE.


Chapter 11 of this book, p. 347-82, is entitled Educational enterprises of Michigan. The final chapter deals with Status and tendencies in Michigan rural life.


Discusses choosing plays, copyright and royalties; gives lists of plays, with annotations, and describes the lending of plays in the Package library service, by the State college of agriculture, Ithaca, N. Y.
CURRENT EDUCATIONAL PUBLICATIONS.


A study of Americanization in the rural districts.


Hanks, J. O. Reading matter in Nebraska farm homes. [Lincoln, Neb., 1922] 28p. Illus. 8°. (Nebraska Experiment station bulletin 180, June, 1922)

Agricultural experiment station of the University of Nebraska and United States Department of agriculture cooperating.

Based mainly on the results of a survey conducted in 1920-21, supplemented by information from other sources.


Chapter XV of this book deals with the school as a factor in rural life; chapter XVI with other rural educational agencies; chapters XVII-XVIII with the church and country life, and measures for improving the rural church. Chapters XX-XXV take up various aspects of village-life.

RURAL EDUCATION.


How well are the rural and village schools of New York state teaching the subjects which by general consent belong to their curriculum? This is the question which the Division of tests and measurements in the New York survey undertakes to answer in this report.


Kansas state normal school, Emporia. What people say about school consolidation; together with questions we are asked relating to school consolidation. Comp. by the Department of school consolidation, Kansas state normal school, Emporia. Topeka, Printed by Kansas state printing plant, B. P. Walker, state printer, 1922. 50p. incl. Illus. tables. 8°. (Bulletin series, vol. 1, no. 2, July 1, 1922)

Laughlin, E. V. The improvement of country schools. Educational review, 64: 301-4, November 1922.

A plea for better trained teachers.

Moore, Elizabeth. Rural school health survey, Missouri. St. Louis, Mo., 1922. 2 p. l. 46p. 8°. (Missouri tuberculosis association)


Emphasizes the necessity of a rural school that is correlated with rural life.
CURRENT EDUCATIONAL PUBLICATIONS.


The article concludes with the hope that the course of study for rural elementary schools may never become fixed and final, but should be kept pace with new improvements in education and to suit the needs of rural children.


Professor George A. Works, director of the New York State rural school survey, says that the present study of financial conditions by Mr. Updegraff is so fundamental and the recommendations so sound that they should receive consideration in every State of the Union.

SECONDARY EDUCATION.


Says that every high school should have a well-organized student body association and as many other organizations as it can well take care of. These organizations should be officered by students, with a faculty adviser for each organization.

Bobbitt, Franklin. Curriculum making in Los Angeles. Chicago, Ill., The University of Chicago, [1922] 166 p. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, no. 30, June 1922)

Describes the work now going on in Los Angeles in the re-examination of current courses of study in junior and senior high schools. The subject is presented for the purpose of arousing discussion of the method in order to improve it, and also to make a contribution to the formulation of a technique of practical curriculum re-examination and reformation.


Describes the work of the Terryville high school, Connecticut. Gives an outline of the administration of the school work and of its work in educational guidance.

Counts, George S. The selective character of American secondary education. Chicago, Ill., The University of Chicago [1922] x, 182 p. diagrs., tables. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, no. 10, May 1922)

This study undertakes to determine the sociological and psychological character of the public high school population from data obtained by means of questionnaire cards filled in by pupils of public high schools in Seattle, Wash.; St. Louis, Mo.; Bridgeton, Conn.; and Mt. Vernon, N. Y.


Says that much constructive thinking must be done before social studies can be permanently established in the schools. Discusses the aim of instruction in such studies.


What should be the nature of secondary education in a democracy? is the underlying question throughout this study, which groups its discussion under four headings: (a) Educational administration, or for whom and by whom is secondary education to be provided; (b) the curriculum of secondary education; (c) educational method; (d) the meaning of secondary education in a democracy.
CURRENT EDUCATIONAL PUBLICATIONS.

Oliver, Maude Louise. High school organizations and their administration. American school board journal, 63: 88-98, 99, 129, October 1922. Studies the method of solving the problem of "no fraternities" worked out in the Pasadena high school through the encouragement of legitimate organizations.

Smith, Harvey A. A study of high school failures and their causes. Educational administration and supervision, 8: 51-72, December 1922. Study based on official records of the high school in Millville, N. J.


JUNIOR HIGH SCHOOLS.

Deihl, J. D. Junior high school modern foreign language study in the light of the psychological principles of reading. Modern language journal, 7: 67-74, November 1922. Author advocates the substitution of oral drill, spelling, grammar study, written exercises, etc., for the requirement of the silent reading power.


