RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

COMPRISING PUBLICATIONS RECEIVED BY THE BUREAU OF EDUCATION TO JUNE 1, 1924

COMPILED BY THE LIBRARY DIVISION OF THE BUREAU OF EDUCATION

WASHINGTON
GOVERNMENT PRINTING OFFICE
1924
ADDITIONAL COPIES
OF THIS PUBLICATION MAY BE PROCURED FROM
THE SUPERINTENDENT OF DOCUMENTS
GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.
AT
10 CENTS PER COPY
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 June 1, 1924, immediately following Bulletin, 1923, no. 54, which comprised publications received by the Bureau of Education to October 15, 1923.

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.


Gives a bird's eye view of what has been accomplished in the Boston school system during the past quarter of a century, describing some of the important changes that have taken place. The narrative, however, occasionally makes brief excursions into earlier periods.


The material here given makes possible a comparison in efficiency between the public schools as they were 75 years ago and as they are at present.


According to Prof. Arthur J. Jones in the introduction, this study is a distinct contribution to the history of education. The author conclusively shows that the public high school, in New England at least, is distinctly American both in organization and purpose.

Hansen, Allen Oscar. Early educational leadership in the Ohio valley; a study of educational reconstruction through the Western literary institute and college of professional teachers, 1829-1841. Bloomington, Ill., Public school publishing company [1923] 120 p. 8°. (Journal of educational research monographs, no. 5, 1923)


This volume contains three lectures by Prof. Haskins on the subjects of the earliest universities, the medieval professor, and the medieval student. They constitute a general survey of the beginnings of universities and of university life in Europe, with many quotations from the original documents of the period. At the end is a bibliographical note which will serve as a guide to those who may wish to read further in the literature of early universities.


This volume comprises contributions from a number of former students of Prof. Paul Monroe in appreciation of his completion of 25 years of service at Teachers college, Columbia university. These essays summarize the achievements in American education during the first quarter of the 20th century.


Porto Rico presents a new problem in American education, since the island has to-day an American school system with 400 years of Spanish background. This volume gives a comprehensive history of educational activities in Porto Rico from the beginning of the Spanish occupation to the present.


One chapter of this biography is devoted to the services of Senator Morrill to education in promoting the land-grant college acts.


The career and personality of F. W. Sanderson and his contributions to educational method, as headmaster of Oundle school in England, are described fully in this book, which is the composite work of a number of persons who knew the subject intimately in life.


Describes the arithmetic or the art of cyphering ... together with a short treatise on algebra drawn up by Pieter Venema ... New York, 1730. First book containing algebra that was printed in the American colonies. Illustrated.


Discusses the old task of "placing" each student according to social position at recitation, at Commencement, and in chapel. "Placing" was in vogue at Harvard from the beginning and later adopted by Yale at its foundation in 1700. The custom lasted until about the time of the Revolutionary war.

Bibliography: p. 93-95.


Describes the career and educational methods of F. W. Sanderson, late headmaster of the Quadle school in England.


For the use of students of the history of education, this writer gives a rather full account of the rise and development of the Friends' schools in New Jersey, with liberal selections from the original records. Since the purpose throughout has been historical, no survey of Quaker schools of the present day is here attempted.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.


This volume contains the addresses and proceedings of the general sessions of the association, and at the meetings of the National council, and of the various departments. The addresses and resolutions made at the World conference on education, held in San Francisco, June 28 to July 6, under the auspices of the National education association, are published in a separate pamphlet.


A general critique of education in the United States.


Address broadcasted from radio station WBC, Washington, D. C., March 17, 1924.


The survey staff consisted of L. C. Brogden, director, assisted by Hattie S. Parrott, J. J. Blair, W. F. Credle, and E. E. Sams.


Says that the popularity of surveys has declined for the following reasons: (1) The surveys have not been standardized; (2) few surveys inspire confidence; and (3) gains made by surveys are not permanent.


President's address delivered before the Iowa State teachers' association, Des Moines, November 1, 1923.


In addition to the record of official proceedings and business of the foundation, this report contains a section by President H. S. Pritchett on the teacher's responsibility for our educational integrity. He says that the need at present is for a critical examination of the subjects comprised in the school curriculum, and for such gradual transformation and simplification of the studies and of the methods as investigation may show to be wise.
Collamore, Edna A. *Accessory causes of first-grade retardation.* Elementary school journal, 24: 766-72, June 1924.
Conditions in Worcester (Mass.) public schools described.


Book one—Jewish education in Russia and Poland. Book two—Principles of the Jewish curriculum in America.

The writer is state supervisor of high schools of North Carolina.


Holt, Mildred and others. *Mental age and school attainment of 1,007 retarded children in Massachusetts.* Journal of educational psychology, 15: 297-301, May 1924.


Some facts concerning illiteracy in the United States are assembled and interpreted in this paper.


Says that much of the instruction is aimed at the discovery of the pupil's aptitudes.


About 2,000 students from other countries have been brought to this institution, and many college presidents, chancellors, deans, and administrators and teachers in important positions, have been trained here.


Special supplement of the Chinese social and political science review, July, 1923, with an introduction by P. P. Claxton.


Fifth to ninth papers inclusive in a series dealing with schools and school methods in the United States.


Discusses the educational situation in California.
CURRENT EDUCATIONAL PUBLICATIONS.

Manuel, Herschel T. and others. The Surface creek survey; an educational survey of school districts numbers 6, 9, 18, 22, 23, and 24 of Delta county, Colorado. [Delta, Colo.] Authorized and pub. by the boards of education of the districts surveyed, 1924. 127 p. tables, map. 8°.


The term "experimental schools" is here meant to include, 1st, schools which have made marked innovations from current practices, and 2d, schools which have been established for the conscious aim of experimentation.

Neale, Mervin G. Studies of instruction in the Austin, Minnesota, public schools. Minneapolis, Minn., 1923. x, 96 p. incl. tables, diagrs. 8°. (Bulletin of the University of Minnesota. vol. xxvi, no. 45. College of education. Educational monograph no. 2)

Newark, N. J. Board of education. Nationality and age-grade surveys in the public schools of Newark, N. J. Newark, N. J., Board of education, 1923. 45 p. incl. tables, diagrs. 8°. (On cover: Monograph no. 11)


Presents data showing how many semesters the pupils in a number of Illinois' school systems have been out of school. Says that a majority of the pupils who are out of school as much as a semester at a time do not make up the work on their return.

---


The data selected cover the years 1918, 1919, 1920, and 1921.


Address by the governor of the state before the State educational association, Philadelphia, December 27, 1923.


The committee which conducted the study: F. P. O'Brien, D. A. Worcester, E. N. Mendenhall. Published as a joint bulletin of the University of Kansas, State teachers college of Emporia, and State teachers college of Pittsburg.


A description of several ways of advertising the public school so that citizens will demand better schools than they have had.


Discusses the work of the Lincoln school of Teachers college, Columbia university, New York.
CURRENT EDUCATIONAL PUBLICATIONS.


Discusses illiteracy. Gives a sample of the New York state regents' literacy test, and urges the adoption of such a test by the Federal government.


Contends that most students regard college as "a glorified combination of country club and vocational school." They are indifferent to culture.

**FOREIGN COUNTRIES.**


Describes the work of the Studenthilfe, a cooperative society, which aids German students in every way, from the provision of clothing, food, and shelter, to the supply of books, jobs, and vocational guidance. "Hardships and sufferings of German students told.


Conditions of education in England described.


"A selected bibliography on the chief conditioning circumstance of modern progress." p. [87]-92.


Reprinted from the London Times.


An address to the Cambridge Liberal summer school, discussing recent educational progress in England.


This institution is doing in Egypt what Robert college is doing in Constantinople, and what American university (formerly the Syrian Protestant college) is doing in Beirut.


It seems to the writer that Western civilization is in danger because education is in danger. The status of education is worst on the European continent outside of France, but bad also in the latter country. There is hope for the future, however, especially in the recognition of education as an international interest.


CURRENT EDUCATIONAL PUBLICATIONS.


Describes the provisions of the new education act, which was passed by the northern parliament in June 1923.


Discusses anti-semitism in the chief university centers of Austria, Czechoslovakia, and Poland.


MacInnes, C. M. The civic university and the state. Fortnightly review, 114: 643-57, October 1923.

Discusses the relations which should exist between the state and the university as exemplified in England.

Méras, Albert A. The "eternal controversy" in French secondary education. Teachers' college record, 24: 426-37, November 1923.

A historical resume of the quarrel between the classicists and the modernists.


A study of the trend of education; its scientific and aesthetic values, with general reference to conditions in England.

Also in School and society, 18: 511-20, November 3, 1923.


Discusses the new programs, which were revised under regulations issued February 23, 1922.


Summary of an address by Professor Wilhelm Rein, of the University of Jena, delivered before the Teachers' association of Upper Austria, convening at Linz, October, 1921.


Discusses the reaction in favor of the classics.


Translated from the Russian. Signed: A former head-teacher.


Describes the democratization of education in England, especially since the World war; the revolt against the classics and the traditional ideals of the public secondary schools; and the growth of the scientific and commercial studies.


Says that pedagogical ideas in Russia are modeled more on the Dewey ideas of education than on anything else we know in America.


The National teachers' union hopes to achieve self-government by means of the Teachers' registration council, which represents the whole body of the teachers of England.
Trelles, Carlos M. Primary instruction in Cuba; a comparison between it and that of other countries. Inter-America, 7: 401-43, June 1924.


Barr, A. S. A plan for securing the cooperation of teachers in the improvement of instruction. Elementary school journal, 24: 662-72, May 1924.


Breed, Frederick S. Teaching the class and reaching the pupil. School and society, 18: 691-96, December 15, 1923.

Chassell, Clara F. Some serviceable definitions of education. Education, 44: 308-18, January 1924.

Bibliography of graded references on p. 317-18.

Courtis, S. A. The factor concept in education. School and society, 19: 413-23, April 12, 1924. diogs.

Read at the Education section of the American association for the advancement of science, Cincinnati, 1923.


Discusses three questions. Is leisure the great opportunity school of mankind? If so, is it being wasted? If it is, what can established formal education do to remedy the situation?


Given at the opening exercises of Columbia university, September 1923.


Discusses the relative merits and demerits of private and public schools when contrasted.


The writer tried out the method as an experiment in a course in psychology in the Junior college of Kansas City, Mo.


Preprint from the "Educational record" for April, 1924.


Says the situation calls for a new vision of life and education and of the relation of education to life.


Material for supplementary reading in connection with a course in the philosophy of education is here presented, especially with the design of rendering many short and inaccessible references easy of access. The references given in this source book are classified under 21 chapter headings.

Care has been taken to state all sorts of opposed views and positions, so that the student may be forced to think before he accepts.


Extracts from speeches of prominent educators, editors, ministers, etc.

Madsen, I. N. To what extent can intelligence be made to function in educational achievement? American school-board journal, 68: 63-65, May 1924.

Illustrated by tables.

CURRENT EDUCATIONAL PUBLICATIONS.

Contends that the history of education is replete with values, and especially ethical values, which far outweigh the importance of immediate, technical efficiency.

The pedagogy of Calvin and that of Rousseau are contrasted.

Urges modern testing instead of guesswork, sociological criteria for school functions instead of habit, and training in citizens' activities instead of anarchy in school.

According to the author of this book, specialization places science in danger of losing touch with the ordinary man and woman. After commenting on mankind's general indifference and even hostility to scientific truth, he pleads for the democratization of scientific knowledge and urges scientists to express their discoveries and conclusions in a form which will appeal to the great mass of readers.

