DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1926, No. 15

RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

COMPRISING PUBLICATIONS
RECEIVED BY THE BUREAU OF EDUCATION TO
APRIL 1, 1926

COMPILED IN THE LIBRARY DIVISION
JohN D. WOLCOTT, CHIEF

WASHINGTON
GOVERNMENT PRINTING OFFICE
1926
ADDITIONAL COPIES
OF THIS PUBLICATION MAY BE PROCURED FROM
THE SUPERINTENDENT OF DOCUMENTS
GOVERNMENT PRINTING OFFICE
WASHINGTON, D. C.
AT
20 CENTS PER COPY
RECORD OF CURRENT EDUCATIONAL PUBLICATIONS

Compiled in the Library Division, Bureau of Education


NOTE

The following pages contain a classified and annotated list of current educational publications received by the library of the Bureau of Education to April 1, 1926. The last preceding list in this series of records was issued as Bulletin, 1925, No. 14, and comprised publications received by the Bureau of Education to April 1, 1925. The present bulletin accordingly lists publications received during one entire year, and forms a bibliography of education for that period.

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

1. Bethes, Power W. A decade of school progress, 1914–1924. Extension division, University of South Carolina, 1925. 82 p. incl. tables. 8°. (On cover: Bulletin of the University of South Carolina, no. 167, Sept 15, 1925.)
   Bibliography: p. 82.

   This volume is an authoritative biography of the late Dean L. B. Briggs, of Harvard university.


Reprinted from The Georgia historical quarterly, vol. IX, no. 1, March, 1925.

5. Crawford, Robert Platt. These fifty years; a history of the college of agriculture of the University of Nebraska. Lincoln, Neb., The University of Nebraska, College of agriculture, 1925. vi p., 21., 175 p. front., plates. 8°. (Half-title: Circular 26 of the Agricultural experiment station, University of Nebraska)


This history of the Texan school system will appeal strongly to students of educational development, both in Texas and elsewhere. It details the story from the earliest historical sources of the educational system of Texas to the present day, and analyzes the causes of the various phases of development.


8. George Peabody college for teachers. The semicentennial of George Peabody college for teachers 1875-1925. The proceedings of the semicentennial celebration February 18, 19, and 20, 1925. Nashville, Tenn., George Peabody college for teachers, 1925. 188 p. plates, ports. 4°.


10. Kliene, Mattie Crouch. The contributions of C. G. Memminger to the cause of education. [Columbia, S. C.] University extension division, University of South Carolina, 1926. 84 p. front. (port.) illus. 8°. (On cover: Bulletin of the University of South Carolina, no. 177, Feb. 15, 1926)


12. Land, F. E. Twenty years of public school education in Georgia. Home, school, and community, 17: 3-4, December 1925.


The beginnings of higher education in Ontario are depicted in this book, and the history of certain institutions is narrated. Chapters are also included on entrance requirements in arts, and the arts curricula.


Part I. Early educational conditions in Virginia.
Part II. Thomas Jefferson and public education.
Part III. The civil war and the new state.


Says that the better text desired will not only link education with the social order of each epoch, as do the text books of today, but will deal with classroom procedure in each, rather than in giving the extensive attention that is now given to the development of systems of administration.


This volume, which relates mainly to the development and spread of European civilization during the past two centuries, includes a concise survey of the growth of knowledge, as well as the political and economic changes. Among the subjects handled are the new methods of studying the mind, importance of childhood, and the problems of education.


Includes portrait, biographical sketch, bibliography of publications, and appreciations by various writers and eminent educators.

25. **Western Reserve university, Cleveland, O.** One hundred years of Western Reserve, published as a part of the observance of the centennial of the founding of Western Reserve academy and college, April 26, 1826, at Hudson, Ohio. Hudson, O., The James W. Ellsworth foundation, 1926. 52 p. front., illus., ports. 8°.

**CURRENT EDUCATIONAL CONDITIONS**

**GENERAL AND UNITED STATES**


This volume contains the addresses made before the general sessions, the National council of education, and the following departments: adult education, business education, classroom teachers, deans of women, elementary school principals, kindergarten education, music education, rural education, school health and physical education, science instruction, secondary school principals, superintendence, visual instruction, and vocational education.


A reprint of a section of Vol. 64 of the Addresses and Proceedings of the National education association.


Thesis (M. A.)—University of Oklahoma.

34. **Carnegie foundation for the advancement of teaching.** Twentieth annual report of the president and of the treasurer. New York City, 1925. 241 p. 8°.


35. **Colorado state teachers college.** Report of the school survey and educational program for Fort Lupton, Colorado, school year 1924-25. Prepared by the Fort Lupton, Colorado, school staff organized as an extension class of Colorado state teachers college and the Bureau of educational surveys, Harry S. Ganders, director. Department of education, Colorado state teachers college, Greeley, Colo. [Greeley, Colo., The College, 1925] cover-title, viii, 97 p. front., illus., tables, diagrs. 8°. (Colorado state teachers college bulletin, ser. xxv, no. 3)


Says that one of the great needs in Philippine education, as in American education, is "the application of scientific methods to the problem of developing a school system and a curriculum that take into account the conditions under which people live."

39. **Coursaun, Jesse H.** Impressions of the character and outstanding needs of public education in Hawaii. Hawaii educational review, 14: 1-3, September 1925.

A reprint, through the courtesy of the Honolulu Advertiser, of an interview with the author, at the close of his six weeks of lecturing and teaching in the Territorial normal school, summer session.


43. Gerhard, E. S. What is the matter with the public schools? Education, 46: 453-68, April 1926.
   A plea for more individual creation; for more study and less superficiality. The writer criticizes commercialism in education.

   Discusses the difference between the educational standards of today and those of forty years ago.


   A summary of the chief problems in the educational world today, as submitted by a number of prominent educators.


   Contains Are the schools costing too much, p. 77-90. Are the schools getting results, p. 91-96. Selected references for American education week, p. 100-103.

   This paper discusses such subjects as educational research, curriculum revision, public education, school and home, etc.

   The report of the bureau of research and service contains, (1) the results of studies made to ascertain the relation of college achievement to trait ratings in high school, (2) personnel study of junior college freshmen, (3) the relation of intelligence to vocabulary and to language training, etc.

55. Philippine Islands. Board of educational survey. A survey of the educational system of the Philippine Islands; by the board of educational survey, created under acts 3162 and 3196 of the Philippine legislature. Manila, Bureau of printing, 1925. xviii, 677 p. front. (map), plates, tables, diagrs. (partly fold.) 8°.

Dr. Paul Monroe, Teachers College, Columbia university, director of the survey. The report of the educational survey commission covers the field comprehensively, dealing with elementary, secondary, and higher education, physical education, teacher training, measurement of the results of instruction, general administration, finance, and private schools. A series of constructive suggestions are presented for the improvement of the Philippine school system.


Besides the directory of schools, this annual contains the usual review of the school year, and sections on internationalized education, getting into college, and recent educational books.


A similar annotated list is to be prepared annually by the Youngstown (Ohio) public library for the American library association.

59. Some of our educational problems. School and community, 11: 373-75, October 1925.

Answers to questionnaire on this subject from school people.


George A. Works, director for Commission.


This “Post-convention” number contains the proceedings of the Association.
CURRENT EDUCATIONAL PUBLICATIONS

FOREIGN COUNTRIES

Canada


68. **Sheridan, Marion C.** The promise in Canadian secondary education. Educational review, 69: 202-8, April 1925.

Mexico


Today, in Mexican education, the government is concerning itself, for the first time, in the education of the rural and native population.

70. **Simpich, Frederick.** Mexico starts to school. Independent, 116: 64-66, January 16, 1926.

Cuba


Special volume describing following branches of education: Primary, secondary, private, higher, professional, education of women, kindergarten, home economics, national library, school of arts and trades of Havana, physical education, etc.

South America


Great Britain


Discusses the work of the Joint matriculation board of the Universities of Manchester, Liverpool, Leeds, Sheffield, and Birmingham, England.


Conditions in England described.


A review of the English public schools during the last twenty-five years.

78. **Harvey, T. Edmund.** The next step in educational reform. Contemporary review, 78: 480-88, October 1925.

Conditions in England described. Advocates "a general measure of compulsory continued education for children between 14 and 16; and, at an early date, 18, with the option in rural districts for short continuous courses for fixed periods, instead of part-time classics throughout the year." Recommends also an extension of secondary schools.
   Discussion of educational conditions in England.


   Conditions in England described.

   Examinations for secondary and higher institutions described.

   Discusses the curriculum and examinations of Durham university, England.


Austria


   The author states that there can be no question that Austria from the educational standpoint is on the road to progress and democracy.

Germany


   Says: “Historically speaking the struggle between church and state for school control which has been disturbing Germany for the past seven years is an outgrowth of the various attempts to put into effect some of the educational and religious articles of the Federal constitution.”

Italy


   Notes the changes and the trends in education in Italy today.
CURRENT EDUCATIONAL PUBLICATIONS

Poland


A part of the information is taken from a letter from Dr. Tadeusz Lopussanski, vice-minister of education.

Russia


Discusses workers' education; declares that in pre-war Russian education was reserved for the aristocracy, but now the favored classes come from the factory and farm.


Scandinavia


A description of the Danish "folk high schools."


Concluding number of series begun in March 1925. Discusses the methods of teaching history and literature, natural sciences and mathematics in Denmark.

Spain


Asia


Shows influence of missionary schools, and the growing influence of men and women who have completed their education abroad.

reviews, 72: 75-82, July 1925. illus.

The writer was president of Canton Christian college from 1907 to 1924 and thinks that "from the most points of view education underlies the solution of China's problems."

review, 71: 142-44, March 1926.

A discussion of educational affairs in China.

109. Tagore, Rabindranath. My school in India. Journal of the National
education association, 15: 79-80, March 1926.

110. Twiss, George Ransom. Science and education in China; a survey of the
present status and a program for progressive improvement. Published
under the auspices of the Chinese national association for the advance-
ment of education, Peking, China. Shanghai, China, The Commercial
press, limited, 1925. ix, 361 p. tables. 12°.

Although this survey related primarily to science and science education, the writer says that it brought to his knowledge information which led him inevitably to see the science-teaching problems from the background of the entire school system and the conditions under which that system is working. Doctor Twiss makes constructive suggestions for the improvement of the Chinese school system.

Africa


Describes the famous old Mohammedan university at Cairo, Egypt.

112. Jones, Thomas J. East Africa and education. Southern workman, 54:
219-53, June 1925.

INTERNATIONAL ASPECTS OF EDUCATION

113. Aiken, Wilford M. The teacher and world peace. High school teacher,
1: 278-79, October 1925.

"To change the tradition and custom of war is an enormous task."

Educational yearbook of the International institute of Teachers college,
Columbia university. 1924. Ed. by I. L. Kandel. New York, The
Macmillan company, 1925. xiv, 650 p. tables. 8°.

Contains two parts: part I, Educational developments throughout the world in 1924; part II, the problem of method, developed in England, Germany, United States, and the new education movement.

association of university professors, 12: 114-17, February-March 1926.

The report of Committee I, of which Mr. I. B. Rowe was chairman.

116. Delaware. University. Faculty committee on foreign study plan.
Announcement of undergraduate courses in France 1925-1926, with notes
on the origin and purpose of the plan. Newark, Del., University of
Delaware, 1925. 35p. 8°.

117. Dilnot, Frank. New British scholarships in America. Forty picked
graduates to study in American universities. American review of
reviews, 72: 310-11, September 1925.

Describes the work of the Commonwealth fund, incorporated in 1918, by Mrs. Stephen V. Harkness, "which will do for Britain on a wider scale what the Rhodes scholarships have done for Americans."

118. Dotation Carnegie pour la paix internationale. Direction des
relations et de l'éducation. Enquête sur les livres scolaires d'après
guerre. vol. 1, France, Belgique, Allemagne, Autriche, Grande Bretagne,
Italie, Bulgarie. 2e ed. Paris, Centre Européen de la dotation Carnegie,
1925. 452 p. 8°.


Discusses efforts to establish an international university.


The first part of this survey report deals with the general history of student migrations, the backgrounds, political and religious, of the students who came to America, and the influence and careers of students who have returned to their homelands after study abroad. Chapters follow relating to the foreign students' contacts with American life and with the American college, and giving special attention to the conditions which the approximately 1,500 women students face in this country and the results.


125. ——— Fellowships and scholarships open to foreign students for study in the United States. New York, 1925. 70 p. 8°. (On cover: Bulletin no. 2, 6th ser.)


The American council on education presents a list of organizations interested in international educational relations, with short sketches of their activities, and names of officers. This list was prepared by David A. Robertson.


Discusses what the schools can do to promote international understanding.


Presents plan for world peace through education, which shall be caused to function through an organization established by general convention.


132. Luckey, G. W. A. The international education research council and world bureau of education. School and society, 22: 121-27, August 1, 1925.


Read before the Universities section of the World federation of educational associations, Edinburgh, July 22, 1925.


This bureau is located at Peabody college, Nashville, Tenn.


Also published in the United States by the Macmillan company, New York.

EDUCATIONAL THEORY AND PRACTICE


This discussion is to indicate the general types of evidences necessary to good procedures in teaching; application of scientific methods to the study of each of these aspects; and the organization of the results of investigations into objective outlines.


"When our educational systems become imbued with a humane social ideal, our social development will rival our material development and man will no longer be the creature but the master of his environment."—Author


Emphasizes the needed changes—the curriculum of the public schools.


The address on America’s need for education, which gives the title to this collection, was delivered before the National education association at Washington, D. C., July 4, 1924. The book also contains three other addresses as follows: The needs of education (1923), Thought the master of things (1921), The things that are unseen (1923). Papers included comprise a proclamation for American education week, 1924; a letter to the mayor of Boston, 1919, concerning teachers’ salaries; a letter on the inauguration of President Olds of Amherst college, 1924.


The author sees a present need in the college and normal school curriculum for a general introductory survey course in education, and presents this volume as a textbook for such a course.


A review of Wells’ educational theories as expressed in his various books.


The especial aim of this book is to show how the results of general and experimental psychology and of allied sciences can be put into practical use by the teacher and the student in the problems of learning and of study.


146. Handsaker, Lois M. Important educational experiments in modern times. Extension monitor (University of Oregon) 18: 3-11, 10, October 1925.

Discusses briefly the Flaton plan, Dalton plan, Winnkla plan, etc.


Not the details of specific method procedures, but rather the principles on which method in general may be founded, are presented in this volume. It recognizes two problems of method: One, the problem of how best to learn—and consequently how best to teach—any one thing, as spelling; the other, less often consciously studied, the problem of how to treat the learning child, which is the aspect emphasized by the author. Among the topics discussed in the book are the nature and process of learning, interest, purposeful activity, meaning and thinking, and moral education.


A presentation of what a hundred and twelve writers on education say the present aims of schooling are.


Mentions three objects of examinations: 1. To measure the progress of pupils; 2. As a direct means of education; 3. To set a standard for achievement.


154. **Mattfeld, Henry W.** Can any good thing come out of the private school? School and society, 22: 229-34, August 22, 1925.

In favor of the private school.


The available researches in the field of learning, especially the author's own investigations, are here applied to the problems of teaching and controlling conduct, with emphasis always on the standpoint of the learner.


Discusses the Winnetka and Dalton plans, the platoon school, the project method, etc., as operated in the United States.


Gives a list of educational books in the Principals' club, Chicago, Ill.


For teachers and principals of secondary schools.

This book discusses the application of the scientific method to educational problems, after first giving detailed consideration to this method as it has developed in the process of the pursuit of knowledge. Preceding this discussion, the author reviews the other ways by which man has sought to acquire knowledge, beginning with the appeal to authority.


Presented at the convention of the American physical education association, June 22-26, 1925, Los Angeles, Calif.

EDUCATIONAL PSYCHOLOGY; CHILD STUDY


Doctor Bagley maintains (1) that education, far from being merely an expression or concomitant of intelligence, plays a positive and indispensable role in the development of intelligence; and (2) that, perhaps in a limited and yet in a very real sense, education operates as an equalizing force among individuals of varying degrees of native endowment, resulting in a “leveling-up” process. An appendix includes ratings of the several States of a number of measures—such as economic efficiency, the production of leaders, intelligence, morality, and criminality—as well as revised ratings of state school systems.


The education of children, and the controversies concerning it, the author contends, may be cleared up by the psychoanalytic method.

167. Courtis, Stuart Appleton. Why children succeed; a study of the factors conditioning the progress of children in school, and of the problems that must be solved before the relationships between the factors and school success can be reliably determined. Detroit, Mich., Courtis standard tests [1925] 271 p. tables, diagrs. 8°.

This study goes to prove that boys within the age range and school conditions studied succeed in their school work to different degrees primarily because of differences in the maturity or development factor best represented by age.


Says that the problem of the school becomes distinctly one of individual study; that the function of tests and examinations of any kind shall be diagnostic.


Gives a list of institutions replying to questionnaire, and tables giving names of textbooks in use, etc.


The author’s “main thesis is to show that the root trouble in childhood is in the inferiority-fear complex.”


Discusses what the two sciences have contributed, the one to the other, and their future relations.


183. Ross, Mary. Before six. Survey, 55: 30-33, 61, October 1, 1925.

A discussion of child-study activities, particularly those carried on at the Yale psycho-clin during the past six years.


Says: “The newest and one of the most important developments in education is that of a scientific analysis of professional problems.”

This book describes the native tendencies of childhood, accounts for the typical behavior of childhood, and offers practical suggestions for training in the light of such knowledge. The first chapters deal principally with instincts, after which an historical review of methods of child training is given. The latter part of the book deals directly with problems of the development of the child and his adjustment to environment.


EDUCATIONAL SOCIOLOGY


This book presents in simple and concrete fashion the elements of sociological theory illustrated by social problems. The scope of the subject matter is comprehensive, including essential contributions to the study of society and its problems of economics, political science, psychology, ethics, and education. The social aspects of education are the subject of one chapter.


The author’s primary plan is to select principles of social life obtained from the pure science of sociology that have any bearing upon education, and to interpret them in such a way that they may become a part of educational sociology.


PSYCHOLOGICAL TESTS


After briefly sketching the history and development of the testing movement, and discussing the application of tests and measurements to American educational practice, the author takes up the application of standard tests to Philippine public-school problems.


Critizes the various mental tests used by educators and psychologists in determining the intelligence of delinquents.


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


Says there is no direct correlation between mental ability and chronological age.


Study made in the public schools of Oklahoma City; data obtained from the regular testing program which is being carried on in the schools.

A correct understanding of intelligence tests requires a knowledge of their underlying psychological principles and of their historical development. The author traces the experiments and conceptions which led to the development of intelligence tests, from the efforts of the early Greek thinkers to the work of Alfred Binet. Considerable space is given to the Binet-Simon tests as the culmination of this development. The contributions of each investigator are stated from his own point of view, and, as far as practicable, in his own words, with references to authorities where a fuller study of the subject may be made by those interested.


On cover: University of Iowa studies. 1st ser., no. 99, August 15, 1925.


A preliminary report on these tests was made in the issue of Apr 1, 1925.


Study based on questionnaire containing 25 queries on the administration and use of college intelligence tests sent to 110 colleges and universities. Concludes with a bibliography of 20 selected references on college entrance intelligence tests.


Draws the conclusions that scientific classification and grade placement of pupils seems a valid objective.

EDUCATIONAL TESTS AND MEASUREMENTS

202. Conference on educational measurements. Twelfth annual conference on educational measurements, held at Indiana university, Bloomington, Ind., Friday and Saturday, April 17 and 18, 1925. Published by the School of education, Indiana university, 1925. 76 p. tables, diagrs. 8°. (Bulletin of the School of education, Indiana university, vol. 1, no. 6, July, 1925.)


Typical score-card is given, with percent of valuation.


A study of more than 40 surveys, published during the 10-year period 1914-24, in order to determine to what extent standardized educational tests have been used.


Discusses the construction and use of the "true-false test," etc.


Gives sample review and problem list for beginners in educational measurements, etc.


Presented before Section Q of the American association for the advancement of science, December 1924.


Study made in Roanoke Rapids, North Carolina, in 1924, by a group of primary teachers who were members of an extension class in educational measurements.


An effort to determine the reading ability of children.


Says that primary or major criteria should consist of the following: (1) The test should be in harmony with and reinforce the right curricular principles; (2) a test should encourage, supplement, and reinforce proper methods of teaching; (3) a test should serve the true purposes of an examination.


EDUCATIONAL RESEARCH


Gives lists of references on administration, curriculum, educational tests, intelligence tests, other types of tests, statistics, and miscellaneous.


Given before the Illinois superintendents' conference at the University of Illinois, November 1924.


The principles and practice of educational statistics are presented by the author in a form not requiring for its understanding more mathematical knowledge than is possessed by the ordinary individual who has completed a year of high school algebra. The volume may be used as a text in teachers' colleges, and by superintendents of schools and others who require a discussion of statistical procedure.


This manual gives the essential elements of use in the statistical treatment and interpretation of data and the graphic presentation of statistical facts. It explains the teachers' use of statistical distributions in giving school marks, and shows how graphic and statistical methods may be employed as adjuncts in teaching various school subjects.


INDIVIDUAL DIFFERENCES IN PUPILS


228. Gjesdahl, Fredrik L. Type adjustments to individual differences. Chicago schools journal, 8: 92-96, November 1925.


234. McDade, Julius E. Individualizing education. Chicago schools journal, 8: 212-17, February 1926.


236. Miller, Harry L. Educating up to capacity. High school teacher, 2: 6-8, January 1926.

"The thesis suggested in this discussion is based upon the principle of congregation and integration."