Phillips, H. E. Report of a committee on junior high schools. Denver, Colorado. Elementary school journal, 23: 15-24, September 1922. Says that the weight of opinion on the part of pupils, teachers, and principals is in favor of directed and supervised study during a part of the regular recitation period.

Pratt, O. C. Status of the junior high school in larger cities. School review, 30: 692-70, November 1922. Study based on replies to a questionnaire sent to all cities with a population of more than 100,000. Replies showed that schoolmen were distinctly in favor of junior high schools.

Renwick, Albert. The junior high school vs. the six-year high. Education, 43: 292-93, December 1922. Says that although the program of studies may be a much more intricate affair in the junior high school, the difference from the six-year high school is not essentially the program but the difference in housing.

Smith, Homer J. Special preparation for junior high school service. Educational administration and supervision, 8: 513-18, December 1922. Says that normal schools lead in practice departments, special curricula, and special methods courses. Colleges offer more general administrative courses.

Stone, Seymour I. The social sciences in the junior high school. School review, 30: 700-9, December 1922. Says that the junior high school is, in a very special sense, the school for the development of citizenship and character, hence the value of social sciences in the curriculum.
CURRENT EDUCATIONAL PUBLICATIONS.

TEACHER TRAINING.

Benson, Charles E. The output of professional schools for teachers. Balti-
more, Md., Warwick & York, Inc. 1922. xii, 98 p. tables, diagrams. 8°.
- A study of the distribution of the graduates of a selected group of schools en-
gaged in the professional preparation of the public-school teachers.

Briggs, Thomas H. Major professional courses at Teachers college, Columbia
university. Educational administration and supervision, 8 : 382-97, Octo-
ber 1922.

Cole, Thomas B. Learning to be a schoolmaster. New York, The Macmil-
lan company, 1922. 40 p. 12°.
- The author, who is superintendent of school of Seattle, Wash., here relates
some of his personal experiences in the teaching profession, for the guidance of
those just entering the service.

Grant, James B. Acquiring skill in teaching. New York, Chicago [etc.]
Silver, Burdett & company 1922. x, 222 p. 12°.

Johnson, Laura B. Teacher training through participation. Modern lan-
guage journal, 7 : 3-37, October 1922.
- The author advocates admitting prospective teachers into the various elemen-
tary classes as well prepared, active participants in all class room problems.

Landstiel, E. C. Cooperation in teacher training. Educational review, 54 : 
377-82, December 1922.
- Says that the university in a large city is in a position advantageous to pro-
more improved organization for teacher training purposes. If there is an urban
university, teacher training belongs to it.

Martz, Charles E. and Kinneman, John A. Social science for teachers. West

Noyes, Ernest C. Improvement of teachers in service. Pennsylvania school
journal, 71 : 101-3, November 1922.

Osborn, Worth J. Some conditions of improvement in teacher training. Ed-
uational administration and supervision, 8 : 488-90, November 1922.
- Mentions two conditions that are indispensable to the professional welfare of
those who teach teachers: (1) direct contact with the problems of the field; and
(2) constructive activity in the solution of those problems.

Pillsbury, W. Howard. The Buffalo plan of teacher training. Journal of the

Ross, Carmon. The status of county teacher’s institutes in Pennsylvania.
- Thesis (Ph. D.)—University of Pennsylvania.
- While this book is primarily a study of the efficiency of county teachers’ in-
stitutes in Pennsylvania, it also presents incidentally a general survey of the
present status of teachers’ institutes in the whole United States.

Student-teaching. Educational administration and supervision, vol. 8, no. 6,
September 1922. Student-teaching number.

Contains: H. K. Douglas: The assignment of supervised student-teachers.—
E. I. F. Williams: Administration of observation in the teacher-training institu-
tions of the United States.—L. J. Bruce: Field work as a means of training
student-teachers.—I. R. Foster: Student-teaching and the training of the junior
high school teacher.—W. W. Nutt: Essentials in the supervision of student-teach-
ing.—H. C. Pryor: Gradedinement in student-teaching.

Williams, O. E., ed. Rural teacher training in Indiana: approved normal
training courses for class A and class B professional certificates for rural
teachers. Prepared under the direction of Benjamin J. Burris, state super-
intendent of public instruction. 1922. Indianapolis, Wm. B. Burford, con-
tactor for state printing and binding, 1922. 28 p. 12°. (Indiana Dept.
of public instruction. Educational bulletin no. 55. Teacher training series 
no. 6)
CURRENT EDUCATIONAL PUBLICATIONS.

Zook, George F. Preparation for teaching the social sciences. Educational review, 64: 316-19, November 1922.