Should we endeavor to secure uniformity in educational terminology? School and society, 19: 134-38, February 2, 1924.
A letter by Prof. M. V. O'Shea, and a reply to it by Prof. A. Duncan Yocum.

The author of this book is president of the Progressive education association, and has had much experience in applying the educational methods which this organization advocates. Charles W. Eliot, president emeritus of Harvard university, contributes an introduction to the volume, which aims to increase the cooperation of parents, schools, and the public in the physical and moral education of the children.

An address by radio over station WMAQ.


Holds that the effectiveness of popular government depends upon the competency of the public school system.

Thwing, Charles Franklin. What education has the most worth? A study in educational values, conditions, methods, forces, and results. New York, The Macmillan company, 1924. x, 235 p. 8°.

"Prepared and adopted by students in Boston university, 1923 Summer session, under direction of Prof. G. M. Wilson."

This manual is divided into three parts giving respectively the philosophical background of modern classroom procedure, the nature and motivation of the work in a modern socialized school, and the effective organization of teaching procedure.
EDUCATIONAL PSYCHOLOGY; CHILD STUDY.


Discusses the value of knowing the child's history so as to understand better his mental requirements. Study based on investigation of 70 ninth grade pupils in the Morrison Waite high school, Toledo, Ohio.


The author of this book is director of the Bureau of child hygiene, Department of health, New York city. The volume deals with the health problems of the younger children, from two to six years of age. Because during this age period the child is particularly susceptible to many contagious diseases and to many of the more common infectious diseases, large space is devoted to a discussion of methods of controlling these diseases and caring for them at home.


A general review of the literature of the subject that has been published during the past two years.


A new text in educational psychology, for the shaping of which the author acknowledges his particular indebtedness to the influence of three great Americans—O. Stanley Hall, William James, and John Dewey.


Dougherty, Mary L. The relation between physical and mental development. Elementary school journal, 24: 130–34, October 1923.

A study based on psychophysical and mental tests of two children (brother and sister) in the university elementary school of the University of Chicago.


This study deals with the relatively permanent human quality which the author terms will-temperament. She believes temperament to be determined (1) by the amount of nerve energy possessed by the individual and (2) by the tendency for such energy to express itself immediately in motor reaction.


On cover: University of Iowa studies. 1st ser. no. 69. July 1, 1923.


This manual of practical educational psychology views the process of teaching the common-school subjects to children as the forming of bonds in the brain, and undertakes to show how the best results may be accomplished.

Bibliography: p. 186-90.
Thesis (Ph. D.)—Catholic university of America, 1923.
Reprinted from the Psychological monographs, vol. xxxii, no. 2. Whole no. 144.


Study based on questionnaires given to children of the seventh and eighth grades of the public schools of Sandusky, Barberton, Mount Vernon, and Fremont, Ohio. The children took the questionnaires home and filled them out with the aid of their parents.


"Selected bibliography." p. 54-55.


Psychology in drawing as applied to engineers.

PSYCHOLOGICAL TESTS.


An experiment made at Bryn Mawr college; the subjects were 306 students who entered the college in 1919, 1920, 1921.


Discusses the distribution of intelligence; acquired attainments; mental and moral tests, etc.


Says that the proper interpretation of intelligence tests consists in learning what an individual will do in a given situation, what are the conditions leading him to act as he does, how well we can predict this.


Says that at present the accuracy of diagnosis of intelligence depends largely on the careful training and wide clinical experience of the examiner.

Earle, Mary G. The value of mental testing. Trained nurse and hospital review, 71: 310-14, October 1923.

Discusses the selecting of candidates for the nursing profession.

Ernst, John L. Psychological tests versus the first semester grades as a means of academic prediction. School and society, 18: 419-20, October 6, 1923.

An attempt to answer the question with respect to a single mental test, the Army Alpha.


Contrasts 11 racial groups. Concludes that the American public schools do constitute a very decided "melting pot."


Study of pupils of the Scarborough (N. Y.) public school during 1920-1922. The tests used were: the individual Stanford-Binet intelligence scale, the National (group) intelligence test, and several group tests of scholastic achievement.


- tables, charts.


- Read before the Primary teachers' department, State teachers' association, 1923.


Address before the Association of American universities, Charlottesville, Va., November 9, 1923.


- A discussion of the progress made in administering tests.


- Continued from the September issue.

- Contains a valuable bibliography on Correlations, on pages 425-28.

Laird, Donald A. The status of mental testing in colleges and universities in the United States. School and society, 18: 594-600, November 17, 1923.

- A comprehensive article on the subject, discussing the following points: I. The extent of intelligence testing in colleges; II. The tests in vogue; III. Uses made of the test results; IV. Estimates of the cost of testing; V. Special equipment for testing; VI. Are students told their score? VII. Attitude of the school toward testing work.

MacPhail, Andrew Hamilton. The intelligence of college students. A study of intelligence as a factor in the selection, retention, and guidance of college students: based on investigations made at many different institutions and at Brown university in particular. Baltimore, Warwick & York, inc., 1924. 176 p. tables, forms. 8°.


Meier, Norman C. A study of the Downey test by the method of estimates. Journal of educational psychology, 14: 385-95, October 1923. illus., bibliog.

An attempt to learn the reliability of the Will-temperament test, and the conclusions drawn show the test to be imperfect for various reasons.


Says that the most immediately practical aspect of mental testing is its application to educational administration; the effect it has on the lives of millions of children.


Bibliography: p. 131-141.


This book tells what is meant by intelligence testing, what means are employed to test general intelligence, and what results have been achieved. It first presents a history of the gradual evolution of the intelligence test and discusses some of the basic assumptions underlying the work. The various tests, individual and group, that are at present available are then described. Finally the author collects and analyzes the main results of intelligence testing which have previously been scattered in numerous publications.

Training students in group intelligence testing. Journal of educational research, 9: 271-80, April 1924.


Sunne, Dagne. Comparison of white and negro children in verbal and non-verbal tests. School and society, 19: 469-72, April 19, 1924.


Says that the mental test is proving itself applicable not only to the problems of intelligence, but also to those of emotion, volition, temperament, and character.

Thompson, Thomas M. Intelligence tests and democracy in education. Educational review, 67: 5-11, January 1924.

Discusses the purposes and uses of tests; tests and social efficiency; and tests and democracy. Emphasizes the present and possible uses of standardized tests from the social point of view.


This paper is based upon studies of the ability of teachers to estimate the intelligence of their pupils, and mentions five factors which have contributed to make teachers' ratings unreliable.
CURRENT EDUCATIONAL PUBLICATIONS.


In this new edition the introductory chapters of the first edition are omitted in order to make room for new material.


Emphasizes particularly the American contribution to the subject and the present divergent trends.

EDUCATIONAL TESTS AND MEASUREMENTS.


A test prepared to reveal what a dictionary contains and the knowledge and skill which secondary school pupils possess. Webster's secondary school dictionary was selected, as being most commonly used.

Certain, C. C. Why not include standard tests in your teaching program this term? English journal, 12: 463-80, September 1923.

Bibliography: p. 79-90.

Chassell, Clara F. A test and teaching device in citizenship for use with junior high-school pupils. Educational administration and supervision, 10: 7-29, January 1924.

Test given in the spring of 1922 to 86 sixth-grade pupils in the Horace Mann school, New York.


Cunningham, Bess V. The prognostic value of a primary group test; a study of intelligence and relative achievement in the first grade. New York City, Teachers college, Columbia university, 1923. x, 54 p. tables. 8°.

(Teachers college, Columbia university. Contribution to education no. 139)


(University of Iowa studies in education. C. L. Robbins, ed. vol. II, no. 4)

On cover: 1st ser. no. 70. July 15, 1923.


Summarizes the educational tests that are valuable and those that are not valuable in testing retarded children. Says that for a special-class group individual analysis must parallel test ratings.

Monroe, Walter S. ... The constant and variable errors of educational measurements. Urbana, The University of Illinois, 1923. 30 p. 8°.

([Illinois University.] Bureau of educational research. College of education. Bulletin no. 15.)


3697-24+——2
**Monroe, Walter B.** Written examinations versus standardized tests. *School review, 32*: 253-55, April 1924.

Concludes that our best standardized tests are distinctly superior to typical written examinations but that the difference is not so great as has been generally believed.


Describes diagnostic tests given to pupils of the Athens, Ohio, schools, including the university training school of Ohio University, in 1923. Says that "a far more satisfactory degree of skill may be produced in pupils through the detailed analyses of their faults and through systematic drills in the form of practice exercises."


The author of this book is associate professor of education in the State teachers college, Aberdeen, South Dakota. The volume undertakes to show how educational tests can actually be applied by the classroom teacher and the school administrator in their daily work. It is devoted entirely to the practical application of tests by methods approved by experience, and neither deals with statistics nor attempts to interest teachers in devising new instruments of measurement.


A sample test and instructions are given.


The tests are discussed in topical groups, arranged alphabetically.


An analysis of 2,050 errors in arithmetic made by pupils in grades 3 to 8 inclusive of the Zeeland, Mich., public schools.

**Touton, Frank O.** Sex differences in geometric abilities. *Journal of educational psychology, 15*: 234-47, April 1924.

Report based on a critical study of the preferences expressed for certain types of geometric originals by 2,800 New York high-school pupils.


(American education series. G. D. Strayer, general editor)

An effort is made in this volume to interpret the general principles of measurement for the average elementary school-teacher. General intelligence tests are discussed, and also the achievement tests in a number of common school subjects, with emphasis always on the principles involved.

**Van Wagenen, M. J.** Diagnostic and cumulative surveys of school achievement in Minnesota. *Educational administration and supervision, 10*: 147-68, March 1924.

Defines a survey of school achievement that will reveal "the actual status of each pupil and suggest the necessity of remedial work as ordinary school marks cannot do."


Describes a reading scale based upon ability to pick out the central thought of a paragraph.

Yoakam, Gerald Alan. The effects of a single reading; a study of the retention of various types of material in the content subjects of the elementary school after a single silent reading. Iowa City, The University, 1924. 100 p. 8°. (University of Iowa. Studies in education. vol. 2. no. 7. March 15, 1923)

EDUCATIONAL RESEARCH.


Author discusses the standards for evaluating educational research; methods: deficiencies; and unsound practices.

Colorado state teachers college. Research committee. ... Standards for determining the collegiate rank of subjects. ... Report of Sub-committee of the Research committee of Colorado state teachers college. Lester W. Boardman. ... Edwin B. Smith. ... Greeley, Col., Colorado state teachers college, 1924. 34 p. 8°. (Colorado state teachers college. Bulletin ser. xxiii, no. 5. Research bulletin no. 8)


A comprehensive treatment of the subject, including general principles of organization and administration, and child accounting method.


Defines "child accounting" as the recording of all activities, instructional and executive, that are necessary in the keeping of essential records of the individual child during his school life, and thinks the immediate need is a simple technique in child accounting, theoretically sound and easy to administer.

Nygaard, P. H. The advantages of the probable error of measurement as a criterion of the reliability of a test or scale. Journal of educational psychology, 14: 407-13, October 1923.

Discusses the stability of the probable error of measurement, and an easy method of calculating the probable error.


A few brief explanations, as to the purpose of the various provisions incorporated in the chart, and the chart itself is represented.