Address delivered at the 1925 meeting of the Washington education association.


"Provision for individual differences can be made in every classroom. Each member of the group may be induced to work up to capacity."

239. **Mitchell, Fred C.** Segregation of pupils according to ability from the standpoint of administration. *Education bulletin (New Jersey)* 12: 91-100, September 1925.

An address delivered at the State high school conference held at the State university, New Brunswick, May, 1925.


The report of Committee G was given by Mr. Seashore for the committee.


245. **Stoddard, A. J.** Adaptation of individualized instruction to a small high school system. *Chicago schools journal*, 8: 87-91, November 1925.

Read before the Conference on Individualized Instruction at the University of Pennsylvania, March 27, 1925.


Plan practiced in Lincoln high school, Portland, Ore.


**SPECIAL METHODS OF INSTRUCTION AND ORGANIZATION**

**SUPERVISION OF STUDY**


Survey of work in supervised study in West high school, Minneapolis, Minn.


Work at Oread high school, an experimental school maintained in connection with the school of education, University of Kansas.
22

CURRENT EDUCATIONAL PUBLICATIONS


Discusses results obtained in a comparative study made of two eighth-grade arithmetic classes, one of which was conducted as a directed study class and the other as an ordinary recitation class.


PROJECT METHOD


Contributed by Annie Dolman Inskeep, Supervisor of special classes, Berkeley, Calif.


Describes projects in arithmetic, reading, composition, nature study, geography, history.


Contains 163 practical projects in all subjects taught in the grades, correlating the activities of school and home, and motivating instruction through the joy of being useful.


VISUAL INSTRUCTION


Evaluates the "moving picture" in education, particularly from the psychological standpoint.


The fourth article in a series begun in the February issue.


"Selected bibliography": p. 28-29.


THE DALTON PLAN


The author says: "The Dalton plan is as emotional as the Encyclopaedia Britannica. It is wholly inadequate for social education."

    A modification of the plan as advocated by Helen Parkhurst, as the Dalton plan is rapidly becoming a name for a host of technically different schemes.


    Work in the new University high school at West Virginia university.

269. James, H. W. The Dalton plan tested in college. School review, 34: 303-6, April 1926.

    Describes an experiment with the plan carried on in a class in education made up of college juniors in Alabama college.


    Describes plan in vogue in River Falls (Wis.), junior and senior high schools.


    The author thinks it is the best scheme for teacher-development and teacher-training that has ever come her way.

PLATOON SCHOOL


    Says that "the platoon plan is the one form of elementary-school reorganization which has generally met with hearty public approval when given a fair trial."


    Says that "any plan that gives the teacher greater opportunity to really individualize her teaching is much to be desired."


    An address delivered before section K of the American association for the advancement of science, January 1, 1925, at Washington, D. C.

    Reprinted from the Educational review, vol. 70, no. 2, September 1925. Author thinks that the problems of congestion might be expected to disappear if all cities were able to adopt the work-study-play plan.


    Addressed at the University of New York convocation, by Don C. Biss, Charles L. Spain, W. H. Holmes, and Miss Rose Phillips.


    Discusses the platoon system of Detroit, Mich.


CURRENT EDUCATIONAL PUBLICATIONS

Gives a complete list of the 31 cities having schools on this plan.

"Selected bibliography": p. 10-17.

RADIO IN EDUCATION


SPECIAL SUBJECTS OF CURRICULUM

READING


288. Baltimore, Department of education. Bureau of research. Improvement in the teaching of reading; supplement to the course of study in reading, elementary and secondary grades. Baltimore, Dept. of education, Bureau of research, 1926. 6 p. 1., [5]-129 p. 8°. (Bureau of research monographs no. 1)


Teachers may learn from this book how to apply the results of experimental research so as to make instruction in reading more effective.

States that there is a positive correlation between reading ability and school achievement.

A discussion of the report of the National committee on reading, published as Part 1 of the Twenty-fourth yearbook of the National society for the study of education.

An annotated bibliography. To be continued.

"Bibliography, selected and annotated": p. 28-37.

A reorganised text that applies to classroom practice the lessons gleaned from the new psychology of reading.


Study of a recent experiment made in the Froebel School of St. Louis, Mo.


Besides presenting the definite results of experimental investigations of the reading process, this book interprets the pedagogical implications of these findings and outlines their practical application to the work of the teacher in the classroom. The author also undertakes to introduce the teacher to a knowledge of the salient features of the methods employed in scientific investigations of reading.


Says: “Some of the number situations found in the California state series of textbooks and in the periodical literature which public school children read at home are presented in this study.”


Tests made in the elementary schools of the 23 counties of Maryland.


This manual offers the teacher 100 ways of providing individual, diversified, and well-organized practice in silent reading.


Contains: I. The concept of a common list.—II. Vocabularies of various types.—III. Limitations of the adult standard of selection.

The list selected by the author for school use totals 8,411 words.

Work accomplished in the Scarborough school, Scarborough, New York.

ENGLISH AND COMPOSITION


Work in the University high school of the University of Chicago. Shows the utility of correlating social science and English.


The study is said to be confined to minimum essentials of English, in so far as they have been determined.


Gives an outline of language forms to be taught in each grade.


This number contains a collection of articles on English in high schools, colleges, rural schools, the English teacher, the Regents papers in English, courses of study making in English, oral English, literature on Literature, school libraries, etc.


Study based on investigation made in some of the smaller city school systems of Kansas.


A condensed form of the report. Copies of the complete report may be obtained from the Secretary of the National council of teachers of English, 505 West 6th Street, Chicago, Ill.


Gives outline of the plan, tests used, results, etc., in an attempt to obtain better English.

An experiment tried in the University high school, University of Chicago.


The purpose of this book is to help teachers of English, with or without knowledge of psychology, immediately to improve their instruction in oral and written composition by using simple and thoroughly tested methods applicable anywhere under present conditions.

LITERATURE


The writer was chairman of a group that collected this material.

ANCIENT CLASSICS


Dr. L. L. Kandel, of Teachers college, Columbia university, has prepared this part of the classical investigation, regarding the study and teaching of Greek and Latin in England, France, and Germany. The report reviews the situation in these countries for the last 30 years or more, including the changes which have occurred since the World war.


335. Hamblen, A. A. An investigation to determine the extent to which the effect of the study of Latin upon a knowledge of English derivatives can be increased by conscious adaptation of content and method to the attainment of this objective. Philadelphia, 1926. 81 p. fold. chart. 8°.

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


Read at the meeting of the Classical Association of New Jersey, Atlantic city, October 12, 1925.


MODERN LANGUAGES


Says that the aim of the present minister of public instruction appears to be the exploitation of modern languages by abundant reading and the modification of the enthusiasm for the purely utilitarian values.


Reprinted from the Bulletin of Spanish studies, Liverpool, England, with revisions by the author.


A plea for the study of French, Spanish, and German.


An experiment made with ninth-grade pupils in a French class where the pupils achieved in sixty-five hours what had ordinarily taken one-hundred and thirty-five hours.


Report of results of two years of experience with pupil prognosis in the Wilkins, Henmon, Carr, and Allen tests.


Advocates a longer period of teaching French. Writer says "that it must be begun earlier in the junior high school and must be carried on up to the end of the senior high school, with one provision, that it must be optional for the last two years."


MATHEMATICS


Gives the general practices of teaching mathematics and requirements of the course of four years in the secondary schools of England.
CURRENT EDUCATIONAL PUBLICATIONS


A manual to accompany the Horace Mann supplementary arithmetic, diagnostic and corrective, by Milo B. Hillegas, Mary Gertrude Peabody, and Ida M. Baker (J. B. Lippincott company, 1925).

The exercises presented in the textbook are designed to be a guide in the mastery of the process concerned, also to serve in locating defects, and finally to arrange materials for independent work by the pupil.


Study based on questionnaire sent to 52 high schools in Nebraska. Sixty-two per cent of principals were favorable to the adoption of entire metric system.


The conclusions of many scientific studies as to arithmetical instruction, which psychologists and students of education have in recent years been making, are applied in this volume to the teaching of arithmetic in our schools.


Comprises a description and evaluation of modern tests in mathematics, selection of material for the tests and their results in diagnosis, the construction of scales, and the administration and use of tests and scales.


Contains a selective bibliography on the teaching of mathematics in secondary education.


Teachers of arithmetic require for their equipment both "adequate mastery of subject matter" and "methods and devices." The separation of academic from methods courses in arithmetic in teacher training has never proved entirely satisfactory. This "arithmetic for teachers" is a conscious effort to combine the valid elements of these opposing views into a consistent unitary treatment and to give, at the same time, an historical background which is combined with "margins of knowledge" for the teacher and "insights" into mathematical relations.

The first volume of this work presents a general survey of the progress of elementary mathematics arranged by chronological periods with reference to racial and geographical conditions. The second volume, which has just appeared, deals with special topics of elementary mathematics.


Some striking evidences of progress in the purpose of school algebra since the beginning of the present century are presented in the initial pages of this book. The writer goes on to show what progress has been made during the same period in the topics and teaching of algebra, and in perfecting the algebra textbook. An appendix contains illustrations which give a visual picture of the development of textbooks in algebra from 1900 to 1925, and also in some cases from the days of the early printed books.


**SCIENCE**


The subject is studied from two angles: what the beginning student is able to do, and what the student is going to make of himself in the future.


Full attention is here given to the relations of the science teacher and the community to the science teacher as a builder of character, and to phases of science teaching in moral education.


The history, present conditions, and social and economic backgrounds of science-teaching are outlined in the introductory chapters. The aims of science-teaching are then discussed, followed by principles for the selection of subject matter and for its organisation and methods of instruction to be used. A sketch of science-teaching in some European schools is also given for purposes of comparison.


This manual shows how general science teachers, especially those in small towns, may enrich their teaching by aids of various sorts from sources which are indicated. The history of science as a subject in secondary education is sketched, and the organization of material, teaching methods, and classroom technique are discussed.


An attempt to describe the method of selecting subject-matter and the classroom procedure of a class of 40 junior high school pupils, taught by four practice teachers directed by the writer.


Study based on questionnaire sent to schools which have developed a sequence of general science, biology, and physics-chemistry or chemistry-physics.

381. Lyons, Frances Warner. The educational value of chemistry, or The contributions of chemistry to "conduct control" for boys and girls of the high school group. Philadelphia, 1925. 117 p. 8°.

Thesis (Ph. D.)—University of Pennsylvania, 1925.


An address read before the annual convention of county and city superintendents of schools of California at Pasadena, October 14, 1925. An abridgment of the address is in the California quarterly of secondary education, 1: 155-62, January, 1926.


Author says that the main object of science teaching is to inculcate the scientific habit of mind, which consists in constantly looking for the reasons and relations of things about one.


Author thinks that the middle three grades suffer from inadequate or unsuitable courses in science.


Mr. Soeman is chairman of the Committee on popular books in science, who approved the revised list.

6219-261—3

The test named is here presented.


393. Woody, Clifford. The educational values derived from the teaching of science in grades I to VI. Teachers journal and abstract, 1: 103-10, February 1926.

PHILOSOPHY


Discusses the question of how young a child may be to understand a philosophical idea.


A paper read at the annual meeting of the Southern society for Philosophy and Psychology, at the University of North Carolina, April 13, 1925.

NATURE STUDY


This material forms the basis of the entire bulletin, which is published by the Department of public instruction of New Jersey, at Trenton.


GEOGRAPHY


According to this book, the teacher of geography should place suitable emphasis on the selection of content, methods through which content is taught, and tests to discover whether educational outcomes are being realized. The author aims to assist other teachers to realize the many advantages that come from the use of properly devised tests, by his exposition of them in this volume.


The fundamental requirements for the most satisfactory teaching of physiography in high schools.


Describes briefly the work in the primary, secondary, and senior school, methods of teaching, and preparation of teachers.

The design of this book is to give teachers an introduction to the art of instruction through specific illustrations of organization and of detailed method. Four large units are fully worked out in the treatment, namely, New Orleans, the Salt River project, the Muscle Shoals project, and the Panama Canal project.

406. Miller, George J. Geography as a social science in the junior high school. Educational review, 70: 213-18, November 1925.

Says: "Since material things and fellow beings are the two most intimate factors in the lives of people, geography as human ecology possesses a character exclusively its own which makes it a superior social science subject."


Speaks of the modern methods, type studies, problems and projects, curriculum making, etc. in geography teaching.

409. Ridgley, Douglas C. Geographic principles; their application to the elementary school. Boston, New York [etc.], Houghton Mifflin company [1925]. x, 190 p. 12°. (Riverside educational monographs, ed. by Henry Suzzallo.)

This study undertakes to set forth in simple form the means of developing a limited number of geographic principles within the comprehension of pupils of the grades, and to make suggestions for applying these principles in the organization of the subject matter usually included in a course of study in geography.


A description of the two ways of teaching geography—the logical or systematic method and the psychological or applied-science method.

Also in Virginia teacher, 6: 95-100, April 1925.


SOCIAL STUDIES


The author explores the relations to history of geography, psychology, anthropology, sociology, economics, political science, and ethics. The final chapter gives the author's conception of the bearing of the new history and the social studies upon the problems of social reform and reconstruction.


Published by the University of Pittsburgh, School of education. First volume and first number.

Brief description of a method used to teach history to senior-high school students.


420. Knowlton, Daniel C. History and the other social studies in junior and senior high schools: The tenth grade. *Historical outlook*, 17: 70-83, 85-91, February 1926.

Discusses some recent textbooks, as well as the practice in certain typical states regarding courses of study, etc.


A study of curriculum, measure of achievement, aids for teacher, classroom devices, etc.


Biographical: p. 30-32.


**MUSIC**


   Urges more attention to music appreciation and culture in American universities.

ART EDUCATION
   The author of this book is director of art education in the public schools of Baltimore. Assuming that all teachers of drawing and allied subjects should possess at least an appreciative knowledge of the entire field of art education, he presents a practical working program of instruction for the elementary and secondary school in both fine and industrial arts.

HANDWRITING
   Survey made in public schools of Philadelphia to determine the quality of handwriting necessary to meet the social and business demands and to determine therefrom standards of attainment for the 6th and 8th grades.
   Second paper reports a study based on 2000 specimens of vocational handwriting from the employees of 21 large concerns in Philadelphia.
Dramatics and Elocution


Health Education


The authors have presented not merely the method of curriculum reconstruction, but also an outline of the essential subject-matter of health—a complete health program for schools.


See also an article with same author and title in American journal of public health, 15: 405-14, May 1925.


Contents.—I. The present status of health programs throughout the world.—II. Some special school health problems.—III. Training leaders in health education.—IV. Private organizations and their place in a school health program.—V. Resolutions.

SAFETY


Three lessons are given, and a short bibliography.


THRIFT


471. West, John C. School-savings banking. School of education record (University of North Dakota) 11: 31-32, January 1926.

JOURNALISM

472. Frank, Glenn. Journalism the highest form of literature. Scholastic editor, 5: 9, 36, December 1925.

Address delivered at the meeting of the Central interscholastic press association, in which Dr Frank listed the fundamentals for those wishing to be writers.

473. Luttrel, C. J. W. The administration of the high-school newspaper High school teacher, 2: 49, 61, February 1926.
KINDERGARTEN AND PRE-SCHOOL EDUCATION


Mothers will find this work a practical handbook for guidance in rear ing their children, and it is also intended to be of service to students of child psychology in universities and teachers' colleges. In the light of the latest psychological research, and in simple, non-technical language, the author presents detailed and authoritative advice on the mental development of children.


Address given before the Kindergarten department, National Education Association, Indianapolis, July, 1925.


Address given before the California kindergarten primary association (Southern branch) 1924.


How the activities of pupils in the kindergarten and in the first grade may be closely coordinated is shown in this book. The volume is divided into three main divisions, taking up first the general subjects of unification, purposes, curriculum, and equipment, secondly, types of learning; and, thirdly, the general aspects of learning, considering the spirit which should prevail in directing pupils' activities and discussing the utilization of interests and provisions for individual differences.


The author here presents a sequel to his earlier work entitled "The baby's first two years," to aid parents in guiding the health and habits of children during the years from two to six.

Describes the work of the Merrill-Palmer school, Detroit, Mich.

489. Wiggin, Kate Douglas. The kindergarten. Kindergarten and first grade magazine, 10: 5–9, April 1925.
A talk about the kindergarten in its relation to citizenship.

From an address delivered at the Parenthood conference, Child study association, October 20, 1925.

ELEMENTARY EDUCATION

The papers in this yearbook are classified in three groups dealing respectively with the instructional, administrative, and personnel aspects of the elementary school principals' work. Representative topics discussed in the first group relate to nature study, exceptional children, home study, visual aids, and the scientific selection of school tests. The report of the Joint committee on elementary school library standards, edited by C. C. Certain, covers 34 pages. Various administrative activities of the principal are taken up in the second section, such as the relations of the principal and the educational expert. In the third section, the principal's health and the rating of principals are discussed.

The present volume offers a practical psychology for the education of pupils during the intermediate period. The introductory part deals with the nature and objectives of education and with the hereditary, hygienic, and social facts that condition learning and teaching. The main body of the book presents the psychology of learning and teaching, both in its more general aspects and in relation to moral education and the particular subjects of reading and the language arts, experiments, and construction. Individual differences and their treatment and modification, and the concluding section warns against harmful pedagogical traditions and superstitions and emphasizes the significance of study.

Urges scientific investigation of the relation of the school as a social institution to the industrial forces which influence its operation.

Second and concluding paper on subject.

Discusses typical questions that must be evolved experimentally, the question of drill, content of curriculum, training of teachers, educative capacity of children, homogeneously grouped children, standardized tests, etc.

496. Kyte, George C. A study of time allotments in the elementary school subjects with special consideration of California school systems. Berkeley, Calif., University of California printing office, 1925, 42 p. incl. tables, diagrs. 8°. (California curriculum study bulletin no. 1)

In the study of these subjects, some of the books are loaned through the traveling library service of that organization, at 1634 Eye Street, N. W., Washington, D. C., where directions for borrowing are furnished.

RURAL EDUCATION


This book emphasizes the village and consolidated school principalship, which is of rapidly increasing importance.


The authors of this text on the administration and supervision of rural schools, have sought to bear upon the subject a wide experience, the knowledge and technique of the science of education, and a special point of view.


A survey of the field of rural education and a forecast of the probable future of school consolidation.


The Service citizens of Delaware have been conducting a movement to improve the attendance of pupils in the rural schools of the State. Over a period of six years the average days' attendance in one-teacher schools in the State was raised from 68 days per pupil per year to 133 days per pupil per year, a change which promises to be permanent. In this volume the study of existing conditions, the program of attack on the problem, and the results secured are reported at considerable length. Suggestions and assistance are thus made available to other school organizations interested in the improvement of the attendance conditions of their own schools.

Dolch, E. W. Geographical and occupational distribution of graduates of a rural high school. School review, 33: 413-21, June 1925.

The findings here given suggest a type of inquiry which may give useful information with regard to the needs of rural education.


Gives some of the findings of the Commission.


Deals with conditions in Baltimore County, Md.


Prof. M. V. O'Shea, in the introductory note, says that this book should contribute toward making the teaching in rural schools both more interesting to young pupils and more valuable to them in the intellectual development. The author has undertaken to guide and inspire rural teachers to an intelligent appreciation of child nature and the things children like to do.


Describes county-wide plan of supervision of rural schools of North Carolina.


520. Richardson, E. S. The county unit and the consolidated school. Journal of rural education, 5: 12–16, September–October 1925.


SECONDARY EDUCATION


Among the papers contained in this volume are the following: A program of guidance for secondary schools, by James B. Davis. The function of the secondary schools in the program of international understanding, by A. O. Thomas. Current problems of administration in high schools, by C. H. Judd. The curriculum and the seven objectives of secondary education, by C. O. Davis. What becomes of high school principals? by T. H. Briggs. Recent developments in the junior high-school field, by J. M. Glass. A directory of members precedes the papers.

528. ——— Proceedings of the tenth annual meeting Washington, D. C., February 22-24, 1926. 260 p. 8°. (Secretary, H. V. Church, J. Sterling Morton High School, Cicero, III.) (Ila Tenth yearbook)


Says that the chief objective should be the development of the highest type of citizenship. Discusses also vocational training and skill.


This book deals with the training of high school teachers, the learning process of the high-school pupils, the general historical development of European and American secondary education during the nineteenth century, the reorganization of secondary education, curriculum building, the organization and administration of the program of studies, the organization and administration of the correlated activities of the high school.

532. Davis, Calvin O. Our secondary schools; a comparative study of the public and non-public schools accredited by the North Central Association of colleges and secondary schools. [Chicago?] The Association, 1925. 79 p. incl. tables. 8°.


A study to determine the costs of instruction in the different subjects taught in the high schools of Texas during the school years 1923-24.


Historical sketch of methods and activities of secondary schools in this country and in Europe.


Second installment of Dr. Hollman's history of democratization of high school. To be continued.


Study based on data obtained from 451 teachers of schools widely distributed geographically and ranging in enrollment from 30 pupils to more than 5,000.


Study based on data collected from George Washington university and from the high schools of Washington, D. C.


This volume covers comprehensively the duties of the high-school principal and staff, and the organization and administration of high schools. It also discusses the aims of secondary education, and the relations of the high school to the elementary school and college.

542. ——— A checking list for the selection of high-school textbooks. Teachers college record, 27: 104-8, October 1925.

A study made of one class of seventeen, ten years after graduation, when it was found that "each was doing the thing which had characterized him best while he was in high school."


Discusses the question with reference to two subjects, namely, chemistry and economics.