Discusses the history of the movement to introduce the teaching of social sciences into the secondary schools, and outlines the means of preparation for teaching such sciences.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.


The aim of the Lytham plan is to devise methods of measuring, conserving, and enhancing the demonstrated ability of the teachers. Report of the board of education.


As a school board member, the writer discusses the Minnesota "Teachers' tenure bill," a typical tenure bill, giving the arguments for and against it.


A paper read before the Royal statistical society at London, March 21, 1922.


Higher Education.


These articles discuss the following question: What is the general meaning and purpose of the undergraduate curriculum, and what specific measures can be taken to develop this meaning or carry out this purpose?
CURRENT EDUCATIONAL PUBLICATIONS.

Boas, Ralph P. Who shall go to college? Atlantic monthly, 130: 441-48, October 1922.

Discusses the present situation of the endowed colleges of America, which compels them to limit their enrollment of students in some way. If the colleges are to continue in their present form, balances the gains and losses of a policy of exclusion of certain racial groups. Submerging the development of social quality in active scholastic competition.


Inaugural address as chancellor of University of Buffalo, October, 1922.

Claxton, P. P. Higher education in Tennessee. University of Tennessee record, 25: 20-98, September 1922. (Commencement number.)


Costs of higher education. Educational review, 64: 342-43, November 1922.

An editorial discussing the work of the Joint board of higher curricula of the state of Washington and the third report of the board, which was organized to investigate and control the cost of higher education in Washington.

Flack, Robert C. College—one year after. Forum, 68: 831-61, October 1922.


Flewelling, Ralph Tyler, ed. Exercises in dedication of George Finley Howard administration auditorium. House hall of philosophy, and Stowell hall of education, University of Southern California, June 19 to 23, 1921, Los Angeles. (Los Angeles: University of Southern California press, 1922) 239p. front., plates. 8".

Gillette, John M. Economic and social background of the University of North Dakota. Quarterly Journal of the University of North Dakota, 13: 21-45, October 1922. diagrs., maps.

Gillette, John M. Economic and social background of the University of North Dakota. Quarterly Journal of the University of North Dakota, 13: 21-45, October 1922. diagrs., maps.

Hollis, M. C. English and American universities. Outlook, 132: 869-901, December 5, 1922.

The writer is a member of a debating team from Oxford university which has been touring some of the Eastern universities—Rutgers College, Columbia, Yale, Harvard, Swarthmore, and the University of Pennsylvania, and written of the comparisons between Oxford and Cambridge on the one band, and these universities on the other.

Institute of international education. A bibliography on the United States for foreign students. New York, September 20, 1922. 50p. 8". (Third series, Bulletin no. 3.)

An annotated list of books calculated to give the foreigner an accurate view of the history, government, literature, education, resources, and social conditions of America.


This paper criticizes the prevalent mode of administration of college games. President Meiklejohn maintains that if undergraduates are to have real games, they must do their own coaching, take charge of their own teams, and win or lose on their own efforts.

CURRENT EDUCATIONAL PUBLICATIONS.


"References" at end of each chapter.
Bibliography: p. 96-98.


From an address at dedication exercises of new college buildings, Skidmore college, October 1922.

Says that "the spirit or ideal of democracy" asks of education that there be equal opportunities for those whom it serves, and that in its effects and outcomes it shall reinforce and extend the ends of democracy.


A semi-centennial history of the institution now known as the Municipal university of Akron, which includes an appreciative sketch of the administration of the incumbent in the presidency, Dr. Parke S. Koike.

Wilkins, Ernest H. Initiatory courses for freshmen. Report by Committee G, on increasing the intellectual interest and raising the intellectual standards of undergraduates. Bulletin of the American association of university professors, 8: 10-40, October 1922.

Zook, George F. The junior college. School review, 30: 574-83, October 1922.

Discusses the advantages of the junior college; the effect of the junior college on the present four-year endowed colleges of liberal arts and sciences; increase in expenditures for education, etc.

SCIENTIFIC RESEARCH.


Also in Science, n.s. 56: 378-77, October 6, 1922.

From Part I of the presidential address delivered to Section B (Chemistry) of the British association at Hull on September 7, 1922.

FEDERAL GOVERNMENT AND EDUCATION.

National education association of the United States. Legislative commission. The Towner-Sterling bill; an analysis of the provisions of the bill; a discussion of the principles and policies involved; and a presentation of facts and figures relating to the subject. Washington, D. C.: The National education association, 1922. 76p. 8°. (Legislative commission series no. 3)


This pamphlet relates to the proceedings instituted by the attorney general of Massachusetts to test the constitutionality of the Sheppard-Towner act. Remarks made in the House of representatives June 29, 1922, by Hon. H. M. Towner relative to this constitutional question have been published as a document of 16 pages.
CURRENT EDUCATIONAL PUBLICATIONS.