Rankin, P. T. How an instructional research department can assist teachers. Journal of educational research, 8: 187-95, October 1923. tables, figures.

Thinks the best answer to the question must be sought in a greater democratization of the testing program.
CURRENT EDUCATIONAL PUBLICATIONS.

Theisen, W. W. Recent progress in educational research. Journal of educational research, 8: 301-14, November 1923.

"Chief value of research has been in pointing out problems and methods of approach," says the writer, "but we are not yet ready to accept the conclusions of research studies as final."


Presidential address delivered before the Educational research association, at Chicago, February 28, 1924.

SPECIAL METHODS OF INSTRUCTION.

GENERAL.

Rogers, D. C. and Lang, C. E. A comparison of the Chicago double schools, the Gary system, and the Detroit platoon plan. Chicago schools journal, 6: 281-95, April 1924.

A selected bibliography at end of the article


The four methods compared are: Oral instruction; studying the printed page; viewing the film silently; and viewing the film under oral guidance.

PROJECT METHOD.

Clark, Marion G. The direction of classroom teaching in the use of the project. Journal of educational method, 3: 314-21, April 1914.

A paper read before the National conference on educational method.


A discussion of the force of law—natural, common and statute, economic, moral, and ideal—in the projects of the child. It treats of the present-day educational situation and suggests the possibilities of an efficient employment of the project method of teaching.


The results of an experiment conducted in three rural schools located in McDonald county, Missouri, are given in this volume.

Cronk, Mrs. E. C. The place and the possibility of the project method in missionary education. Missionary review of the world, 47: 128-30, February 1924.


Arithmetic has been less naturalized and socialized than any of the other school studies, according to the editor of this series of monographs. To aid teachers in the first two years of instruction in number, this handbook is offered, wherein the projects are so arranged that the child learns number facts in real life situations.


Nolan, Ona I. The project method in the junior high school. Education, 44: 274-89, January 1924.

Emphasizes the advantages of the project method. Discusses its relation to self-activity, the teachers' place in the project method, etc.


The last of this series of articles is a bibliography of the subject. Also separately reprinted as a thesis (Ph. D.)—University of Missouri, 1923.

Welling, Jane Betsy and Calkins, Charlotte Wait. ... Social and industrial studies for the elementary grades, based on needs for food, clothing, shelter, implements, and records. Philadelphia, Chicago [etc.] J. B. Lippincott company [1923] xi, 331 p. 12°. (Lippincott's school project series, ed. by W. F. Russell)

VISUAL INSTRUCTION.


The investigation described in this volume consists largely in a comparison between various forms of visual education or between visual and non-visual methods. In each case the results of the instruction were subjected to tests which fell in general under the two heads of "information" and "of ability to do."

Kyte, George C. Enriching learning through the use of visual aids. Educational screen, 2: 378-81, October 1923.

Address before the Visual Instruction conference, July 1923.


Says that the motion picture today is at least as important in the education of the commonwealth as the public school. Thinks the State should prescribe certain standards which must be met before an individual will be allowed to direct the production of a film drama.


Contends that visual aids are not to take the place of the textbook; they are to enrich, vivify, and economize. Discusses the motion-picture in education, etc.
CURRENT EDUCATIONAL PUBLICATIONS.

THE DALTON PLAN.

Discuss the success of the plan in England, and analyzes the plan itself as a medium of instruction.

A description of the system which the author elaborated.

Presents the principles and sums up the advantages of the plan.

SOCIALIZED RECITATION.

A consideration of the merits and demerits of the plan.

Given at the Superintendents' Course in administration and supervision at Boston Normal school, November 10, 1923.
The second part of the article, "Extra-curricular activities," will appear in the June number.


An explanation of the socialized school.

PLATOON SCHOOLS.

Pros and cons of the platoon plan.

The writer thinks "that the platoon schools will be a success if those who operate them give first consideration to principles of pupil growth."

SPECIAL SUBJECTS OF CURRICULUM.

READING.

Concludes that literary masterpieces, with their subtleties of thought and their mature forms of expression, have not proved suitable in the teaching of reading. Because of immaturity of children they are generally undervalued if not actually disliked.


"An attempt to diagnose the reading difficulties of a third grade and to formulate remedial measures which would meet the individual needs of the pupils." Standardized reading tests were used.
Concludes that children are not so greatly affected as adults by changes in the size of type.

Says that detailed studies of the reading habits of children and of adults show that they are inadequate in many cases for even the simpler reading activities.

Both the classroom teacher and the individual interested in increasing his reading power may find in this book practical suggestions for the development of both silent and oral reading habits. The methods here recommended are based on the scientific findings of modern psychology.

Ritter, B. T. and Lofland, W. T. The relation between reading ability as measured by certain standard tests and the ability required in the interpretation of printed matter involving reason. Elementary school journal, 24: 529-46, March 1924:
The writers contend that the purpose of all reading instruction is to teach the technique of reading and not to teach a special type of content.

A brief historical sketch of the expansion of our school curriculum from the original "three R's" to its present array of elementary school subjects is first given in this volume. The writer protests against the restricted position which tradition has assigned to reading as a school subject in the intermediate grades, and suggests a modification of our present courses of study—especially in regard to the subject of reading—so that the pupil may become better prepared for his social and civic duties.

Spelling.

Greene, Harry A. Syllabication as a factor in learning to spell. Journal of educational research, 8: 208-19, October 1923. tables.
Finds a slight superiority in the syllabicated form of the word.

Says that in class study it is important that unfamiliar words be seen, heard, pronounced, and written.
Should spelling be taught in the high school? Education, 44: 618-28, June 1924.

Spelling tests for sixth-grade pupils, with instructions, are given.

English and Composition.


Among the things advocated by the author are a thirty-minute period daily for composition: selection of topics from the every-day experiences of the child; motivsted drill; and definite standards at end of each grade.


Says that in literature we must seize the already available interest in what is being written if we would make literature the possession of the masses.


(Half-title: Harvard studies in education pub. under the direction of the Graduate school of education, vol. IV)


Pleads for more poetry, thinks it is neglected, and that its power to stir the imagination is immeasurably greater than prose.

English in the grades. Teaching, 7: 3-31, November 1923.

The entire number is given to discussion of different phases of English: Junior high school composition, H. G. Lull; Learning to write an informative paper, Dale Zelle; Oral and written composition in the intermediate grades, Gertrude Brown; Some psychological aspects of silent reading, Dean A. Worcester; Teaching spelling in the intermediate grades, Jennie Williams; Oral reading, F. L. Girson.


The author here shows how an interest in and an appreciation of the best English literature may be imparted to school children. The methods described have been tested by successful experience in a well-known school in Middlesex, England.


Says that alone of all the important subjects, composition shows little improvement, if any, in teaching methods. Cites the various methods in vogue to evaluate composition.


Work in the English department of the university high school of the university of Chicago. "Lessons," says the writer, "are not assigned and recited; work is discovered, pursued, and completed to the satisfaction of the worker."


Tables and lists are given for high schools.


Discusses the question of how grammar lessons may be made more interesting and profitable.


This investigation was carried out in the University of Chicago, with the cooperation of a group of graduate students, of textbooks published since 1920. Concludes that in materials, methods, and objectives the strictly junior high-school texts are not markedly different from the ordinary upper-grade books.

Noble, Stuart G. Unifying the high-school English course. Education, 44: 208-19, December 1923.

Says that literature is the center from which are to radiate all the pupils' interests and activities.


Discusses the history of the movement to introduce American literature into the colleges and universities of the United States.

The author enumerates nine principles of good theme reading.


Study based on Willing scale for measuring written composition, which was used in the Tileston school, Wilmington, N. C.


This list is intended as an addition to the list published in the English Journal, September, 1923, by Miss Hillson and Miss Wheeling. The writer says: "Each bookseller or publisher mentioned has assured me of his willingness to cater to American trade."


A language survey to show the nature of language errors made by children in Louisiana.


Concerns the results of a questionnaire on the most urgent things needed to improve the teaching of English.

ANCIENT CLASSICS.


Study based on the answer papers written in the State-wide regents examination given in the secondary schools of the University of the State of New York in June 1922.


Bennett, Florence M. The humanities versus the utilities. Education, 44: 325-36, February 1924.

Bricker, Gertrude. A defense of the present requirements in Latin as set by the College entrance examination board. Classical weekly, 17: 75-79, December 17, 1923.

Paper read before the Classical association of the Atlantic states, May 1923.


Questions the value of spending in the first year's work an excessive amount of time upon rules and technical phases of the study of Latin.


Result in part of a larger investigation by the American Classical league.

Endcume, Verne O. How valuable to the student of French is his Latin vocabulary? Educational review, 68: 9-14, June 1924.

Says it is not true that the Latin student acquires a broad enough vocabulary to give him appreciable help in arriving at the meaning of new French words.


A composite judgment of 300 secondary and college teachers in favor of Latin. Discusses the value of the subject for mental training and the development of habits that make for greater efficiency.


Gives reasons for reorganization, objectives, general plan, etc.

One phase of the general investigation being conducted by the American Classical league, with the financial support of the General education board.


Data based on 300 translations of prepared passages in Cicero secured from pupils in 14 public high schools. Suggest that in the third year of Latin in 15 typical schools, the evidence is overwhelming that the translations are likely to do more harm than good in English.


Argues for the value of Latin in the course of study which some of the measuring programs are in danger of lessening.


Says that the present investigation shows that high-school pupils regard Latin as a heavier drain upon their time than any other subject.

MODERN LANGUAGES.

Bond, O. F. Causes of failure in elementary French and Spanish courses at the college level. School review, 32: 276-87, April 1924.

Study based on an investigation made at the junior college of the University of Chicago.


The wastage in teaching language is largely due to the present method of treating language from a philological point of view rather than from its functional one.


Helpful hints regarding the do's and don'ts of modern language teaching.

Address before Modern language teachers of Middle West and South, 1923.


Discusses the legislation relating to foreign languages in the public and private schools, enacted in 1917-21.


This book presents numerous reasons why the study of French, Spanish, and German, as well as of the other modern languages, is of prime importance, both from a cultural and from a business standpoint. It undertakes to place at the disposal of the teacher the principles so far established by the best practice and by experimentation, as well as the best devices, an exposition of which is given.


Thinks that it is the business of every young American student to prepare himself to become a citizen of the world, and that is essentially the kind of business proposition French is.


Discusses the advantages of studying the French language from the standpoint of literature, history, and the developing of judgment and character in the pupil through “battling with the difficulties of French grammar and syntax.”
CURRENT EDUCATIONAL PUBLICATIONS.


Says that the shortest road to a reading knowledge of a language is through oral drill of a proper kind.


Discusses conditions in public schools of East Chicago, Indiana. Presents a course of study in elementary school language.

MATHEMATICS.


Says that the junior high school should furnish a common mathematical background to all pupils. There must be no artificial separation of theory and practice in secondary mathematics.


Develops the idea of the good results obtained from supervised study in this branch.


Study based on data obtained in the East High School, Rochester, N. Y. The Terman group test of mental ability was given to two groups of pupils.

McCoy, Louis A. Advantages of a general course in mathematics for the first two years in high school. Mathematics teacher, 16: 421-24, November 1923.


Designed to give concrete aid to teachers of arithmetic, this book is an outgrowth of many years of class work, of varied observation in model and elementary schools, and of lecture courses given to teachers.


The progress during the past 25 years and the present status of the science of elementary arithmetic are here described. This includes the basic principles in the making of arithmetic textbooks and the development of these principles during the first quarter of the twentieth century.