Advocates graduation after five years of high school in a course which shall include working and earning, afternoons or Saturdays, in an actual business establishment under the general supervision of a school official.


The writer says that the true function of the secondary school is to train pupils how to study, developing in them the inclination to attack their work through study, and finally enabling them to formulate their own problems and study at the level of self-dependence. In this connection, emphasis is laid upon the importance of forming right habits of reading.


A study of marking systems used in several hundred of the high schools of Illinois.


Charts are given for states, showing legislation concerning negro segregation, etc.


Address before the California High-school principals' convention, Santa Barbara, April 8, 1925.

551. Sass, Dorothy M. Student service in the high school. School review, 33: 661-70, November 1925.

Discusses services that may be rendered by students, such as relief of secretaries in office; management of corridors; help in session rooms, library, study hall, study rooms, etc.


553. Stevenson, P. R. Factors to be considered in determining the high school student load of instruction. Educational research bulletin (Ohio state university) 4: 267-72, 278, September 23, 1925.

Reprinted in High school quarterly, 14: 81-86, January 1926; High school teacher, 1: 319-21, November 1925.


Says: "The secondary school is the last unit in our public educational system to undergo a thorough reorganization."


This volume makes four distinct contributions: first, an organized collection of selected readings by authorities in secondary education; second, comprehensive lists of principles of secondary education based upon the best current writings; third, a sufficient variety of educational literature to enable an approach to each chapter by the problem method; and fourth, supplementary discussions designed to guide students successfully through a large body of professional reading. Papers on secondary education in foreign countries as well as in America are included.


   Presents a cooperative study of high-school teaching problems in Clairton, Pa. Shows how to teach pupils, with meager vocabularies and background, to read English classics with interest and comprehension.

JUNIOR HIGH SCHOOLS


   Five outstanding basic functions and purposes are presented.


562. Lyman, B. L. The junior high schools of Atlanta, Georgia. School review, 33: 578-93, October 1925.

   Five junior high schools are discussed, as also the subjects of the teaching staff, programs of studies, ability grouping, educational and vocational guidance, student self-government, etc.


   Contains sixteen papers under the following sections: Purposes and recent developments.—Descriptions of typical schools.—Organization and program.—Pupil activities.—Characteristic results.


   The general discussion of this book centers about certain major aspects of the subject—the historical and comparative background, the pupils, the major purposes, the program of studies, extra-curricular activities, and problems in organization and administration.

TEACHER TRAINING


570. Supervisors of student teaching. Papers read at the annual meeting, Cincinnati, Ohio, February 23-24, 1925.] 72 p. 8°. (E. I. F. Williams, secretary-treasurer, Heidelberg University, Tiffin, Ohio.)


571. Sixth annual session ... Washington, D. C., February 22-23, 1926. 96 p. 8°. (E. I. F. Williams, Heidelberg University, Tiffin, Ohio.)


This book describes the organization and administration of the summer sessions, and discusses the means of professional education of teachers in the 'summer sessions of state teachers' colleges. It takes up further the staffs of instruction, and the students attending, functions and relations of the summer session, and ends with conclusions and suggestions.


In this textbook for student teachers, the writer offers a complete analysis of the student's activity while observing and practicing, and then arranges each unit of work so that it takes its proper psychological position with respect to the entire program. The student begins by directing his attention to the material side of the classroom, later he observes the physical and mental characteristics of the teacher and pupils, and still later he observes the technique of instruction.


- Contains articles on the Reorganization of normal school education in Connecticut and working out the plan, Contributions of dormitory life, Extra-curricular activities, Evaluation of teacher qualifications, Experimental education, etc.


582. Fleming, Ella D. Teachers' health as a result of training and occupation. Nation's health, 7: 519–22, August 1925.
- Says that teachers training schools fail to stress the value of health to teachers.


- "An objective study related to curriculum making for the training of junior high school teachers."


- A part of the Synopsis of the 1925 Health education conference, Chicago.

- Second and concluding paper. Discusses the training of the teacher as it conditions the achievement of the pupil.


48. **CURRENT EDUCATIONAL PUBLICATIONS**


601. **Shryock, Richard S.** Teachers colleges and schools of education—competition or cooperation? *Educational administration and supervision*, 12: 170-78, March 1926. Has "Notes" at the end of the article, including a bibliography.


605. **Wade, N. A. and Fretz, B. M.** Some practices in the administration and supervision of student-teaching. *Educational administration and supervision*, 12: 124-30, February 1926. Says there seems to be a conscious effort to adjust lesson plans to the needs and interests of children.

606. **Wager, Ralph E.** Trends and problems in state-supported teacher-training institutions. *Peabody journal of education*, 3: 9-25, July 1925. Reasons are advanced for changing normal schools to teachers colleges; the conflict between the academic and professional subjects in teacher-training institutions; financial support are some of the topics discussed in this article.

CURRENT EDUCATIONAL PUBLICATIONS

608. Whitney, Frederick L. The personnel of State teachers college students. Teachers' journal and abstract, 1: 116-20, February 1926.

Discuss parents of prospective students, economic status of the home, church affiliations, vocational objectives of the students, etc.

TEACHERS' SALARIES AND PROFESSIONAL STATUS


610. ——— Year book, 1925. 66 p. 8°. (Myrtle U. Hooper, secretary-treasurer, 4038 Linden Hills Boulevard, Minneapolis, Minn.)


An effort to determine the extent to which the following factors are met by the teaching profession: Service, training, esprit de corps, and the rewards.


Holds that the failure of the schools to accomplish all that they should is not altogether a question of changing the course of study, stricter discipline, etc., but in many cases the teachers are too young for responsibilities.


A plea for higher salaries for university professors.


Based upon studies of the following institutions: Beloit, Carleton, Colorado, Grinnell, Knox, and Pomona.


Code for Missouri teachers.


References and bibliography: p. 9.

621. Crow, Orin Faison. The selection of teachers in South Carolina. [Columbia, S. C.] Extension division, University of South Carolina, 1925. 88 p. 8°. (On cover: Bulletin of the University of South Carolina, no. 169, Oct. 15, 1925)

Bibliography: p. 79-78; references: p. 88.

Reasons given for taking up the teaching profession.


Says that no court of final jurisdiction has yet passed on the constitutionality of a statute specifically stipulating marriage as a cause for the dismissal of women teachers.


Says: "An adequate program of insurance is quite as essential to the well-being of the teaching profession as the establishment of even the most liberal system of pensions."


Articles on this subject also appeared in the same journal in January and February, 1925, in the form of a symposium under the caption, "Should a married woman teach?"


A study made at the request of the Virginia state teachers association and the State board of education.


629. Hughes, W. Hardin. Comparative study of salaries paid teachers and other school employees. Educational research bulletin (Pasadena) 1: 5-22; September 1925. tables.

630. The laureate chapter of Kappa Delta Pi. School and society, 22: 167, August 8, 1925.

Kappa Delta Pi, the honorary educational fraternity, has created a laureate chapter which is exclusively honorary, whose members are to be "men and women who have achieved superlative places in their respective fields of educational service."


Claims to be "the most comprehensive inquiry on public school salaries yet made." It also makes the information on salaries available in the same school year in which the data were gathered.

635. Ohio teachers code of ethics. Indiana teacher, 70: 26, 28, February 1926.
CURRENT EDUCATIONAL PUBLICATIONS


Summarizes the various teachers' codes in vogue in the United States, which compare favorably with the codes of other professions. Contains bibliography.


Six methods used in employing teachers in the thirty largest cities of the United States are described in this article.


HIGHER EDUCATION


Includes papers presented at the twelfth annual meeting, New York City, January 14-16, 1926.


646. **Association of colleges and secondary schools of the middle states and Maryland.** Proceedings of the 38th annual meeting ... November 28-29, 1924. 89 p. 8°. (George W. McClelland, secretary, University of Pennsylvania, Philadelphia, Pa.)


648. **Association of governing boards of state universities and allied institutions.** Proceedings ... Columbus, Ohio, November 19-21, 1925. 112 p. 8°. (D. W. Springer, secretary, Ann Arbor, Mich.)


An address delivered before the Virginia educational conference, November 25, 1925.


A bibliography of books and magazine articles is added, annotated, and contents summarized.


States that this work is rapidly spreading, and that the movement is “a kind of declaration of intellectual independence for the students” and one of the most hopeful educational signs of the day.


659. Beetham, W. N. College failures, who's to blame? The college, the high school, or the boy? West Virginia school journal, 54: 200, 220, March 1926.

The writer is the registrar at Marshall college.


Says that the sweep toward urban universities is impelled by three forces: The dollar motive; the pressure for more training brought upon established teachers by circumstance and by statute; and the attraction of mere size.
CURRENT EDUCATIONAL PUBLICATIONS


664. Cleaton, Glen U. Meeting the need for improved measures to be used in the college guidance program. Educational administration and supervision, 11: 489-94, October 1925.

For a practical application of the principle discussed in this paper, an article by the author on "The predictive value of certain measures of ability in college freshmen," is indicated for early publication.


Five students of denominational colleges were asked to write their impressions of "What we get, and what we do not get, from chapel services." The above article gives their expressions.


The president of Haverford College offers this concise discussion of the various aspects of the question of choice of a college, including a technical compared with a cultural course; geographical location of the institution, coeducation, size of a college to be chosen and whether urban or rural, the college endowment, and its religious atmosphere.


A summary of an address delivered by President Ada Comstock, of Radcliffe college, before the Minnesota teachers' association meeting, November 5-7, 1925.


Read before the Harvard teachers' association, March 14, 1925.


A reply to criticisms on this Association, whose "policies and standards . . . have been grossly misrepresented or misinterpreted in some quarters."


Discusses the qualifications necessary to a student for success in college, and the information needed for the selection of a college. Part II gives descriptive data for 60 colleges in the Middle-States and Maryland, the District of Columbia, and New England.

The author proposes to discuss a modern university that differs more or less from anything now called a university in America, while not being a research institute.


Records for the author's data were obtained from the registrar's office of the University of Maine, from 1913 to 1921.

Second article in series, under title "Age, sex, and the interrelations of mental attainments of college students," is in Journal of educational psychology, 17: 199-217, March 1926.


Discusses the aim of the graduate school, its faculty, its limitations, and scholarly selection in the graduate school.


681. Ho, C. J. How freshmen find themselves (or don't). Educational review, 71: 28-36, January 1926.

Commemorates the present tendency of advisory systems in colleges and universities.


The study was made in collaboration with twenty members of the faculty of Miami university, and read before the Association of American colleges, January, 1925.


The investigation is an effort to throw some light on the problem why so many students leave college.


The survey here reported is a study of actual aims, conditions, and educational practice in a selected group of typical colleges of liberal arts. Some of the topics taken up are college courses and curricula, educational and vocationall guidance of students, college methods of teaching, measuring the achievements of college students, and extra-curricular life of the college. The final chapter gives a general summary and conclusions on the topics investigated, and suggests allied subjects for needed research. Dr. Samuel P. Capen contributes an introduction to the volume.


Adapted from a course of lectures on American college administration and life given by the author at the Sorbonne in Paris. Emphasizes phases of the subject not characteristic of the French institutions of higher education. The various recent developments in college organization and administration are handled in detail concisely and comprehensively, including the movement to give more recognition to scholarship and to the individual student.


689. Leatherman, Zoe Emily and Doll, Edgar A. A study of the maladjusted college student. From the Psychological clinic of the Ohio state university. [Columbus, O., The University, 1925.] ix, 56 p. 8°. (The Ohio state university. University studies, vol. II, no. 2, July 30, 1925)


691. Lindsay, E. E. A study in university administration. School and society, 22: 381-88, September 26, 1925.


694. ——— The Iliad of the Illini. The President, the Provost, and the Phenomenon. Outlook, 141: 515-18, December 2, 1925.


This periodical succeeds the Alumni register of the University of Pennsylvania.

Observations on an address before the Department of Superintendence.


Also in *School and society*, 22: 217-29, August 22, 1925.

Says that society calls upon the university to give the widest possible training to the largest possible proportion of the population charged with the conduct of its affairs.


This manual contains directions covering the selection and planning of content; collection, organization, and interpretation of material; and arrangement, composition, and typography of the thesis, including tables and charts.


Benefits of the “Honors” and “Non-honors” student plan.


This publication is sponsored by the World’s student Christian federation. It presents characterizations of higher education in the principal European countries, India, China, and the United States, by a standard native authority in each case. The article on university ideals in the United States is contributed by Prof. Mary R. Ely, of Vassar college, Poughkeepsie, N. Y.


A study made in records of “successful” graduates in the Illinois state university, and Purdue university.


An address before the Harvard club of Boston, March 3, 1926.


A study based on a questionnaire sent to the graduate students actually registered as candidates for the degree of doctor of philosophy in the faculties of political science, philosophy, and pure science of Columbia university in 1923. “The returns,” says the writer, “reveal the appalling narrowness and underdevelopment of those who are in training for professorships.”


The inaugural address of the president of the Municipal university of Akron, January 22, 1926.


A symposium, by George F. Zook and W. Clark.


The author gives a comprehensive evaluation of the junior college, setting forth his conception of the basic principles of guidance in its development. The book takes up three main types of junior colleges—public, state, and private—and also describes the junior college in universities as a fourth related type.


An address given before the National association of junior colleges, February 1925.


An interesting study of the development of junior colleges, and what is expected in the future, by the president of Glendale junior college, Glendale, Ohio.


Impartial investigation urged—type city used as basis of report—definite standards proposed—outline of procedure—a study organized and presented by the writer.


A report on California junior colleges.

FEDERAL GOVERNMENT AND EDUCATION


Gives an explanation and the full text of the bill.


A brief description of the plan for a Department of education, with a secretary in the President's Cabinet, and the text of the Curtis-Reed bill.

The proposed Federal education department. Educational measurement review, 2: 5-6, March 1926.

"What the proposed federal department promises for educational research. The new department will foster the scientific study of child development."

Deals with the history of the movement, the omission of Federal aid from this bill, the principles embodied in the bill, the need of a Department, not involving Federal control of education, and the Department of education as a fact-finding and fact-distributing agency.


Gives reasons in favor of the bill, and a brief summary of the bill.

727. United States. 69th Congress. First session. Joint hearings before the Committee of education, and labor, U. S. Senate, and the Committee on education, U. S. House of representatives . . . on S. 291 and H. R. 5000, Bill to create a department of education and for other purposes, and S. 2841, A bill to create a department of public education to authorize appropriations for the conduct and maintenance of said department and for other purposes. February 24, 25, and 26, 1926 . . . Washington, Government printing office, 1926. 410 p. diags. 8°.

SCHOOL ADMINISTRATION


Discusses the recent decision of the Supreme court on the Oregon law.


"Author wishes to direct interest among "the financial authorities of school districts to the consideration of the principles of financial reporting which have been standardized for general business purposes."


735. Heck, A. O. Enrollment and attendance figures in the annual reports of city superintendents. Educational research bulletin (University of Ohio) 4: 298-304, October 7, 1925. tables.


This small volume explains in nontechnical language the features and mode of operation of a simple system of accounting for school boards and committees, which, being established on definite principles and standardized methods, is designed to introduce uniformity in the keeping of school accounts and is sufficiently elastic to be adapted to varying conditions.


Reasons for irregular attendance; deficiencies in compulsory education laws; and values of regular attendance.

743. Problems in educational administration; by George D. Strayer—N. L. Engelhardt, and J. R. McGaughy, Carter Alexander, Paul R. Mort, of the staff of Teachers College, and Frank W. Hart, Fletcher Harper Swift, visiting professors in Teachers College, 1924-1925; with the cooperation of many graduate students and superintendents of schools. New York City, Bureau of publications, Teachers college, Columbia university, 1925. xvii, 755 p. tables, diagrams, maps, plans. 8°.

This volume contains statements of 116 problems covering various aspects of school administration. About half the problems presented have been tried out in Teachers college courses.


Discusses the proper arrangement and contents of a good report.


Holds that superintendents of schools should be provided with definite professional training as much as doctors and lawyers are.

748. Wilson, Mabel V. Teacher participation in school administration. Oregon state teachers association quarterly, 8: 20-24, March 1926.

EDUCATIONAL FINANCE


Concludes: (1) That the size of the class and the number of student-hours per teacher are the most potent factors in determining costs; (2) that teachers' salaries, within the limits of this investigation, do not appreciably affect costs.

This issue is the education number of the Survey.


The author gives four suggested forms for the control of income.


On cover: University of Iowa studies, 1st ser., no. 97. July 15, 1925.


Reprint of three articles on the problem of public school finance, published in the "Illinois teacher" for September, October, and November 1925.


Suggests a publicity program, and describes the program of a campaign for new building projects.


Discusses the question of state aid to education.

759. New York (State) Governor's commission on school finance and administration. Message from the governor relative to financing education in cities with report of special commission appointed to study the subject. Albany, J. B. Lyon company, printers, 1926. 1 p. l., 146 p. incl. tables. fold. charts. 8°. (Legislative document 1926, no. 92)


Suggests a method which measures school expenditures in terms of the purchasing power per unit of service rendered.


This manual does not seek to offer a consistent philosophy of public school finance as evolved by its author, but rather to survey and describe the existing state of practice and opinion with reference to the numerous problems involved. It presents a summary or outline of the problems presented and of the conclusions offered in the widely scattered literature of educational finance.
762. **Swift, Fletcher Harper.** Studies in public school finance. The Middle West: Illinois, Minnesota, South Dakota, with a supplement on Alaska. The South: Arkansas, Oklahoma, Alabama, Tennessee. Minneapolis, University of Minnesota, 1925. 2 v. tables (partly fold.) diagrs. 8°. (Research publications of the University of Minnesota. Education series, nos. 3, 4.)

Professor Swift was assisted in the preparation of the volume on the Middle West by Frances Kelley del Plaine and Oliver Leonard Troxel, and in the preparation of the volume on the South by John Harold Goldthorpe.

763. —— What we may learn from California and Massachusetts about high-school support. Journal of educational research, 12: 17-30, June 1925.

Concludes that "an impersonal and unprejudiced survey of the situation must inevitably lead one conclusion—that the equalization of educational opportunities, school burdens, and school revenues can only come through placing upon the state a larger and larger proportion of the burden of school costs.”


"Copies of the complete report of which this is an abstract may be obtained on request" from the American association of teachers' colleges.

**SCHOOL MANAGEMENT**

**GENERAL**


Guidance is offered in this book to the supervisor in the task of visiting the teacher at work. A body of general guiding principles is given, supplemented with concrete case material and summary outline. Illustrations and analyses of preteaching and follow-up conferences, in addition to the common type of supervisory conference, are included.


Data obtained through a questionnaire submitted to 1,513 pupils in various high schools of the country.


First paper takes up planning as a fundamental principle of supervision. Second paper discusses planning by the building principal, planning for large city system, and steps in planning supervision.


769. **Powles, John Guy.** Teacher and pupil participation in school administration. Chicago schools journal, 8: 246-51, March 1926.

From an address delivered before the Chicago division of the Illinois state teachers' association, November 14, 1925.


772. Hardy, Ruth Gillette and Conklin, Agnes M. A project for establishing school counselors. Bulletin of high points in the work of the high schools of New York city, 8: 3-7, February 1926.


776. Longnecker, Don D. Longer high school periods and a longer day. High school teacher, 2: 16, 21, January 1926.


Investigation made in schools of Kansas. Concludes that the value of an 8-month over a 7-month school year in the one-teacher elementary schools is not evident excepting in grades 7 and 8.


Bibliography: p. 18-20.


Study based on data received from 60 cities, ranging in population from 4,000 to more than 100,000.


Gives data concerning tardiness in Beverly high school, Beverly, Mass., for school year 1923-24


Study made in Enid (Okla.) public schools.

785. Rankin, P. T. Effectiveness of half-day sessions. Journal of educational research, 12: 1-16, June 1925.

Discussed from the standpoint of Detroit, Mich. Says that the general effect of half-day sessions is harmful.


Describes a system worked out for the University of Missouri.


Discusses the plan of supervision which has been in operation in Detroit for several years.


This organization was founded in 1921. The pupils elected to membership from secondary schools must be in the upper fourth of their class in scholarship, and from this group not more than 15 per-cent of the class may be chosen.

CURRICULUM MAKING


Contains: Part I—Facing the problem of curriculum revision, p. 9-18; Part II—Organizing the teaching profession for curriculum revision, p. 21-34; Part III—Reports of national subject committees, p. 59-430; Part IV—Addenda, p. 431-520.


Says that whether we believe the high school should stress the vocational destiny or not, we must admit that most pupils will do their best work on those subjects that they believe will further their life interests.


Argues that educators should “specialize intensively in education—that is, the right upbringing of human beings—rather than in subjects and the mere thoughtless teaching of subjects.”

797. Reorganizing the course of study in English. Elementary English review, 2: 233-35, September 1925.


The items have been collected and annotated partly by students in Dr. Briggs' classes, but the entries have been checked and many re-written.


Illustrated by a course of study in arithmetic.


Part I of this book deals with the purposes and problems of secondary education, and, with the factors that complicate the problem at this time. Part II discusses the procedure and results of scientific method in the field of curriculum-making. Part III presents a series of sixteen guiding principles for the adjustment of the secondary curriculum.

S04. **Curriculum building illustrated by junior-high school biology.** Teaching, 7: 3-44, December 1925.

The subject constitutes the entire content of the number of the periodical, and is the general plan for constructing the course in the various subjects in biology.

S05. **Curriculum revision [English]:** Popular educator, 43: 90-92, 98, October 1925.

Defines the term "English" to mean first, expression, oral and written, and second, literature, reading.


Describes a course of study in arithmetic, which may be secured gratis from the Detroit Board of education, 1354 Broadway, Detroit, Mich.