SCHOOL ADMINISTRATION.


Douglas, J. L. A city program for superintendents and boards. Kentucky high school quarterly, 8: 30-41, October 1922.

Engelhardt, Fred. An accounting system for the smaller school districts. American school board journal, 65: 44-47, 115-16, 119-20, September 1922. Includes a detailed analysis showing the items chargeable against the various departments.

MacDonald, D. J. Determining fitness for promotion. American school board journal, 65: 32-34, 125, December 1922. The results of a questionnaire sent to 300 school superintendents.


Morrison, J. Cayce. The legal status of the school superintendent. Educational administration and supervision, 8: 401-12, October 1922. Says that elimination of dual authority and a more careful definition of the powers of all officials concerned with local schools will increase efficiency of the public school service.

Sears, J. B. Technique of the public school survey. Journal of educational research, 6: 281-90, November 1922. Discusses the development of the survey movement; the technique; and presents materials and sources for a survey of a community's educational needs.


Strayer, George Drayton, and Evenden, Edward Samuel. Syllabus of a course in the principles of educational administration. New York city, Teachers college, Columbia university, 1922. 166p. diagr. tables. 8°. (Teachers college Syllabi, no. 11) The fundamental principles of educational administration are outlined in this syllabus as given in a one-year course in Teachers college, Columbia university, but their form is also adapted for use elsewhere.

Struble, George G. A study of school board personnel. American school board journal, 65: 45-49, 137-38, October 1922. Discusses the "type of persons, with reference to vocation, age, family, length of service on the board, and teaching experience" who make the best school-board members.


Terry, Paul W. Recommendations concerning reports on high schools by state departments of education. Educational administration and supervision, 8: 495-506, November 1922. The control of school funds as now existing in the separate states.
CURRENT EDUCATIONAL PUBLICATIONS.

Welch, Frederick A. A manual for use of superintendents, principals and school officials. Chicago, III., W. M. Welch manufacturing company [1922], viii, 145 p., 12''.

A practical manual for school administrators based on the experiences and observations of the author during 20 years as superintendent of village and city schools, and during four years as state inspector of village and city schools.

SCHOOL MANAGEMENT.

Are we just to truants? American school board journal, 43: 38, 141, October 1922.


Gives forms and methods of evaluating the equitable distribution of books from grade to grade and from subject to subject.


Says the duties of the principal are three-fold—administration, direction of the social life of the school, and improvement of instruction.


Responsibility, status, duties, and method of measuring the efficiency of high school principals dealt with.


A careful study of our present methods of grading and promoting pupils. Address to the supervising officers of the New York city schools, September 1922.


The score card and standards presented are proposed as a basis for discussion between supervisors and teachers and as a scheme of self-analysis for teachers. No attempt is made to evaluate either special teaching methods or curriculum material.


A study of the functions of principalship made in 1920 and 1921 by the Seattle principals' association.


Says that at present the teacher is being overburdened with non-teaching duties which interfere with the quality of his teaching. Study based on a questionnaire submitted to the teachers of the East Orange high school, New Jersey.


Marot, Mary S. School records—an experiment. This report is the result of three years' research as recorder of the Bureau of educational experiments. New York, Bureau of educational experiments, 1922. 44 p. 8'. (Cover: Bureau of educational experiments. Bulletin no. 12)


Gives it as a vital truth that education is at its highest and best when unselfish love on the part of the teacher evokes unselfish happiness in the child. Joy is another name for unselfish happiness.
CURRENT EDUCATIONAL PUBLICATIONS.


Miller, Harry Lloyd. Directing study; educating for mastery through creative thinking. New York: Scribner's sons, 1922. ix, 377p. tables, diagrs. 12".


Bennett, H. E. Some requirements of good school seating. Elementary school journal, 23: 203-14. November 1922. Contends that the seats and desks used in nearly all the schools force children into "seriously unhygienic positions," leading to various bodily defects. Suggests a remedy.

CURRENT EDUCATIONAL PUBLICATIONS.

Engelhardt, N. L. Important elements in development of a school building program. Educational administration and supervision, 8: 385-391, October 1922.

Says that standards of schoolhouse planning and construction must be determined by State authority through rigid scientific procedure; and that elasticity of planning is a positively essential element to be considered in plant development.

Also in Teachers college record, 25: 50-51, November 1922.


A survey of survey of dormitories built and operated by public high schools.


Also in American city, 27: 399-97, April 1922.


