DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

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RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

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RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

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NOTE

The following pages contain a classified and annotated list of current educational publications received by the library of the Bureau of Education to April 1, 1925. The last preceding list in this series of records was issued as Bulletin, 1924, No. 27, and comprised publications received by the Bureau of Education to June 1, 1924.

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


Accepted as part of the requirements for the Master's degree at the Louisiana state university, 1924.


This history outlines the intellectual progress of humanity from primitive times to the present. Men first lived by customs and habits, joined together in a complete system of living, which are called folkways. The author shows how the development of civilization has consisted in a constant struggle to surmount these folkways by intelligence.

Jones, Clarence F. After one hundred years. Science, 60: 371-76, October 24, 1924.

Address delivered at the centennial celebration of Rensselaer polytechnic institute, October 4, 1924.


This brief account of public education in the Southern states during the last 23 years first appeared as Chapter XIV in "Twenty-five years of American education," a volume inscribed to Prof. Paul Monroe by former students and edited by I. L. Kandel.


An appreciation of Bacon's De dignitate et augmentis scientiarum.


Contents: v. 1. The medieval university and the colleges founded in the Middle ages. v. 2. The sixteenth and seventeenth centuries.


General bibliography: p. xiii.


Describes the extension work of the Harrison technical high school of Chicago.


Extracts from an address giving a brief record of the houses now engaged in educational publishing, arranged in chronological sequence rather than alphabetical order.


Dr. Harris's published writings have been used as a source for this study, which was originally made as a thesis for the doctorate of philosophy in New York university.
CURRENT EDUCATIONAL PUBLICATIONS


Wittels, Fritz. Sigmund Freud; his personality, his teaching, & his school. Tr. from the German by Eden and Cedar Paul. New York, Dodd, Mead & company, 1924. 287 p. front. (port.) 8°.


CURRENT EDUCATIONAL CONDITIONS

GENERAL AND UNITED STATES


Presented at the meeting of the Educational press association of America, July 2, 1924.


George D. Strayer, director of survey.


George D. Strayer, director.


Presented at the meeting of the Educational press association of America.

CURRENT EDUCATIONAL PUBLICATIONS


The first of a series of six articles, of which the general subject is illiteracy.

Criticizes public teaching because it is "standardized and rigid."


Discusses experimental schools, the work-study-play, or Gary plan, etc.

Louisiana. Department of education. Report of the survey commission on the Louisiana state normal college, the Louisiana polytechnic institute, the Southwestern Louisiana institute. Issued by the State department of education, [Baton Rouge, La.] 1924. 233 p. incl. tables. 8°.

"Unless public opinion permeates school procedure, education crystallizes on an ancient outline and retards rather than advances progress."

The writer claims that very few of the facts in this paper are new, but they have been brought together as never before.
Read before the National council on education, July 1924.

Bibliography: p. 61-63.


On cover: University of Illinois bulletin. vol. xxii, no. 3.


The ranking is given by Index numbers, and by state ranks.

Also reprinted as a separate pamphlet.


The first number of this series of articles appeared in the Teachers college record for March 1924.


An address before the National education association, Sunday afternoon, June 29, 1924, on the steps of the Capitol, Washington, D. C.


Stoddard, James Alexander. Backgrounds of secondary education in South Carolina. Columbia, S. C., University of South Carolina, 1924. 112 p. tables, maps. 8°. (Bulletin of the University of South Carolina. no. 150, November 1, 1924)

Thesis (A. M.)—Graduate school of education, George Peabody college for teachers, 1924.

Thomas, Mattie E. South Carolina school improvement association. Issued by the State department of education, Columbia, September, 1924. [Columbia, 1924] 68 p. illus. 8°. ([South Carolina. Department of education.] Bulletin X)

WARBURTON, C. W. The educational work of the Department of agriculture. School and society, 20: 332-36, September 13, 1924.

Presented at the meeting of the Educational press association of America, July 2, 1924.


"The pointing out of what is wrong with the public schools has been going on so long that what is right with the schools has been almost entirely overlooked."


The five papers contained in this volume deal with the following subjects: Teaching of history in relation to world citizenship, Educational cooperation with America, American experiments in education, The cooperative system of education in America. Some suggestions for the promotion of international education.

FOREIGN COUNTRIES


Dr. Baez is president of the University of Asunción.

Buck, Pearl S. The Chinese student mind. Nation, 119: 358-61, October 8, 1924.

The author is a professor in the University of Nanking, China.


Gives an account of the campaign against illiteracy and the reorganization of education in Mexico.


"Books for further reading:" p. 117.

Curtis, Anna L. The revolution in German student life. American review of reviews, 70: 521-23, November 1924.


Work of the University of Beirut, in Syria.


Conditions in England described.


Conditions in England described.


Education in Australia. In each of the six states of the Commonwealth of Australia, a coordinated system of education, extending from kindergarten and primary schools to the university, has been established.


The changes in French secondary education which were decreed in 1923 under M. Léon Bérard as minister of public education and fine arts are described in these pages, with a statement of the historical development preceding the measure. The greater part of Doctor Kandel's volume consists of an appendix containing documentary material relating to the reform.


This is Bulletin no. 8, vol. 11, 1923, sent to the magazine by the Chinese national association for the advancement of education, Pekin, China.


Educational conditions in England described. A plea for more idealism in education; better pay for teachers, etc.


A survey of Near East relief, educational, social, religious, by Paul Monroe, R. R. Reeder, James J. Vance, based upon an intensive study of American relief institutions in Greece, Syria, Palestine, and Russian Armenia, as special commissioners of the executive committee of Near East relief, January to June, 1924. Appended is a supplementary report representing the combined judgment of various overseas observers.


Development and present status of education in India.


A recent publication by notable educator of Brazil. Os deveres das novas gerações brasileiras (The duties of the younger Brazilian generation) by Dr. A. Carneiro Leão. Bulletin of the Pan American union, 58: 707–13, July 1924. Illus.

"In this work Dr. Carneiro Leão has made a valuable contribution not only to the pedagogical lore of Brazil, but to that constantly increasing foundation of inter-American intelligence."


A presentation of the present school organization.


EDUCATIONAL THEORY AND PRACTICE

Bagley, William C. Professionalism in education. Teachers college record, 26: 1-12, September 1924.


This book gives the basic facts regarding teaching as an occupation, explains the essential nature of teaching and learning, considers the materials of universal education, and outlines the psychology of the educational process. Public education as a vast social enterprise is concisely described, and the personal and specific qualifications requisite for teachers are discussed.


Burris, W. F. A plan for securing ratiocinative control over educational policies. School and society, 20: 511-15, October 25, 1924.

Read at the meeting of Section Q. American association for the advancement of science, December 1923.


Knowledge is a series of problems to be solved.

Reprinted from the American Mercury, August 1924.


The authors of this volume restate the basic principles of education in a form consistent with modern progress in knowledge, industry, and politics, and with the results of scientific research in education. The discussion deals with the place of education in individual and social life, the psychological and sociological foundations of education, and the principles which govern the conduct of schools of various grades and types.


This volume comprises a collection of case-studies in the art of teaching, from observation of the procedure of successful teachers, with an interpretation of the principles involved, so that they may be applied in the improvement of teaching elsewhere.


Says that much of the learning which is accomplished in schools is of a type which would be quite impossible without a social background. More emphasis should be placed on social institutions and the relation between these and personalities which are developing away from instinctive forms of behavior toward social conformity.


Efforts of Teachers' union of New York to establish an experimental school within the public school system of the city. The Board of education decided against the scheme.


Discusses the advisability of American students visiting the Orient in vacation time the better to acquaint themselves with trade conditions, etc.


Says that effective school publicity is not a matter of occasional drives; it aims to promote complete all-year-round support and sympathy between the taxpayer and the school by the use of every legitimate means of information—the newspapers, the schoolhouse organ, school newspapers, parent-teacher clubs, reports and monographs—in accordance with principles which are outlined in this volume.


"University of Illinois bulletin, vol. xxii, no. 2."


Tourscher, Francis E. The philosophy of teaching; a study in the symbolism of language. A translation of Saint Augustine’s De Magistro. Villanova College, Pa., 1924. 99 p. 16°.


Address at meeting of the Association of American universities. October, 1924.


EDUCATIONAL PSYCHOLOGY; CHILD STUDY


This textbook applies the general principles of psychology to the classroom problems of elementary school teachers. Such topics as easily lend themselves are subjected to experimentation in the course.