Read before the Harvard teachers' association, March 1925.


Bibliography: p. 229-239.


S13. **Kenehan, Katherine and Noar, Frances.** Rebuilding the elementary school course in English. Elementary English review, 2: 345-49, December 1925.


Industrial-arts problem on "How did the colonists live?" as worked out in the Training school, State teachers college, Moorhead, Minn.


Concludes that schools should employ curriculum experts.

Says that the far-reaching import of fundamental typical projects is now offered as a definite solution to the problem of congestion in school studies.


Gives an outline of activities of the course.


Bibliography: p. 18-35.


Paper read at the High school division meeting of the S. E. A. in November, 1925.


Defines the main principles underlying the Denver, Colo., program of curriculum revision.


This course may be obtained in pamphlet form from the Bureau of Publications, Teachers college, New York City.

EXAMINATIONS


An attempt to discover the reasons for and against the continuance of grade examinations, the expense involved, and the form they should take, etc.


Gives tables for English, Latin, mathematics and history, with the per cent of those exempted.

"Annotated bibliography": p. 79-87.


"The study indicates... that with the type of students involved in the experiment, the knowledge that there will be a final examination produces worth-while results."

EXTRA-CURRICULAR ACTIVITIES


A method of keeping internal school accounts is outlined in this article.


In view of the great interest now deservedly prevailing in extra-curricular activities in the high school, the author has collected the previously scattered material on the subject into this convenient manual for the use of teachers, principals, and students of education. In the main, the book deals with the general administration and supervision of extra-curricular activities, typical clubs, student participation in high school control, the school assembly, social functions, high school publications, guidance of students, and school athletics. Underlying principles rather than detailed practices are given.


Read before the Harvard teachers' association, March, 1925.


Describes point systems and their evaluations as used in the Teachers' college at Peru, Nebraska, and the high school at Leavenworth, Kansas.


Says that practice training in sponsoring student activities should be a part of the professional requirements of teachers' colleges.

Study based on questionnaire sent to superintendents and principals in Nebraska and Colorado.

Written from the high school viewpoint.

Conditions described in Alaska.

This is a discussion of extra-curricular activities in various institutions, read as a paper at the 75th anniversary, "Conference on the small college," held at Illinois Wesleyan University, April 15-16, 1925.

This article is the result of a survey made of 56 consolidated schools in Iowa, and shows the ideas and practice in the ordinary consolidated school.

Study based on conditions that existed in San Diego (Calif.) senior high school.


Olive arguments for and against, and methods of dealing with fraternities.


SCHOOL PRINCIPALS


859. Gosling, Thomas W. The adjustment of the duties of the supervisor to those of the principal. Elementary school journal, 26: 18-21, September 1925.

A paper read before the Department of elementary school principals, National Education Association, Indianapolis, June 30, 1925.


STUDENT SELF-GOVERNMENT

   An account of how the experiment worked in the Central high school of Evansville, Ind.

   Discusses organization of the student council, and the subjects of demerits, punishments, etc.


   A study in high schools.


SCHOOL BUILDINGS AND GROUNDS

   A bibliography is included arranged under these subjects: Planning the educational program. Determining the need and location for new buildings. Utilization of the old buildings to the best advantage. Financing the building program, and Campaign for adopting the program.

   Treats of such topics as depreciation, time repairs, paying for repairs, what wears out, etc.

   The study is the result of two years investigation of conditions in different parts of the country, bibliographical, anatomical and physiological, observational, by measurement, and by experiment.


   This book deals with the steps in planning and constructing a school building, determination of the schedule of rooms, choice of the general plan, capacity of instruction rooms, and of library and study halls, detecting waste in the plan, State regulations, illumination, safety to life, specifications, estimating cost, and planning gymnasiums and their accessories.

   Questionnaires were sent out to the members of the Association of American colleges, to collect information regarding the special problems in college architecture and the college plant.


880. School lighting as a factor in saving sight; based upon the American standard code of lighting school buildings prepared and issued under the joint sponsorship of the Illuminating engineering society and the American Institute of architects and approved by the American engineering standards committee . . . Pub. by permission by the Eye sight conservation council of America. New York city [1925] 19 p. illus. 8°. (Eye sight conservation bulletin 6)


This is a compact handbook, giving definite methods and devices for the correction of the various common defects found in the speech of school children. The psychological and physiological principles involved are also given. The book has been prepared for the aid of teachers in removing speech defects, but it is hoped that parents also may find it useful.


Says that the child is highly susceptible to chronic fatigue because (1) he lacks adequate preparation for his school work; (2) his inhibitory and coordinating mechanism are relatively poorly developed; and (3) his emotional reactions are easily rendered abnormal.

888. Smiley, D. F. Health inventory of urban and rural students. Nation's health, 8: 21–22, January 1926.


Shows that undernourished children gain in weight after three months' use of an extra daily ration of reconstituted, powdered milk.

SOCIAL HYGIENE AND GENETICS


Discusses subject under following heads: Attitude of parents concerning sex education in school; the place of sex education in school work.

MENTAL HYGIENE


896. Gesell, Arnold. The kindergarten as a mental hygiene agency. Mental hygiene, 10: 27–37, January 1926.


Says that the proportion of college students suffering from personality disorders and functional nervous illness is large.


Discusses the terms psychiatry, psychoanalysis, psychiatric social worker, mental hygiene, etc., and explains the work of the psychiatrist.


902. Zabriskie, Edward C. The need for mental hygiene in the high school. Ungraded, 1Q: 1–9, October 1925.

PHYSICAL TRAINING


This volume is intended for instructors in schools and colleges, who, not working under any given system, are summoned to conduct gymnastic work. It contains a progression of exercises on the well-established gymnastic appliances, with class formations, tactics, and free movements for the use of teachers of physical education.


6219—26—6


The writer says that athletics and psychology is a new field, lays out the general plan of it, and describes its problems.


States the athletic policy, the financial policy, extracts from the Rules, regulations, etc. of the Intercollegiate conference of 1925, and some agreements regarding scholarships, scholastic standing, etc., among Harvard, Yale, and Princeton men.


Read before the Department of superintendence of the National education association, Cincinnati, February 23, 1925.


Says that the secondary school must provide a broad program that will include health examination, health instruction, physical activities, etc. Presents a program of objectives.


This whole number is devoted to the subject of physical education in its different phases.


The report was prepared by a committee of which Dean Edmund E. Day was chairman.

918. **Rogers, Frederick Rand.** Physical capacity tests in the administration of physical education. New York city, Teachers college, Columbia university, 1925. viii, 93 p. incl. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education no. 173)

Bibliography: p. 87–93.

919. **Scott, Harry A.** Physical education for all is aim of college. Nation's health, 8: 83–85, February 1926.

Describes work in the University of Oregon.


921. **Selby, H. J.** Physical training in relation to the rest of the school curriculum. Mind and body, 32: 865–73, February 1926.


This book represents entirely a woman's point of view in physical education; it makes its appeal to girls and women. It deals with the organization and administration of physical education and with the subject as a whole, rather than with the details of technique.


Here are presented in convenient form a range and variety of source materials designed to help students and teachers to become acquainted with the background of health and physical education. An effort has been made to present a great variety of views which have had some prominence and influence at different periods.

PLAY AND RECREATION


This course presents the main facts about the play movement and program, its significance in the life of the individual and the community, and the sources of information regarding it. Considerable space is given to community recreation, meaning the present-day organized movement to provide community-wide facilities and activities for both children and adults.


A study made in Kansas.


SOCIAL ASPECTS OF EDUCATION


Rochester, N. Y., is said to be the only city where a full-fledged visiting teacher department has thus far been established under a board of education. Many other forms of social service are likewise to be found in Rochester both within the public schools and in the outside community. An unusual opportunity is therefore afforded to observe the actual working relationships of the visiting teacher with a wide variety of social agencies, public and private. A study of the Rochester visiting teacher work is reported in this volume.

American social problems most intimately related to the work of the schools are discussed in this book, which is intended chiefly as a text to give students of educational sociology a preliminary acquaintance with concrete contemporaneous social questions.

935. **Holben, Ralph B.** Our intellectually disinherited. Social forces, 4: 34-91, September 1925.

... Says that it would be well for this nation to begin to emulate the example of Scotland, which has for some years been giving scholarships from public funds to keep in school children whose parents are too poor to educate them beyond a certain age.


This volume undertakes to develop a system of psychology which will show that social consciousness, instead of being something vague and intangible, is one of the most active and potent facts in the world, expressing itself in certain institutions which are quite as real as the individual's habits and organs of sense.


940. ——— Social work enters the school. Survey, 5: 32-34, April 1, 1925.

Discusses the history of settlement work, visiting teachers, prevention of delinquency, etc.


In what way parents can and ought to cooperate with the schools in effecting the right education of their children is brought out by the author in this book, which includes numerous illustrative incidents from actual school life. It is also shown what parents' associations and "home-school" organizations can do to improve school conditions. The watchword of the book is the new school for the new day; that the child should be treated like a normal being, and surrounded with culture and beauty and joy.


943. **Symonds, Percival M.** A social attitudes questionnaire. Journal of educational psychology, 10: 316-22, May 1925.

Tests given from grade 8 in Honolulu public schools through the University of Hawaii.


**CHILD WELFARE**

945. National conference of juvenile agencies. Proceedings of the twenty-first annual session ... Salt Lake City, Utah, August 16-21, 1924. 215 p. 8° (Hobart H. Todd, secretary, Industry, N. Y.)


The outstanding facts developed by the survey are these: Each city was found to be carrying on some organized effort for bettering the health of children. By utilizing the scientific knowledge now at hand it is possible by better organization to increase materially the health protection of children at no great increase in cost. The greatest needs are well-trained health officers, standardization of methods, better explanation of health work to the public, and increased cooperation among public and private health agencies.

The author aims to instruct and help the interested lay worker, as well as to give practical aid to public-health officials. The discussion is limited to child health work in the United States. Child hygiene applies to the time from the prenatal period to the end of adolescence, and this book deals with the mother, the baby, the child of preschool age, the child of school age, and general aids in school hygiene.

948. **The child, the clinic, and the court.** Published in cooperation with the Weiboldt Foundation. New York, New Republic, inc., 1925. 344 p. 12°.

The papers comprised in this volume were given by prominent social workers at a joint commemoration of the twenty-fifth anniversary of the first juvenile court and of the fifteenth anniversary of the first psychopathic institute which was held in Chicago in January, 1925. These papers are divided into three groups, dealing, respectively, with the personality of the child, the clinic and a symposium on fundamental behavior, and the juvenile court. An introduction to the volume is contributed by Jane Addams.

949. **Guibard, Alberta S. B.** Educating the dependent child. Mental hygiene, 10: 318-44, April 1926.

Work of the Church home society, the child-caring agency of the Episcopal Church of Massachusetts.

950. **The International year book of child care and protection;** being a record of state and voluntary effort for the welfare of the child, including information on marriage, divorce and illegitimacy, education, the care of the destitute child, treatment of juvenile delinquents, and conditions of juvenile employment throughout the world, comp. from official sources, by Edward Fuller . . . With a preface by the Marchioness of Aberdeen and Temair . . . London, [etc.] Longmans, Green and co.; etc., 1925. xvi, 565 p. 12°.


Part II is taken up with the Proceedings of the Third all-Philadelphia conference on social work, March 3-6, 1925.


A study given by the author, of the Merrill-Palmer school, Detroit, Mich., illustrating the "way in which delinquent tendencies get started in young childhood."
MORAL EDUCATION

A study based on the belief that the results of mass-education should be revealed in mass conduct, and that measures of such results should be sought in social statistics.

Report presented at its meeting, Los Angeles, December 5, 1925.

959. The contribution of literature to character education in the elementary grades. American educational digest, 45: 124-25, November 1925.
A list of the best literature for each grade is given in this study by Professor J. W. Searson, English department, University of Nebraska.

Right manners and conduct for high-school pupils are taught by a series of lessons in this text.

961. Dorsey, Mrs. Susan M. Problems of character training. Colorado school journal, 41: 10-14, February 1926.
The writer is superintendent of schools, Los Angeles, Calif.

Says: "In searching for the causes of crime, we find the lack of humane education a principal one."


Discusses the opportunities for moral training inherent in every subject in the course of study.

Present social conditions in our country are calling increased attention from parents and teachers to the necessity for adequate moral training of the young. The author believes that the strategic approach to a reemphasis of moral values in our national life lies through the childhood of to-day.


Says the main battle against sin is to be fought among men and women, and not among children.

A discussion as to whether morals shall be taught directly or indirectly.

CURRENT EDUCATIONAL PUBLICATIONS

RELIGIOUS AND CHURCH EDUCATION

GENERAL


This volume is the result of four years of intensive work with high-school boys in Kansas City, Mo., and Detroit, Mich., and discusses common ailments and cures, guides to successful living, and keys to the kingdom.


The author is director of the Community house, Winnetka, Ill.

977. **Developing personality through religion and education.** Christian education, 9: 194-211, March 1926.

Includes two articles, one by Joseph Fort Newton, and the other by W. A. Jessup, on the above subject.


This work applies the most important findings of scientific study to the religious educative process, and undertakes to form a correlated system of fundamental ideas by which particular theories and efforts in religious education may be guided and tested. The material here offered has been tried out by actual use in various educational institutions.

979. **Griffith, Coleman.** An intimate study of student's thoughts about religion and idealism. Christian education, 8: 286-305, April 1925.

The author employed the questionnaire method to learn students' opinions of religion and idealism.


Also in Columbia alumni news, 17: 211-34, April 8, 1926.


"Mrs. Hough writes as a mother who has wisely faced the problems of religiously training her children."—Ed.


A thesis in education presented to the faculty of the Graduate School of the University of Pennsylvania in partial fulfillment of the requirements for the degree of doctor of philosophy.

985. **Klyver, Faye Huntington.** The supervision of student-teachers in
religious education. New York, Bureau of publications, Teachers
college, Columbia university, 1925. viiii, 186 p. 8°. (Teachers college,
Columbia university. Contributions to education, no. 198)
Bibliography: p. 185-186.

986. **Laycock, Samuel B.** The Laycock test of Biblical information. Journal
of educational psychology, 16: 329-34, May 1925.


988. **Lotz, Philip Henry.** Current week-day religious education. New York,
8°. (The Abingdon religious education texts, David G. Downey, general
editor.)
This study is based on a survey of the field conducted under the supervision of the Department
of religious education of Northwestern University. The volume presents a wide range of facts
collected at first hand concerning week-day church schools. It also attempts to interpret the
week-day movement and evaluate certain of its more important aspects.

989. **McCallie, J. P.** The Bible in the public schools. American educational
digest, 45: 150-52, December 1925.

990. **Miller, H. Augustus, jr.** The Bible and the school. Virginia journal of
Gives the results of a test whose purpose was to fathom the precise depth of high school
children's ignorance of the Bible.

991. **Mudge, E. Leigh.** What intermediate boys think of the church school.
Mr. A. R. Pierson of Chicago, questioned one hundred boys regarding their opinion of church
school and received very significant answers, which are here discussed.

992. **Porter, David B., ed.** The church in the universities. New York,
Association press, 1925. 68 p. 12°.

993. **Raffety, W. Edward.** Church-school leadership; an officers' manual of
practical methods, for workers in the church's Sunday, week-day, and
vacation schools. New York, Chicago [etc.] Fleming H. Revell company,
1926. 323 p. 12°.

994. **Reynolds, J. H.** The place of the church college. Journal of Arkansas
education, 4: 23-26, January 1926.

995. **Risley, James H.** Bible reading in the schools. American educational
digest, 45: 254-56, February 1926.
An outline of successful procedure in the Pueblo, Colo., schools, described by the
superintendent.

996. **Roper, John Caswell.** Religious aspects of education. Nashville, Tenn.,

997. **Sanderson, Ross W.** Correlation of Sunday and week-day church schools.
Church schools journal, 58: 149, 152, March 1926.

998. **Smith, Robert Seneca.** Principles of curriculum building in religious

999. **Stetson, Paul O.** The public schools and religious education. Michigan
education journal, 3: 399-400, 410, 471-72, 493, March-April 1926.

1000. **Stout, John Elbert.** Cooperation of the church and the public school.
Church schools journal, 58: 68-69, 139-38, February-March 1926
illus.

1001. **Tiffany, Orrin E., comp.** State laws relative to use of the Bible in or by
Information is compiled under headings: Bible reading required by law, Bible specifically per-
mitted by law, State Supreme Court decisions favorable to use of Bible, Bible excluded by
court or Attorney general, Bible excluded by ruling of State board of education, etc.
<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Source</th>
<th>Date</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1003. Van der Pyl, Nicholas, Rev. Religious life among the students.</td>
<td>Oberlin alumni magazine, 22: 7–9, February 1926.</td>
<td>Discusses conditions at Oberlin college.</td>
<td>1926</td>
<td></td>
</tr>
<tr>
<td>1005. Weigle, Luther Allan. Religion and the public school.</td>
<td>Federal council bulletin, 9: 19-20, 30, January–February 1926.</td>
<td>Discusses the question of the legality and the wisdom of using public-school rooms and summarizes the arguments pro and con.</td>
<td>1926</td>
<td></td>
</tr>
</tbody>
</table>

**PARTICULAR DENOMINATIONS**

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Source</th>
<th>Date</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1006. Williams, Paul W. The religion of the undergraduate. Nineteenth century, 98: 409–14, September 1925.</td>
<td>Ohio state university.</td>
<td>Discusses the question of the legality and the wisdom of using public-school rooms and summarizes the arguments pro and con.</td>
<td>1925</td>
<td></td>
</tr>
<tr>
<td>1007. Young, Thomas Shields. Shall public-school property be used for week-day church schools?</td>
<td>International journal of religious education, 2: 56, 58, March 1925.</td>
<td>Discusses the question of the legality and the wisdom of using public-school rooms and summarizes the arguments pro and con.</td>
<td>1925</td>
<td></td>
</tr>
</tbody>
</table>

**Catholic educational association**

Report of the proceedings and addresses of the 22d annual meeting, Pittsburgh, Pa., June 29, 30, July 1, 2, 1925. Columbus, Ohio, Catholic educational association, 1925. 755 p. 8°. (Rev. Francis W. Howard, secretary, Covington, Ky.)


Bibliography: p. 185-196.


MANUAL AND VOCATIONAL TRAINING


1024. **Allen, Floyd L.** A trade school that meets college entrance requirements. Industrial education magazine, 27: 107-8, October 1925.

The Arthur Hill trade school, Saginaw, Mich., has so arranged its curriculum that all courses are approved by the State department of vocational education.


This study is made with a view to providing some reliable data regarding the young people who go to work upon leaving school.

1026. **Haynes, Merritt W.** Qualifications of an apprentice printer. An analytical discussion for the benefit of vocational advisors in schools and for employers of apprentices in printing plants. Printing instructor, 2: 193, September 1925.

Describe the training, personal characteristics, and minimum educational requirements necessary.

1027. **Hobson, R. S.** Boys' vocational training in junior high schools. Colorado school journal, 41: 1148-1158, October 1925.


An address delivered before the annual banquet of the National society for vocational education at Cleveland, Ohio, December 4, 1925.


Study based on data gathered from approximately 1,500 children attending the Jefferson intermediate school, Detroit, Mich.

1031. **Lott, Merrill E.** What is a job a real job? Educational review, 70: 201-10, November 1925.

Discusses the purport of vocational education.


1033. **New junior-senior vocational high school, Eau Claire, Wisconsin.** American educational digest, 45: 81-84, October 1925. illus. plans.

1034. **Park, Joseph C.** The training of industrial-arts teachers for junior-high schools. Vocationalist, 14: 7-12, December 1925.


This book states the commonly accepted principles of method, and applies them to teaching in industrial schools of various types. A large variety of tested devices are given, and the possibilities of job analysis as the most promising means of improving upon teaching methods for the future are opened up. Attention is also given to the rating of teachers.

The nature, principles, and functions of vocational training and its relationship to general education are comprehensively discussed by the authors, who have enjoyed unusual opportunity for observation in this field of activity. The book broadly defines vocational education as “that part of the experiences of any individual whereby he learns successfully to carry on any gainful occupation,” and undertakes to bring out the significance of this form of education for the stability, progress, and conservation of the American democracy.


The writer of this book has been an observer of the teaching and practice of manual arts since the introduction of the Russian system, and his purpose is to set forth a type of practice growing out of long observation and experience, and which he believes to be in harmony with current educational theory, and which at the same time includes valuable vocational training.


Course of study is given for 9B grade.


Industrial arts here includes all kinds of units of manipulative work that may be adapted to boys from 12 to 16 years of age, from the building trades—furniture-making, printing, pottery work, book-binding, forging, casting, turning, drilling, photography, painting, varnishing, leather-work, tailoring, shoemaking, textile production, etc.


This manual is an alphabetic subject index to the best American books on woodworking, for the assistance of teachers and students of the subject.

VOCATIONAL GUIDANCE


It is probable that vocational and educational guidance are the center around which all other activities are grouped. Author suggests ways of coordinating all forms of guidance with these two.

1049. Cleston, Glen U. Meeting the need for improved measures to be used in the college guidance program. Educational administration and supervision, 11: 489-94, October 1925.


The objects of this work are (1) to point out the psychological problems involved in choosing a vocation and becoming proficient therein; (2) to describe the attempts that have been made toward their solution; and (3) to suggest and illustrate scientific methods that may be employed by psychology in the exploration of the vast field that remains to be covered regarding the worker and his work.


Presents blanks for tabulating work interests among first-year college students.


Bibliography: p. 118-123.


Discusses the Juvenile placement office for children 14 to 16 years of age.