Concerning developments in the teaching of mathematics in the period 1913-1925: p. 333-448.
CURRENT EDUCATIONAL PUBLICATIONS.

SCIENCE.


Argues that the values gained from the laboratory are of greater educational worth than the gathering of a fund of information.


Concludes that elementary science is quite as commonly studied in grades 1 to 5 in this country as in European countries. Says it is better done in the United States than in the corresponding grades of France, Switzerland, and England.


A discussion of different methods used in teaching these subjects.


Mattern, Louis W. What chemistry shall be taught in high school and how it shall be correlated with college chemistry. School science and mathematics, 23: 665-71, October 1923.

Author gives the method and content of a one-year course for high school students of chemistry.


The teacher's duty in a natural-science class is not primarily "setting students to work," but rather "showing them how to study."


Introducing his subject by asserting that "the problem of training science teachers may be clarified by an examination of the field for which training is desired," the author defines the field and examines the training which students are offering for work in this field.

Rowell, Percy E. The introduction of science in the grades as an administrative problem. Educational administration and supervision, 10: 48-53, January 1924.

Advocates science teaching in the grades suitable to the comprehension of the child.

--- Introductory science as educational means. Education, 44: 596-603, June 1924.

Says that the value of scientific study lies in its ability to interest; to stimulate ambition; to present exact, functional and usable knowledge; to prepare for living; to develop a social consciousness; and to prepare for still further study in science.


Discusses value of physics, aims and methods of teaching, laboratory equipment, tests and grades, etc.


To train the student in a new way of thinking, and to acquaint him with the mass of facts and laws that science has acquired, are the two duties of a science teacher.
CURRENT EDUCATIONAL PUBLICATIONS.

The use of toys as a basis for teaching science in the intermediate grades. School progress, 5: 2--6, January 1924.

Starting the small chemistry laboratory. Peabody journal of education, 1: 251--59, March 1924.

"Starting the small physics laboratory," a companion article to the above, appeared in vol. 1, no. 2, of the same periodical.

The duty and service of science. New republic, 36: 324--27, November 21, 1923.

Concluding paper of series on the educational work of Prof. Sanderson of Oundle school, England.

Supervised study in elementary physical science. School review, 32: 175--81, March 1924.

Describes the procedure during the assimilation period in a class of beginning pupils in University high school, University of Chicago.


Study of a plan developed in one rural school in Missouri.

The course in nature-study and science in the University elementary school. Elementary school journal, 24: 116--25, 197--205, 290--300, 368--81, October--December 1923, January 1924.

Describes the work in the University elementary school of the University of Chicago.

Supervised study in natural science. School review, 32: 122--33, February 1924.

Describes work in the University high school of the University of Chicago. Presents scheme of instructional procedure.

Getting away from formal "lesson-learning." School review, 32: 364--70, May 1924.

Describes an experiment with a class in commercial geography.

The textbook in geography. Education, 44: 406--18, March 1924.


Presented at the meeting of the National council of geography teachers, December, 1923.


Mapping has been especially neglected in the classroom. The author describes the best methods to train children to interpret maps correctly.

An introductory course in American history. Historical outlook, 15: 17--20, January 1924.

Course for freshman and sophomores given at the University of California.

For recognition of the social studies. Educational review, 68: 21--25, June 1924.

Sociology and the social studies, with special reference to history. Historical outlook, 14: 346--50, December 1923.

Contains a general bibliography.

Contains suggestive outlines for the study of food, clothing, shelter, transportation, communication, and the other elements of our economic and social life. A background of history is included.


Discusses the development of the course of study in history and civics for the kindergarten and elementary grades of Berkeley (Calif.) public schools.

MUSIC.


Dillon, Fannie C. The teaching of high school harmony. Musical courier, 88: 10, January 10; 18, January 17, 1924.

A practical term plan for the Los Angeles high schools.


Author shows how rapidly the cause of outside music teaching is progressing in public schools.


The National music week committee has adopted the five-foot book-shelf idea as a good plan to create inspiration and enthusiasm, and lists material suitable for such book-shelves as suggested by several musical writers.

Gartlan, George H. Credit for music study. How it is granted in the elementary school, the high school and applied music. Musical courier, 88: 27, April 17, 1924.


A continuation of the discussion begun in this periodical some months previously.

ART EDUCATION.

Great Britain. Board of education. ... The teaching of drawing in a secondary school, being the development of intelligence through form and colour. London, H. M. Stationery office, 1924. 46 p. 12°.


A new procedure for learning graphic art based on the idea that arts are not to be learned but to be conceived by a developing process.


Says that today the stress is more on the practical than ever before.

The problem of differentiation and standardization of art work in modern high schools. School review, 32: 333-41, 420-31, May, June 1924.

Says there are two pronounced phases of art work which should be given special attention when planning the curriculum for the high school: (1) The element of differentiation; and (2) the element of universal standardization.

Winslow, Leon L. Program for junior high school industrial arts. Education, 44: 419-24, March 1924.

Gives New York State program for industrial arts education.
HANDWRITING.


Shouse, J. B. Obstacles to good handwriting. Elementary school journal, 24: 301-6, December 1923.

SAFETY.


This manual aims to present the principles that underlie the prevention of accidents in our streets and homes, also to offer some practical suggestions for remedying conditions that cause accidental injuries and deaths and for the systematic instruction and training of children during the years when their habits are being formed.


A compilation based on existing courses of safety work, but including some new material, and designed to make more available what a number of cities have accomplished in this line of study. The general principles of safety education are given, also suggested topics for safety lessons, and a section on the project method as applied to safety teaching.

Payne, E. George. Education in accident prevention as a phase of the reconstruction of the curriculum. Journal of educational method, 3: 70-80, October 1923.

DRAMATICS AND ELOCUTION.

Benner, Joseph H. Dramatics as a factor in education. Education, 44: 228-33, December 1923.


Read before the convention of the National association, Western section, July 1923.


Parrish, W. Maxfield. What is public speaking? School and society, 18: 608-12, November 24, 1923.

Author gives the field and content of courses in public speaking.

Stagecraft and pageantry. School arts magazine, vol. 23, no. 9, May 1924.

This number appeals to those interested in school plays.


This book contains a collection of 18 junior plays, preceded by an introduction on appreciating the drama. Its design is to help to establish a surer taste for the type of play that is worth while, not only for acting, but also for reading, and to serve as an introduction to the later study of Shakespearean drama. The plays are followed by interpretative notes.


Emphasizes the value of dramatics in oral English work.
KINDERGARTEN EDUCATION.


Gives the ratings of form groups of kindergarten children in the Horace Mann school.


Jonckheere, Tobie. ... La pédagogie expérimentale au jardin d'enfants. 2. éd. avec 2 figures dans le texte. Bruxelles, M. Lamertin; Paris, F. Alcan, 1924. 168 p. incl. 2 diagrs. 12°.


Seven articles concluded in March, 1924, dealing with the subject from all sides.


Study of work done in a kindergarten by the writer, who is supervisor of kindergartens in Amsterdam, N. Y.

ELEMENTARY EDUCATION.


A study made of the Seattle elementary school curriculum, by the Department of research, under the direction of Fred C. Ayer, University of Washington.

Fowler, Marie B. Dr. Meriam's school. School and society, 19: 238-48, March 1, 1924.

The University elementary school, Columbia, Mo., a type of the progressive schools, similar to the Francis W. Parker school, Horace Mann school, Sunset Hill school, etc.


A review of the opinions of recent writers on the subject. Gives bibliography.


A rewritten and enlarged edition of this book, with a preface by J. L. Paton, who writes that the hardest task of all in education is to keep alive amidst the actual the vision of the ideal. The creative energy of children is such an important factor in their lives that it should be carefully developed, and the author, after defining what creative energy is, endeavors to indicate the various forms in which it finds its manifestation at the earlier periods of life, and to determine its place and function in primary education.
CURRENT EDUCATIONAL PUBLICATIONS.


Recent progress in theories and practices of primary education is reflected in this book, which discusses the principles underlying early childhood education and presents many concrete illustrations showing what these principles mean and how the ideals may be realized in the schoolroom. The experiments here recorded in detail were carried out with three groups of children.


Presents a revision of the Pressey primer scale, which possesses certain marked improvements as regards the methods of giving it.

RURAL EDUCATION.


Cardozo, Francis L. The consolidation of rural schools. Education, 44:521–33, May 1924.

Discusses the advantages of consolidation, involving also the transportation of children to school at public expense.


"The junior high school organization must be brought well within the grasp of country children before they can make an unchallenged claim to its great usefulness as a vital agency for the promotion of democracy."


Discusses the work of the Experimental rural school of Teachers college, in the old Quaker Grove schoolhouse, Allamuchy Township, Warren County, New Jersey. One-teacher school conditions considered.


The authors handle in a practical way the problems which arise in the one-teacher rural school both with relation to rural community life and with relation to school organization and administration and teaching procedure.

3697--24†—3
CURRENT EDUCATIONAL PUBLICATIONS.

Foster, Velma. Rural school supervision as seen by a rural teacher. Educational administration and supervision, 10: 181-88, March 1924.


Address before the Boone county teachers institute, Lebanon, Ind., January 18, 1924.


Considers three phases of rural supervision, viz., the need, the present status, and a suggested national program. Says that intelligent leadership is essential to the coordination and unification of educational forces into a progressive rural school program.


A sample rating-card is given.


Tables given to show the efficiency of two representative counties in Illinois regarding their rural schools.


Starrak, J. A. The present status of manual training in our rural consolidated schools and a forward-looking program. Journal of rural education, 3: 75-78, October 1923.


The author believes that "rural elementary education is elementary education in a rural setting, that the child is to be given such training in the elementary school as will insure his integration with American society as a whole."


Gives a definite program of supervision.

SECONDARY EDUCATION.

National association of secondary-school principals. Eighth yearbook. Pub. by the Association, 1924. 222 p. 8°. (H. V. Church, secretary, Cicero, Ill.)


Altucker, Margaret M. Is the pedagogically accelerated student a misfit in the senior high school? School review, 32: 193-202, March 1924.

"On a basis of this study of 135 cases, it would appear that the superior mental capacity of the accelerated student is the most potent factor in the realization of his general adaptation to the school environment."
Altuveer, Margaret M. What can the secondary school do for the student of low I. Q.? School review, 31: 653-61, November 1923.

Says that teachers should find at least one worth-while thing at which the limited pupil can succeed, train him in this, and let him feel honest success. The limited pupil too often leaves high school with a sense of failure.


The author of this book aims to acquaint students of education and teachers with effective means of realizing the purposes of secondary education in modern life. After surveying the great changes which have taken place in the industrial and economic life of American society during the past century, he briefly sketches the history and purposes of secondary education in the United States, and shows how the high school may meet present-day needs.


A selected and annotated bibliography on professional literature in education for principals and teachers of secondary schools, prepared under the direction of F. C. Touton: p. 303-401.


Some interesting findings are given.


The object of this investigation was to determine the permanence of learning in certain subjects studied in high school but not continued in higher institutions. The study was made of two senior classes in educational psychology— one in Rutgers College; the other in the New Jersey college for women. A high retention was found in the case of United States history, second came ancient history, and so on down with geometry, Latin, chemistry and physics, in the order named.

Feingold, Gustave A. The sectioning of high-school classes on the basis of intelligence. Educational administration and supervision, 9: 399-415, October 1923. tables.