Baldwin, Bird T. and Stecher, Lorle I. The psychology of the preschool child. New York, London, D. Appleton and company, 1924. 305 p. illus., tables, diagrs. 12°

This text presents the results so far obtained from a three years’ series of observations and experiments on normal and superfor children from two to six years of age in the preschool laboratories of the Iowa Child welfare research station of the State university of Iowa. The book bears directly also on the later development of the older child of school age.

Haggerty, M. E. and Nash, Harry B. Mental capacity of children and paternal occupation. Journal of educational psychology, 16: 559-72, December, 1924.
International kindergarten union. Child study committee. Children's drawings; a study of interests and abilities. Ed. by and comp. under the direction of Stella Agnes McCarty, chairman. Baltimore, Williams & Wilkins company, 1924. 164 p. incl. illus., tables, diagrs. fold. plates, in pocket. 8°.


Lhotakv, Heinrich. The soul of your child. Tr. by Anna Barwell. New York, Dodd, Mead and company, 1924. 165 p. 12°.

Meredith, Christabel M. The psychology of the free child. London, Bombay, etc. Constable and company ltd., 1924. 3 p. l., 212 p. 12°.

Moore, Clyde B. The aims, contents and methods of a general course in educational psychology. Education, 45: 158-70, November 1924.


Moore, Clyde B. The aims, contents and methods of a general course in educational psychology. Education, 45: 158-70, November 1924.


Mental deviations from the normal, both slight and more pronounced, are common, and their study is a subject which interests most people, but abnormal psychology is hardly ever presented in language which is intelligible to a layman. The author of this book discusses in a clear, nontechnical style the condition of the school child who is unadjusted to his environment.


Observing that courses in general psychology and in educational psychology are ordinarily of little practical use to teachers, the author has prepared this manual, which presents a fairly complete list of all the principles in the psychology of learning, which the teacher should apply in her classroom work.


EDUCATIONAL SOCIOLOGY


Doctor Peters' study gives the present status of knowledge of the subject and indicates the path for future progress.
PSYCHOLOGICAL TESTS


An investigation to determine the amount of transfer from training in mental multiplication and substitution and its relation to intelligence. Study made in an elementary school in Baltimore, Md., in 1923. Says that transfer does take place from a few hours training in mental multiplication and substitution.


Study of school children of the Washington school, Evanston, Ill., in order to ascertain the intelligence norms and their relations to nationality, school training, and environment.


Gives comparison of membership by grades in Chicago schools; comparison of the mental ability of beginning freshmen pupils in the 26 high schools of Chicago, September, 1923. A statistical study.


"We need more measures and more convenient measures, but our greatest need is better measures, measures that are truer and more exact."

EDUCATIONAL TESTS AND MEASUREMENTS

Conference on educational measurements. Eleventh annual conference on educational measurements, held at Indiana university, Bloomington, Ind., Friday and Saturday, April 18 and 19, 1924. Published by the School of education, Indiana university, 1925. 141 p. tables, diagrs. 8°. (Bulletin of the School of education, Indiana university, vol. 1, no. 3, January 1925)


The Ohio literacy test is a modification of the Devens literacy test which was developed at Camp Devens, Mass., during the World War. Discusses the method of using test.


A device for the measurement of a trait, and devices for the improvement of school procedure on the basis of measurement and of method.

Hughes, J. M. A study of intelligence and of the training of teachers as factors conditioning the achievement of pupils. School review, 33: 191-200, March 1925.

This study attempts (1) to compare the intelligence of pupils taking the subject of physics in schools of different sizes; (2) to compare the achievement of these pupils in physics; and (3) to study the effect of the training of the teachers on the achievement of these pupils. To be concluded.


This elementary manual on tests and measurements has grown out of the needs of university extension classes for a concise textbook of this sort. After a general introduction, the author takes up the topics of subject-matter tests, the mathematics of measurement, the use and misuse of tests, and the measurement of intelligence and of character.


Contains a list of test materials distributed by the Bureau of educational research, with authors and prices.
CURRENT EDUCATIONAL PUBLICATIONS

INDIVIDUAL DIFFERENCES IN PUPILS

Freeman, Frank N. Sorting the students. Educational review, 68: 169-74, November 1924.
   Discusses the reasons for and against the growing practice of grouping students according to ability and achievement tests.

Heron, William T. Individual differences in ability versus chance in the learning of the stylus maze. Baltimore, Williams & Wilkins company, 1924. cover title, 60 p. tables. 8°. (Comparative psychology monographs, ed. by W. S. Hunter. -vol. II, serial no. 8)

   Read at the annual meeting of the Association of university professors, October 31, 1924.

   "A demonstration of the classification of children according to ability." Psychological examinations of the children entering three public schools of New York, made during the year 1922.

   Editor's note: "This is a chapter of the book entitled Unified kindergarten and first-grade teaching, which Professor Parker recently completed."

Washburne, Carleton W. Fitting the curriculum to individual children. New republic, 40, Part 2: 6-11, November 12, 1924.
   Experiments in the public elementary schools of Winnetka, Ill. In these schools half the morning and half the afternoon are given over to individual work in the common essentials. The other half of each session is given to group and creative activities.

   Description of plan worked out at Syracuse university with special reference to the problem of adjusting the courses to the groups.

SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION

GENERAL

   Says that the platoon school and the junior high school offer greater opportunity for specialization on the part of both pupils and teachers.

   Discusses the individual plan of instruction, as illustrated by the Winnetka plan, Dalton plan, opportunity rooms, etc.


PROJECT METHOD


Parmenter, Ethel M. Student government, a project method. School review, 33: 115-25, February 1925.


VISUAL INSTRUCTION

Freeman, Frank N. A scientific study of visual education, 10: 375-85, December 1924.

"One of the most vigorous of the newer methods which have recently been introduced into the school's visual education."

Gruenberg, Benjamin O. The long and the short in educational motion pictures. Visual education, 5: 208-11, July 1924.

Discusses such problems as the production of motion pictures for the class room only as against the adaptation of commercial pictures to school programs.


THE DALTON PLAN


The Dalton plan at the Nichols School, Buffalo, N. Y.

Irwin, Elisabeth. Personal education. New republic, 40: 7-9, November 12, 1924.

"The effort of the new school," says the writer, "is to receive the child as he comes from home and foster his positive reactions to life." Discusses the philosophy of the Dalton and other movements.


Discusses work in the schools of Scarsdale, N. Y. Writer says there is no doubt that the quality of the work has improved and that the pupils have raised their own standards of thoroughness as a result of the plan.

An address given in University College, London, before the Dalton league, at the yearly Conference of educational associations.

PLATOON SCHOOL

Barrows, Alice. The work-study-play, or balanced-load plan. New republic, 40: 16–17, Part 2, November 12, 1924.

Haley, Margaret A. The factory system. New republic, Part 2, 40: 18–19, November 1924.

Critiques the work-study-play or platoon school. Says it is detrimental to the children.


Discusses the organization of platoon schools in St. Paul, Minn. Says the two factors of success of these schools are: (1) The academic teacher of platoon classes is relieved of most of the special work; (2) supervision is better adjusted.


Contends that the platoon school is a distinct and important factor in the educative process; that it creates an opportunity for an enriched curriculum for all school children.


Spain, Charles L. The platoon school; a study of the adaptation of the elementary school organization to the curriculum. New York, The Macmillan company, 1924. xviii, 262 p. illus., diagrs., tables, plans. 12°.

Every new type of school organization must stand the following tests: It must square with the past; it must serve the present; it must hold abundant hope for the future. The present monograph by the deputy superintendent of schools, Detroit, Mich., undertakes to subject the platoon school organization to these tests.

RADIO IN EDUCATION

New York (city) Board of education. Educational radio program; report of the educational activities carried on over the radio, February 18 to May 19, 1924. New York city, Board of education, 1924. 254 p. 8°.

SPECIAL SUBJECTS OF CURRICULUM

READING


A study made in the public schools of Berkeley, California.


Says that the Detroit group test in “word recognition” provides a means of measuring the control of first- and second-grade pupils over a fundamental ability in reading, namely, the ability to recognize common words.

Seekell, Grace Edith, ed. Course of study in reading and literature for Western state normal training schools. Kalamasoo, Mich., Western state normal school, 1924. viii, 199 p. 8°.

Uhl, Willis L. The materials of reading; their selection and organization. New York, Newark [etc.] Silver, Burdett and company [1924] iv, 386 p. tables diagrs. 12°.