The writer of this book presents the subject of guidance from the viewpoint of the entire field of education, including aspects of guidance as related to exploring and providing for individual differences; the selection of subjects, courses, and curricula; social and civic, health and physical activities; the worthy use of leisure time; character-building activities; making vocational choices and acquiring vocational information.

The author, who is commissioner of vocational education of California, offers in this book aid and guidance to parents in one of their most difficult problems, the preparation of a boy for the time when he must launch out in life for himself. The book gives the necessary information for equipping the boy for the place in life for which he is best fitted.


Describes the Berea college junior high school course in occupations for students from the southern mountains.


"Recommended reading" at end of most chapters.

By the headmaster of St. Paul's school, Concord, N. H.


Nine answers to the question "Why is our college guidance so ineffective and what is the remedy?"


1074. The work of the vocational counselor in the junior and senior high schools. Vocational guidance magazine, 4: 199-212, February 1926.

WORKERS' EDUCATION


The author traces and compares the development of workers' education in the two English speaking nations, describes the present status of working-class education, interprets its significance, and discusses its prospects.
CURRENT EDUCATIONAL PUBLICATIONS 85

HOME ECONOMICS


1078. Clark, Laura V. A study of occupations, other than homemaking, open to trained in home economics. Vocational education news notes, 3: 5-7, 9-12, 15-16, January, April, June 1926.


1083. Van Rensselaer, Martha. The family budget. Woman citizen, 10: 19-20, November 1925.


Bibliography: p. 21


1087. Wright, Edwina M. The organization and administration of home economics courses in elementary and high schools. Bulletin, 6: 5-6, February 1926.

The Bulletin is the official organ of the National association of teachers in colored schools.

COMMERCIAL EDUCATION


These tests are mailed on request to those on the mailing list of the Balance sheet.


Contains articles on The use of statutes and court decisions in teaching commercial law, Objectives and methods in teaching high school typewriting, Senior commercial tests, Some problems for the bookkeeping class, Commercial subjects in the junior high school, etc., etc.


Gives summarised conclusions.


Describe the commercial curriculum in a four-year senior high school in a town of 5,000 inhabitants in central Maine.

1095. Shields, H. G. The commercial course needs to be Americanized. Educational review, 71: 98-100, February 1926.

"Perhaps," says the writer, "the most fundamental change which planners of the commercial curricula can make is to shift much of the social science material from the eleventh and twelfth grades to the ninth or tenth grade." This is because of the many withdrawals that occur before or during the eleventh year.

1096. Tarr, Alphonso. The business organization and administration course in the high school. School review, 34: 36-41, January 1926.

Discusses such a course introduced in the English high school, Lynn, Mass.


PROFESSIONAL EDUCATION

LAW


The meeting was held at Chicago, December 29-31, 1926.

1099. Carnegie foundation for the advancement of teaching. Some contrasts between American and Canadian legal education; bar admission requirements, standardizing agencies, statistics and list of law schools, the American law institute. New York city, 1925. 33 p. 8°.

Advance extract from the twentieth annual report of the Carnegie foundation for the advancement of teaching.

1100. Han, Learned. Have the bench and bar anything to contribute to the teaching of law? American law school review, 5: 621-31, March 1926.

Address of the president of the Association of American law schools, at the 23d annual meeting, Chicago, December 29, 1925.


Describes the work and the course in the subject, and "demonstrates what it is to practice law and inculcate the highest standards of the profession."


Law teaching as a profession.


MEDICINE, PHARMACY, DENTISTRY


1107. Proceedings of the second annual meeting... Chicago, March 19-21, 1925. 241 p. 8°. (DeLos L. Hill, secretary-treasurer, 612 Grant Building, Atlanta, Ga.)


Says that clinical teachers should have some understanding of social problems. This understanding should be gained not only from practical social workers but also from scientific students of social problems.


Read before the Annual congress on medical education, medical licensure and hospitals, Chicago, February 13, 1926.


Discusses the purpose of the examination at the close of the clinical courses in medicine; correlation of courses; and form of examination.


Says that one of the greatest defects in the teaching of medicine in America today is the lack of sufficient training in habits of accurate clinical observation and description and in the art of physical diagnosis.


Makes a comparison between institutional and learning examinations.

NURSING


Contains: 1. Elizabeth A. Greger. A study on budgets for schools of nursing, p. 97-100
2. Margaret Currington. Preparations for teaching nursing, p. 109-12
3. Isabel M. Stewart. Changing demands in the preparation of teachers, and how we can meet them, p. 132-43


2. Bertha Harmer. Teaching and learning through experience, p. 121-32
3. Amelia H. Grant. The principles of public health nursing in the undergraduate course, p. 133-35


Also in Trained nurse and hospital review, 75: 506-601, December 1925.


THEOLOGY


Discusses the subject historically, and also at the present time, under subjects, students, plants, faculties, courses of study, degrees, finances, etc.


Contains a study of admissions and eliminations, illustrated by graphs.


Says that the trend of engineering education seems to be towards a cultural, administrative, and business training, including, of course, fundamentals of professional subjects, as opposed to the purely narrow technical training.


Addresses given at the banquet tendered by George Washington University to the Association of urban universities, Washington, D.C., November 13, 1925.


Potter, A. A. The engineering college—its opportunity for service. Journal of engineering education, 16: 4-24, September 1925.

Discusses engineering from the standpoint of "social readjustments," and human welfare.


Discusses teaching loads of engineering teachers, and distribution of teaching duties in hours per week for teachers in each rank, etc.


Discussion of technical instruction in Germany, Holland, Czechoslovakia, Austria, and German-speaking Switzerland.
CURRENT EDUCATIONAL PUBLICATIONS

   Discusses conditions in France, Germany, Italy, Britain, etc.

CIVIC EDUCATION

   Gives chart showing progress of a bill through Congress.


   The author describes how civic education is being provided for in part through the so-called extra-curricular activities of the school.

   Discusses the teaching of patriotism through the medium of the social studies.


   A plea for truth in historical textbooks.


   The function of civic education is not to make perfect citizens, but to raise the level of civic living in a community from one generation to another.


   Discusses a project undertaken in the Lincoln school, Lewistown, Mont.

MILITARY EDUCATION

   Contains: (1) The system attacked, by David Y. Thomas, p. 27-31; (2) The system defended, by Charles P. Summerall, p. 31-34.

CURRENT EDUCATIONAL PUBLICATIONS

IMMIGRANT EDUCATION


The great progress in adult immigrant education which has taken place in recent years has made it evident that there is a pedagogy peculiar to this particular field which must be recognized. Some of the topics taken up are aids to school organization and attendance, qualifications of the teacher, methods of teaching, daily program and class management, courses of study, use of tests and measurements, and selection of textbooks. An experiment in vocabulary control, carried out at the University of Pennsylvania and designed to increase the pupils' command of words relating to citizenship duties, is a noteworthy feature of this manual.

EDUCATION OF WOMEN


(Martha Doan, secretary, Earlham college, Richmond, Ind.)


1156. Cummings, Mabel P. Adaptation of the physical education program for girls to the strength and ability of the individual. American physical education review, 30: 326-29, June 1925.


The second paper discusses examinations and tests; the third paper discusses "good college material."


Describes a movement on foot to establish a new college for women at Old Bennington, Vt.
CURRENT EDUCATIONAL PUBLICATIONS


It is significant of the modern viewpoint that this study deals first with the abnormal delinquent girl, and proceeds from her to the normal girl. It has been discovered that in the disintegrated minds of the abnormal we may find those elements of structure which are hidden in the complexities of the normal arrangement. The book discusses a critical period of life for the information of the average educated mother and of teachers.

1166. Rogers, Agnes L. The causes of elimination in colleges of liberal arts for women. Educational administration and supervision, 12: 115-34, March 1926.

Study based on data from the 1919-21 class of Goucher college, Baltimore.


The author seeks to present the masculine point of view regarding the new styles of clothing which women are adopting or proposing to adopt in their daily life.

1170. Wilson, M. O. The intelligence and educational achievement of 250 freshman women of the University of Oklahoma. School and society, 21: 693-94, June 6, 1925.


Says: "We are coming to recognize the need, especially in smaller communities, of the isolated woman whose thinking has been directed along social lines, and who may be looked to as a leader of public opinion and a director of public activities in matters of everyday life of the community."

EDUCATION OF RACIAL GROUPS

NEGROES


Describes the Fort Valley and Industrial school, Peach county, Ga.


This issue is the education number of Survey.


INDIANS


A fortnightly magazine devoted to Indian education.

1178. Spalding, B. L. Retardation studies in Indian schools. Indian leader, 26: 5-16, March 1925.

Investigation in the Mid-west supervisory district, which includes western Oklahoma, Kansas, and Nebraska.
EDUCATION OF THE DEAF


This report contains a paper by Dr. Percival Hall, of Gallaudet College, Washington, D. C., on the higher education of the deaf in the United States and also accounts of the education of the deaf in foreign countries.


Alphabetically arranged by name, also giving the school address and the subject taught.


Tabular list, including public residential school, public day schools, denominational and private schools, and the industries taught to the deaf.


Describes methods used at the Wright oral school, New York City.


At head of title: The Committee on industrial research of the American federation of organizations for the hard of hearing; inc., Washington, D. C.


Describes work at the Central Institute for the deaf, St. Louis, Mo.


A paper presented before the International conference on the education of the deaf, London, June, 1925. The writer is secretary of the National Institute for the deaf, London.


To be continued.

A report prepared on the basis of the data collected during 1924-1925 by the National research council's Committee on the survey of schools for the deaf.


EXCEPTIONAL CHILDREN


The author approaches the problem of the young criminal as a study in child psychology, and discusses both the causes and the treatment of delinquency in the young. Besides relating the cases of young offenders which Doctor Burt has handled in England, the book also deals with the treatment and training of "naughty" or "difficult" children generally, and with the explanation of their misconduct.


In order to secure reliable data the following question was inserted in the questionnaire: "Does the groupings of 'bright pupils' in special classes tend to make them egotistical, snobbish, or undemocratic?" In the 51 questionnaires returned, only one school official expressed objection to the placing of bright pupils in special classes because they might develop such tendencies.


"Teach it with pictures," is an expressive way of stating the thought of the writer.


1202. Pickett, Ralph E. What New York City is doing for dull-normal pupils. Chicago schools journal, 8: 161-69, January 1926.


These narratives of school experience of exceptional children are grouped under the common types of parental attitudes, feelings of inferiority, diverse issues, questions of honesty, and sex problems. A general interpretation of the particular type involved is prefixed to each group of individual narratives. The book shows what the visiting teacher can accomplish in securing cooperation between home and school, and in adapting school methods to individual problem cases.


Describes the manner in which Illinois handles the problem of children who desire to leave school for industry.


A questionnaire study of 14,073 pupils in the public elementary schools of South Dakota.


ADULT EDUCATION


Paper read before the National university extension association, at Charlottesville, Va., May 1, 1925.


"What nationally we lack the most as I see it, is the habit—and in most communities the opportunity as well—of consecutive study in some subject for its own sake—history, literature, science, the fine arts, what you will—not to fill the pay envelope, directly or indirectly, but to develop in the student what experience has proved to be one of the most durable satisfactions of human life." p. 425.


Paper read at the meeting of the American Library Association, at Seattle, Wash., July, 1925.


A plea for adult education. Presents work accomplished in California.


Read before the Library section, Oklahoma educational association, February 1925.


Volume one discusses the philosophy of adult as distinguished from other stages of education, relates adult education to religion, and gives a historical review of adult education in England during the nineteenth century. Volume two takes up the story of adult education in our own times, makes some constructive suggestions, and contains also a survey of the adult educational activities of the churches and kindred bodies.
CURRENT EDUCATIONAL PUBLICATIONS

EDUCATION EXTENSION


"Suggested list of books for mothers": p. 62-64.


Issued for the Ohio state board for vocational education, Columbus, Ohio.
"References": p. 102-98.

LIBRARIES AND READING


Describes the growth and standardization of library schools of recent months.


Describes the provisions of a retirement plan, its administration, status of libraries, etc.


The author, who is instructor in library science, State normal school, Milwaukee, Wis., dedicates this work to all those who wish to become independent users of libraries, whom it is designed to assist.


Informal address at the open meeting of the Board of education for librarianship, Chicago, April 16, 1925.

1231. Dowse, H. N. The place of the library in our industry. Special libraries, 16: 388-69, November 1925.


1236. Howson, Roger. The Columbia library system as a research laboratory. Columbia alumni news, 17: 101–2, October 30, 1925. This number of the periodical is devoted to the University library, and other articles deal with the reference department, stack service, law library, Avery architectural library, fine arts library, etc., etc.


1241. Minneapolis. Board of education. A reading list for pupils in junior and senior high schools, prepared by a Committee of the Minneapolis English club, under the direction of Miss Bridget T. Hayes, chairman and published by the Board of education of the Minneapolis public schools. [Minneapolis, 1925] 1 p. 1., 120 p. 12°.


1247. Turnidge, Cora L. The library of a small high school. High school, 3: 8–10, November 1925.


BUREAU OF EDUCATION: RECENT PUBLICATIONS


1257. Annual report of the Commissioner of education to the Secretary of the Interior for the fiscal year ended June 30, 1925. 38 p. 8°.


1263. Courses in rural education offered in universities, colleges, and normal schools; prepared in the Rural education division, Katherine M. Cook, chief. Washington, Government printing office, 1925. 18 p. 8°. (Rural school leaflet, no. 37, March 2, 1925)


1273. High school education of the farm population in selected states; by E. E. Windes. Washington, Government printing office, 1926. 24 p. 8°. (Bulletin, 1925, no. 6)


1277. Improvement in teaching reading in rural schools; by Maud C. Newbury. Washington, Government printing office, 1924. 7 p. 8°. (Rural school leaflet, no. 35, December, 1924)

1278. The improvement of rural schools by standardization; by Edith A. Lathrop. Washington, Government printing office, 1925. 28 p. illus. 8°. (Rural school leaflet, no. 32)


1281. Advance sheets from the Biennial survey of education, 1923-1924.


1289. List of references on Student self-government and the honor system; prepared in the Library division, Bureau of education, John D. Wolcott, chief. Washington, Government printing office, 1925. 6 p. 8°. (Library leaflet, no. 31, March 1925)

1290. List of references on Vocational guidance; prepared in the Library division, John D. Wolcott, chief. Washington, Government printing office, 1925. 11 p. 8°. (Library leaflet, no. 32, October, 1925)


Advance sheets from the Biennial survey of education in the United States, 1922-1924.


Advance sheets from the Biennial survey of education, 1922-1924.

1287. Preparation of teachers for rural consolidated and village schools. Plan of observation and practice teaching used in the Louisiana state normal college; by L. J. Alleman. Washington, Government printing office, 1925. 8 p. 8°. (Rural school leaflet, no. 38, April, 1925)

1288. The pre-school child. A short reading course for pre-school study circles. Washington, Government printing office, 1925. 4 p. 8°. (Reading course, no. 29)


1291. Progress and prospect in school health work; prepared in the Division of physical education and hygiene, James Frederick Rogers, chief, with the cooperation of the Statistical division, Frank M. Phillips, chief. Washington, Government printing office, 1925. 54 p. 8°. (School health studies, no. 10)


Advance sheets from the Biennial survey of education in the United States, 1922-1924.


Advance sheets from the Biennial survey of education in the United States, 1922-1924.


Advance sheets from the Biennial survey of education in the United States, 1922-1924.


1296. Recent data on consolidation of schools and transportation of pupils; by James F. Abel. Washington, Government printing office, 1925. 24 p. 8°. (Bulletin, 1925, no. 22)


Advance sheets from the Biennial survey of education in the United States, 1922-1924.

1298. Record of current educational publications; comprising publications received by the Bureau of Education to April 1, 1925. Comp. in the Library division, John D. Wolcott, chief. Washington, Government printing office, 1925. 59 p. 8°. (Bulletin, 1925, no. 14)


Advance sheets from the Biennial survey of education in the United States, 1922-1924.


1312. The rural high school, its organization and curriculum; by Emery N. Ferriss. Washington, Government printing office, 1925. 74 p. 8°. (Bulletin, 1925, no. 10)


1314. Samples of teacher self-rating cards; comp. by Bertha Y. Hebb. Washington, Government printing office, 1925. 15 p. 8°. (City school leaflet, no. 18, February, 1925)

1315. The school as the people's clubhouse; by Harold O. Berg. Washington, Government printing office, 1925. 16 p. 8°. (Physical education series, no. 6)

1316. School nurse administration; prepared in the Division of physical education and school hygiene, James F. Rogers, chief. Washington, Government printing office, 1925. 10 p. 8°. (School health studies no. 11, July, 1925)


Advance sheets from the Biennial survey of education in the United States, 1922-1924.


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.


Advance sheets from the Biennial survey of education in the United States, 1922-1924.


Advance sheets from the Biennial survey of education in the United States, 1922-1924.
Advance sheets from the Biennial survey of education in the United States, 1922-1924.

Advance sheets from the Biennial survey of education in the United States, 1922-1924.


Advance sheets from the Biennial survey of education in the United States, 1922-1924.

Advance sheets from the Biennial survey of education in the United States, 1922-1924.


1332. Teachers' and pupils' reading circles sponsored or conducted by state departments of education; by Ellen C. Lombard. Washington, Government printing office, 1925. 12 p. 8°. (Home education circular, no. 7, March, 1925)

1333. Time allotments in the elementary school subjects; by Fred C. Ayer. Washington, Government printing office, 1925. 22 p. 8°. (City school leaflet, no. 19, February, 1925)

1334. Training of dental hygienists; by James Frederick Rogers. Washington, Government printing office, 1925. 4 p. 8°. (School health studies, no. 9, May, 1925)


Advance sheets from the Biennial survey of education in the United States, 1922-1924.
PERIODICALS REPRESENTED IN THIS RECORD