A discussion of the pros and cons of the homogeneous grouping of high-school pupils by means of intelligence tests, in which the author takes the affirmative side of the question.

--- Views of teachers on the sectioning of high school classes on the basis of intelligence. Educational administration and supervision, 9: 467-86, November 1923.

Concludes that the segregation of at least freshman classes in high school, yields positive and immediate benefits to the mentally alert as well as to the mentally slow pupils.
CURRENT EDUCATIONAL PUBLICATIONS.

Fretwell, Elbert K. The adviser of girls and the extra-curricular activities of the high school. Educational administration and supervision, 10: 71-78, February 1924.

Paper read before the "Deans of girls in high schools" section of the Tenth annual meeting of the National association of deans of women, at Cleveland, February 27, 1923.


"An investigation to ascertain the importance of the occupations of the fathers of high school students in determining attendance upon high school and length of stay in high school."

Horst, H. M. Student participation in high-school responsibilities. School review, 32: 342-55, May 1924.

Describes school responsibility in the West high school, Akron, Ohio. The social side of education is emphasized in this work.


Hughes, W. Hardin. Some strong points and some weaker points in honor students. American educational digest, 43: 354-56, April 1924. diagrs.

Results of an investigation made by W. Hardin Hughes, Director of research and guidance in the Pasadena city schools, regarding 56 honor scholarship students who were graduated from the Pasadena high school last year.

Improving high school commencements. American educational digest, 43: 339-41, 366, 368, April 1924.

Opinions of various educators on present practices, with constructive suggestions.

Laird, Donald A. How the high-school student responds to different incentives to work. Pedagogical seminary, 30: 358-65, December 1923.


Conditions in England described.

Perry, Clarence Arthur. Frequency of attendance of high-school students at the movies. School review, 31: 573-87, October 1923.

Data gathered from questionnaires sent out by the National committee for better films to principals of high schools and by them submitted to their pupils as an English exercise.


Discusses the honor system that exists in the University school of Cleveland, Ohio.


The report includes a list of schools accredited with the Southern commission, 1923-1924.

Buch, G. M. A mental-educational survey of 1,550 Iowa high school seniors. Iowa City, The University [1923] 20 p. incl. tables. 8°. (University of Iowa studies in education. vol. II, no. 5)

On cover: University of Iowa studies. 1st ser. no. 72. December 1, 1923.


The students selected for this study were those who entered the University of Chicago directly from the high schools of Chicago for the five years 1916-1922. Says there seems to be a substantial correlation between grades in high school and grades in the first year in college.
Terry, Paul W. "High school seniors and international good-will. Education, 44: 177-88, November 1923.

Is the high school developing a citizenship intelligently informed of Japanese-American relations? School and society, 18: 475-80, October 20, 1923. tables.


A study based on an examination in 1922 and a re-examination in 1923 of 8,564 pupils who, in 1922, were in grades 9, 10, and 11. The two examinations were alternative forms of a composite of tests of "general intelligence" that are in common use, plus certain ones added in order to have measures with spatial as well as verbal and numerical content.

Uhl, Willis L. The time element in high schools. School review, 32: 105-21, February 1924. tables.

An effort to discover how much time high-school students spend in extra-class study on each of their school courses.


Study undertaken in the Lynchburg high school, Virginia. Says that the final examination alone should not determine the student's standing or promotion but that good daily work is of far greater importance.

Zeleny, Leslie D. Some fundamental considerations underlying the development of morale in the high school. Educational administration and supervision, 9: 487-97, November 1923.

JUNIOR HIGH SCHOOLS.

Alltucker, Margaret M. A counseling plan for bridging the gap between the junior and senior high schools. School review, 32: 60-66, January 1924. tables.

Policy followed in the Berkeley high school, Berkeley, Calif.


This is a comprehensive treatise dealing with all aspects of junior high school education. After discussing various definitions of the junior high school and stating the writer's conception of it, the historical development of the junior high school movement is traced.


Discusses the work of the Latimer school, Pittsburgh, Pa.

Glass, James M. Curriculum practices in junior high schools as revealed in a recent Commonwealth fund investigation. High school quarterly, 12: 154-60, April 1924.


Discusses "guidance" in the Holmes junior high school of Philadelphia, an experimental school of 1,700 pupils and 33 teachers. Presents four outstanding features of the program, viz: personal guidance, remedial guidance, civic guidance, and cultural guidance.
CURRENT EDUCATIONAL PUBLICATIONS.


Says that the junior high school should be established as a separate unit in those communities where a thousand or more pupils are available.

Terry, Paul W. Providing adequate housing accommodations for the junior high school. School review, 32:13-26, January 1924.

Study based on returns from questionnaires sent to principals and superintendents of junior high schools.

Van Denburg, Joseph K. The junior high school in smaller centers. Educational review, 67:90-93, February 1924.

The junior high school is an accomplished fact in the larger cities, and its fundamental advantage may be realized in every town and village, "if we realize that in its city form it can not be transplanted bodily into this different setting."

TEACHER TRAINING.


President Kirk's address, no. 7 above, is reprinted in the Journal of education, 99: 91-93, January 24, 1924.


A study of current administrative practices in 30 teachers colleges in 18 states with recommendations for their improvement.


Says that the ideal teacher-training course will include some practice teaching, but will relegate pronunciation, syntax and literature to other courses.


Hall-Quest, Alfred L. The Cincinnati plan of teacher training. Educational administration and supervision, 10: 129-41, March 1924.

Humphreys, Harry Christopher. The factors operating in the selection of states for the primary school. The Journal of education, 10: 37-47, January 1924.


Hutchison, Percival W. High-school science teachers: a study of their training in relation to the subjects they are teaching. Educational administration and supervision, 9: 423-38, October 1923.


Since with the exception of Quebec and of Prince Edward Island, the systems of teacher training in the different Canadian provinces are, on the whole, similar, this account which takes Ontario as a norm is fairly representative for the whole Dominion. The book gives a history of teacher training in Ontario and discusses the government, personnel and curriculum of Ontario normal schools, also their contribution to the general problem of teacher training.


Discusses the training of teachers for the deaf.


Emphasizes the importance of trained teachers for rural schools, and says that the university is in a strategic position for the improvement of rural life.


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


Says that the problem of determining curriculums for the training of high school teachers is distinctly the job of the teacher-training institution.

Schutte, T. H. Distance and the normal school graduate. Educational administration and supervision, 9: 558-72, December 1923.

Concludes that progress in normal-school construction and organization lies not in numbers of schools but rather in larger schools.

Snedden, David. Job analyses, needed foundations of teacher training. Educational administration and supervision, 10: 30-36, January 1924.

Argues for a clearly defined, factored, and evaluated "job analysis" of the specific responsibilities likely or desirably to be met with in the training of teachers.


Covers the period from 1600 to 1923, and includes a final chapter on the future problem in this subject.


Waldo, Dwight B. Should the normal schools become teachers' colleges? Educational review, 66: 198-200, November 1923.

Says that the atmosphere in the newly created four-year teachers' college shows marked improvement over that found in the previously existing two-year normal schools. They attract more competent instructors.


Study of the catalogs of 179 institutions of higher education, in the territory of the North central association of colleges and secondary schools. Also includes an analysis of the requirements for state high school certificates of the states in which the institutions are located.


Author indicates what should be emphasized in the construction of normal school curricula and discusses a practical program for the education of teachers for city school systems.
TEACHERS' SALARIES AND PROFESSIONAL STATUS.


The reports of two committees including a section of data concerning the actual status of faculties in university government in a number of institutions.


Address delivered before the Women's civic league and the Public school association of Baltimore, Maryland, December 11, 1923.


Study based on a questionnaire sent out to 35 institutions.


Contains a suggested constitution for a projected teacher placement organization to be known as the National teacher placement league.


Missouri, Kansas, Iowa, and Nebraska are the states studied in this article.


A study on how to evaluate applicants, with weighted returns, methods of selection, the superintendent's part, etc.


Directions for making the ratings, and the scales for first five traits, are given.


Professional ethics for teachers.


Study based on a questionnaire sent in June, 1923, to all the principals of the New England high schools.


Gives the basic principles of salary schedules.


Tables are given which have been compiled from data obtained from cities of over 2,000 population in the states of Washington, Oregon, Kansas, and Nebraska.
CURRENT EDUCATIONAL PUBLICATIONS.


An address before the Association of American colleges, January 1924.

Roberts, W. M. Pensions for Board of education employees in Chicago. Chicago schools journal, 6: 88-93, November 1923.

Mentions two important changes made in pension laws relating to the Chicago teachers.


Gives list of states that have officially adopted codes, arranged in order of date of adoption.

Touton, Frank C. A self-rating score card for secondary-school principals. Journal of educational research, 8: 335-45, November 1923.

Wagner, Charles A. What should be the teacher's part in the scheme of teacher-rating? American school board journal, 68: 57-58, March 1924.

HIGHER EDUCATION.


Papers 2, 3, and 4 above are each followed by discussion.


(D. W. Springer, secretary and treasurer, Ann Arbor, Mich.)


A study based on a survey of public high school seniors in 16 selected schools, and the finding thereof.


Discusses the work of a university with restrictive facilities for attendance.


Address delivered before the Wisconsin teachers' association.


Baldwin compares methods of teaching in English and American universities.


This volume gathers from the three centuries of Harvard history a great store of tradition and fact based on contemporary records, fugitive press, official documents, and for more recent years personal recollections.


A plea for the humanities in institutions of higher education. Deprecates the invasion of the "liberal arts" courses with scientific and utilitarian studies.

Brady, Mary B. How students can borrow money with character as security. Independent, 112: 6, January 5, 1924.

Discusses the work of the Harmon foundation, New York city, which grants loans to groups of selected students in properly qualified colleges.


Charges that coeducation makes men less humane by giving them a distaste for cultural courses.


The writer would transform college athletics so that every student would have a place in them, thus benefiting every undergraduate rather than a few.

Carter, Allan L. The course in great literature for college undergraduates. Educational review, 67: 24-26, January 1924.

Urges the importance of the study of great literature, and the requirement of it through translation.

Childs, H. G. Standards applying to college preparatory work versus standards applying to non-college preparatory work. High school quarterly, 12: 164-73, April 1924.


Discusses the reduction of attendance in over-crowded colleges. Proposes that the over-crowded colleges and universities shall give notice that they will discontinue the practice of accepting freshmen and sophomore students after October 1, 1925, and that in the future they will take care of senior college and graduate students only.


Says that the arts colleges must accept a re-orientation, they must familiarize their students with the body of knowledge as a whole.

"It is a fair query to ask whether an instructor should be burdened with any greater teaching load than students are allowed to carry as a studying load."

Deardorff, Neva R. The new pied pipers, Survey, 52: 31-47, 56, April 1, 1924.

 Discusses the aims and purposes of Girard college, Philadelphia, Pa.; Moosehart, near Aurora, III.; Carson college, Flinttown, Pa.; the orphanage at Hastings-on-Hudson, New York; and the Hershey industrial school, Hershey, Pa. Illustrated.


Says that obstacles to the development of the liberal college are not found primarily within the college, but lie rather in the temper of the American public.


Study based on data obtained in the school of education of the University of Michigan.


The publication of this book seems appropriate in view of the recent celebration of ex-President Elliot's ninetieth birthday. The contents consist of a reprint of three addresses on The traditions of Harvard college, The function of a university, and The Harvard yard and buildings.