The primary concern in this volume is the content of courses, but chapters are also included on laboratory investigations, classroom teaching, testing, and diagnostic and remedial work. Standards based on scientific knowledge, for evaluating materials for courses in reading and literature, are formulated and applied. The author devotes much attention to children's interests in reading and to its social worth.

SPELLING

De May, Amy J. What is the matter with spelling? Journal of educational method, 4: 157-64, December 1924.

Lists some of the best recent text-books on spelling on page 164.

English spelling. Nineteenth century, 96: 545-61, October 1924.

A symposium by J. E. C. Welldon and E. C. Cox. A plea for and against the reformed or phonetic system of spelling.


J. Freeman Guy, director.

Rogers, Bertha M. Method and measurement in spelling. Journal of educational research, 10: 302-7, November 1924.


ENGLISH AND COMPOSITION

Avent, John M. English in our high schools. Bookman, 60: 9-12, September 1924.


Says there is urgent need for a clearer differentiation of the functions and limitations of language textbooks.


The editor says: "The young teacher who writes this knows what he is talking about."


Shackford, Martha Hale. English and Latin as allies. Education, 45: 82-88, October 1924.

"If teachers of these two subjects could work in unison, education of the young in the humanities would advance by leaps."


Some of the topics here treated are the qualifications and preparation of the teacher, objectives in English, the course of study, English classics and composition, reading and spelling, segregation according to learning ability, and extra-curricular activities.


A discussion of some old textbooks on English, and methods of teaching.


"When the English work is vitally associated with the child's daily speech and writing, it needs no other motive, for there is no more powerful incentive to the mastery of our mother tongue than consciousness of daily growth in language ability."

ANCIENT CLASSICS


This study considers in detail the question of secondary-school Latin and the positive and comparative results obtained under present conditions, and also makes definite-proposals for improvement.


Says that Latin rightly taught "cultivates the power of expression through the selection of words, weighing, discriminating, comparing—relating words to thoughts."

Sanders, A. G. The classics and the teacher of modern languages. Classical journal, 20: 5-14, October 1924.

Shackford, Martha H. English and Latin as allies. Education, 45: 82-88, October 1924.

Twilight of the classics. New republic, 41: 56-58, December 10, 1924.

Adverse to the classics.

Ullman, B. L. and Kirby, T. J. A Latin comprehension test. Journal of educational research, 10: 308-17, November 1924.
Cheydleur, F. D. Shall we employ the direct method in modern language instruction. Education, 45: 345-52, February 1925. Says that the average modern language instructor in secondary schools is unprepared to use this method.

Cosenza, Mario E. The study of Italian in the United States; with foreword by John H. Finley. New York, Italy America society, 1924. 34 p. 8°.


Discusses tests, making corrections, vocabulary, grammars, etc.


MATHEMATICS


Discusses the various scientific researches in the field of arithmetic. Gives bibliography: p. 355-57.


Discusses certain aspects of the psychology of learning as applied to drill work in Grade 6 arithmetic.

Myers, Garry Cleveland. Persistence of errors in arithmetic. Journal of educational research, 10: 19-23, June 1924.


Nyberg, Joseph A. Recent changes in the teaching of algebra. Mathematics teacher, 18: 10-21, January 1925.


Analyzing the errors in arithmetic made by children in various cities, Dr. Osburn finds that they are typical and not merely of a haphazard nature. Having determined this fact, he undertakes to devise a method to meet these typical difficulties.


CURRENT EDUCATIONAL PUBLICATIONS


SCIENCE


Gerry, Henry L. Measurement of the results of the teaching of chemistry. School science and mathematics, 24: 793-804, November 1924.

Gruenberg, Benjamin C. Unifying the aims of high school science teaching. School and society, 21: 121-29, January 31, 1925.


Thesis (Ph. D)—University of Minnesota, 1924.


Delivered at the California teachers' association, October 1923.


GEOGRAPHY


Says that the first objective in the teaching of elementary geography is to emphasize the application of geography to the immediate problems of life: to show how men live, what they do, and why they live and work as they do in different environments in various parts of the world.


SOCIAL STUDIES

Dawson, Edgar. History and the social studies. Educational review, 68 67-71; September 1924.


James, A. P. Teaching morals through the social studies. School and society, 21: 89-95, January 24, 1925.

Says "the materials of history, however abstractly admirable, must be booked up with the life and the living development of the individual in society."

CURRENT EDUCATIONAL PUBLICATIONS


A description of a one-hour course given at Goucher College to prepare future teachers of the social studies to cope with the particular problems.


Discusses the vitalizing of social subjects in the public schools of Raymond, Wash.


MUSIC

Ford, Marion I. The correlation of music and art in the Arlington public schools. School arts magazine, 24: 291-95, January 1925. illus.


Moore, Earl V. Standardizing theory courses in universities. Musical courier, 90: 6, January 15, 1925.

National bureau for the advancement of music. The giving of high school credits for private music study; a survey showing the policies of the different states in regard to these credits and the practices of some of the larger cities. New York city, National bureau for the advancement of music [1924] 105 p. 8°.


ART EDUCATION


Rodgers, Robert H. Greater educational returns from industrial arts in the junior high school. Industrial-arts magazine, 14: 1-3, January 1925.

Given at the meeting of the Wisconsin teachers' association, 1924.


Account of a study made in the Public art gallery in Richmond, Ind.
CURRENT EDUCATIONAL PUBLICATIONS

Winslow, Leon L. The significance of art as a junior high school subject. Educational administration and supervision, 10: 495-503, November 1924.

The phrase "art subject" is here used in its technical meaning to include the whole of the subject taught.

Dramatics and Elocution


The phrase "speech training" is here used in its technical meaning to include the whole field of speech activity—phonetics, speech correction, reading, oral expression, etc.


An annotated list of plays suitable for school and community use, which may be loaned for examination, free except postage.


A list of typewritten recitations which may be loaned to schools, free except for postage.


Handwriting


Thrift


Discuss the teaching of thrift in schools, also the necessity of instruction in the metric system.

Lowe, H. F. How finance is taught in one public school. Magazine of Wall street, 34: 946, 971, October 11, 1924.

"Eighth grade students in Washington given grasp of fundamentals in investing."

National conference on thrift education, Washington, D. C., 1924. Thrift education, being the report of the National conference on thrift education, held in Washington, D. C., June 27 and 28, 1924, under the auspices of the Committee on thrift education of the National education association and the National council of education. Washington, D. C., Printed by the National education association, 1924. 79 p. 8°.

Sable, Fannie. A bank project. Journal of educational method, 4: 77-81, October 1924.

"Practical bibliography": p. 81.
KINDERCARTEN AND PRE-SCHOOL EDUCATION

Abbot, Julia W. A twenty-four hour day for the pre-school child. Childhood education, 1: 111-18, November 1924.


Says that it was through the scientific study and education of idiots and other defective children that the principles of the Montessori method were originally realised and its practice suggested. The history of the method is accordingly the history of the work of Pereira, Itard, Seguin, and Montessori, which is given connectedly in this volume.


Address at the convention of the International kindergarten union. May, 1924, at Minneapolis, Minn.

The significance of the nursery school. Childhood education, 1: 11-20, September 1924.

The author believes that the nursery school furnishes a more solid support for the vocational ladder.


Study made in the kindergartens of Lawrence, Kansas, which have been since 1921 an integral part of the public elementary school system.

ELEMENTARY EDUCATION


Broome, Edwin C. The curriculum of the elementary school. New republic, 40 (Part 2): 4-6, November 12, 1924.

Emphasizes conservation of time. "In addition to lengthening the school day," says the writer, "there is much to be said in favor of a considerable reduction in time allotments."

Deming, Alhambra G. Devices and diversions for vitalizing teaching in intermediate and grammar grades. Chicago, Beckley-Cardy company, 1924. 216 p. 16°.


The book gives directions for the administration of supervised study in general, and also with reference to the particular subjects of the elementary school curriculum.


Says that education must come back from the schools into life; that the workshop shall be a center of education once more. Concludes that the schools are caught in the great drift of the academic traditions.

Kaufmann, Myrtle F. A first-grade promotion plan. Journal of educational research, 10: 369-74, December 1924.

Discusses the changes necessary in the schools to meet the rising tide of industrialism.


Strayer, George D. Financing the elementary school program. New republic, 40 (Part 2): 12–13, November 12, 1924.


RURAL EDUCATION


Delivered before the Department of rural education of the National education association, July 1924.