A modern school janitor must have a thorough knowledge of the sciences of sanitation, habitability, heating, housekeeping, and ventilation, together with an appreciation of comfortable, cheerful surroundings.

SCHOOL HYGIENE AND SANITATION.


A clear and concise statement of the fundamental general truths regarding the relation of the school to the child's health.
CURRENT EDUCATIONAL PUBLICATIONS.

Clark, Taliaferro and Bell, Elizabeth. Correcting physical defects in school children: a study of the result of the correction of certain physical defects on the growth and development of 146 school children in Baltimore, Md. Washington, Government printing office. 1922. 1 p. l. 17p. incl. tables, diagrs. 8°. (Reprint no. 742 from the Public health reports, April 21, 1922).


A recital of what is being done in New York state. In conclusion, says that the basic difference between retardation and defective nutrition must be kept continually in mind in assessing weight to age and weight to height.


Describes the physical education program in Minneapolis public schools: teeth, posture, nutrition emphasized.


A preliminary paper read before the section on public health, Michigan state medical society, June 9, 1922.


“The beneficial results of health training are immediate, and they become habitual and permanent in the communities which subject their children to a perfectly regulated and hygienic daily schedule.”

SEX HYGIENE.


Bibliography : p. 98-98.

References : at end of each chapter.

PUBLIC HEALTH.


Pageant of progress, held at Municipal pier, 1922, by the Municipal tuberculosis sanitarium, Chicago.
CURRENT EDUCATIONAL PUBLICATIONS.


MENTAL HYGIENE.

A general critique of the work of the national committee for mental hygiene.

PHYSICAL TRAINING.

Owing to the increased attention now paid to physical training in America, there is a growing need for physical training teachers. This book is the result of long experience in physical training work by its author, and gives directions devoted to aid teachers of the subject.


Hetherington, Clark W. The objectives of physical education. American physical education review, 27: 405-14, November 1922.
Read before the national American physical education association convention, Detroit, Mich., 1922.
Also in Mind and body, 29: 193-205, September-October 1922.


Address before American students' health association. New York city, December 1921.


PLAY AND RECREATION.


Fuld, Joseph Richard. The municipalization of play and recreation; the beginnings of a new institution. [University Place, Nebr., The Clifton printing company, 1922] viii, 97 p. 12°.
Bibliography: p. 91-97.
CURRENT EDUCATIONAL PUBLICATIONS.


SOCIAL ASPECTS OF EDUCATION.

Amos, Thyrza W. Unsocial aspects of the social curriculum. Teaching, 8:5-17, October 1922.


Work in the North central high school, Spokane, Wash. The studies in social education include: (1) The girl in her relation to the world at large, her place as a citizen, as a member of society; (2) her relation to her own group; (3) the girl herself, her personal ideals, and her methods of self-expression.


The graduate student knowing the traditional subjects well enough for graduation, yet too frequently has neglected the social sciences. A convincing plea for greater attention to the social studies.


Queen, Stuart A. The curriculum of a training school for social work. American journal of sociology, 28:283-40, November 1922.

Says that the general education of social workers should include sociology, economics, government, psychology, and biology; and that their professional education should include the study of social problems and facilities for their solution. Their vocational education should consist in the acquisition of techniques of case-work, disaster relief, neighborhood work, community organization, organization of social agencies, etc.

CHILD WELFARE.


That genetics, which has to do with being born well, and euthenics, which has to do with being nurtured and educated well, are interlocking subjects, is asserted in the foreword to this volume, which discusses the various inheritances of the child, and his physical, mental, and moral development.


U. S. Children's bureau. County organization for child care and protection. Washington, Government printing office, 1922. vii, 178 p. 8". (Bureau publication no. 107)

References: p. 160-172.

West, Mrs. Max. Child care, The preschool age. Washington, Government printing office, 1922. 82 p. 8". (U. S. Children's bureau. [Care of children series, no. 3] Bureau publication no. 80)
MORAL EDUCATION.


Bittenhouse, H. O. The character diploma an incentive to moral conduct and good citizenship in public school training. Brooklyn, N. Y.: The Brooklyn eagle press, 1922. yll, 59 p. 8'.

Rittenhouse, H. O. The character diploma an incentive to moral conduct and good citizenship in public school training. Brooklyn, N. Y.: The Brooklyn eagle press, 1922. yll, 59 p. 8'.

Bittenhouse, H. O. The character diploma an incentive to moral conduct and good citizenship in public school training. Brooklyn, N. Y.: The Brooklyn eagle press, 1922. yll, 59 p. 8'.

Bittenhouse, H. O. The character diploma an incentive to moral conduct and good citizenship in public school training. Brooklyn, N. Y.: The Brooklyn eagle press, 1922. yll, 59 p. 8'.