Advocate of peace, 612-14 Colorado building, Washington, D. C.
Alabama school journal, Alabama education association, 130 South Nineteenth, Street, Birmingham, Ala.
Alaska school bulletin, Territorial department of education, Juneau, Alaska.
American annals of the deaf, Gallaudet College, Washington, D. C.
American city, 443 Fourth Avenue, New York, N. Y.
American education, New York education company, 467 Broadway, Albany; N. Y.
American educational digest, 1126-28 Q Street, Lincoln, Nebr.
American journal of nursing, 19 West Main Street, Rochester, N. Y.
American journal of public health, American public health association, 372 Broadway, Albany, N. Y.
American journal of sociology, University of Chicago press, Chicago, Ill.
American law school review, West publishing company, St. Paul, Minn.
American penman, 55 Fifth Avenue, New York, N. Y.
American physical education review, Box G, Highland Station, Springfield, Mass.
American review, 509-13 East Street, Bloomington, Ill.
American review of reviews, 55 Fifth Avenue, New York, N. Y.
American school board journal, Bruce publishing company, 354 Milwaukee Street, Milwaukee, Wis.
American schoolmaster, State normal college, Ypsilanti, Mich.
Annals of the American academy of political and social science, Rumford press building, Concord, N. H.
Arizona teacher and home journal, State teachers' association, Phoenix, Ariz.
Asia, Asia magazine, Inc., 10 Ferry Street, Concord, N. H.
Atlantic monthly, 8 Arlington Street, Boston, Mass.
Balance sheet, South-Western publishing company, Third and Vine Streets, Cincinnati, Ohio.
Baltimore bulletin of education, Board of school commissioners, Bureau of research, Carrollton Avenue and Saratoga Street, Baltimore, Md.
Boston medical and surgical journal, 126 Massachusetts Avenue, Boston, Mass.
Boston teachers' news-letter, Boston teachers' club, 739 Boylston Street, Boston, Mass.
Bulletin, National association of teachers in colored schools, Tuskegee Institute, Ala.
Bulletin of high points in the work of the high schools of New York city, Hall of the Board of education, 500 Park Avenue, New York, N. Y.
Bulletin of the American association of university professors, 225 Church Street, Easton, Pa.
Bulletin of the Pan-American union, Washington, D. C.
California quarterly of secondary education, California society for the study of secondary education, Berkeley, Calif.
Catholic educational review, Catholic education press, Washington, D. C.
Catholic school interests, 178 Kenilworth Avenue, Elmhurst, Ill.
Catholic school journal, 445 Milwaukee Street, Milwaukee, Wis.
Chicago schools journal, Chicago normal college, Chicago, Ill.
Child study, Child study association of America, Inc., 54 West Seventy-fifth Street, New York, N. Y.
Childhood education, International kindergarten union, Inc., Williams and Wilkins company, Baltimore, Md.
Christian education, Council of church boards of education in the United States, 111 Fifth Avenue, New York, N. Y.
Christian student, 150 Fifth Avenue, New York, N. Y.
Church school journal (continuing the Sunday school journal) Methodist book concern, Cincinnati, Ohio.
Classical journal, Torch press, Cedar Rapids, Iowa.
Colorado school journal, Colorado education association, 520 Commonwealth building, Denver, Colo.
Columbia alumni news, Columbia university, New York, N. Y.
Connecticut schools, State board of education, Hartford, Conn.
Contemporary review, Leonard Scott publishing company, New York, N. Y.
Current history, New York Times, New York, N. Y.
Delta chi quarterly, George Banta publishing company, Menasha, Wis.
Education, 120 Boylston Street, Boston, Mass.
Education bulletin, Department of public instruction, Trenton, N. J.
Educational administration and supervision, Warwick and York, inc., Baltimore, Md.
Educational measurement review, Southern California educational research association, 716 Westlake professional building, Los Angeles, Calif.
Educational record, American council on education, 24–36 Jackson Place, Washington, D. C.
Educational research bulletin, Ohio state university, Bureau of educational research, Columbus, Ohio.
Educational review, Doubleday, Page and company, Garden City, N. Y.
Educational screen, 5 South Wabash Avenue, Chicago, Ill.
Elementary English review, 6505 Grand River Avenue, Detroit, Mich.
Elementary school journal, Faculty of the school of education, University of Chicago, Chicago, Ill.
English journal, University of Chicago press, Chicago, Ill.
Extension monitor, University of Oregon, Eugene, Oreg.
Federal council bulletin, Federal council of churches of Christ in America, 105 East Twenty-second Street, New York, N. Y.
Forum, 354 Fourth Avenue, New York, N. Y.
General magazine and historical chronicle; General alumni society of the University of Pennsylvania, Philadelphia, Pa.
General science quarterly, Salem, Mass.
Good housekeeping, 119 West Fortieth Street, New York, N. Y.
Harvard alumni bulletin, 50 State Street, Boston, Mass.
Harvard graduates' magazine, 321 Shawmut bank building, Boston, Mass.
Hawaiian educational review, Department of public instruction, Honolulu, H. T.
High school, University of Oregon, School of education, Eugene, Oreg.
High school journal, University of North Carolina, School of education, Chapel Hill, N. C.
High school teacher, High school teacher company, Columbus, Ohio.
Historical outlook, McKinley publishing company, Philadelphia, Pa.
Home economics counselor, State department of education, Vocational division; Santa Fe, N. M.
Home, school, and community, 35 Poplar Street, Atlanta, Ga.
Illinois alumni news, University of Illinois alumni association, Station A, Champaign, Ill.
<table>
<thead>
<tr>
<th>Title</th>
<th>Publisher/Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana teacher (formerly Educator journal) State teachers' association, 208 Claypool Hotel, Indianapolis, Ind.</td>
<td>Indiana university alumni quarterly, 225 North New Jersey Street, Indianapolis, Ind.</td>
</tr>
<tr>
<td>Industrial-arts magazine, Bruce publishing company, 354 Milwaukee Street, Milwaukee, Wis.</td>
<td>Industrial education magazine, Manual arts press, Peoria, Ill.</td>
</tr>
<tr>
<td>International journal of religious education, 1516 Maller's building, 5 South Wabash Avenue, Chicago, Ill.</td>
<td>Journal of applied psychology, Williams and Wilkins company, Mount Royal and Guilford Avenues, Baltimore, Md.</td>
</tr>
<tr>
<td>Journal of chemical education, 225 Church Street, Easton, Pa.</td>
<td>Journal of delinquency, Whittier state school, Department of research, Whittier, Calif.</td>
</tr>
<tr>
<td>Journal of home economics, American home economics association, 1211 Cathedral Street, Baltimore, Md.</td>
<td>Journal of rural education, 825 West One hundred and twentieth Street, New York, N. Y.</td>
</tr>
<tr>
<td>Journal of social forces (now Social forces), University of North Carolina press, Chapel Hill, N. C.</td>
<td>Journal of social hygiene, American social hygiene association, 27-29 Columbia Street, Albany, N. Y.</td>
</tr>
<tr>
<td>Kansas teacher and Western school journal, State education association, 923 Kansas Avenue, Topeka, Kans.</td>
<td>Kentucky school journal, State education association, 319-20 Starks building, Louisville, Ky.</td>
</tr>
</tbody>
</table>
Kindergarten and first-grade magazine (now American childhood), Milton-Bradley company, Springfield, Mass.
Latin notes, Service bureau for Latin teachers, Teachers college, Columbia university, New York, N. Y.
Libraries (formerly Public libraries) 216 West Monroe Street, Chicago, Ill.
Library journal, R. R. Bowker company, New York, N. Y.
McClure's magazine, 80 Lafayette Street, New York, N. Y.
Mental hygiene, 372–74 Broadway, Albany, N. Y.
Michigan alumnus, University of Michigan, Ann Arbor, Mich.
Midland schools, Iowa state teachers' association, 407 Youngerman building, Des Moines, Iowa.
Mind and body, New Ulm, Minn.
Modern languages, Modern language association of Southern California, 1240 South Main Street, Los Angeles, Calif.
Nation, 20 Vesey Street, New York, N. Y.
Nation's health, Modern hospital publishing company, Chicago, Ill.
Native American, United States Indian vocational school, Phoenix, Ariz.
Nature magazine, American nature association, 1214 Sixteenth Street N. W., Washington, D. C.
Nebraska alumnus, University of Nebraska, Lincoln, Nebr.
New republic, 421 West Twenty-first Street, New York, N. Y.
New Jersey journal of education, State teachers' association, Newark, N. J.
New York state education, State teachers' association, 100–4 Liberty Street, Utica, N. Y.
Newark school bulletin, Newark, N. J.
Nineteenth century, Leonard Scott publishing company, New York, N. Y.
Normal instructor and primary plans, F. A. Owen publishing company, Dansville, N. Y.
North American review, 9 East Thirty-seventh Street, New York, N. Y.
Oberlin alumni magazine, Oberlin college, Oberlin, Ohio.
Oklahoma teacher, Oklahoma educational association, Oklahoma City, Okla.
Oregon state teachers' association quarterly, Salem, Oreg.
Outlook, 361 Fourth Avenue, New York, N. Y.
Pädagogisches zentralblatt, herausgegeben vom Zentral-institut für erziehung und unterricht, Julius Belz, Langensalza, Germany.
Peabody journal of education, George Peabody college for teachers, Nashville, Tenn.
Pennsylvania school journal, State education association, 400 North Third Street, Harrisburg, Pa.
Philippine education magazine, Philippine education company, inc., 101–3 Escolta, Manila, P. I.
Popular educator (now Primary education-Popular educator) Educational publishing company, 234 Boylston Street, Boston, Mass.
Printing instructor, United typothetae of America, 600 West Jackson Boulevard, Chicago, Ill.
Progressive education, Progressive education association, Washington, D. C.
Public health nurse, 372–74 Broadway, Albany, N. Y.
<table>
<thead>
<tr>
<th>Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public libraries (now Libraries)</td>
<td>216 West Monroe Street, Chicago, Ill.</td>
</tr>
<tr>
<td>Public school messenger, Board of education</td>
<td>St. Louis, Mo.</td>
</tr>
<tr>
<td>Publishers' weekly</td>
<td>62 West Forty-fifth Street, New York, N. Y.</td>
</tr>
<tr>
<td>Quarterly journal of speech education, National association of teachers of speech</td>
<td>10 and 12 Chester Street, Champaign, Ill.</td>
</tr>
<tr>
<td>Religious education, Religious education association</td>
<td>308 North Michigan Avenue, Chicago, Ill.</td>
</tr>
<tr>
<td>Sex education, National safety council, Education division</td>
<td>120 West Fortytwo-second Street, New York, N. Y.</td>
</tr>
<tr>
<td>Scholastic editor, Scholastic publishing company</td>
<td>109 South Hall, Madison, Wis.</td>
</tr>
<tr>
<td>School and community, Missouri state teachers' association</td>
<td>Columbia, Mo.</td>
</tr>
<tr>
<td>School and society, Science press</td>
<td>Garrison, N. Y.</td>
</tr>
<tr>
<td>School music</td>
<td>729 Franklin Street, Kenkuk, Iowa.</td>
</tr>
<tr>
<td>School of education record, University of North Dakota, Grand Forks</td>
<td>N. D.</td>
</tr>
<tr>
<td>School review, University of Chicago, School of education</td>
<td>Chicago, Ill.</td>
</tr>
<tr>
<td>School science and mathematics, National association of teachers</td>
<td>10 and 12 Chester Street, Champaign, Ill.</td>
</tr>
<tr>
<td>Science, American association for the advancement of science</td>
<td>Science press, Garrison, N. Y.</td>
</tr>
<tr>
<td>Scientific monthly</td>
<td>Science press, Garrison, N. Y.</td>
</tr>
<tr>
<td>Seattle grade club magazine, 316-17 Central building, Seattle, Wash</td>
<td></td>
</tr>
<tr>
<td>Sierra educational news, California council of education, Phelan building</td>
<td>San Francisco, Calif.</td>
</tr>
<tr>
<td>Social forces, University of North Carolina press, Chapel Hill</td>
<td>Social science, Pi gamma mu, National social science honor society, 1414 East Fourth Avenue, Winfield, Kans.</td>
</tr>
<tr>
<td>Social science, Pi gamma mu, National social science honor society</td>
<td>University of North Carolina press, Chapel Hill, N. C.</td>
</tr>
<tr>
<td>Southern workman, Hampton normal and industrial institute</td>
<td>Southern workman, Hampton normal and industrial institute, Hampton, Va.</td>
</tr>
<tr>
<td>Special libraries</td>
<td>958 University Avenue, New York, N. Y.</td>
</tr>
<tr>
<td>Survey, 112 East Nineteenth Street</td>
<td>Survey, 112 East Nineteenth Street, New York, N. Y.</td>
</tr>
<tr>
<td>Teachers college record, Teachers college, Columbia university</td>
<td>Teachers college record, Teachers college, Columbia university, New York, N.Y.</td>
</tr>
<tr>
<td>Teachers journal and abstract, Colorado state teachers' college</td>
<td>Teachers journal and abstract, Colorado state teachers' college, Greeley, Colo.</td>
</tr>
<tr>
<td>Teaching, Kansas state teachers' college</td>
<td>Teaching, Kansas state teachers' college, Emporia, Kans.</td>
</tr>
<tr>
<td>Training school bulletin, Training school, Vineland</td>
<td>Training school bulletin, Training school, Vineland, N. J.</td>
</tr>
<tr>
<td>Ungraded, 372-74 Broadway, Albany, N. Y.</td>
<td>Ungraded, 372-74 Broadway, Albany, N. Y.</td>
</tr>
<tr>
<td>University of Pittsburgh School of education journal</td>
<td>University of Pittsburgh School of education journal, Prince and Lemon Streets, Pittsburgh, Pa.</td>
</tr>
<tr>
<td>Utah educational review, State education association and State</td>
<td>Utah educational review, State education association and State department of education, Salt Lake City, Utah.</td>
</tr>
<tr>
<td>Vocational education news notes, University of California, Division of vocational education</td>
<td>Vocational education news notes, University of California, Division of vocational education, Berkeley, Calif.</td>
</tr>
<tr>
<td>Vocationalist, State normal and training school, Oswego</td>
<td>Vocationalist, State normal and training school, Oswego, N. Y.</td>
</tr>
<tr>
<td>Volta review</td>
<td>Volta review, Volta bureau, 1601 Thirty-fifth Street, N. W., Washington, D. C.</td>
</tr>
<tr>
<td>West Virginia school journal, State education association</td>
<td>West Virginia school journal, State education association, Fairmont, West Va.</td>
</tr>
<tr>
<td>Woman citizen hasasian</td>
<td>Woman citizen corporation, 171 Madison Avenue, New York, N. Y.</td>
</tr>
<tr>
<td>Yale review</td>
<td>Yale review, Yale publishing association, 120 High Street, New Haven, Conn.</td>
</tr>
</tbody>
</table>
INDEX OF AUTHORS
(Within this Index, the numbers refer to item, not to page.)

A
Abbott, Grace, 1044.
Abel, James F., 1306.
Schlakes, Paul S., 1045.
Adams, C. S., 369.
Adams, F. A., 1023 (3).
Adams, Sir John, 41.
Adler, Lawrence, 429.
Admire, H. F., 525 (3).
Afneck, G. B., 903.
Aiken, Wilford M., 113.
Akagi, Roy H., 104.
Alderman, Edwin A., 653.
Alderman, Grover H., 203.
Alderman, L. R., 499.
Alekander, Carter, 743.
Allen, Charles, F., 83.
Allen, Charles R., 1036.
Allen, Floyd L., 1024.
Allen, Frederick J., 1046.
Allen, Frances, 1141.
Allis, John P., 1132.
American association of colleges of pharmacy, 110.
American association of collegiate registrars, 641.
American association of dental schools, 1106, 1107.
American association of junior colleges, 714.
American association of teachers colleges, 566.
American association of university instructors in accounting, 1088.
American child health association, 458, 946.
American classical league, 332.
American country life association, 438.
American library association, 1224.
American medical association, Council of medical education and hospitals, 1108, 1109.
Amsel, T. W., 1110 (8).
Anderson, James M., 1141.
Anderson, C. J., 284, 765.
Andrews, Benjamin H., 634.
Armington, Pierre, 111.
Armour, W. S., 73.
Armstrong, H. H., 644 (5).
Ashbaugh, E. J., 217, 595 (1).
Association of American colleges, 642, 643.
Association of American law schools, 1098.
Association of American medical colleges, 1110.
Association of American universities, 644, 645.
Association of colleges and secondary schools of the middle states and Maryland, 646.
Association of colleges and secondary schools of the Southern States, 647.
Association of governing boards of state universities and allied institutions, 648.
Association of land-grant colleges, 1021, 1022.
Association of university and college business officers, 649.
Avery, Nora M., 612.
Avent, Joseph E., 572.
CURRENT EDUCATIONAL PUBLICATIONS

Bodine, W. L., 729 (1).
Bodella, Otto, 88.
Bolin, Frank, 613.
Bolton, Frederick E., 529.
Bomar, Frederick O., 273.
Bonas, Julius, 600.
Borgeson, F. C., 416.
Bostwick, Arthur E., 122 (2).
Bott, E. A., 1113.
Bovée, Arthur O., 339.
Branom, Frederick K., 400.
Branom, Mendel E., 401.
Braune, G. M., 1133.
Bredstege, F. J., 1008 (14).
Breed, Frederick S., 305.
Breitwieser, J. V., 165.
Brereton, C., 41.
Breach, E. R., 351.
Brewer, John M., 1047, 1048.
Bridge, William J., 448.
Briggs, LeBaron R., 661.
Brigham, Carl C., 302, 1128 (6).
Brigham, Harold F., 1226.
Bright, Harland M., 225.
Brim, O. O., 60 (V).
Briney, Olive F., 265.
British Columbia. Educational department, 66.
Brooks, Julian L. C., 449.
Brooks, Fowler D., 229, 289.
Brooks, Wendell S., 614.
Broome, Edward C., 139.
Brown, E. F., 52.
Brown, Margaret, 352.
Brown, Rollie W., 2.
Brown, W. Campbell, 615.
Brownell, Clifford L., 925.
Brownell, Herbert, 372.
Brownell, William A., 249, 616.
Brünecker, Leo J., 250.
Brumel, Charles, 1099.
Bruère, Robert W., 730.
Buck, Carl E., 677.
Buck, Gertrude, 1227.
Buckingham, B. R., 569 (2).
Buckner, C. A., 417.
Burck, Raymond C., 300.
Burk, Frederick, 750.
Burnham, Ernest, 501.
Burch, James F., 499.
Burt, Cyril, 1193.
Burton, W. H., 787.
Burnell, William R., 190.
Busby, Maybell O., 705.
Butler, G. M., 1128 (2).
Butterfield, K. L., 698 (1).
Buttersworth, Julian E., 502.
Butterick, Wallace, 33.
Caban, Hugh, 1110 (1).
Caldwell, Otis W., 377, 646 (2), 648 (5).
Caley, Percy B., 922.
California teachers' association. Council committee on moral and religious education, 325.
Callahan, John, 648 (4).
Campagnac, E. T., 140.
Campbell, J. A., 641 (9).
Cape, Samuel E., 20 (2).
Carr, Herbert M., 1294.
Carlton, Paul A., 1089.
Carlton, W. N. C., 1224 (2).
Carnegie foundation for the advancement of teaching, 34, 1089.
Carnes, Marie L., 296.
Carpenter, C. B., 1126 (7).
Carreon, Samuel A., 161.
Carrington, Margaret, 1121 (2).
Carter, Bertha, 1229.
Carter, C. Edgerton, 1077.
Carter, W. H., 103.
Cartwright, C. W., 340.
Cartwright, Morris A., 1213.
Cassidy, Frank P., 1010.
Castle, A. W., 30 (2).
Catapung, Vincent R., 3.
Catholic educational association, 1099.
Certain, C. C., 1226.
Cervin, Olof Z., 100.
Chadsey, C. E., 1110 (5).
Chamberlain, Essie, 1229.
Chancellor, William E., 617, 731.
Chapin, F. Stuart, 538.
Chapman, J. C., 30 (13).
Charters, W. W., 526 (11), 1105 (3), 1214.
Chase, H. W., 644 (4).
Chase, Sara E., 406.
Chase, Benjamin P., 618.
Chasse, L. J., 649 (4).
Chase, Ernest J., 972.
Cheyney, J. O., 862.
Chicago, University, 663.
Childs, H. O., 526 (3), 574.
Christ, Martha F., 306, 418.
Christensen, Erwin O., 441.
Christensen, J. C., 649 (3).
Christian, Henry A., 1114.
Claggett, Ralph P., 973.
Clark, Harold F., 751.
Clark, John R., 333.
Clark, L. W., 715.
Clark, Laura V., 1078.
Clark, Robert, 575.
Clark, Thomas A., 839.
Cleaton, Glen U., 664, 1049.
Clem, Jane E., 1090.
Clement, John A., 531.
Cleveland, Elizabeth, 475.
Coe, George A., 974.
Coffin, Robert P., 665.
Coffman, L. D., 60 (V), 660 (3).
Colybourn, John, 658.
Colorado state teachers college, 35, 576.
Columbia University. Teachers College. Institute of Educational Research, 36, 87.

Columbia University. Teachers College. International Institute, 114.

Colwell, N. P., 1292.

Combellack, Olin E., 350.

Comfort, W. W., 667.

Comstock, Ada L., 668, 1135 (2).

Comstock, Almon, 450.

Comstock, E. B., 528 (10).

Conference of the British Institute of Adult Education, 118.

Conference on Christian Education in China, New York City, 1925, 106.


Coplein, Agnes M., 772.

Connor, C. F., 1008 (9).

Connor, W. L., 528 (7).


Comfort, W. W., 687.

Comfort, Ada L., 888, 1155 (2).

Comfort, Alzada, 450.

Cornell, E. E., 529 (10).

Correspondence of the British Institute of Adult Education, 1210.


Crimly, R. L., 1023 (7).

Coolidge, Z. S. (2), 141, 1021 (2).

Cooke, C. E., 188.

Cooper, Hermann, 504.

Cooper, Richard W., 504.

Cusato, Isador II., 106.

Cress, Wilbur L., 616 (1).

Costello, Harry T., 666.

Cetser, Edna, 310.

Coulter, E. Morton, 4.

Counts, George S., 38, 802.

Cousins, Jesse H., 39.

Cousins, Stuart A., 167.

Cox, Philip W. L., 266, 564, 803.

Cox, E. G. J., 714 (6).

Cox, Warren W., 335, 785.

Crawfords, Lela M., 620.

Crabb, Lobal M., 620.

Crabb, Pierre, 111.

Crane, Edna, 475.


Crawford, Caroline, 430.

Crawford, Robert P., 5.

Cramer, W. J., Jr., 1126 (1).

Cram, William J., 904.

Cronk, H. Leslie, 878.

Cronk, Roy A., 311.

Crow, Orin F., 621.

Crowley, F. K., 1008 (10).

Cutler, Ellwood F., 40, 142.

Cummings, Mabel P., 1186.

Cuningham, Harry A., 251.

Curtis, Margaret W., 192.

Curtis, Henry S., 905.

D

Danks, Holm, 431.

Dausend, Theresa, 880.

Davidson, Isobel, 288.

Davidson, J. W. F., 676.

Davis, Ada E., 353.

Davis, Anne S., 30 (8).

Davis, Calvin O., 28 (14), 427, 427, 427, 427, 432 (3), 808.

Davis, Jesse B., 527, 676.

Davis, Mary D., 476.

Dawson, Percy M., 906.

Day, Edmund E., 917.

Dearborn, N. I., 568 (7).

Deffenbaugh, W. S., 1315, 1315.

DeLand, Fred, 5183.

Delaware University. Faculty Committee on Foreign Study Plan, 116.

De Lima, Agnes, 168.

De Pur, Mrs. James C., 354.

Dewey, John, 439.

Diamond, Thomas, 1023.

Dick, Adelaide, 1128 (1).

Dickinson, Charles E., 290.

Diehl, P. A., 41.

Diezen, G. W., 274.

Dilnot, Frank, 117.

Dodd, Eugene E., 600.

Dole, W. W., 505.

Doll, Edgar A., 689.

Donnel, A. L., 807.

Dorsey, Mrs. Susan M., 902.

Dotation Carnegie pour la paix internationale.

Direction des relations et de l'éducation, 118.

Doughton, Isaac, 106.

Douglas, Helen H., 564.


Douglas, Haiti R., 577.

Dowling, E. Estelle, 119, 516.

Dowling, Elliott R., 374, 374.

Dowse, H. H., 128.

Doyle, Emma L., 462.

Doley, Henry G., 342.

Drew, Lillian C., 907.


Dunlop, W. E., 5172.

Dunn, Pinnie W. 1311.

Dunney, J. A., 1008 (8).

Dvorak, August, 375.

Dye, A. Al, 1105 (4).

Dykema, Peter W., 70 (5), 427 (1), 428 (11).

E

Eagle, Clyde, 121.

Earlesey, F. S., 558.

Eberhart, Will, 438 (8), 432.

Eastern Arts Association, 1023.

Eby, Frederick, 6.

Edgerton, V. G., 622.

Edmonson, J. B., 333, 441 (2), 671.

Edmunds, Charles K., 107.

Edsall, David L., 1115.

Edwards, A. S., 744, 171, 492.

Edwards, A. C., 312.