A study in consolidation of schools.

— Educative equipment and its use. Teachers college record, 26: 295–310, December 1924.

As shown in the rural experimental school of Teachers college.

Indiana. Department of public instruction. The county school system; how organized and administered. Prepared under the direction of Benjamin J. Burris. Indianapolis, Ind., 1924. iv, 56 p. 12°. (Educational bulletin no. 73)

— Preliminary report on supervision in county demonstrations. Prepared under the direction of Benjamin J. Burris, Indianapolis, Ind., 1924. vi, 37 p. incl. tables. 12°. (Educational bulletin no. 74)


"The best one-teacher school I have ever seen."—Mabel Carney.

Watkins, Isabel. The county unit of school administration; an outline and collation of material for the South Carolina high school debating league, 1924-25. Columbia, S. C., University of South Carolina, Extension division, 1924. 165 p. 8°. (Bulletin of the University of South Carolina. no. 149, Oct. 15, 1924)

SECONDARY EDUCATION


Gives a list of secondary schools, with name of principal of each.

Backus, Bertie. Supervision of instruction in the high school. Educational administration and supervision, 11: 112-17, February 1925.

Brown, W. W. and Worthington, J. E. Supervised study in Wisconsin high schools. School review, 32: 603-12, October 1924.

Concludes that the supervised-study plan is superior to the recitation plan as a method of instruction.


Gives the outline plan by months.

Edmonson, J. B. and Schorling, Raleigh. Problems of the high-school teacher. Bloomington, Ill., Public school publishing company, 1924. 78 l. 4°. (Educational problems series, ed. by G. M. Whipple, no. 5)

Every-day manners and conduct for high school students. Journal of education, 100: 269-71, September 18, 1924.

Composed and compiled by English classes, Logan (Utah) high school.

Feingold, Gustave A. The measurement of effort among high school pupils. Educational administration and supervision, 10: 385-94, September 1924;

The method of determining the intelligence of school children has solved only half the problem, according to the writer.


An attempt to solve the perplexing problem as to what constitutes an "A" or a "B" student.

Hoffman, M. David. Status of summer high schools in cities of more than 100,000 population. School review, 33: 107-14, February 1925.

"This study aims to discover common practices with regard to summer high school work, variations in practice, and the emphasis placed on the different elements of this work." Data were secured from 66 cities for the summer term of 1923.


A translation from Doctor Hollman's account of the adaptation of secondary instruction to the aims of statesmanship. To be concluded in the May issue.


Study based on a questionnaire sent to representative high schools to find out what they are doing to adjust the pupils as quickly as possible to the opportunities and practices that are new to them.


To supply the data for this study, inquiry blanks were received from the principals of 42 high schools, comprising groups representing all sizes of schools and all the principal divisions of the United States. Topics covered are the distribution and salaries of principals, the principal's training, his experience and professional stability, his time for administrative and supervisory activities, and his responsibilities. The book gives a concise summary of the main results of a comprehensive inquiry into the present status of American high-school principals.

Some aspects of the job analysis of high school teaching. Journal of educational research, 10: 228-35, October 1924.

McKown, Harry C. The high school handbook. School review, 32: 667-81, November 1924.

Studies handbooks of various high schools, and gives a suggested organization of the high school handbook.


Describes the system in vogue in Berkeley, Calif.


Ungraded high-school classes were organized which may be attended during the semester the pupil is barred from the regular high school. A program of 8 or 10 academic subjects is offered in which regular high-school credits may be earned.


This is a prize fund given by Julius Sachs, professor emeritus of Teachers college, Columbia university, and Mrs. Sachs. The amount, $20,000, a golden wedding gift, is to be used for the purpose of improving secondary instruction.


The writer concludes that the process of reinterpreting, readjusting, and reorganizing our secondary education is imperative.


This text makes an application of the problem method of attack to the teaching of methods of instruction in high schools. The principles of teaching are not elaborated in the text, but in the references supplied in connection with the various problems.


JUNIOR HIGH SCHOOL


An address before the National council on education, July 3, 1924, in which the present conditions and the problems involved are discussed.


This monograph undertakes to tell just what is meant by the "new mathematics," what it is, why it is desirable, and how it may be successfully taught. It gives the results of the author's experience in putting the new program into effect in the public schools of Newton, Mass.

Brown, W. W. The possibilities of administrative organization of the junior high school under a six-year organization. Educational administration and supervision, 10: 409–13, October 1924.


The nine lectures here published on various aspects of the junior high school and its work were delivered by college experts to Chicago school principals under arrangement by Superintendent William McAndrew.

Dorsey, Susan M. Reconstruction of the junior high school curriculum in Los Angeles. Chicago schools journal, 7: 1–6, September 1924.


Glass, James M. Curricular practices in the junior high school and grades 5 and 6. Chicago, Ill., The University of Chicago [1924] x, 181 p. tables. 8°. (Supplementary educational monographs, pub. in conjunction with the School-review and the Elementary school journal. no. 25, November 1924)

—— Present status of the junior high school in cities of more than 100,000 population. School review, 32: 598–602, October 1924.

Gives tabulated data and opinions of school superintendents.


Ten reasons are given for the existence of these schools.

Address before the Pennsylvania state school directors association, February 1924.


What subjects shall be taught in the junior high school, and what preparation is required for the teachers giving these courses? The author undertakes to solve these problems by collecting, evaluating, and classifying the most important investigations and proposals bearing on them.

Junior high school curricula. Educational administration and supervision, 10: 674–91, December 1924.

A report prepared by a committee on junior high school organization and administration at Teachers college, Columbia university, in 1924.

Koos, Leonard V. The junior high school and college entrance. School review, 32: 494–507, September 1924. diags.


Presented before the Section of Village and consolidated school principals of the Department of rural education, National education association, February 1924.


Lyman, B. L. The junior high schools of Chicago. School review, 32: 733–45, December 1924.


This address was delivered before the Chicago Board of Education by a member of the Illinois Federation of Labor, who is not in favor of the junior high-school plan.


Wrote at the Speyer junior high school, New York city.


It is desirable "that there be developed some method of exhibiting all practicable offerings of an educational nature for pupils of junior high school age."


This book discusses fully and authoritatively the junior high school in action, since it is a record of growth in both thought and experience in a particular school—the Holmes junior high school in Philadelphia, written by its principal and one of its instructors.

TEACHER TRAINING


Says that the standards of a good teachers' college should be equally as high as those of the undergraduate departments of the best colleges, universities, and professional schools.


Emphasizes value of summer school and extension courses, also granting of sabbatical year for study or travel.


Says it seems altogether probable that teachers for the secondary schools can be trained less expensively in university schools and departments of education, because of a sharing of many of the necessary expenses with a number of other schools and colleges.


Declares that a group consciousness is important for junior high school teachers. Emphasizes the necessity for definite and uniform standards of certificates.


The special concern of this study is with the treatment given to subject-matter in professional schools devoted to the education of teachers.


Gives a form that has proved useful as a means of standardizing a procedure in the conference periods attended by student-teachers in connection with their practice work in public school classes.

Whitney, Frederick Lamson. ... The prediction of teaching success. Bloomington, Ill., Public school publishing company [1924] 85 p. incl. tables. 8°. (Journal of educational research monographs, ed. by B. R. Buckingham. no. 6, 1924)


Read before the Cass County Teachers' institute, Fargo, N. D., October 5, 1923.

Wright, Frank L. The distribution of teachers' marks in teacher training institutions. Educational administration and supervision, 10: 605-16, December 1924.

TEACHERS' SALARIES AND PROFESSIONAL STATUS


Discusses the tenure problem in Illinois, reasons for "turn over," salaries, etc.


Also in Educational administration and supervision, 11: 167-87, March 1925.


"Timely review of the growth in stability in educational service with emphasis upon the public benefit derived from employment sufficiently sure to warrant thorough preparation and sufficiently adjustable to make dismissal of incompetents easy."—Ed.


To be continued.


Discusses all phases of subject: Systems of appointment and promotion; distribution of professional rank; duties; organization of teaching departments; salaries; tenure of office, etc.
CURRENT EDUCATIONAL PUBLICATIONS

Discusses, in the main, the salary situation among teachers and school principals in the United States.


Smith, Harry P. The salary schedule of the Lawrence, Kansas, public schools, its operation and effect. Educational administration and supervision, 10: 524-29, November 1924.
These schools operate under what is known as the "single salary schedule." Teachers are paid on the basis of training, experience, and excellence without reference to the particular unit of the school system to which they may be assigned.