Bittenhouse, H. O. The character diploma an incentive to moral conduct and good citizenship in public school training. Brooklyn, N. Y.: The Brooklyn eagle press, 1922. yll, 59 p. 8'.

Religious and Church Education.


An address delivered in connection with the nineteenth annual meeting of the Religious education association at Chicago, before the Chicago church federation, and reprinted in Religious education, 17: 430-35, December 1922.


A plea for religious education in schools as a solvent of social and industrial life.


To be continued.
CURRENT EDUCATIONAL PUBLICATIONS.

Kelly, Robert L. The religious education of college and university students. Christian education, 6: 5-10, October 1922.

Preliminary draft of two chapters in a forthcoming book on the Teaching function of the church, to be issued by the continuation committee of the Garden City conference of educational agencies, at the request of the committee on the war and the religious outlook of the Federal council of churches.

Lischka, Charles N. Catholic schools in greater Rumania. America, 28: 165-69, December 22.


Approved by the committee on curriculum of the board of Sunday schools of the Methodist Episcopal church.


Author is superintendent of religious education in Evanston, III. Week-day religious instruction was offered by the Evanston Council of Religious Education, all churches actively cooperating except the Roman Catholic, Lutheran, Jewish and Christian Science bodies.


Rhodes, Donald E. The place of religious and moral education in the primary and secondary grades of the public schools. American schoolmaster, 15: 300-10, October 1922.

The author concludes that a small amount of religious training is a beneficial thing, and that the opening and closing of school with a word of prayer and the study of the Bible as English literature are good influences which help to make a morally and ethically stronger people.


Rosenau, William. Is there such a thing as Jewish education? If so, what is it? Reform advocate, 64: 466-68, November 18, 1922.

Discusses Jewish education in the light of its history, its content, its program, and its methods.


Abstract of an address delivered before the National council of Catholic women.


An address delivered by the U. S. Commissioner of education before the Religious education association at Chicago, March 29, 1922.


The writer reviews college religious education of the past and concludes the article by enumerating the present needs.

MANUAL AND VOCATIONAL TRAINING.

Bonner, E. G. The place of the industrial arts in the elementary school. Industrial education magazine, 24: 131-34, November 1922.

Says that there are four kinds of purposes in the study of the industries—the health, the economic, the appreciative, and the social—which constitute the ends toward which the work should contribute.

CURRENT EDUCATIONAL PUBLICATIONS.

Duwellia, Alfred W. The elementary mechanical drawing course in Cincinnati. Industrial education magazine, 24: 86-87, September 1922.

Emphasizes the "layout" in mechanical drawing, and says the layout is to mechanical drawing what the multiplication table is to arithmetic.

Indiana. Division of vocational education. . . . Some results of eight years of vocational training in Indiana. Prepared under the direction of Benjamin J. Burris, state superintendent of public instruction, by the state vocational staff and the vocational teachers and directors of Indiana. [Indianapolis? 1922. 50 p. illus. 8". (Educational bulletin no. 61. Vocational series no. 23)]


At head of title: Industrial education.

O'Leary, Wesley A. The elimination of waste in the evening industrial school. Vocational education magazine, 1: 219-22, November 1922.

Prosser, C. A. The outlook for industrial education. Vocational education magazine, 1: 3-5, September 1922.

Snedden, David. Some prospects of vocational education. Vocational education magazine, 1: 5-8, September 1922.

VOCATIONAL GUIDANCE.


Author shows the possibilities of vocational guidance in a school of the measured resources.


Majority of schools report that they are not making a special attempt to emphasize proficiency in specific occupations as low as the seventh and eighth grades.

Ellis, Margaret C. Some observations on vocational guidance. Education, 43: 141-48, November 1922.

Advocates the need of an expert vocational guidance director in every school.


An address delivered before the National vocational guidance association, Detroit, December 1, 1922.

Leavitt, Frank M. Guidance and placement in developing a vocational program for the Pittsburgh public schools. Vocational education magazine, 1: 127-30, October 1922.

Lord, Chester S. The young man and journalism. New York, The Macmillan company, 1922. ix, [3], 221 p. 12". (Half-title: Vocational series, ed. by E. H. Sneth.)
WORKERS’ EDUCATION.


The papers comprised in this volume are grouped together by sections, as follows: I. Workers’ education in the United States; II. Aims of workers education; III. The labor movement and labor education; IV. Executive sessions; V. Teaching methods in workers’ education. Among the contributors are: James H. Maurer, chairman of the Workers’ education bureau; Samuel Gompers, C. A. Beard, Albert Shanker, Matthew Woll, Charles Stillman, Prof. W. H. Kilpatrick, and Winthrop Tabbet.