Eichler, Hubert C., 873.

Eikenberry, Dan H., 1330.

Elliott, Lucy, 1155 (1)

Ellis, Mabel B., 833.

Elmore, Emily W., 926.

Elwell, F. H., 1088.

Elzy, Mary R., 705.

Emme, Earle E., 978.

Emme, Charles E., 525 (12).
<table>
<thead>
<tr>
<th>Author</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emory, E. Van Norman</td>
<td>894</td>
</tr>
<tr>
<td>Eng, Helga</td>
<td>172</td>
</tr>
<tr>
<td>Engelhardt, Fred</td>
<td>733, 732</td>
</tr>
<tr>
<td>Engelhardt, N. L.</td>
<td>744, 840</td>
</tr>
<tr>
<td>Engleman, J. E.</td>
<td>580</td>
</tr>
<tr>
<td>Erskine, John</td>
<td>672</td>
</tr>
<tr>
<td>Eschman, Karl H.</td>
<td>433</td>
</tr>
<tr>
<td>Estey, J. A.</td>
<td>624</td>
</tr>
<tr>
<td>Etheridge, Mabel W.</td>
<td>1232</td>
</tr>
<tr>
<td>Farnum, Royal B.</td>
<td>29 (4), 1208</td>
</tr>
<tr>
<td>Farrand, Livingston</td>
<td>29 (1)</td>
</tr>
<tr>
<td>Farrand, Wilson</td>
<td>646 (1)</td>
</tr>
<tr>
<td>Farrell, Elizabeth E.</td>
<td>1194</td>
</tr>
<tr>
<td>Farrell, F. D.</td>
<td>1022 (6)</td>
</tr>
<tr>
<td>Favot, Leo M.</td>
<td>1178</td>
</tr>
<tr>
<td>Fenton, Jessie C.</td>
<td>478</td>
</tr>
<tr>
<td>Ferguson, Arthur W.</td>
<td>1300</td>
</tr>
<tr>
<td>Ferriss, Emery N.</td>
<td>506, 1312</td>
</tr>
<tr>
<td>Fessler, J. W.</td>
<td>650 (4)</td>
</tr>
<tr>
<td>File, R. H.</td>
<td>29 (3)</td>
</tr>
<tr>
<td>Finley, Austin</td>
<td>720 (3)</td>
</tr>
<tr>
<td>Finley, Charles W.</td>
<td>377</td>
</tr>
<tr>
<td>Fitz-Gerald, John D.</td>
<td>342</td>
</tr>
<tr>
<td>Fitzgerald, N. E.</td>
<td>60 (VIII)</td>
</tr>
<tr>
<td>Flanders, Jesse K.</td>
<td>809</td>
</tr>
<tr>
<td>Fleming, Elsa D.</td>
<td>582</td>
</tr>
<tr>
<td>Flexner, Abraham</td>
<td>674</td>
</tr>
<tr>
<td>Flury, Henry</td>
<td>895</td>
</tr>
<tr>
<td>Foik, Paul J.</td>
<td>1233</td>
</tr>
<tr>
<td>Foot, Stephen H.</td>
<td>77</td>
</tr>
<tr>
<td>Ford, H. S.</td>
<td>649 (6)</td>
</tr>
<tr>
<td>Foster, C. R.</td>
<td>30 (4), 841</td>
</tr>
<tr>
<td>Foster, I. O.</td>
<td>525 (17)</td>
</tr>
<tr>
<td>Foster, L. F.</td>
<td>392</td>
</tr>
<tr>
<td>Foster, Merle A.</td>
<td>1265</td>
</tr>
<tr>
<td>Fowkes, J. O.</td>
<td>728 (4), 760</td>
</tr>
<tr>
<td>Fox, Charles</td>
<td>173</td>
</tr>
<tr>
<td>Fox, Florence C.</td>
<td>1284</td>
</tr>
<tr>
<td>Frank, Glenn</td>
<td>472</td>
</tr>
<tr>
<td>Frank, J. O.</td>
<td>376, 583</td>
</tr>
<tr>
<td>Franzen, Raymond H.</td>
<td>204</td>
</tr>
<tr>
<td>Fraser, G. W.</td>
<td>568 (2)</td>
</tr>
<tr>
<td>Frazier, E. Franklin</td>
<td>1174</td>
</tr>
<tr>
<td>Freeman, E. M.</td>
<td>1021 (4)</td>
</tr>
<tr>
<td>Fretwell, Elbert K.</td>
<td>842</td>
</tr>
<tr>
<td>Fretz, R. M.</td>
<td>605</td>
</tr>
<tr>
<td>Freyd, Max</td>
<td>1030</td>
</tr>
<tr>
<td>Friesell, H. E.</td>
<td>1107 (2)</td>
</tr>
<tr>
<td>Frost, Elliott</td>
<td>675</td>
</tr>
<tr>
<td>Fulk, Joseph R.</td>
<td>42</td>
</tr>
<tr>
<td>Fuller, Edward</td>
<td>950</td>
</tr>
<tr>
<td>Fultz, N. J.</td>
<td>525 (11)</td>
</tr>
<tr>
<td>Furley, Paul H.</td>
<td>174</td>
</tr>
<tr>
<td>Furst, Clyde</td>
<td>636</td>
</tr>
<tr>
<td>Galpin, C. J.</td>
<td>498 (3)</td>
</tr>
<tr>
<td>Game, Jothash B.</td>
<td>334</td>
</tr>
<tr>
<td>Garnsey, E. R.</td>
<td>41</td>
</tr>
<tr>
<td>Garrey, Nell F.</td>
<td>733</td>
</tr>
<tr>
<td>Gates, Arthur J.</td>
<td>291</td>
</tr>
<tr>
<td>Gaumnitz, W. H.</td>
<td>584</td>
</tr>
<tr>
<td>Gawley, C. M.</td>
<td>123</td>
</tr>
<tr>
<td>Geiger, J. R.</td>
<td>865</td>
</tr>
<tr>
<td>George Peabody College for Teachers, S. Georgia University, 670</td>
<td></td>
</tr>
<tr>
<td>Gerhard, E. S.</td>
<td>43</td>
</tr>
<tr>
<td>Gesell, Arnold</td>
<td>806</td>
</tr>
<tr>
<td>Geyer, Denton E.</td>
<td>203</td>
</tr>
<tr>
<td>Giddings, T. P.</td>
<td>434</td>
</tr>
<tr>
<td>Gles, W. J.</td>
<td>644 (5), 1069</td>
</tr>
<tr>
<td>Gifford, Mabel F.</td>
<td>452</td>
</tr>
<tr>
<td>Gilbert, C. S.</td>
<td>444, 445</td>
</tr>
<tr>
<td>Gil, Arthur S.</td>
<td>770</td>
</tr>
<tr>
<td>Gjesdalh, Fredrik L.</td>
<td>238</td>
</tr>
<tr>
<td>Gladfelter, Howard H.</td>
<td>599</td>
</tr>
<tr>
<td>Gladwin, Mary E.</td>
<td>1123</td>
</tr>
<tr>
<td>Glass, Emma</td>
<td>810</td>
</tr>
<tr>
<td>Glass, J. M.</td>
<td>377, 566</td>
</tr>
<tr>
<td>Glenn, Earl R.</td>
<td>377, 1293</td>
</tr>
<tr>
<td>Glick, H. N.</td>
<td>183</td>
</tr>
<tr>
<td>Goff, Alice L.</td>
<td>1157</td>
</tr>
<tr>
<td>Gooch, Marjorie</td>
<td>194, 677</td>
</tr>
<tr>
<td>Good, Alvin</td>
<td>188</td>
</tr>
<tr>
<td>Good, Carter V.</td>
<td>419</td>
</tr>
<tr>
<td>Goodnow, Frank J.</td>
<td>26 (11)</td>
</tr>
<tr>
<td>Gordon, Kate</td>
<td>594</td>
</tr>
<tr>
<td>Gorton, F. R.</td>
<td>855</td>
</tr>
<tr>
<td>Gosling, T. W.</td>
<td>692 (4), 859</td>
</tr>
<tr>
<td>Gowen, John W.</td>
<td>194, 677</td>
</tr>
<tr>
<td>Grant, Amelia H.</td>
<td>1122 (10)</td>
</tr>
<tr>
<td>Gray, C. T.</td>
<td>60 (V)</td>
</tr>
<tr>
<td>Gray, Olive</td>
<td>771</td>
</tr>
<tr>
<td>Gray, William S.</td>
<td>64, 292</td>
</tr>
<tr>
<td>Green, Alexander</td>
<td>343</td>
</tr>
<tr>
<td>Green, Jenny L.</td>
<td>1234</td>
</tr>
<tr>
<td>Green, Ruby S.</td>
<td>498 (2)</td>
</tr>
<tr>
<td>Green, T. F.</td>
<td>29 (2)</td>
</tr>
<tr>
<td>Greener, Elizabeth A.</td>
<td>121 (1)</td>
</tr>
<tr>
<td>Greenlaw, Edwin</td>
<td>644 (5)</td>
</tr>
<tr>
<td>Greenleaf, W. J.</td>
<td>1260, 1322, 1323</td>
</tr>
<tr>
<td>Grenfell, W. T.</td>
<td>1224 (14)</td>
</tr>
<tr>
<td>Gribble, Stephen C.</td>
<td>754</td>
</tr>
<tr>
<td>Griffin, Mary E.</td>
<td>1184</td>
</tr>
<tr>
<td>Griffith, C. R.</td>
<td>908, 973, 1155 (11)</td>
</tr>
<tr>
<td>Grill, G. W.</td>
<td>940</td>
</tr>
<tr>
<td>Grimes, J. C.</td>
<td>943</td>
</tr>
<tr>
<td>Grizzle, E. D.</td>
<td>1051</td>
</tr>
<tr>
<td>Groves, E. R.</td>
<td>604, 944</td>
</tr>
<tr>
<td>Groves, Edna</td>
<td>1177</td>
</tr>
<tr>
<td>Groves, G. H.</td>
<td>944</td>
</tr>
<tr>
<td>Grunenberg, Benjamin C.</td>
<td>143</td>
</tr>
<tr>
<td>Guibbard, Alberta S. B.</td>
<td>849</td>
</tr>
<tr>
<td>Gummeere, Richard M.</td>
<td>44</td>
</tr>
<tr>
<td>Gundlach, Ralph</td>
<td>678</td>
</tr>
<tr>
<td>Hasa, F. B.</td>
<td>30 (7)</td>
</tr>
<tr>
<td>Haddock, Alexander</td>
<td>339</td>
</tr>
<tr>
<td>Hagedulf, Peter</td>
<td>525 (10)</td>
</tr>
<tr>
<td>Haggerty, M. E.</td>
<td>734, 803</td>
</tr>
<tr>
<td>Haines, Thomas H.</td>
<td>1189</td>
</tr>
<tr>
<td>Hallbert, Blanche</td>
<td>1080</td>
</tr>
<tr>
<td>Hall, Percival</td>
<td>1180</td>
</tr>
<tr>
<td>Hall-Quest, Alfred L.</td>
<td>566</td>
</tr>
<tr>
<td>Halliet, E. S.</td>
<td>725 (5)</td>
</tr>
<tr>
<td>Name</td>
<td>Page(s)</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Halber, Elizabeth</td>
<td>1128</td>
</tr>
<tr>
<td>Hall, D. L.</td>
<td>649 (3)</td>
</tr>
<tr>
<td>Halver, James</td>
<td>403</td>
</tr>
<tr>
<td>Hamblen, A. A.</td>
<td>335</td>
</tr>
<tr>
<td>Hamburgh, L. Haffkin</td>
<td>1235</td>
</tr>
<tr>
<td>Hamilton, James T.</td>
<td>267</td>
</tr>
<tr>
<td>Hamilton, William</td>
<td>1337</td>
</tr>
<tr>
<td>Hammond, H. P.</td>
<td>1052, 1128 (4, 9)</td>
</tr>
<tr>
<td>Hammond, John H.</td>
<td>1134</td>
</tr>
<tr>
<td>Hand, Learned</td>
<td>1100</td>
</tr>
<tr>
<td>Handsaker, Lois M.</td>
<td>146</td>
</tr>
<tr>
<td>Haney, F. U.</td>
<td>610 (1)</td>
</tr>
<tr>
<td>Hanlon, William</td>
<td>267</td>
</tr>
<tr>
<td>Hanley, E.</td>
<td>229, 321 (3), 646 (3), 910, 921</td>
</tr>
<tr>
<td>Hackerson, regress T.</td>
<td>155</td>
</tr>
<tr>
<td>Harmer, Bertha U.</td>
<td>1122 (2)</td>
</tr>
<tr>
<td>Hart, Frank W.</td>
<td>743</td>
</tr>
<tr>
<td>Hart, Joseph K.</td>
<td>101</td>
</tr>
<tr>
<td>Hartshorne, Hugh</td>
<td>980</td>
</tr>
<tr>
<td>Hartshorne, John E.</td>
<td>1011</td>
</tr>
<tr>
<td>Harvard university</td>
<td></td>
</tr>
<tr>
<td>Harvey, T. Edmund</td>
<td>78</td>
</tr>
<tr>
<td>Hatfield, W. W.</td>
<td>313</td>
</tr>
<tr>
<td>Hawkes, Franklin P.</td>
<td>561, 773, 844</td>
</tr>
<tr>
<td>Hawkes, H. E.</td>
<td>229, 311 (3), 646 (3), 910, 981</td>
</tr>
<tr>
<td>Hawkinson, Ella A.</td>
<td>710</td>
</tr>
<tr>
<td>Hayes, Mary H. S.</td>
<td>1041</td>
</tr>
<tr>
<td>Haynes, W. S.</td>
<td>1026</td>
</tr>
<tr>
<td>Heins, F. C. J.</td>
<td>41</td>
</tr>
<tr>
<td>Hebb, Bertha Y.</td>
<td>1314</td>
</tr>
<tr>
<td>Hecker, W. G.</td>
<td>219, 735</td>
</tr>
<tr>
<td>Heilman, Karl K.</td>
<td>703</td>
</tr>
<tr>
<td>Heinsmiller, Louis E.</td>
<td>147</td>
</tr>
<tr>
<td>Heller, Otto</td>
<td>644 (8)</td>
</tr>
<tr>
<td>Hellpach, Willy</td>
<td>86</td>
</tr>
<tr>
<td>Henderson, J. L.</td>
<td>570 (4), 571 (5)</td>
</tr>
<tr>
<td>Henry, James H.</td>
<td>230</td>
</tr>
<tr>
<td>Henry, Margaret Y.</td>
<td>336</td>
</tr>
<tr>
<td>Herlihy, Charles M.</td>
<td>1255</td>
</tr>
<tr>
<td>Herrick, Chesea A.</td>
<td>9</td>
</tr>
<tr>
<td>Herriott, M. E.</td>
<td>281, 811</td>
</tr>
<tr>
<td>Hay, Squirel</td>
<td>75</td>
</tr>
<tr>
<td>High, Stanley</td>
<td>93</td>
</tr>
<tr>
<td>Hill, A. V.</td>
<td>460</td>
</tr>
<tr>
<td>Hill, C. M.</td>
<td>60 (VI)</td>
</tr>
<tr>
<td>Hill, H. C.</td>
<td>314, 525 (15), 1143</td>
</tr>
<tr>
<td>Hill, L. B.</td>
<td>208, 378, 571 (4)</td>
</tr>
<tr>
<td>Hill, Patty S.</td>
<td>479</td>
</tr>
<tr>
<td>Hill, Robert F.</td>
<td>148</td>
</tr>
<tr>
<td>Hill, Robert T.</td>
<td>1214</td>
</tr>
<tr>
<td>Hilleas, Milo B.</td>
<td>355</td>
</tr>
<tr>
<td>Hinkle, Beatrice M.</td>
<td>480</td>
</tr>
<tr>
<td>Ho, C. J.</td>
<td>681</td>
</tr>
<tr>
<td>Hobbs, J. W.</td>
<td>729 (5)</td>
</tr>
<tr>
<td>Hobson, R. S.</td>
<td>1027</td>
</tr>
<tr>
<td>Hockett, John</td>
<td>410</td>
</tr>
<tr>
<td>Hodges, Margaret T.</td>
<td>1078</td>
</tr>
<tr>
<td>Hoffman, M. Gaselle</td>
<td>871</td>
</tr>
<tr>
<td>Hoffman, U. J.</td>
<td>507</td>
</tr>
<tr>
<td>Hoffmann, Conrad, Jr.</td>
<td>705</td>
</tr>
<tr>
<td>Holben, Ralph R.</td>
<td>925</td>
</tr>
<tr>
<td>Holch, A. E.</td>
<td>845, 846, 847, 848</td>
</tr>
<tr>
<td>Hollaway, J. B.</td>
<td>336</td>
</tr>
<tr>
<td>Hollingworth, Let R.</td>
<td>1197</td>
</tr>
<tr>
<td>Hollister, H. A.</td>
<td>525 (1)</td>
</tr>
<tr>
<td>Homan, A. H.</td>
<td>102, 537</td>
</tr>
<tr>
<td>Holmes, Chester W.</td>
<td>774</td>
</tr>
<tr>
<td>Holmes, W. H.</td>
<td>29 (8), 276, 277</td>
</tr>
<tr>
<td>Holy, T. C.</td>
<td>728 (2)</td>
</tr>
<tr>
<td>Hood, William R.</td>
<td>1276, 1286, 1309</td>
</tr>
<tr>
<td>Hoover, Isabell</td>
<td>535 (6)</td>
</tr>
<tr>
<td>Horine, Clara</td>
<td>339</td>
</tr>
<tr>
<td>Horn, Ernest E.</td>
<td>302 (4-5), 701</td>
</tr>
<tr>
<td>Hosman, Everett M.</td>
<td>627</td>
</tr>
<tr>
<td>Hough, Dorothy W.</td>
<td>962</td>
</tr>
<tr>
<td>Houghton, Frederick</td>
<td>311</td>
</tr>
<tr>
<td>House, Caroline C.</td>
<td>345</td>
</tr>
<tr>
<td>Hower, William A.</td>
<td>861</td>
</tr>
<tr>
<td>Howarth, I. W.</td>
<td>190, 936</td>
</tr>
<tr>
<td>Howser, Roger</td>
<td>1236</td>
</tr>
<tr>
<td>Hubbell, L. G.</td>
<td>1008 (6)</td>
</tr>
<tr>
<td>Hudelson, Earl</td>
<td>315</td>
</tr>
<tr>
<td>Hueneckens, E. J.</td>
<td>481</td>
</tr>
<tr>
<td>Hughes, Hilda</td>
<td>508</td>
</tr>
<tr>
<td>Hughes, J. M.</td>
<td>379, 534, 588</td>
</tr>
<tr>
<td>Hughes, R. M.</td>
<td>628, 650 (4), 682</td>
</tr>
<tr>
<td>Hughes, R. O.</td>
<td>417</td>
</tr>
<tr>
<td>Hughes, W. Hardin</td>
<td>509 (5)</td>
</tr>
<tr>
<td>Huliff, H. G.</td>
<td>509 (5)</td>
</tr>
<tr>
<td>Humberstone, Thomas L.</td>
<td>80</td>
</tr>
<tr>
<td>Hunt, Thelma</td>
<td>540</td>
</tr>
<tr>
<td>Hunter, George W.</td>
<td>386</td>
</tr>
<tr>
<td>Hutchinson, Ralph C.</td>
<td>1012</td>
</tr>
<tr>
<td>Hutson, P. W.</td>
<td>589</td>
</tr>
<tr>
<td>Hyldoff, F. A.</td>
<td>256</td>
</tr>
</tbody>
</table>

**I**

Illinois educational commission, 45.
Illinois state teachers association. Research department, 735.
Indiana. Rural education survey committee, 509.
Ingham, H. B., 649 (3).
Institute of international education, 124, 125.
International conference on the education of the deaf, 1180.