Justifies the single salary schedule, giving reasons.

HIGHER EDUCATION

Angier, Roswell P. The schoolboy as a college freshman. Harvard alumni bulletin, 26: 1068-72, June 19, 1924.
Given before the biennial Conference of masters of church schools, September, 1923.

(University of Arizona administrative bulletin vol. 2, no. 1. February, 1925)

Discusses hygiene in colleges and universities; student health service, etc.

Says that much of "the regimentation and conservatism of our American colleges is the product of inertia and dullness of the hinterland in which the colleges are situated."


The Survey commission was composed of the following members: George F. Zook, chairman; E. L. Bishop, Samuel P. Capen, R. M. Hughes, W. A. Jessup, L. V. Koos, F. B. Robinson, C. J. Tilden, Emeline S. Whitcomb.

Delivered at 134th Convocation of the University of Chicago, August 1924.


Contrasts the old professor with the new one and advocates injecting more of the personal element into university education.

The writer brings out the difference between the college man of 1890 and of today.

Freshman week at the University of Maine. School and society, 21: 23–25, January 3, 1925.
This plan originated at the University of Maine, in 1923.


A study of the size of families of college students in relation to the nationality, religion, and education of the parents.

A description of the university’s past achievements and its ideals.

Read at the annual meeting of the Association of university professors, at the University of Minnesota, October 31, 1924.

Read before the Education section of the American association for the advancement of science, December 1923.

Kent, R. A. Articulation of colleges and secondary schools, with respect to college admissions. School and society, 19: 686–90, June 14, 1924.
Five reasons are given why college admissions should be a concern of both the secondary school and of the college.

Discusses readjustments within present-day higher institutions; the trend of enrollment; and current conceptions of the aims and functions of secondary and higher schools.

A survey of some college problems, with an analysis of the causal factors. Gives suggestions as to their solution.

An investigation that grew out of the fact that many college students appear to be unable to read for outlines.
CURRENT EDUCATIONAL PUBLICATIONS


Deals with the alumni organization, the alumni publication, the money-raising campaign, and concludes with a reference appendix of forms, documents, etc.


Gives a questionnaire submitted to students on classroom teaching, with results therefrom.


The survey committee consists of Frederick J. Kelly, director; Samuel P. Capen, and George F. Zook.


Read before a meeting of the Nebraska council of English teachers, 1924.

The preceptorial or tutorial system: Report of Committee G. Bulletin of the American association of university professors, 10: 36-64, November 1924.

Committee G is the committee on Methods of increasing the intellectual interests and raising the intellectual standards of undergraduates.

Report prepared by Professor Ralph B. Perry.


Discusses the administration of President Meiklejohn at Amherst college.

Price, Richard Rees. The financial support of state universities; a study of the financial resources of state universities in the light of the experience of the universities of the old Northwest territory, with a suggested policy for the future. Cambridge, Harvard university press, 1924. xv, 205 p. tables, diagr. 8º. (Harvard studies in education, pub. under the direction of the Graduate school of education. vol. vi)


Discusses the problems of deans in colleges, dealing with social questions, etc.

Schelling, Felix E. The graduate school and the student. Pennsylvania gazette, 23: 29-34, October 10, 1924.

The author says that he has been admonitory, critical, didactic, and expository.


This article by the dean of men, University of West Virginia, summarizes the provisions made by different faculties for bridging the gap between college and life.

Thompson, W. O. Educational objectives in the modern college or university. Journal of education, 100: 12-16, July 3, 1924.

Address at the Semi-centennial exercises, Purdue university, Lafayette, Indiana.


Thwing, Charles F. Weighing the college system: relative advantages of small and large colleges. Independent, 113: 342-44; November 1, 1924.

Says that students are more interested in "campus activities" than in intellectual activity.


Criticizes the narrow training of many specialists, who undertake to teach in colleges and universities.

Vinson, Robert E. Adjusting the university to its task. School and society, 20: 475-89, October 18, 1924.

Inaugural address of Dr. Vinson as president of Western Reserve university, October 1924.


Gives conclusions as to the practical value of the training given freshmen during the first week of the term.

Wilkins, Ernest H. Freshman week at the University of Chicago. School review, 33: 746-51, December 1924.

Discusses the preliminary days, six in number, before the college work began, and says that "when college work actually began, the Freshmen were duly matriculated, soundly advised, cordially welcomed, and, in general, ready for real work."

Woodbridge, F. J. E. How to maintain standards without excessive standardization. School and society, 20: 767-73, December 20, 1924.

Paper read at annual meeting of the Association of university professors, October 1924.


JUNIOR COLLEGES

Breeze, Betha E. Correcting examination papers. School review, 33: 57-61, January 1925.

A study made in Mayfield college, Marble Hill, Missouri.

Koon, Leonard Vincent. The junior college. Minneapolis, University of Minnesota, 1924. 2 v. tables (partly fold.) diagra. 4°. (Research publications of the University of Minnesota. Education series, no. 5.)

This is a comprehensive study of the junior college movement in all its phases, including an evaluation of the movement as a whole and of its several forms of manifestation, and a forecast of appropriate lines of future development.
CURRENT EDUCATIONAL PUBLICATIONS

FEDERAL GOVERNMENT AND EDUCATION

[Debate on Department of education.] School and society, 21: 118-19, January 24, 1925.

The above is a part of the report on the meeting of the Association of American colleges. The debate was participated in by Dr. Strayer, of Teachers college, Columbia university, affirmative, and Dr. Judd, School of education, University of Chicago, negative. Both papers are given in the proceedings of this meeting of the association.


The writer says that the argument against the constitutionality of the above bill is inconclusive even on the strictly constitutional grounds on which it is urged.


Address before the Association of American colleges, Chicago, January 10, 1925.


Summarizes with three reasons why Federal aid to education is needed.

SCHOOL ADMINISTRATION


A study of the supply department of Kalamazoo, Mich., and of about twenty other cities of 30,000 to 50,000 population.


This book is especially intended for the information and guidance of those who administer and control private education in America. It gives only the text of laws and decisions, without attempt at interpretation. Contains the text as well as a classified summary of all State laws governing private schools, in force in 1924, together with State constitutional provisions and some important judicial opinions; also State laws and State Supreme court decisions governing Bible reading in the public schools.


EDUCATIONAL FINANCE


This bibliography, which is classified and indexed, undertakes to include only usable materials and aims to stimulate progress in financing education by affording ready access to the necessary discussions and data.

Address before the administration section of the Teachers college alumni conferences, 1924.

School expenditures and the public. Teachers college record, 26: 117-26, October 1924.


Clark, Harold F. The cost of government and the support of education; an intensive study of New York state with results applicable over the entire country. New York city, Teachers college, Columbia university, 1924. ix, 79 p. incl. tables. 8°.

Thesis (Ph. D.)—Columbia university, 1924.


The guiding principles for issuing school bonds are presented by the author of this book, for the benefit of school officials and of students and teachers of educational administration.

Mort, Paul R. The measurement of educational need, a basis for distributing state aid. New York city, Teachers college, Columbia university, 1924. viii, 84 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 150)


Read at the meeting of Section Q of the American association for the advancement of science, December, 1923.


Emphasizes the necessity of developing systems of school accounting which can be understood and which will make comparisons possible. Argues for a clearly defined terminology for use in cost accounting.


This study aims to give the facts necessary to show a cross-section of the financial status of education in California for the school year 1921-22.


Uhl, Willis L. The seat of a high school diploma. Educational administration and supervision, 10: 427–32, October 1924.

Study based on a questionnaire sent to representative high schools in 1923–24. About 85,000 pupils from 41 different states responded to it. The cost of a high school diploma depends upon the curriculum.


Shows how the November campaigns were supported and opposed, and their results.

SCHOOL MANAGEMENT


Discusses the general plan of supervised study of the Janesville, Wis., junior and senior high schools.


Discusses the supervision of study.


Fenton, Norman. Project features in a school management course. Educational administration and supervision, 10: 504–10, November 1924.

A description of project-like features in a school management course, which have given results in classes which averaged 45 senior students. The course included a three-weeks’ session on school law and two weeks on library methods.


The human needs, every day work, and the aspirations of the teacher should be the supervisor’s inspiration.

Hayes, Fannie B. Supervision from the point of view of the teacher. School review, 33: 220–26, March 1925.