Emphasis is the significant movement for education within the ranks of organized labor. Investigation shows that the workers desire a liberal education and not a narrow vocational one.

Maurer, James H. Labor’s demand for its own schools. Nation, 115: 276-78, October 20, 1922.


From the Monthly labor review (June, 1922) of the Bureau of labor statistics, United States Department of labor.

HOME ECONOMICS.


Snedden, David. Education of girls and women for the home: its several varieties. Vocational education magazine, 1: 285-90, December 1922.

COMMERCIAL EDUCATION.

Bacon, Francis L. The correlation of extra-curricular activities with the department of business education. School review, 30: 671-78, November 1922.

A successful experiment tried out by the Newton high school, Newtonville, Mass., of having the business department develop the principles and appreciation of business relations in the management and conduct of the extra-curricular activities of the school.


This work endeavors to determine the general objectives of business education, to indicate the important agencies concerned, and to suggest the proper place of each. It is therefore adapted to serve as a broad general introduction to the study of business education for prospective teachers of the subject.


Address delivered before the Northwestern Ohio teachers’ association at Cleveland, October 20, 1922.
PROFESSIONAL EDUCATION.

LAW.


Advance extract from the seventeenth annual report of the president of the Carnegie foundation.

MEDICINE AND NURSING.


ENGINEERING EDUCATION.


CIVIC EDUCATION.


A special feature of this text-book is Part III, Citizenship in the school, which comprises nearly 100 pages about playgrounds and school organization, work of the classroom, group methods and organization, general student organization, literary and athletic organizations, and the problem of the school course. Part IV contains material on the selection of a vocation, and on school preparation for business.


Also reprinted as a separate pamphlet.

Discusses the importance of the factor of group training in civic education. Says that training is a more reliable basis for civic education than instruction, and training in the form of varying degrees of pupil self-government and group work has been developed in progressive schools with good results.


To every high school graduate the franchise should be extended on the basis of his certificate of graduation. A proposal submitted to the High school teachers' association of California.

AMERICANIZATION.

CURRENT EDUCATIONAL PUBLICATIONS.


MILITARY EDUCATION.


Data based on a study of the junior class of the academic school at the Virginia Military Institute.

EDUCATION OF WOMEN.


An investigation made in Teachers college in a course designed to study the problems of workers of young women in college and normal school and of girls in high school. Miss Thornton's article presents many suggestions for the teaching of certain phases of extra-curricular subject matter through the forum.

NEGRO EDUCATION.


An address at the unveiling of the Washington monument at Tuskegee, Ala., April, 1922.


Education, educational funds, universities, colleges, schools, and libraries, with statistics, etc., p. 229-44


A description of Hampton normal and industrial school, Hampton, Va., and its activities. Illustrated.

EDUCATION OF DEAF.


A tribute to Alexander Graham Bell and his work for the deaf.

EXCEPTIONAL CHILDREN.

Barrows, Sarah T. The foreign child and his speech handicap. Educational review, 64: 367-76, December 1922.


Emphasizes the value of the kindergarten in teaching English to the foreign-speaking child.

Counts, George S. The social purpose of the education of the gifted child. Educational review, 64: 233-44, October 1922.

Says that the education of the gifted-child should insure above everything else the development of a strong sense of social obligation. Without such obligation the gifted child becomes a menace to society.
Says that rapid promotion of gifted children solves some problems and makes others. A better plan is to provide in a special way for gifted children by greatly enriching their courses of study. Describes a college preparatory curriculum.

Discusses the subject under the captions of blindness, deafness, crippled children, physically defective children, mental abnormality, delinquency, speech defects, and mental deficiency.

First of a series of recollections ranging over 40 years of social work in the Indiana school for the feeble-minded at Fort Wayne. To be continued.

Mallory, Jasper N. A study of the relation of some physical defects to achievement in the elementary school. Nashville, Tenn. Pub. under the direction of George Peabody college for teachers, 1922. 78p. incl. tables. 8°. (George Peabody college for teachers. Contribution to education no. 9)
Bibliography: p. 77-78.

Gives the rating blank that was used effectively during the war for the locating of a certain per cent of gifted students in the senior classes of colleges.

An attempt to answer the following questions: (1) How reliable are teachers' selections of bright and dull pupils? (2) Is it more difficult to select the bright pupils than it is to select the dull pupils? (3) Does it become more or less difficult to select bright and dull pupils as they become older? Material obtained in St. Paul schools in 1920.


LIBRARIES AND READING.