Conference held in New York city, Nov. 30-Dec. 1. This report, signed "W. W.,” announces the establishing of a new national fraternity, the Phi Kappa Pi, chapters of which will be organized within six months at institutions from New Hampshire to Iowa and Nebraska.

Forsyth, C. H. What it costs today to go to college. School and society, 19: 44-45, January 12, 1924. Table.

A comparison of the costs of attending the University of Illinois in 1922-9, and Dartmouth College in 1922-23, etc.


A study based on questionnaires sent out to all of the colleges, normal schools, and junior colleges in the North central association of colleges and secondary schools, requesting information about their practice concerning entrance requirements for the liberal arts course, or the course corresponding to that course. The uniform requirement is 15 units for entrance.


The views given are from both the high school standpoint and the college standpoint.


Defeat in favor of limiting college attendance and says that "If the American college is to refuse to take bad risks, it will thereby proclaim that it is at least different from the rest of America."


Study made of the subject designed for use in Tufts college.

Johnson, Roy L. Study-habits and note-taking of graduate students. School review, 32: 293-99, April 1924.
CURRENT EDUCATIONAL PUBLICATIONS.


Kandel, I. L. What is a college for? American review, 1: 3-59, May-June 1923.


Kunkel, B. W. The college and scientific leadership. School and society, 19: 411-12, April 5, 1924. Table.


Marvin, Cloyd H. Relation of the university to the state. School and society, 18: 361-70, September 29, 1923.

Inaugural address of the president of the University of Arizona.

May, Mark A. Predicting academic success. Journal of educational psychology, 14: 429-40, October 1923.

Discusses the problem of defining and measuring academic success and of discovering and measuring the elements that compose it.


A collection of papers which express the author's view on various phases of educational policy are given in this book. The career is presented of Eliza Benjamin Andrews, a leader in freedom, and Pawtucket, R. I., "the machine city," is described. In the field of college administration, papers are included dealing with the theory of the liberal college and the unity and reorganization of the curriculum.


Research work at Oberlin college, Ohio. Emphasizes the promotion of research work in college.


Describes a freshman group intelligence test which was given at Sweet Brier college, Va.


Rogers, Lester B. Relation of the college of letters and science to the professional schools. Educational review, 67: 204-11, April 1924.


"A paper which the writer has never been asked to recite before a faculty of Arts and Sciences."

JUNIOR COLLEGES.

Harbeson, John W. The place of the junior college in public education. Educational review, 67: 187-91, April 1924. Says that the junior college is in reality a secondary school, consequently it should be placed in the secondary school system instead of being attached to the university.

The junior college. High school quarterly, 12: 73-75, January 1924.

FEDERAL GOVERNMENT AND EDUCATION.


"The purpose of the Education bill, perhaps the most important measure now before Congress, and one that you should work for, is explained by the field secretary of the National Education Association."
SCHOOL ADMINISTRATION.

Clement, J. H. How should school supervision be differentiated from school administration. Kansas teacher, 18: 7-11, December 1923.

The article contains numerous quotations from superintendents regarding the definitions of these terms.


Edwards, I. N. Recent judicial decisions relating to the powers of boards of education. School review, 32: 445-54, June 1924.

Discusses decisions regarding the authority of school boards to control the dress of pupils, district liability for negligence, authority of school boards to prescribe the method of vaccination, prohibition of high-school fraternities, etc.


These are articles no. VII and VIII of a series which began in the February, 1924, issue, and follows in the March, May, June, September and October issues of the periodical.


To be continued.


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

Sutton, William Seneca. Problems in educational administration, Austin, 1923. 80 p. 8°. (University of Texas bulletin no. 2345. December 1, 1923.)

EDUCATIONAL FINANCE.


The author, who is director of the administration bureau, Department of public instruction of Pennsylvania, declares that "state supervision must accompany state money."


This study presents data with respect to the per-pupil yearly cost of high schools, and of various high school subjects. In both cases the data are segregated by the size of the communities within the state. In addition, it investigates the school factors which have a bearing on high school costs, and the abilities of communities of all types to support secondary schools.


Who shall determine the amount of the city school budget? American, city, 30: 350-52, April 1924.


A general demand has been noted from various classes of inquirers, especially from educators, for authoritative information on the cost of public education, so presented as to permit comparisons between the states.


Abstract of a paper prepared for the Department of superintendence, Chicago, February 24-25, 1924.


This study presents data regarding the cost of kindergartens and elementary schools segregated by the size of communities within the state, by grades, and by subjects within the grade. It distinguishes, as well, between the expenses involved for teaching and for other items.


This first volume to appear of the Educational finance inquiry seeks to present a sound formulation of the principles involved in financing education, by a thorough study of conditions within one state. New York state was chosen because of its unusually complete fiscal records, and because it presents almost every possible form of school economic condition, type of community, and geographical area.


This monograph is one of a series of studies of systems of school support in a number of individual states. These studies are designed to supply complete and detailed knowledge on the basis of which scientific principles of school finance may be formulated and then applied to accomplish much-needed reforms in methods of school administration.


SCHOOL MANAGEMENT.


Constructive suggestions to the supervisor.


Illustrated with tables and graphs.


An experiment in student government described.


The grouping of school children of similar ability is discussed.


Describes experiment at Bradley polytechnic institute in sectioning classes in freshman English on the basis of ability.

Engelhardt, N. L. A score card of the records and reports of a city school system. American school board journal, 68: 70, 72, 74, April 1924.

The score card suggested follows closely the Strayer-Engelhardt score card for school buildings.

Feingold, Gustave A. Views of teachers on the sectioning of high school classes on the basis of intelligence. Educational administration and supervision, 9: 467-86, November 1923.

Says that the grouping of at least freshman classes in high school yields “positive and immediate benefits to the mentally alert as well as to the mentally slow pupils.”


The writer offers this book as a pioneer attempt to bring to those in the smaller schools some of the results of a rather extensive study of educational literature as well as a considerable experience as teacher, principal, and superintendent in small-school systems.

3697-24†——4

Suggests that the course grade be expressed in per cents, and that every exercise to be considered in determining this grade be given an appropriate numerical value so that the highest possible credits in all when added together will equal one hundred.


The story of the grading of children in Public school no. 64, Manhattan, an experiment carried on by the Public education association of New York in cooperation with the school authorities.


Result of a study based on a questionnaire sent out to a number of high school principals, but does not include the returns on the "loads" of junior high school principals, or vice principals.


Based on the result of an investigation regarding the number of technical words in a junior high school science book, which revealed an astounding number of technical words.

Park, Ford B. A grading and promotion plan based on the use of intelligence and educational tests. Elementary school journal, 23: 219-26, November 1923.

Thinks that such a plan is a start on the problem of grading and promotion on a sound and democratic basis.


The problem of study-hall conditions at the East technical high school, Cleveland, Ohio. Standards formulated by the students' council described.


Gives a list of firms who furnish exhibits, and states that he has letters giving permission to use the names. Discusses the educational and advertising values of exhibits.

Basey, Lee C. A program arrangement for mental groups. School review, 31:608-11, October 1923.

Homogeneous grouping of students according to mental ability determined by tests.

Beavis, W. C. The administration of supervised study. School review, 32: 413-19, June 1924.


An attempt to determine the value of report cards of pupils from elementary grades through high school to vocational counselors and other persons engaged in advising pupils concerning future careers.


Yawberg, A. G. Instructional supervision with the announced visit as an important factor. School review, 31: 763-76, December 1923.

Effective supervision requires 5 essential conditions: 1. A high grade teaching corps; 2. Superintendent and teachers must have definite goals of attainment; 3. Help and direction must be given to attain these goals. 4. Results must be tested and checked in order that such attainment be known; 5. Co-operation must be developed between teachers and superintendent.

CURRICULUM MAKING.


Discusses the steps in curriculum construction, who shall make the course of study, organizing the course of study, and the development of detailed teachable units.

To be concluded.


Presents the point of view and the methods of work employed in the ten-year program of curriculum improvement which was begun two years ago by the teachers and supervisory officials of Los Angeles, with the advisory assistance of Profs. Bobbitt, of the University of Chicago.


Read before the Illinois academy of science at Galena, 1923.


The work makes a detailed survey of the program of secondary studies as a whole. The fundamental thesis is that the core of secondary school curricula should be primarily social, which means that social studies and social objectives should constitute a considerable part of a pupil's curriculum throughout each year of the six years, at least, of secondary education.


An account of the development of the course of study in history and civics for the kindergarten and elementary grades of the city of Berkeley, California.


EXTRA-CURRICULAR ACTIVITIES.


Author favors strict enforcement of the state anti-high school fraternity law, and is strongly opposed to secret fraternities in high school.


It is the author's belief that the undergraduate through his extra-curricular activities is determining and directing his own education.
CURRENT EDUCATIONAL PUBLICATIONS.


Organized “student participation” offers opportunities for experience in cooperation. The author makes some suggestions as to what schools may do to develop ability in students to cooperate in school life.

Dement, Alice L. Values in extra-curricular organizations in the high school. School review, 32: 10-48, January 1924.

Study based on questionnaires sent to 65 high schools in the state of California.

Fretwell, Elbert K. The adviser of girls and the extra-curricular activities of the high school. Educational administration and supervision, 10: 71-78, February 1924.


Also in School and society, 19: 143-49, February 9, 1924.


The information in this article was gathered through questionnaires prepared and sent out by the author during the spring of 1922.


Acknowledges the value of high school publications, but thinks they ought to be carefully supervised.

Thalheimer, Joseph A. School publications. Education, 44: 429-36, March 1924.

Declares that the school publication is probably the greatest single factor, with the possible exception of the assembly, in the fullest development of school spirit. Gives advice as to conduct of school journals.


SCHOOL BUILDINGS AND GROUNDS.


Illustrated with plans and charts.


The scientific development of school building programs as exemplified in Solvay, N. Y.


Says that boards of education and superintendents may bring about sane economy in their building policies by means of centralization. Centralization involves the building of fewer and larger schools.


Neale, Mervin G. and Severson, Sigurd B. A school building program for the City of Winona, Minnesota. Minneapolis, Minn., 1922. x, 66 p. 8°.


A survey of the city of Ottawa, Kansas, made by the Bureau of school service of the University of Kansas, to prepare a plan for building the new schoolhouses which the school system of that city needs.


Offers as a concrete example of the development of a school plan, the new high school building at Hempstead, Long Island.


SCHOOL HYGIENE AND SANITATION.


Says that the three most important existing factors for securing corrections are: (1) The grade-teacher; (2) the child himself; and (3) the physicians practising in a community.


Describes plans for arranging and serving the supplementary hot dishes at minimum trouble and cost.


The data were secured from the records of 74,000 boys and 52,000 girls.


Work in this country and in England.


Says that preventive dentistry can not be practised efficiently on the adult, but can be best applied to childhood in school life.

Brydon, Mary E. The Virginia plan for health education in the public schools. American journal of public health, 14: 229-33, March 1924.


Gives the scale of grading physical conditions which is being used in Detroit.


Presents a complete course of health lessons, based upon information, specific acts, corrective exercises, projects, stories, poems, and games. Outlines for lessons throughout the year are provided for every grade below the high school, also actual material for each lesson.


Reprinted from Hospital social service, IX. 1924, 159.

Read before the American child health association, Detroit, Michigan, October, 1923.

Eye strain of school children. Nation's health, 5: 711-12, October 1923.

A study of lighting of schoolrooms, etc. Illustrated.


Illustrated with maps, diagrams, and facsimiles of cards used.