Howard, George. Free textbooks in public schools; an examination of budgeting, cost and administration of free textbooks in the public schools and the development of a plan which eliminates the major objectionable features now existing. Raleigh, N. C., 1924. 2 p. l., iv–viii, 75 p. tables. 8°.


University of Illinois. College of education. Bureau of educational research circular no. 31.


Thesis (Ph. D.)—Columbia university, 1924.

Rivett, B. J. Marks of students in high school and higher institutions. School review, 32: 752–56, December 1924.

CURRENT EDUCATIONAL PUBLICATIONS


Suggests ways and means of student control that will harmonize with social trends in other phases of life and provide a useful training for citizenship in a democratic society.


Given before the Indiana state conference of superintendents, 1924.


Discusses the question of examinations in the schools.

CURRICULUM MAKING


"This is the first of a series of articles on the technique of curriculum-making."


Discusses the problems involved in social adjustment and control, and education as a solvent of such perplexities. Third of a series of articles on curriculum-making.


President's address before the National council of teachers of English, St. Louis, November 28; 1924.

Charters, W. W. Functional analysis as the basis for curriculum construction. Journal of educational research, 10: 214-21, October 1924.

Functional analysis is a method of investigation rather than a philosophy of education.


Material is here presented for the study of the principles of education for effective consumption. The need is indicated for the utilization of quantitative evidence as a basis for curriculum reconstruction, for which a complete method is proposed requiring the cooperation of the sociologist, the psychologist, and the administrator in education. The task undertaken by the writer is the determination of educational objectives for effective economic life with special reference to the consumption of commodities. Quantitative evidence regarding the present habits of the American people is adduced and compared with efficient practice and approved standards; respecting foods, housing conditions, household materials and skills, fuel, and clothing. The conclusions from this comparison are presented as objectives of education with reference to consumption.


Seeks "an adaptation of the traditional curriculum through which the generally recognized values of liberal education can be best realized, due regard being had for all conditions now existing."


Seeks that job analysis will help in the organization of courses and materials in courses by making the college of education keep continually in mind the job—the thing that each one has to do.
Kilpatrick, W. H. How shall we select the subject matter of the elementary school curriculum? Journal of educational method, 4: 3-10, September 1924.


Contains: Shaping the nation's growth through the public school curriculum; statutory and state board of education requirements relative to elementary curricula; facts on time allotments for subjects in elementary schools and junior high schools; selected bibliography dealing with curriculum problems.

Newcomb, R. S. The general organization of the curriculum in standard four-year teachers' colleges. Educational administration and supervision, 10: 511-18, November 1924.

EXTRA-CURRICULAR ACTIVITIES

Crowley, James A. The socialization of the school program. II. Extra-curricular activities. Journal of educational method, 3: 418-26, June 1924.

A brief outline of the activities of the John Winthrop school, Dorchester, Mass.


"Bibliography on High school journalism": p. 65-73.


Power, Caroline. The social program for the unsocial high-school girl. School review, 32: 773-81, December 1924.

Discusses the problem of the unsocial student.

Swanson, A. M. The effect on high-school scholarship of pupil participation in extra-curricular activities. School review, 32: 613-26, October 1924.


SCHOOL BUILDINGS AND GROUNDS


A brief, concise enumeration of modern school equipment and conceptions of education.


Bibliography: p. 81-82.


Conditions in the District of Columbia described. Discusses the preparation of a budget, etc.

SCHOOL HYGIENE AND SANITATION


Barrows, Franklin W. A plea for health education in all high schools. Nation's health, 6: 775-77, 818, November 1924.

"Outline for four-year course covering the subject from simple anatomy to mental hygiene."

Brown, Maud A. The place of the teacher in a school health program. American journal of public health, 14: 754-57, September 1924.


The outlines in this volume are for the fourth, fifth, and sixth school years. The author says that to develop in the pupils helpfulness, as well as healthfulness, should be the goal of health teaching.


Gives some of the results of a preliminary report issued by the Eye sight conservation council of America, which has recently made a nation-wide survey of eye-conservation in education and in industry.

Keene, Charles H. Health training and instruction in the public schools. Nation's health, 6: 608-11, 652, September 1924.

Says that theoretical instruction is of little value without a definite health program. Discusses the correlation of health and physical education in the schools of Pennsylvania.


Read before the Harvard teachers' association, April 26, 1924.

Koschne, Martha. The health education program and the home economist. Journal of home economics, 16: 373-80, July 1924.

To instill desires for good health into a community, begin by educating the school child in how to obtain health.


Medical inspection of school children in Olmstead and Rochester counties, Minn., during the school year 1922 to 1923. Preventable and remedial physical or mental defects were found in 82 per cent of the city children, and in 73 per cent of the country children.


Social hygiene and genetics


MENTAL HYGIENE


The mental health of normal children is dealt with especially in this book. It maintains the thesis that the essential characteristic of the normal mind is an integration of the personality that makes adjustment possible, and it discusses conditions and methods that tend to preserve and develop integration, as well as conditions and practices that tend to disintegration.


Advocates the establishment of departments in our universities for dealing with the problems of human behavior and conduct.
PHYSICAL TRAINING


Barrow, William H. General participation in athletics in the student health program. Nation's health, 6: 528-29, 577-78, August, 1924.

Writer says that athletics are only justified when well coordinated with hygiene and preventive medicine, and utilized in moral and physical upbuilding of the student. Illustrated.


Read at the convention of the Eastern section of the American physical education association, April 1924.


"Bibliography of music": p. 263-74.


Author claims that this physical test has met all requirements for a sound test of physical efficiency.


PLAY AND RECREATION


The rural recreation problem is discussed.


Discusses the work done by the large manufacturing institutions in making provisions for recreation for their employees.


"The people of the countryside yearn for expression of body and spirit just as do those who dwell elsewhere."

Address delivered at the Recreation congress, Springfield, Ill., October 9, 1923.


The author has attempted to collect into this volume of mass physical recreational activities, all of the more important activities of this sort practiced by the peoples of Western civilization. It includes the pedagogy of games for the lower and upper grades, the junior and senior high school, and the college; also gives directions for relay races and combative contests.


Addresses given at the Recreation congress, Atlantic City, October 20, 1924.

Wood, Mabel Travis. Women play leaders. Woman citizen, 9: 8-9, 27, August 9, 1924. illus.

SOCIAL ASPECTS OF EDUCATION


The so-called revolt of youth is treated in a comprehending, sensible way, the author believing that it is easier to treat social standards at the level of manners than at the level of morals or religion, but that these standards must conform to the requirements of good morals.

CHILD WELFARE


"Reprinted from the November, 1924, issue Child health magazine."

An International year book of child care and protection; being a record of state and voluntary effort for the welfare of the child, including education, the care of the delinquent and destitute child, and conditions of juvenile employment throughout the world. Comp., from official sources, by Edward Fuller. With an introduction by Percy Alden. London, New York [etc.] Longmans, Green and co., 1924. xiii, 448 p. 12°.

Third paper of series. Shows the necessity of uniform State-wide systems of child accounting, comprehensive in form and continuous as to type.


MORAL EDUCATION


It is the part of the churches to provide a comprehensive system of religious schools to parallel the public school system all the way from the kindergarten to the university. These schools should give the rising generation the necessary moral training based on religious faith. In view of this situation confronting Christian educators, Professor Athearn's book discusses "spiritual illiteracy" and its remedies, the evolution of the church school, the organization and supervision of religious education and the provision of qualified teachers, and the prospects for the church schools of to-morrow.


A list of stories and articles, and books, with author's name, and the moral lesson each teaches, is given.


"The positive program of moral and civic training . . . proceeds to do the work that the home has ceased to accomplish."


Address before the National education association, July 1924.

Symonds, Percival M. The present status of character measurement. Educational administration and supervision, 10: 484-98, November 1924.

RELIGIOUS AND CHURCH EDUCATION

Catholic educational association. Report and addresses of the twenty-first annual meeting, Milwaukee, Wis., June 23-26, 1924. 720 p. 8°. (The Catholic educational association bulletin, vol. 21, no. 1, November 1924)

(Rev. Francis W. Howard, secretary, 1651 East Main Street, Columbus, Ohio)


The plan of this volume is (1) to give a brief but sufficiently comprehensive outline of the origins and historical development of the present religious curriculum; (2) to formulate the educational principles and state the fundamental theory which should govern in the making of a curriculum of religious education; (3) to describe and in some measure estimate the essential value of the current curricula of our church schools.