Booth, Mary Josephine, comp. List of books for the first six grades. (Printed by authority of the State of Illinois) [Charleston, Ill., 1921] 148p. 12°. (The Teachers college bulletin, no. 73. July 1, 1921)

Writer concludes that the one element lacking in all other civilizations and present in ours is print and its use; and that if our civilization survives it will be because of the presence of that factor. It would be wise to study it with care, and to attempt to use its power for the conservation of modern civilization.

Eaton, H. T. What high school students like to read. Education, 43: 204-9, December 1922.
Information obtained in Central high school of Syracuse, N. Y.


Author is county librarian of Warwickshire in England. The book relates particularly to the organization and administration of county libraries in Great Britain, with incidental reference to American library conditions.

Herzberg, Max J., comp. The world of books; a guide to reading for young people in which may be found volumes of many kinds both grave and gay. 3rd ed. Boston, Mass. The Palmer company [1922] 64p. 12°.

High school reading lists; a classified and graded list of books for supplementary reading, prepared by members of the English department of the High school of commerce, New York city. New York [etc.] C. Scribner's sons (1922) vi, 60 p. 12°.

Graded and classified for each term of a four-year high-school course.

Leonard, Sterling Andrus. Reading for realization of varied experience for the primary and intermediate grades and the junior and senior high school, being appendix II of Essential principles of teaching and literature comp. with the assistance of teachers of all grades and subjects. Philadelphia and London, J. B. Lippincott company [1922] p. [309]-437. 16°.


Read before the American library association at Detroit, June, 1922.

Regnet, Henry H. Competent librarians for institutions for higher education. Catholic school interests, 1: 11-12, 21, August 1922.

"Some suggestions which will enable Catholic high schools and colleges to meet standards required for recognition."


Primarily a report on the present condition of the bibliographical enterprises fostered by the Belgian government at Brussels, but also gives a brief sketch of the concilium bibliographicum at Zurich.


A concise practical manual giving directions for all branches of library procedure for the use of school librarians.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.


Current problems in home economics' instruction and supervision; by Henrietta W. Calvin. Washington, 1922. 16 p. (Home economics circular no. 14)


CURRENT EDUCATIONAL PUBLICATIONS.

How laws providing for distribution of state school funds affect consolidation; by Edith A. Lathrop. Washington, 1922. 4 p. (Rural school leaflet no. 3)


Milk and our school children; by Bernice C. Reaney. Washington, 1922. 31 p. (Health education 11)

Prepared for the Bureau of Education by the Child Health organization of America.


Philanthropy in the history of American higher education; by Jesse Brundage Sears. Washington, 1922. 112 p. (Bulletin, 1922, no. 20)

Plan for the organization of a county system of agricultural instruction in elementary rural schools; by Eustace E. Windes. Washington, 1922. 8 p. (Rural school leaflet no. 6)


A program of education in accident prevention, with methods and results; by E. George Payne. Washington, 1922. 54 p. (Bulletin, 1922, no. 32)

Record of current educational publications; comprising publications received by the Bureau of Education to September 1, 1922. Washington, 1922. 30 p. (Bulletin, 1922, no. 33)

Report of the second conference of commercial education specialists, held under the joint auspices of the United States Bureau of Education and the Vocational education association of the Middle West, Milwaukee, January 11, 1922; prepared by Glen Levin Swiggett. Washington, 1922. 14 p. (Commercial education leaflet no. 2)

The residence of students in universities and colleges; by George F. Zook. Washington, 1922. 11 p. (Bulletin, 1922, no. 18)

The school board in city school survey reports; by W. S. Deffenbaugh. Washington, 1922. 15 p. (City school leaflet no. 2)

The school janitor; a study of the functions and administration of school janitor service; by John Absalom Garber. Washington, 1922. 55 p. (Bulletin, 1922, no. 24)

Self-supporting home-economics departments; by Mrs. Henrietta W. Calvin. Washington, 1922. 6 p. (Home economics circular no. 15)

State aid to weak schools; by J. F. Abel. Washington, 1922. 12 p. (Rural school leaflet no. 7)

CURRENT EDUCATIONAL PUBLICATIONS.


Advance sheets from the Biennial survey of education in the United States, 1918-1920.


Advance sheets from the Biennial survey of education in the United States, 1918-20.


Advance sheets from the Biennial survey of education, 1918-1920.


Advance sheets from the Biennial survey of education in the United States, 1918-1920.

Supervision of rural schools; by Katherine M. Cook. Washington, 1922. 111p. (Bulletin, 1922, no. 10)

Tendencies in primary education; by Florence C. Fox. Washington, 1922. 4 p. (Teachers' leaflet no. 10)


Value of the school census; by Bertha Y. Hebb. Washington, 1922. 3 p. (City school leaflet no. 3)