**J**

Jacks, L. P., 1215.
James, Alfred P., 1144.
James, H. W., 269.
James, J. A., 1022 (8).
Janné, Anna C., 1121 (7).
Jarrott, Mattie L., 440.
Jensen, George C., 46.
Jensen, J. C., 356.
Jessop, Jannie E., 410.
Jessup, W. A., 977.
Jewett, A. C., 1128 (3).
John, Walton C., 647 (4), 1135, 1281-1285.
Johnson, A. W., 515.
Johnson, B. W., 80 (VI).
Johnson, F. W., 80 (14), 541-542.
Johnson, George, Rev., 1008 (2, 18).
CURRENT EDUCATIONAL PUBLICATIONS

Johnson, Roy I., 812.
Johnson, J. R., 642 (2), 644 (6), 1135 (9).
Johnston, Neil H., 206, 221.
Johnston, Wt. Dawson, 1237.
Joint committee on methods of preventing delinquency, 931.
Jones, A. L., 643 (5).
Jones, Gertrude, 849.
Jones, J. W., 526 (4).
Jones, Lydia L., 1135 (4).
Jones, Rufus M., 1244 (15).
Jones, Thomas J., 112.
Jones, Vincent, 435.
Jordan, David S., 7.
Jordan, Edward, 1048 (17).
Josefa Maria, Sister, 3.
Josephine Mary, Sister, 1008 (17).
Judkins, Pearl, 357.
Kaiser, John B., 1179.
Kandel, I. L., 127.
Karwoski, Theodore J., 44.
Kates, Elizabeth S., 337.
Keatinge, M. V., 581.
Keaveny, T. L., 1108 (17).
Keeton, George W., 1179.
Keiller, William, 1110 (2).
Kekoni, Karl, 404.
Keller, W. K., 350.
Keller, C. M., 882.
Kelly, Eugene R., 883.
Kellogg, Vernon, 645 (4), 1224 (1).
Kelly, F. J., 60 (VI), 651 (2), 644 (1).
Kelly, Robert L., 656, 964.
Keity, Mary G., 494.
Kenshan, Katherine, 813.
Kansler, W. H., 1138.
Kamnitz, R. H., 644 (1).
Kent, R. A., 543, 851.
Kephart, A. P., 688.
Kempel, F. P., 642 (3), 643 (3), 1216.
Kern, W. M., 965.
Kerr, James, 884.
Kerschensteiner, Georg, 90.
Klippatrick, W. H., 149, 944, 1021 (3).
Kinder, J. S., 207, 592.
King, H. C., 81.
King, L. F., 30 (3).
Kingsley, Julius S., 687.
Kinley, David, 650 (1), 651 (3), 688.
Kinslow, Alice, 544.
Kirby, C. V., 1023 (1).
Kirchwey, Freda, 1139.
Kirk, H. H., 736.
Kirt, John O., 446.
Kirklin, C. D., 526 (5).
Kirschen, R. O., 1008 (31).
Kitson, Harry D., 1053.
Kittle, William, 505.
Kittredge, Mabel H., 98.
Kjolaug, M. U. S., 1101.
Klapper, Paul, 294, 496.
Klein-Smid, R. B., 643 (2).
Klyver, Faye H., 963.
Kneso, Mattie C., 10.
Knowlton, Daniel C., 420, 421.
Kober, Johann, 86.
Koch, Helen L., 60 (IV).
Koepke, W. C., 864.
Koos, Leonard V., 522 (1), 643, 716.
Kruze, P. J., 60 (IV).
Kühnemann, Alfred, 11.
Kwalwasser, Jacob, 428 (5).
Kyle, E. J., 1021 (5).
Kyte, George C., 496.

L

La Crosse, Edwin L., 1185.
Lacy, L. D., 195.
Lancaster, H. Currington, 128.
Land, F. E., 12.
Land, S. Lewis, 1028.
Langston, Clair V., 891.
Lanza, A. J., 461.
Lathrop, Edith A., 511, 1273.
Lathrop, H. O., 1003.
Laubach, M. L., 525 (10).
Lawee, Estella, 885.
Lawler, Lillian B., 305.
Laycock, Samuel R., 686.
Leatherman, Emily, 775.
Leatherman, Zoe E., 689.
Lee, A. Scott, 1198.
Lee, F. E., 648 (9).
Lee, Joseph, 927.
Lefkowits, Abraham, 651.
Lehman, Harvey C., 928.
Leighton, Bertha M., 1094.
Leipper, M. A., 453.
Leonard, H. J., 1107 (6).
Leonard, R. J., 714 (7), 717, 1029.
Leser, Hermann, 13.
Leuschner, A. O., 600.
Lewis, William D., 1102.
Light, M. B., 26 (3).
Lima, Margaret, 1945.
Lincoln, Edward A., 206.
Lincoln school of Teachers college, 1221.
Lindley, E. H., 651 (1).
Lindsay, E. E., 691.
Lindsay, R. Y., 302 (8).
Lingo, William E., 779.
Luchts, C. N., 1008 (5).
Littlejohn, J. C., 64 (10).
Livesay, Ruth H., 1054.
Livingstone, Helen, 1081.
Livesey, Rosemary E., 814.
Lobingier, John L., 130.
Locke, Alain, 1175.
Locke, Beattie, 131.
Logan, Laura R., 1124, 1125.
Lombard, Ellen C., 1206, 1227.
Long, Harriet C., 1240.
Longyear, Don D., 776.
Longworth, J. Glenn, 1030.
Lorance, B. F., 987.
Lord, Eleanor L., 1100.
Lott, Merrill R., 1031.
Lute, Philip B., 988.
CURRENT EDUCATIONAL PUBLICATIONS

 Massachusetts. Committee on militarism in education. 1153.
 Mast, Ivan L., 852.
 Mathias, A. O., 810 (2).
 Mattfield, Henry W., 154.
 Mattocks, Raymond L., 626.
 Maverick, Lewis A., 1055.
 Maxfield, Francis N., 30 (6).
 Maxwell, C. R., 662 (5).
 Mead, A. R., 209, 570 (2).
 Meek, Lois H., 178, 177, 497.
 Melkie, Alexander, 1234 (12).
 Melnick, Emma, 257.
 Melvin, A. Gordon, 108.
 Mendelsohn, Ladore W., 1136.
 Mertam, J. L., 483.
 Metcalfe, Arthur A., 1060.
 Metcalfe, Margaret F., 514.
 Meyer, Adolph E., 87, 91, 93.
 Meyer, W. L., 427 (3).
 Michell, Elene M., 466.
 Michigan state teachers' association. Committee on salaries, 632.
 Middlebrook, W. T., 509 (5).
 Messner, W. O., 427 (4).
 Milburn, Mary F., 902.
 Miller, George J., 406.
 Miller, H. Augustus, Jr., 990.
 Miller, H. L., 155, 239-239, 571 (3).
 Miller, Marie E., 777.
 Miller, Thomas C., 15.
 Miller, W. O., 643 (3).
 Millikan, R. A., 382.
 Mills, C. T., 1062.
 Mills, John, 695, 1097.
 Mims, Edwin, 49.
 Min, J. B., 906, 1068.
 Minneapolis. Board of education, 1241.
 Mierick, Gordon R., 394.
 Mississippi. Survey commission, 50.
 Mitchell, Elmer D., 912.
 Mitchell, Fred C., 239.
 Mitchell, John C., 778.
 Mitchell, Sydney B., 1217.
 Moore, E. C., 7.
 Moore, M. T., 641 (8).
 Moore, Sue P., 1187.
 Morey, Lloyd, 649 (5).
 Morgan, A. E., 7.
 Morgan, Barbara S., 1199.
 Morgan, Joy E., 633, 820.
 Morgan, R. V., 426 (9).
 Morgan, W. C., 392.
 Morgan, W. F., 688 (3).
 Morley, E. E., 832.
 Morris, G. M., 1022 (2).
 Morrison, A. F., 296.
 Morrison, Henry C., 947.
 Morrison, J. Caress, 574, 739, 860.
 Morrison, Paul R., 821.
 Mort, Paul R., 156, 743, 788.
CURRENT EDUCATIONAL PUBLICATIONS

Oberholtzer, E. F., 28 (6).
Odeon, C. W., 210, 222, 526 (2), 548, 780.
Oburn, H. W., 1224 (8).
Oxtarce, Frank K., 915.
Olsson, Oscar, 159.
O'Rear, Floyd B., 595.
Orleans, J. S., 530, 1201.
Orr, William, 64.
Oswart, W. J., 360, 407.
O'Shea, M. V., 1224 (13).
Ottaway, Ruth H., 437.
Owens, Albert A., 1154.

Palmer, Stella, 60 (VIII).
Panson, M. R., 41.
Parker, J. C., 1923 (4), 1031.
Parker, Samuel C., 485.
Parkhurst, Helen, 30 (9).
Parkins, A. E., 408.
Paromi, Clelia, 397.
Parrott, Hattie S., 515.
Partridge, Clara M., 298.
Partridge, F. A., 498.
Pasadena, Calif. City schools, 33.
Paterson, A. C., 92.
Paterson, Donald G., 543.
Patti, Angelo, 941.
Patty, W. W., 549, 710.
Pau, John, 1145.
Parson, F. L., 1224 (20).
Payne, Arthur F., 1035.
Payne, F. George, 462.
Pearson, R. A., 1021 (1).
Peck, Martin W., 898.
Peel, Arthur J., 741.
Penniman, John H., 699.
Pennsylvania. General curricular revision committee, 822.
Peppard, Helen M., 895.
Perkins, Glen O., 833.
Perrin, H. Ambrose, 781.
Perry, Winona M., 391.
Peters, Iva L., 1162.
Peters, Joseph, 196.
Peters, R. F., 742.
Petersen, Donald G., 1151.
Petersen, Alphonso, 390.
Philippine Islands. Board of educational survey, 58.
Phillips, Shelton, 390.
Phillips, A. E., 590.
Phillips, Frank M., 276, 720 (4), 1254, 1290, 1491.
1319, 1320, 1321, 1324, 1325, 1326, 1327, 1328, 1329.
Phillips, Rose, 277.
Pickell, Frank G., 565.
Pickett, Ralph E., 1202.
Pierce, Besiee L., 472.
Pierce, David H., 1016.

N

Nash, Alice M., 1200.
National association of deans of women, 1155.
National association of public school business officials, 728.
National association of secondary-school principals, 527, 528.
National association of state universities in the United States of America, 650, 651.
National conference of juvenile agencies, 945.
National education association, 27.
National education association. Committee on schoolhouse planning and construction, 674.
National education association. Department of elementary school principals, 401.
National education association. Department of superintendence, 28, 792-790.
National fraternal congress of America, 470.
National illiteracy conference committee, 1290.
National industrial conference board, inc., 953.
National league of compulsory education officials, 729.
National league of nursing education, 1121, 1122.
National league of teachers' associations, 609, 610.
Nelson, William A., 1161.
New York (City). Board of education. Committee on character education, 968.
New York (State) Governor's commission on school finance and administration, 750.
New York (State) University convocation, 29.
Newberry, Marie A., 1242.
Newbury, Maud C., 1277.
Newcomb, R. S., 359, 368 (8).
Newton, J. H., 52, 484, 841 (11).
Newton, Joseph F., 677.
Nichols, J. H., 914.
Nicholson, J. H., 41.
Nicholson, Meredith, 607.
Noar, Frances, 813.
Noffinger, H. G., 714 (3).
Noon, Theodore W., 1090.
Noonan, Margaret E., 110 (V).
Norman, H. W., 263.
North central association of colleges and secondary schools, 652.
Norton, John K., 700.
Noyes, Clara D., 1121 (5).
Nudd, Howard W., 830-940, 1263.
Nygard, J. A., 525 (13).

P

Palmer, Stella, 60 (VIII).
Paranipe, M. R., 41.
Park, J. C., 1923 (4), 1031.
Parker, Samuel C., 485.
Parkhurst, Helen, 30 (9).
Parkins, A. E., 408.
Paroni, Clelia, 397.
Parrott, Hattie S., 515.
Partridge, Clara M., 298.
Partridge, F. A., 498.
Pasadena, Calif. City schools, 33.
Paterson, A. C., 92.
Paterson, Donald G., 543.
Patti, Angelo, 941.
Patty, W. W., 549, 710.
Paul, John, 1145.
Parson, F. L., 1224 (20).
Payne, Arthur F., 1035.
Payne, F. George, 462.
Pearson, R. A., 1021 (1).
Peck, Martin W., 898.
Peel, Arthur J., 741.
Penniman, John H., 699.
Pennsylvania. General curricular revision committee, 822.
Peppard, Helen M., 895.
Perkins, Glen O., 833.
Perrin, H. Ambrose, 781.
Perry, Winona M., 391.
Peters, Iva L., 1162.
Peters, R. F., 742.
Petersen, Donald G., 1151.
Petersen, Alphonso, 390.
Philippine Islands. Board of educational survey, 58.
Phillips, Shelton, 390.
Phillips, A. E., 590.
Phillips, Frank M., 276, 720 (4), 1254, 1290, 1491.
1319, 1320, 1321, 1324, 1325, 1326, 1327, 1328, 1329.
Phillips, Rose, 277.
Pickell, Frank G., 565.
Pickett, Ralph E., 1202.
Pierce, Besiee L., 472.
Pierce, David H., 1016.
CURRENT EDUCATIONAL PUBLICATIONS

R

Radeka, W. Edward, 963.
Ramey, Homer F., 597.
Rands, C. R., 746.
Randall, E., 785.
Raskin, Rebecca H., 1243.
Ripplinger, Carl G., 1390.
Rice, Ethel, 1164.
Rice, W. C., 907.
Rice, William, 998.
Rich, William, 847 (2).
Ritchie, Percy, 41.
Rid, Alfred Z., 1397.
Ridley, Ward G., 702.
Riffler, F. W., 563 (4).
Rieger, George W., 198.
Rieppel, Alfred, 17.
Reynolds, Florence E., 1390.
Reynolds, J. H., 994.
Reynolds, Martha B., 1147.
Reynolds, Nicholas, 1063.
Riech, Frank M., 259.
Riech, Stephen G., 17, 264.
Richards, Edwin B., 526.
Richards, Esther L., 899.
Richardson, Anna E., 1022 (3).
Richardson, F. S., 520.
Richardson, Ethel, 1218.
Richardson, F. A., 384.
Richardson, L. B., 643 (6), 645 (2).
Richardson, Winfield, 1165.
Ridley, Douglas C., 406.
Rietz, H. L., 637.
Riley, James H., 744, 965.
Richey, Marcella K., 1204.
Rontree, William F., 364.
Robb, Will C., 1064.
Roberts, C. C., 1057.
Roberts, D. A., 641 (1).
Robinson, James H., 18.
Rockefeller foundation. Division of medical education, 1118.
Rodgers, Robert H., 1068.
Rodman, J. S., 1110 (6).
Roehm, Myrtle A., 467.
Roemer, Joseph, 847 (2), 857.
Roe, Margaret L., 1166.
Rogers, Dorothea, 160, 786.
Rogers, Frederick R., 918.
Rogers, James F., 1274, 1299, 1301, 1316, 1334.
Rogers, James H., 704, 787.
Rohrbuch, Quincy A. W., 1018.
Roller, Duane E., 385.
Roman, Martha, 525 (9).
Rood, Rosamond, 517 (6).
Rood, W. T., 246.
Roper, Charles A., 907.
Roth, Harriette E., 517.
Rutgers university. Department of agriculture extension, 318, 519.
Ryder, A. C., 1155 (1).
Ryder, J. H., 66.

S

Sanger, Oscar, 426 (7).
Salone, M. M., 891.
Sample, Anna E., 289.
Sanborn, Herbert C., 393.
Sandell, John M., 488.
Sanderson, Ross W., 997.
Sanford, S. V., 647 (3).
Sanford, Vera, 358.
Saranoff, K. A., 348.
Sargent, Porter, 57.
Seas, Dorothy M., 551.
Sauzet, E. B. de, 338.
Savage, H. J., 626, 634 (9).
Sayles, Mary B., 1203.
Schairer, Reinhold, 705.
Schleisinger, H. J., 322.
Schmid-Schmiedfelden, M. C., 41.
Schmidt, G. A., 290.
Schon, Max, 428 (6).
Schoolmen's week, University of Pennsylvania, 30.
Schrammel, H. E., 745.
Schroeder, Louis C., 462.
Schultz, Norma, 706.
Schutt, T. H., 834.
Scott, Alma H., 1122 (1).
Scott, Almene L., 1244.
Scott, Harry A., 919, 920.
Scott, Jonathan F., 136.
Sealey, R. M., 647 (1).
Seasore, C. E., 241, 645 (3).
Seccombe, Wallace, 1107 (1).
Seegers, J. C., 438.
Segerblom, William, 362.
Schor, Max, 887.
Selby, J. L., 921.
Selke, George A., 500.
Sexton, L. J., 322.
Seybolt, Robert F., 30, 21, 77.
Sbarlip, William, 1154.
Sharp, Oliver L., 1224 (4).
Shaw, H. T., 1022 (2).
Shelly, Patrick J., 1020.
Shepherd, Edith E., 323.
Shields, H. O., 1121 (3-4, 5).
Shine, J. Ray, 1223.
Stitt, Edward W., 156.
Stockwell, S. P., 271.
Stoddard, A. J., 30 (10), 251 (2), 245-256.
Stoddard, O. D., 120 (2).
Stokes, C. N., 368.
Stone, C. W., 746.
Stormrund, Martin J., 424.
Story, M. J., 118.
Stout, John L., 1000.
Strang, Ruth, 830.
Strayer, George D., 211, 250, 642 (5), 726-726, 745.
Strait, Ruth, 302.
Sturtevant, Sarah M., 1188 (5).
Summers, Alex, 1313.
Supplee, G. C., 860.
Swift, Fletcher H., 743, 762-763.
Symonds, Clare, 412.
Symonds, Percival M., 943.
Taft, Donald R., 425.
Taft, Jessie, 39 (6), 944.
Tagore, Rabindranath, 109.
Tarr, Alphonso, 1096.
Tallock, J. S. P., 643 (7).
Taylor, Grace A., 1207.
Taylor, Graham, 642 (1).
Taylor, Mary S., 364.
Teachers college, Columbia university. Alumni association. Nursing and health branch, 1129.
Teeters, W. J., 1105 (1).
Temple, Allon, 485.
Tennant, J. L., 622.
Terhune, William B., 1208.
Terman, Lewis, 1285.
Terry, Paul W., 858, 1287.
Texas, Department of education, 325.
Texas educational survey commission, 60.
Thatcher, R. W., 1021 (7).
Thayer, V. T., 584.
Thayer, W. S., 1119.
Thom, D. A., 487.
CURRENT EDUCATIONAL PUBLICATIONS

W

Waasner, E. E., 523 (8).
Wade, Frank B., 372.
Wade, N. A., 605.
Wager, Ralph E., 606.
Wagner, I. A., 4908 (4).
Waltz, Frederic C., 1129, 1396.
Walden, P. T., 646 (3).
Walker, Josephine, 1256.
Waples, Douglas, 224, 557, 828.
Ward, M. L., 1114 (7).
Wagner, Elseworth, 829, 971.
Washburne, Carleton, 84, 241, 1248-1249.
Watts, R. L., 1022 (7).
Wayman, Agnes R., 923.
Webb, Harman C., 391.
Webber, H. C., 789.
Weber, S. E., 602.
Weeks, Archd D., 185.
Weigle, Luther A., 1005.
Welch, G. M., 96.
Wenke, Morris, 1128 (19).
West, John C., 471.
West, R. M., 641 (4).
West, R. C., 607.
Western Reserve University, Cleveland, Ohio, 25.
Wettlin, Emm, L., 1206.
Weyland, L. D., 1042.
White, Emeline S., 1084, 1202, 1342.
White, Arthur C., 710.
White, C. L., 711.
White, William A. 1224 (10).
Whitney, Thomas A., 712.
Whitney, Albert W., 409.
Wickenden, W. E., 651 (3), 1128 (1, 5), 1139-1140.
Wieboldt foundation, 948.
Wiggin, Kate D., 490.
Wigmore, John H., 1104.
Wilcox, W. F., 585.
Wiley, George M., 293.
Wiley, Will E., 790.
Wilkins, E. H., 643 (8).
Wilkins, Harold T., 94.
Wilkinson, Marguerite, 1224 (19).
Willett, Herbert L., 65.
William, Brother L., 1008 (13).
Williams, Frankwood E., 900, 901.
Williams, Gardner, 987.
Williams, Jesse F., 924.
Williams, L. A., 186.
Williams, Paul W., 1006.
Williamson, Pauline B., 401.
Willis, Margaret M., 794.
Wilson, G. M., 215, 1293.
Wilson, Gladys, 1085.
Wilson, Lucy L. W., 90 (12), 98, 272, 528 (3).
Wilson, M. O., 1170.
Wilson, Mabel V., 748.
Wilson, W. H., 496 (3).
Witch, W. H., 304.

V

Vajakil, Julie E., 855.
Van Buskirk, Edgar F., 803.
Van der Pyl, Nicholas, 1206 (100.
Vandewater, Nina C., 1203.
Van Houwen, L. H., 504.
Van Reusser, Martha, 1983.
Van Sant, Clara, 1919.
Van Sutsem, Mary, 1168.
Van Waters, Miriam, 944.
Vehr, U. J., 1098 (19).
Vermont. State board of education, 63.
Vernon, A. W., 1224 (3).
Viehle, Paul H., 1004.
Vincent, E. Leona, 488.
Vincent, George E., 1055 (12).
Vincent, Junitus, pseud., 1109.
Vinson, R. E., 7.
Vogel, Mabel, 64, 1248-1249.
Vogt, Paul L., 524.

6210-2611 — 9
CURRENT EDUCATIONAL PUBLICATIONS

Wides, E. E., 30 (11), 1260, 1273.
Wine, Carolyn L., 331.
Winslow, Leon L., 443.
Wise, J. Hooper, 857.
Wiswall, Zilla E., 326.
Witmer, Eleanor M., 1251.
Wohlrab, Julia II., 227.
Wolfott, John D., 1289, 1290, 1308.
Wolff, Estella, 1252.
Wolle, J. M., 1008 (15).
Wood, Ben D., 216, 1072.
Wood, Mildred W., 1066.
Wood, Thomas D., 830, 890, 925.
Wood, Will C., 163, 714 (5).
Woodbridge, F. J. E., 644 (2).
Woodburn, J. A., 525 (16).
Woodhouse, Chase G., 1171.
Woods, A. F., 1022 (1).
Woods, B. M., 714 (2).
Woods, Roy C., 1253.
Woody, Clifford, 392.

Wooley, Paul V., 1043.
Woolley, Helen T., 490, 944, 956.
Wooton, F. C., 1073.
Work, Hubert, 1271.
Works, G. A., 60 (I-II, VI, VIII), 1022 (9), 1305.
Wright, Charles B., 640.
Wright, Edwina M., 1087.
Wright, John D., 1190.
Wright, Myrtle L., 1151.

Y

Yale, Caroline A., 1191.
Yeager, William, 30 (15).
Yeastbe, Basil A., 1220.
Yoder, C. M., 1097.
Young, H. H., 202 (7).
Young, Thomas S., 1007.

Z

Zabriskie, Edward C., 902.
Zoethout, W. D., 1107 (5).
Zook, George F., 60 (VI), 713-715.