Contents: Objectives by E. A. Burroughs.—Religion and humanity by Cyril Norwood.—Religion and national life by Michael Sadler.—The teaching of religion by C. A. Alington.—Psychology and religion by J. B. Rae.—The spiritual life of the adolescent by H. C. White.—Children and churchmanship by C. S. Woodward.—The Christian citizen of to-morrow by R. L. Sheppard.—The duty of the church to-day by the Dean of Bristol.


Krumbine, Miles H. Matriculating in righteousness. Good housekeeping, 80: 53, 122, 125, 128, 130, 133, 134, 139, March 1925.

Summarizes an attempt made “to set up a program of religious education that will bring to the experiences of every child for whose religious training we are responsible, approximately as much training in religion as that child gets in any other field of experience.”

National council on religion in higher education. Bulletin. IV, The undergraduate courses in religion at the tax-supported colleges and universities of America, by Charles Foster Kent. V, State constitutional and legislative provisions and Supreme court decisions relating to sectarian religious influence in tax-supported universities, colleges, and public schools, by Herbert L. Searles. [1924] 2 v. 8°.

The National council on religion in higher education was formerly the National council of schools of religion. Its dean is Charles Foster Kent, of Yale university, New Haven, Conn.


An address made before the Presbyterians educational conference, Philadelphia, February 12, 1925.


A list of 38 books is given on religious subjects which would be desirable as a reading list for adults.

CURRENT EDUCATIONAL PUBLICATIONS


MANUAL AND VOCATIONAL TRAINING


The various occupational fields for women described in this volume are 23 in number. Each section has a general survey giving the trend of the occupation and the status of training, and a directory of institutions where preparation for the particular occupation may be had.


Contents: From seven cardinal principles, by A. Callver.—From the angle of case studies, by F. Strickler.—Motivated book work, by Mary W. Muldoon.—Taste and superior craftsmanship, by H. Ejeth.—Value of productive method, by W. Rosengarten.—Training teachers of industrial arts, by Marjorie Nind.—The instincts of boys, by A. Hausworth.—A teacher and his boys, by J. B. Doty.—The teacher who found himself, by E. D. Hay.—Wood, a basic material, by F. H. Shepherd.—A teaching program, by G. R. Tuttle.—The creative impulse, by H. Cleaves.—Training leaders of industry, by G. B. Cox.—Production and instruction, by W. T. Weld.—A series of outstanding points, by S. H. Williams.—Habit formations, by E. S. Macclin.—Thinking basis of woodwork, by M. L. Burriss.—As a tie-up with education, by J. F. Friese.—A very practical illustration, by F. Mack.—From across the border, by W. H. Hewitt.—Class papers as an aid, by W. H. Coppedge.—The higher education value, by W. D. Keir.


By a process of analysis the subject of trade-teaching is here resolved into the following units: Principles of vocational education; observation of teaching, trade analysis, principles of teaching, practice-teaching, shop organization and management, psychology applied to student analysis.


Courses of study: p. 533-47.


Following the general treatment of administration and organization of vocational training, considerable space in this volume is devoted to discussing and clarifying the terminology currently employed to designate the various forms of practical work in education.
OUR BEST EDUCATIONAL PUBLICATIONS

Tests made in two Wisconsin cities. Recommends a new program for the part-time schools of Wisconsin.

Smith, Homer J. Industrial education in the public schools of Minnesota (a detailed study of its history and present practice, with suggestions) x, 153 p. incl. tables, diagrs. 8°. (Minnesota University] College of education. Educational monograph no. 6)

"Bulletin of the University of Minnesota . . . vol. xxi, no. 47, September 1, 1924."


VOCATIONAL GUIDANCE

Burr, Emily T. Vocational guidance for the maladjusted. Nation's health, 6: 399-401, June 1924.
Describes the work of the Vocational adjustment bureau, New York City.

Describes a plan which seeks to measure typing efficiency by class performance as well as by individual attainments.

A discussion of an important problem in vocational guidance, which, as the writer says, is "rarely squarely faced." Forty-five occupations were selected for study.

Fryer, Douglas. The significance of interest for vocational prognosis. Mental hygiene, 8: 466-505, April 1924.
Discusses the permanency of vocational interest, and the psychological meaning of interest. Gives case studies of vocational ambitions of groups of students in different colleges.


Discusses the work of the Carnegie hero fund commission.

A study of vocational guidance.


Address before the National education association, at Washington, D. C.

Presents a course in vocational adjustment.


Writer affirms that the outstanding aim of successful counseling is to make the child the unit, not the subject, nor the curriculum.
WORKERS' EDUCATION


The proceedings are here given of the first annual conference of teachers in workers’ education, held under the auspices of the American federation of teachers at Brookwood, called “labor’s own resident college,” located at Katonah, N. Y. The papers included deal with the following general topics in relation to workers’ education: Place of psychology—psychology of the learning process, Positive and constructive mental habit in students, Function of natural science and the scientific method, Pedagogical procedure, Spoken and written English as instruments and objectives.


Attributes, among other things, the decline of the fine arts to the divorce between industry and culture, between labor and education.


Describes the summer school for women workers.


AGRICULTURE


Pearson, E. A. The better adaptation of educational and investigational effort to the agricultural situation. Science, 61: 217–21, February 27, 1925.


The topics of this discussion are the aims and objectives in teaching agriculture in rural schools, the ways and means, the results and recommendations.

HOME ECONOMICS


Describes work done by the writer in a junior high school at Beloit, Wis., in 1923–1924, where all eighth-grade girls took cooking.


A study made under the direction of the department of household economics at Simmons college.
CURRENT EDUCATIONAL PUBLICATIONS


COMMERCIAL EDUCATION


Says that the merchant expects the high school to give a student a fundamental knowledge of facts considered as general information.

PROFESSIONAL EDUCATION

GENERAL

Koch, E. W. Pre-professional training as revealed by the needs of the physician. Science, 60: 580–82, December 26, 1924.

Says that the cultural subjects and the humanities should be given greater consideration than they now receive. Emphasizes the importance of psychology.


Address delivered at opening convocation of Columbia university, September 1924.


Gives history and present status of professional schools of the United States.

MEDICINE


An appreciative review of medical education in the United States and the quality of graduates in medicine.


Jackson, C. M. The rôle of research in medicine. Science, 59: 227–33, September 12, 1924.

Contends that the medical school must necessarily be an integral part of a strong university.


Says that a closer contact is needed between the clinical and pre-clinical branches.


“Annual presentation of educational data for 1924 by the Council on medical education and hospitals.” Statistics of medical colleges in the United States and Canada; distribution of medical students by States, etc.


Emphasizes the shortage of rural physicians, the excessive cost of medical education and its reduction, and the revision of the curriculum and methods of teaching.


Richard M. Pearce, director.

NURSING


Bolton, Frances P. The responsibility of the university school of nursing to the individual student, the hospital, and the community. American journal of nursing, 24: 895–904, August 1924.

Also in Trained nurse and hospital review, 73: 121–25, August 1924.

Says there is great need of supplementary and additional education for graduate nurses who have suffered from the failure of the apprentice type of training.


Discusses psychological tests and methods in examination of nurses.


ENGINEERING


Discusses the social significance of engineering education.
THEOLOGY


This inquiry was made under the auspices of the Institute of social and religious research, New York. The data for the study were collected by means of questionnaires, supplemented by numerous personal visits to institutions and the consultation of printed sources of information. The material was subjected to thorough criticism and verification before publication. The book is not merely statistical, but it undertakes also to interpret the spirit and the tendencies underlying the service of the seminaries.

CIVIC EDUCATION


This work is written from a practical point of view, with the purpose of instructing teachers in the principles and methods of effective training for citizenship.


Says that the education fitted for the needs of a democracy must give incentive to moral and spiritual interests as well as vocational and scientific. The school must be reinforced by both the family and the church.


The $35,000 Prize Plan of education for peace and the promotion of world amity.

Schmidt, Louis B. Steering the schools straight. Educational review, 68: 225-33, December 1924.

A discussion of courses in citizenship in the public schools. Says that training in citizenship must be raised to a position of primary importance in the educational program if democracy is to endure.


"Education for patriotism is a work of purification and illumination."


The author thinks that "the majority of men and women trained by institutions maintained for the prime purpose of maintaining good government notoriously neglect their political duties."


A review of some recent textbooks on the subject.

AMERICANIZATION.


An attempt to throw light on the foreign language school problem of Hawaii.