An appeal to the innate idealism in every boy will accomplish more toward eliminating smoking than perhaps anything else.

Neumayer, S. W. Medical and sanitary inspection of schools for the health officer, the physician, the nurse, and the teacher. [2d ed.] Philadelphia and New York, Lea & Febiger, 1924. x, [17]-162 p. plates, illus., forms, diagrs., tables. 8°.


The schools selected for the study represented each geographic subdivision of the Minneapolis school system and an enrollment of nearly 10,000 children.


This pamphlet deals with the practice of medical supervision as it now affects the Catholic school, demonstrates the necessity of adequate supervision in support of health education, discusses means of financing the service, and gives general information regarding supervision for the aid of both teachers and supervisors.


SOCIAL HYGIENE.

Gilman, Catheryne C. An organization to assist mothers in their responsibility for social hygiene education. Journal of social hygiene, 9: 411-21, October 1923.

Discusses the work of the Women's cooperative alliance of Minneapolis.


While this book has been written primarily to aid parents, it is also intended to be of service to teachers of children or young people, in imparting sex training.

Doubts the advisability of lectures on sex hygiene to classes or large groups of either sex in high schools. Says that a psychiatrist should be attached to the staff of every high school and college.


Outlines courses of study. Emphasizes the biological sciences as best adapted for indirectly imparting sex education because of their frequent dealing with sex and reproduction in plants and animals.

PUBLIC HEALTH.


Advocates such faculties because there are certain specific subjects peculiar to public health that are not taught in medical curricula.


Discusses hygiene and public health, school hygiene, theory and practice of physical education and athletics.

Symonds, Percival M. Health habits, related knowledge and problems of health. Education, 44: 261-73, 365-76, January-February, 1924.

Discusses knowledge relating to community hygiene, and general health problems.

MENTAL HYGIENE.

Taft, Jessie. The relation of the school to the mental health of the average child. Mental hygiene, 7: 673-87, October 1923.

Says that the only practical and effective way to increase the mental health of a nation is through its school system.


Williams, Frankwood E. A selected list of books on mental hygiene and allied subjects. Mental hygiene, 8: 326-39, January 1924.

PHYSICAL TRAINING.

Bukh, Neils. How the Danish revolution in physical education has revitalized the physical culture of Europe. Playground, 17: 445-46, 467, 479, November 1923.

"As told for America by its leader."


Author believes that physical education should become one of the most effective agencies in individual and racial growth.


Physical education in the Dalton plan and in its outgrowth the "Progress book" idea which is used in the Harrisonburg training school.


Discusses the "grave and ever increasing problem" with its attendant evils.
CURRENT EDUCATIONAL PUBLICATIONS.


The author is a Brigadier-General, U. S. A.


Address given at the Recreation congress, Springfield, Illinois, October 10, 1923.


The author criticizes the athletic work in the small high schools, but also tells how matters may be remedied.


Address delivered at tenth Recreation congress, Springfield, Illinois, October 10-12, 1923.


Says that athletics will never become a part of the curriculum until administered by the superintendent of schools and the board of education. Every athletic coach should be a real teacher, having carefully prepared himself in biology, sociology, psychology, and education.

PLAY AND RECREATION.


Community recreation leadership in 680 cities. Playground, 18: 11-24, April 1924. illus.


States that religion and recreation belong together as creative agencies.


Suggestions for neighborhood days and evenings.


Discusses the subject under the following heads: Ascendency of collective responses, Dependence of play on group experience, Rise of the traditional game, Play dissociated from other behavior, and Socio-rational determination of play.


Directions are given for making the apparatus illustrated in the article.

Young, H. E. Does the small town need a playground? Playground, 17: 647-48, 673, March 1924. illus.

Discusses the successful management of the playground in the town of Pittsfield, N. H.

SOCIAL ASPECTS OF EDUCATION.


The most recent psychological investigation and theory are in this book put at the service of those interested in the study of social relationships. More specifically, two main lines of scientific achievement are treated—the behavior viewpoint and the experimental method.
CURRENT EDUCATIONAL PUBLICATIONS.


The author considers interstimulation the very essence of social psychology, and accordingly does not treat social psychology as merely the application of the psychology of the individual to the group. This emphasis upon interstimulation constitutes a new basis for the subject.


Reviews the literature on the subject. Gives bibliography.


Emphasizes the necessity of the reorganization of our social living and its education. Speaks of modern education as being in the "patent medicine" stage.


This is an elementary treatise on the life of people in organized society, presenting in simple form some of the more important present-day social problems, describing briefly the great governmental and social institutions of such society, and pointing out the relation of all these to the problem of education for citizenship in a democracy.

Nichols, Jeanette P. Harnessing college power to promote public welfare in the South. Journal of social forces, 2: 45-47. November 1923.

Renwick, Albert. The social status of the schools of Calumet and Portage townships. Education, 44: 457-80, April 1924.

Discusses the present social trend of the Calumet and Portage schools. Michigan, utilizing the curriculum: school solidarity, etc.


Says that we possess yet only the beginnings of a science of educational aims and values.

Uses of community resources in the junior high school. Teaching, 8: 3-27. February 1924.

CHILD WELFARE.


This volume comprises contributions from a number of prominent authorities. It aims to sum up and apply what is known regarding the nature and the physical, intellectual, social, and moral needs of childhood and youth.

MORAL EDUCATION.


The fourth "R" is used by the author as standing for Righteousness or Right relations.
CURRENT EDUCATIONAL PUBLICATIONS.


Contends that studies and disciplines that mould character and shape moral ideals and determine conduct must be given central rather than a secondary place.


Gives a list of stories and books, with the author's name, and the moral lesson each teaches.


Discusses cribbing, cheating in examinations, bluffing, pupil at fault, teacher at fault, etc.


Discusses suggestive program for direct teaching, student cooperation, etc.


RELIGIOUS AND CHURCH EDUCATION.


This Indiana survey is conducted by the Institute of social and religious research, New York, and directed by Mr. Athearn. The present volume gives a full analysis of the quantity and quality of the religious education of Protestants in the state of Indiana. Because of the methods of analysis and interpretation used in this survey and because Indians may be said to represent in a general way a large section of the United States, it is believed that this book will be suggestive as regards other states.


An experiment recounted in a class which voted to spend a period of time left after finishing the required work of a semester, in studying the life of Christ.


This report discusses why the church must be a teacher, how the church should teach, and how organize its teaching, and training by the church for Christian leadership.

Guenter, Adeline.Winning the unchurched boys and girls. A story of what the daily vacation Bible school is doing to win American boys and girls to Christ and His standards of life. Missionary review of the world, 47: 33-40, January 1924. illus.

Discusses the development and growth of the vacation Bible schools in the country.

Dr. Jacks, principal of Manchester College, Oxford, Eng., delivered these three lectures during 1923 dealing respectively with the following: a living universe; education and religion, civilization, and immortality. The first two lectures were given for the Hibbert trust, and the third was given to university extension students in Oxford.


Mummery, Helen E. A program of co-operation for the home and the vacation church school. Religious education, 19: 111-20, April 1924.


Examines the stelkink-Reed bill for establishing a department of education.


The writer says he wants his children taught religion by someone; whether the teacher is Protestant, Catholic, or Jew, nevertheless he wants them taught.


Stetson, Paul C. The administration of week-day schools of religious education. Elementary school journal, 24: 615-20, April 1924.

Discusses the experiment tried in Dayton, Ohio, which has proven a success.


MANUAL AND VOCATIONAL TRAINING.

Eastman's association. Proceedings, fourteenth annual meeting, Providence, R. I., May 3, 4, and 5, 1923. 136 p. 8¢. (Frank E. Mathewson, secretary, Wm. L. Dickinson, high school, Jersey City, N. J.)


The author thinks that definite training for the many hundreds of types of occupations can best be learned at places of employment rather than in the public part-time schools.


VOCATIONAL GUIDANCE.


CURRENT EDUCATIONAL PUBLICATIONS.


"The evidence is clearly against the old method of selection by chance, by hiring and firing, by personal opinion, by individual 'hunches,' etc.

WORKERS’ EDUCATION.

Cressman, Luther S. The corporation school; a suggestion concerning education in industry. Journal of social forces, 2: 208-11, January 1924.

A study based on questionnaires sent to various large corporations in the United States.

Hamilton, Walton H. The educational policy of ‘a labor college.’ Journal of social forces, 2: 204-8, January 1924.

Discusses the work at Brookwood labor college, Katona, N. Y. Presents an outline of the curriculum.


Says, “The work-school principles will be most successful in those subjects where the hard work and the team work may be most naturally and most organically united.”

AGRICULTURE.


Emphasizes the need for a great graduate school of agriculture.


Preliminary published by the International institute of agriculture, Rome, Italy.


Says that the curriculum of the college of agriculture within the next decade will more strongly in the direction of the liberal courses as fundamental to the technical.

HOME ECONOMICS.


This book considers the evolution of educational ideals, the development of the education of women, and the development of home economics. It is designed not only for teachers and students of home economics, but for all interested in the adjustment of education to modern needs.


Domestic science instruction in the women’s training colleges and other schools of Italy.
CURRENT EDUCATIONAL PUBLICATIONS.

Cranor, Katherine Taylor. Graduate work in textiles and clothing. Journal of home economics, 16: 14-17, January 1924.

Advocates that strong courses in beginning textiles, textile chemistry, textile economics, and industrial and economic history should be required of all clothing students, in order to make a substantial background for graduate work.


Conditions in England described.


Results obtained in a nutrition class of the University high school of the University of Chicago.

COMMERCIAL EDUCATION.


PROFESSIONAL EDUCATION.

GENERAL.


Delivered before the Association of urban universities, November 1923.

LAW.


MEDICINE.


Emphasizes the various phases of preventative and public medicine, as well as the general curriculum of medical schools.


A critical and historical review of medical education in the United States fifty years ago.


Emphasizes the importance of research on the part of professors and fellows.


Emphasizes more careful selection of instructors, correlation between laboratory and clinical teaching, and the extension of graduate teaching.


Says that students cannot begin too early in their course to think in terms of the patient.


Discusses the curriculum, etc., of the Cornell university medical school.

Also in Educational record, 5: 75-91, April 1924.

Notes the progress of medical education. Says, however, that as to the clinical side serious defects, lacks, and irregularities are still too numerous.


Says that present standards of medical education cannot be held responsible for late graduation in medical schools. Enumerates factors of late graduation in paper.


Discusses the criticism of the present curriculum of the medical schools in the United States.

ENGINEERING EDUCATION.


Lyford, Oliver S. The engineer as a leader in industry. Engineering education, 14: 156-83, December 1923.

Shows the interrelationship between the engineering schools and the industries and the need for cooperation of the two organizations interested in the development and successful functioning of leadership in industry.


CIVIC EDUCATION.

Chassell, Clara Frances and Chassell, Ella Buckingham. A test and teaching device in citizenship for use with junior high school pupils. Educational administration and supervision, 10: 7-29, January 1924.

Cummins, Robert A. Good citizenship. Peabody journal of education, 1: 221-28, January 1924.

Reports the results obtained from a completion test in good citizenship based upon an empirical analysis of the concept "good citizenship."


The Junior red cross as an influence in the teaching of "world civics."


The series of lectures which is here reproduced discusses the development of the civic idea and its bases, the relation between the individual and the state, and the problems of empire and of international relations. One chapter deals with civic education and its place in schools, universities, and after life.