EDUCATION OF WOMEN

Charters, Jessie Allen. Methods of study used by college women. Points of view from which work on study has been done. Journal of educational research, 10: 344-55, December 1924.

Address at her installation as dean of women at Boston university.


Status of women in college and university faculties. School and society, 21: 16-17, January 3, 1925.

Wilson, Ella E. The girls' league as an agency in the education of high-school girls. School review, 33: 208-19, March 1925.

Discusses the work of the girls' club in the Franklin high school, Portland, Ore.

NEGRO EDUCATION


Contains that negro education must shift its emphasis from the classical and professional to the creative industry.

Gandy, John M. Public high schools for Virginia negroes. Southern workman, 53: 305-11, July 1924.


Discusses the progress made within the past four years in this state.


EDUCATION OF THE BLIND


EDUCATION OF THE DEAF

American association to promote the teaching of speech to the deaf. Proceedings of the eleventh summer meeting, June 30-July 5, 1924. Volta review, 27: 1-79, January 1925.


(Secretary, Ignatius Bjorlee, Frederick, Md.)


Tabulates statement, giving schools, locations, and chief executive officers. Gives list of instructors, October 20, 1924.


Wright, John D. Schools for the deaf in France. Volta review, 26: 348-56, August 1924.

Second and concluding paper. Illustrated.

EXCEPTIONAL CHILDREN


Given before the Department of superintendence of the National education association, February 1924.

Haines, Thomas H. Special training facilities for mentally handicapped children in the public day schools of the United States, 1922-23. Mental hygiene, 8: 893-911, October 1924.


McCord, Clinton P. "The need for scientific study of delinquent and problem children and provision for an adequate mental hygiene program in the schools." Mental hygiene, 8: 438-52, April 1924.

Discusses work in Albany, N. Y. Says that more and better trained teachers, psychiatrists, and social workers are needed.


Discusses the plan for providing "interest or incentive clubs" adopted in the writer's schools, which were of four kinds, a teachers' club, a forestry club, a newspaper club, and a wireless club.


After a brief historical survey of the development of care and training of handicapped children, the technical requirements are stated for the successful organization of special classes for children who are mentally retarded, delinquent, speech defective, crippled, deaf, blind, hard-of-hearing, or semi-sighted. A discussion follows of the theories, definition, and social consequence of mental deficiency, and the ultimate aims of constructive work in behalf of the mentally defective.


Describes conditions in elementary schools of Fresno, Calif., where special schools were established for all boys and girls 13 years of age or older who had not graduated from the elementary school.

EDUCATION EXTENSION


Contents.—The people's college in Denmark and what it may mean to the Highlands, by Mrs. John C. Campbell.—An adaptation of the Danish theory to a country with super-rural problems—Finland, by Marguerite Buttr.


Address before the Federal conference on home education, University of Minnesota, May 7, 1924.

Discusses the developing and standardising of social work throughout Iowa by the extension division of the State university of Iowa.


A history of adult schools in England, with a description of their present status and a forecast of their future development.


Secretary-treasurer of association: J. A. Moyer, Statehouse, Boston, Mass.


**LIBRARIES AND READING**


Sets forth the need for such a school, the entrance requirements, location, curriculum, etc.


Paper read before the college and reference section of the American library association, Saratoga Springs, N. Y., July 2, 1924.


Discusses library extension work; the use of the library, etc.


Bibliography: p. 149-191.


A study of “What adults read.” Says the curriculum-maker should go to the newspapers, magazines, public libraries, and book stores, to find out what people are interested in reading, and then develop a curriculum which will lead them to do better that which their interest will cause them to do any way.


Lists submitted are given.


The scope of the volume is limited to library buildings costing less than $50,000.


Says “If rural education is to be efficient, there must be wider, richer sources to form and inform rural children.”


The tax-supported public library as an agency for the systematic diffusion of knowledge is discussed in this book; also the American Library Association as an agency for the promotion of library service. The study closes with a forecast of the future development of public libraries and of the service rendered by them, in which the author recommends a library survey of the United States, experimental studies in the diffusion of library service, and adequate support of professional training and of the American Library Association.


* An address before the Department of elementary school principals of the National education association, Washington, D. C., July 3, 1924.


* A list of 342 titles, compiled with the assistance of Miss Martha Phelps, and Mr. Frank L. Tolan, and assistants, New York State library. In the next issue there was given a list of ten books selected from this number, that should be in every teacher's library.


* A list of books is given on page 106, with title, author, publisher, and price.


* Gives a list of fifty books for grades 1–6, and a suggestive list of fifty more.


* The writer says “This topic might with a considerable degree of truth be phrased ‘the place of the college in adult education.”


* This volume deals with the community background of the library (including schools), public opinion and the library, and especially the technique of library publicity.
CURRENT EDUCATIONAL PUBLICATIONS

BUREAU OF EDUCATION: RECENT PUBLICATIONS


A basis for music in the work-study-play school; by Will Earhart. Washington, Government printing office, 1924. 5 p. (City school leaflet no. 17)

Bibliography of educational and psychological tests and measurements; compiled by Margaret Doherty and Josephine MacLetchy, under the direction of B. R. Buckingham. Washington, Government printing office, 1924. 233 p. 8°. (Bulletin, 1923, no. 55)


Fiscal support of state universities and state colleges; by Clarence Howe Thurber. Washington, Government printing office, 1925. 164 p. tables, diagrs. (Bulletin, 1924, no. 28)


Helps for the rural school nurse; by Harriet Wedgwood and Hazel Wedgwood. Washington, Government printing office, 1924. 54 p. 8°. (Health education no. 17)

Intelligence of seniors in the high schools of Massachusetts; by Stephen S. Colvin and Andrew H. MacPhall. Washington, Government printing office, 1924. 39 p. diagrs. 8°. (Bulletin, 1924, no. 9)

Kindergarten ideals in the home and school, a reading course for parents; by Nina C. Vandewalker. 8 p. (Home education reading course no. 28)

List of references on Higher education; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 31 p. (Library leaflet no. 26)

List of references on the Junior high school; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 11 p. (Library leaflet no. 27)

List of references on the Money value of education; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 7 p. (Library leaflet no. 24)

List of references on Play and playgrounds; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 13 p. (Library leaflet no. 29)

List of references on Rural life and culture; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 12 p. (Library leaflet no. 26)

List of references on Vocational education; prepared in the Library division, Bureau of education. Washington, Government printing office, 1924. 20 p. (Library leaflet no. 25)


Milpitas—a rural school project in teacher training; by Clara H. Smith and La Rae Olvey. Washington, Government printing office, 1924. 19 p. (Rural school leaflet no. 27)


Preparation of rural teachers in high schools. A summary of present practice; by Mabel Carney. Washington, Government printing office, 1924. 27 p. (Rural school leaflet no. 33)

The quest of youth: a pageant for schools; by Hazel Mackaye. Washington, Government printing office, 1925. 102 p. 8°. (Bulletin, 1924, no. 33)
Record of current educational publications, to June 1, 1924; compiled by the Library division of the Bureau of education. Washington, Government printing office, 1924. 69 p. 8°. (Bulletin, 1924, no. 27)


Some practical uses of auditoriums in the rural schools of Montgomery County, Ala.; by Lillian Allen and Cora Pearson. Washington, Government printing office, 1924. 10 p. (Rural school leaflet no. 34)

Sources of useful information for the teacher of home economics; by Emeline S. Whitecomb. Washington, Government printing office, 1924. 18 p. (Home economics circular no. 19)


Advance sheets from the Biennial survey of education in the United States, 1920-1922.


Advance sheets from the Biennial survey of education in the United States, 1920-1922.


Take no risks; by J. F. Abel. Washington, Government printing office, 1924. 5 p. (Rural school leaflet no. 31)

CURRENT EDUCATIONAL PUBLICATIONS

Titles of completed research from home economics departments in American colleges and universities, 1918-1923. Washington, Government printing office, 1924. 14 p. (Home economics circular no. 18)

The trend of college entrance requirements, 1913-1922; by Harry Charles McKown. Washington, Government printing office, 1925. 172 p. tables. (Bulletin, 1924, no. 35)


Types of courses of study in agriculture, adapted to grades 7 and 8 of elementary rural schools or rural junior high schools; by E. E. Windes. Washington, Government printing office, 1924. 35 p. (Rural school leaflet no. 26)


What every teacher should know about the physical condition of her pupils; by James Frederick Rogers. Washington, Government printing office, 1924. 23 p. 8°. (Health education no. 18)