Hawes, Ida E. The attendance department—a laboratory of citizenship. School review, 32: 266-75, April 1924.
Describes the work of the attendance department of the Pasadena (Calif.) high school, which was organized two years ago as a distinct administrative unit, and its effect in improving the morale of the pupils. Value in training for self-reliance, citizenship, and leadership.

Discussion of the meaning of patriotism, and how it may best be taught.

Discusses the meaning of patriotism, and how it may best be taught.

Says that the "value of school training, in final analysis, will be determined by the efficiency exhibited by adult citizens."

The writer states that so far as he knows "there is no department of a college, normal school or other agency (with perhaps a single recently founded exception) devoted to the training of teachers of civicism or workers in the major field of civic education."

Suggests the creed of the high schools of New York city in the matter of training for citizenship and announces the courses they need to carry it out.


AMERICANIZATION.

Emphasizes the clear understanding and relative evolution of the principles underlying our form of government as a prerequisite to Americanization work.

MILITARY AND NAVAL EDUCATION.


Education in the U. S. Navy for the enlisted men.

REHABILITATION OF DISABLED.


The author of this book is director of laboratories, St. Elizabeth's hospital, Washington, D. C., and professor of psychology in George Washington university. He points the way to the rehabilitation of men or children who are crippled either because of nervous or mental disease or injury. The book deals with the cases of those disabled in industry as well as of those who have been injured in war.
EDUCATION OF WOMEN.


Cowley, Elizabeth B. A humanized course in mathematics for the first year in a women's college. Education, 44: 92-99, October 1923.


But contends that the typical coeducational college increases the artificial femininity of the women students and the arbitrary domination of the men.


Matzke, Edith H. A study of the voluntary health program of the women students of the University of Missouri. Journal of social hygiene, 10: 89-101, February 1924.


Statistics show that approximately 60 per cent of Vassar alumnae marry. This proportion is increasing and the interval between graduation and marriage is decreasing.


Argues for coeducational colleges. Says that only through the discipline gained by studying side by side with men can women hope to hold their own when they leave college.


Asks the question: "Does the standard liberal education educate girls?" Women as compared with men are elusive, temperamental, fanciful, individual. "How then," says the writer, "can education, the standard thing, man's long tradition, suit this temperamental versatility?"

Rogers, Agnes L. The intelligence of women graduates of colleges of liberal arts entering the teaching profession. School and society, 19: 201-2, February 16, 1924.


A study based on the opinions of several hundred individuals of different ages and interests.


An address before the teacher-training section of National association of deans of women, February 27, 1924.

NEGRO EDUCATION.


Emphasizes the poor attendance in Negro schools of the South.

3697-24†—5

Describes the work of the Harriet Beecher Stowe school of Cincinnati, Ohio.

EDUCATION OF THE DEAF.

Compulsory education of the deaf. Volta review, 26: 77-80, February 1924.

Gives states which have compulsory education laws that apply to the deaf, etc.

Pittinger, Dr. How to improve the industrial training in schools for the deaf. American annals of the deaf, 59: 234-49, May 1924.


The same number includes a list of American instructors of the deaf, with their addresses.

Wright, John D. Schools for the deaf in France. Volta review, 26: 273-78, June 1924.

EXCEPTIONAL CHILDREN.


A plan for the super-training of the gifted child.


Discusses the organization of classes for gifted children in Cleveland, Ohio.


A study based on the examination of 500 school children who were considered problems at home or at school. Almost twice as many boys as girls were found in the problem group. Advocates social and psychiatric studies of pupils.


Read before the Harvard teachers' association, April 28, 1923.


A detailed account of a class for gifted children which was held in Columbus, Ohio. The final chapter makes suggestions for further experimentation in the field of the education of the gifted, and a full bibliography is included.


Summed up in four points: 1. Early recognition of every defective child; 2. Education suited to each child's needs and capacity; 3. Long-continued industrial and vocational training; 4. Social service during the school life of the child.


 Says that from the point of view of intellectual adjustment, acceleration accomplishes both the saving of time and the enrichment of the instruction.


An account of grouping by the use of mental tests, in the schools of Drumright, Okla.

Bibliography at end of most of the chapters.


The thesis of this volume is that wrong mental function, or psychopathy, explains why a child acts erratically when heredity, environment, physical condition, and education give no clue to his behavior. Mental quality in a child may be deficient, while his quantity of intelligence is normal or above.


— Handling the superior child. Educational administration and supervision, 10: 1-6, January 1924.


In the training department of the Southern branch of the University of California at Los Angeles, formerly the State norm division, there is a department called the opportunity room for the training of gifted children, which was organized by the author of this book. She here describes her work with this special class, both in general and in relation to a number of individual cases.

Three problem children; narratives from the case records of a child guidance clinic. New York: Joint committee on methods of preventing delinquency [1924] 146 p. 8°. (Publication no. 2)

Here are published the narratives of three children who presented problems of conduct, in order to give some indication of the assistance offered by modern science to those seeking to understand such cases and to guide them into normal development. Psychiatry offers a new approach to the handling of children who are delinquent or maladjusted, or unhappy. A general discussion of the three cases is contributed to the volume by Prof. Henry C. Morrison, of the University of Chicago.


Says that the visiting teacher movement in the schools is one that is bound to act as a powerful force against delinquency. Discusses the clinical work in different cities in regard to the maladjusted.

EDUCATION: EXTENSION.


Baldwin, E. S. Adult education in rural districts. Nineteenth century, 95: 609-16, April 1924.

Conditions in England described.


Thinks that many of the forms of adult education now in vogue, under personal or private or institutional initiation and auspices, will eventually become part of an extending public program of adult education.
CURRENT EDUCATIONAL PUBLICATIONS.


Result of study showing a work of surprisingly wide scope in the education of adult men.


The continuation school commands consideration as an institution functioning independently to prepare the pupil for life itself.


This account of the Universities of Oxford and Cambridge is written from the standpoint of one who has not studied in these institutions, but who has given much attention to the "extra-mural" work, designed to extend their advantages to the many working men and women who possess an interest in, and a capacity for, scholarship and advanced thought.


Survey of an evening school at Quincy, Ill., which was organized in the fall of 1917. The curriculum is determined by the students themselves and has a definite relation to daily occupation and needs.


The treasures of an art museum are for use in education no less than in recreation. There should exist an intimate contact between the museum and the school.

LIBRARIES AND READING.


Fourteen of the most significant poets who have written for children are discussed at length in this volume, and brief analyses of sixteen minor poets are included.


Says that the school can reach its highest efficiency until it provides for the systematic and broad use of reading materials which the presence of a trained librarian insures.


(High school bulletin 3. Ser. 1922-1923)


Discusses the work of the librarian in high school libraries, with and for the students of seventeen years of age, and their problems.


Study based on examination of 1,600 children. Gives lists of pupils' favorite books.
CURRENT EDUCATIONAL PUBLICATIONS.


The books listed here "are all printed in 12 point type, or larger, and none have been chosen that are not well spaced and clearly printed."


This review is based on actual examination of the printed laws, supplemented by correspondence with library agencies of all states.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

Appreciation of pictures; compiled by Bertha Y. Hebb. Washington, Government printing office, 1923. 15 p. (City school leaflet no. 13)

Bibliography of all-year schools and vacation schools in the United States; by Florence Savannah Webb. Washington, Government printing office, 1923. 15 p. (Library leaflet no. 23)


Advance sheets from the Biennial Survey of Education in the United States. 1920-1922.

Child health program for parent-teacher associations and women's clubs; by Lucy Wood Collier, revised by Harriet Wedgwood. Washington, Government printing office, 1924. 21 p. illus. 8°. (Health education no. 5)

The consolidated schools of Bernalillo County, New Mexico; by A. Montoya.

Washington, Government printing office, 1924. 8 p. (Rural school leaflet no. 22)


The continuing need for teachers of child health; by Dorothy Hutchinson and Harriet Wedgwood.

Washington, Government printing office, 1924. 18 p. (Health education no. 16)

The cooperative education association of Virginia; by George W. Guy.

Washington, Government printing office, 1924. 23 p. illus. 8°. (Bulletin, 1923, no. 53)


CURRENT EDUCATIONAL PUBLICATIONS.


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.


Health promotion in a continuation school; by Harriet Wedwood. Washington, Government printing office, 1924. 25 p. 8°. (School health studies no. 5)

How the kindergarten prepares children for primary work; by Mary G. Waite. Washington, Government printing office, 1924. 6 p. (Kindergarten circular no. 15)


Municipal and school playgrounds and their management; by J. F. Rogers. Washington, Government printing office, 1924. 22 p. (School health studies no. 6)

New order in educational cooperation; by Margaretta Wills Reeve. Washington, Government printing office, 1924. 7 p. (Home education circular no. 4)


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.

Salaries of country teachers in 1923; by Alex Summers. Washington, Government printing office, 1924. 29 p. (Rural school leaflet no. 24)
CURRENT EDUCATIONAL PUBLICATIONS.

69

Schools and classes for feeble-minded and subnormal children, 1922; prepared by
the Division of statistics of the Bureau of Education under the supervision of
8°. tables. (Bulletin, 1923, no. 59)

Schools and classes for the blind, 1921–22; prepared in the Division of statistics,
Bureau of Education, under the supervision of Frank M. Phillips. Washington,


Schools for the deaf, 1921–22; prepared in the Division of statistics of the Bureau
of Education, under the supervision of Frank M. Phillips. Washington,
Government printing office, 1924. 28 p. 8°. (Bulletin, 1923, no. 52)

Secretarial training. Report of the National conference held at the College of
Secretarial Science of Boston University, October 27, 1923. Prepared by Glen
8°. (Bulletin, 1924, no. 12)

Statistics of kindergartens, 1921–22; prepared by the statistical division of the
Bureau of Education, under the direction of Frank M. Phillips. Washington,
Government printing office, 1924. 7 p. 8°. (Bulletin, 1923, no. 58)


Statistics of private high schools and academies 1921–22. Prepared by the
Statistical Division of the Bureau of Education, under the direction of Frank
(Bulletin, 1923, no. 60)


Statistics of state universities and state colleges for the year ended June 30, 1922;
prepared in the Division of statistics. Washington, Government printing
office, 1923. 16 p. 8°. (Bulletin, 1923, no. 49)

A study of distinguished high-school pupils in Iowa; by Charles Deich and Elmer
(Bulletin, 1923, no. 46)

Suggestions for a program for health teaching in the high school; by Dorothy
tables, diagrs. 8°. (Health education, no. 15)

Suggestions for consolidating the rural schools of Beaufort County, North Carolina
(a digest of the report); by Katherine M. Cook and E. E. Winides.
Washington, Government printing office, 1923. 23 p. tables. 8°. (Bulletin,
1923, no. 48)

Suggestions on art education for elementary schools. Report of an illustrated
paper read before the American Federation of Arts, St. Louis, Mo., May 24,
1923; by Jane Betsy Wellsing. Washington, Government printing office,
1923. 18 p. illus. 8°. (Industrial education circular no. 21)

Survey of the schools of Alexandria, Virginia. Washington, Government printing
office, 1924. 62 p. 8°. (Bulletin, 1923, no. 56)

Taxpaying as a lesson in citizenship; by Macy Campbell. Washington, Government
printing office, 1923. 8 p. (Rural school leaflet no. 21)

Training courses in consolidation of schools and transportation of pupils; by
J. F. Abel. Washington, Government printing office, 1924. 6 p. (Rural
school leaflet no. 23)