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MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Educational biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Normal training—Teachers' salaries and professional status—Higher education—Scientific research—School administration—School management—School architecture—School hygiene and sanitation—Physical training—Social aspects of education—Moral education—Religious education—Manual and vocational training—Agricultural education—Home economics—Professional education—Civic education—Military training—Education of soldiers—Education of women—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications—New periodicals.

NOTE.

The record comprises a general survey in bibliographic form of current educational literature, domestic and foreign, received during the monthly period preceding the date of publication of each issue.

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.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

EDUCATIONAL BIOGRAPHY.

1. Gilbert, Allan H. Martin Bucer on education. *Journal of English and Germanic philology*. 18: 321-45, July 1919.

2. Powell, Lyman P. Charles Cestre, a student of American conditions. *American review of reviews*, 61: 54, January 1920.

Followed by an article by Professor Cestre entitled *Our labor situation—a Frenchman's view*, p. 55-59.

M. Cestre has been professor of English literature at the University of Bordeaux, and has recently lectured at the Sorbonne and throughout France on American literature and civilization. He has traveled widely through the United States as a student of American conditions, and is preparing a book on the subject.

CURRENT EDUCATIONAL CONDITIONS.

UNITED STATES.

3. **Kinnaman, J. O.** Whither are we drifting? *School and home*, 11:13-15, December 1919.
 Criticises the public schools. Says bolshevism is rampant in education, no foundation is being laid for real education, teachers are poor and unqualified, the children are not taught to think, they are spoiled by their parents, and they lack mental and physical discipline.
4. **Knight, Edgar W.** Public education in the South. Some inherited ills and some needed reforms. *School and society*, 11:31-38, January 10, 1920.
 Part of an address before the North Carolina teachers' assembly, Raleigh, N. C., November 26, 1919.
5. **O'Shea, Michael Vincent.** The spirit of American education. Normal instructor and primary plans, 29:20, 74, February 1920.
 Aims to "show that recent events have given us good reason to believe that in its main features our educational system is sound and superior to that of any foreign country, and our problem is not so much to reform our courses and methods as to perfect the work which has already been done."
6. **Parkinson, William D.** Is public education an essential industry? *Journal of education*, 90:623-26, December 18, 1919.
 Gives instances in which both the public and the teacher himself discredit public education and says that it is small wonder that serious-minded members of the teaching fraternity begin to doubt whether public education really is an essential industry.

FOREIGN COUNTRIES.

7. **Bergson, Henri.** French ideals in education and the American student. *Living age*, 303:775-77, December 27, 1919.
 An address to American students, translated from *La Vie universitaire*.
8. **Lenz, Frank B.** A glimpse at China's middle schools. *Educational review*, 59:58-64, January 1920.
 Concludes that moral education is particularly to be desired in the schools of China today.
9. **Muller, James A.** The student movement in China. *Nation*, 109:833-35, December 27, 1919.
 Describes the student protest against the foreign policy of the Chinese government and the awards of the Paris conference.

EDUCATIONAL THEORY AND PRACTICE.

10. **Bode, B. H.** Educational aims and scientific method. *School and society*, 11:38-44, January 10, 1920.
11. **Thaler, William H.** On education and the new democracy. *Educational review*, 59:12-18, January 1920.
 Says that "the greater vision leads to the idea of the school making all children a part of the state and permitting natural factors to ordain who shall become the leaders of the state and not through the power of class privilege."

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

12. **Burt, Cyril.** The development of reasoning in school children. *Journal of experimental pedagogy* (London) 5:121-27, December 5, 1919.
 Says that all the elementary mental mechanisms essential to formal reasoning are present before the child leaves the infants' department, i. e., by the mental age of 7, if not somewhat before.

13. **Dunn, Courtenay.** The natural history of the child; a book for all sorts and conditions of men, women, and children. London and Edinburgh, Sampson Low, Marston & co., ltd., 1919. 319 p. front. 8°.
14. **Merino y Salazar, Teresa.** La doctrina del Interés en la psicología pedagógica, investigación original sobre la evolución de los intereses del niño cubano. Revista de la facultad de letras y ciencias (Universidad de la Habana, Cuba), 29:12-71, July-October 1919.
Thesis for the doctorate in pedagogy. University of Havana, 1917.
15. **Welgle, Luther A.** The home atmosphere. Church school, 1:24-26, 45, January 1920.
This is the third article in a series of studies for parents, teachers and pastors, based on an outline prepared by the International lesson committee and entitled *Hints on child training*.
Deals particularly with the impresionability of children.

EDUCATIONAL TESTS AND MEASUREMENTS.

16. **Ashbaugh, Ernest J.** Iowa spelling scale. Iowa City, Iowa, Pub. by the University, 1919. 3 v. 8°. (University of Iowa extension bulletin, nos. 53, 54, 55)
No. 53.—For grades II, III, and IV, 20p. No. 54.—For grades IV, V, and VI, 20p. No. 55.—For grades VI, VII, and VIII, 18p.
17. **Burt, Cyril.** Psychological tests for general intelligence. Journal of education (London) 52:27-29, January 1920.
Says that mental tests are of little importance without expert interpretation. Teachers are, or ought to be, such experts. Discusses the value of such tests.
18. **Cowdery, Karl M.** A statistical study of intelligence as a factor in vocational progress. Journal of delinquency, 4:221-40, November 1919.
Relation of measurable general intelligence to the ability to progress under vocational instruction in various trades and occupations. The subjects are delinquent boys mostly between the ages of 14 and 18, who have been committed to the Whittier state school, Calif.
19. **De Voss, James C.** Army methods of classification for schools. Teaching, 4:10-16, October 1919.
Personal observations on the possible uses of army methods of classification in school practice.
20. **Frasier, George W.** Educational measurements. American school board journal, 60:23-24, January 1920.
Discusses the values of educational tests and measurements from the standpoint of school officers.
21. **Humpstone, H. J.** The meaning of a Binet score. Psychological clinic, 13:18-26, December 15, 1919.
Critiques the uses to which the Binet tests have been put in the American adaptation.
22. **Merrill, Maud A.** A scale for the individual measurement of reading ability. Journal of educational psychology, 10:389-400, October 1919.
Says that reading speed and comprehension are conditioned to an important extent by the legibility of the face of printing type used. Bibliography: p. 400.
23. **Patri, Angela.** Educational measurements. School and home (Ethical culture school, New York City), p. 18-17, Fall 1919.
Address delivered at the opening meeting of the parents and teachers association of the Ethical culture school, New York City.
The failure of educational tests to measure the progress of children.

24. Smith, Leon O. Measuring the efficiency of schools. Nebraska teacher, 22: 218-21, January 1920.
Physical, administrative, instructional and cooperative efficiency of schools and the superintendent's relation to it.
25. Thorndike, Edward L. Intelligence and its uses. Harper's magazine, 140: 227-35, January 1920.
26. Wood, O. A. A failure class in algebra. School review, 28: 41-49, January 1920.
Describes conditions in the Central high school of Kansas City, Mo., and psychological tests for general intelligence and specific trouble in algebra.

SPECIAL METHODS OF INSTRUCTION.

27. Eastman, Dolph. Comenius and Pestalozzi, fathers of visual education. Educational film magazine, 2: 8-9, 29, December 1919. Illus.
How Pestalozzi furthered the ocular doctrines of Comenius and brought the motion picture nearer to the schoolroom.
28. McMurry, Charles A. Teaching by projects; a basis for purposeful study. New York, The Macmillan company, 1920. 257p. 12".
This book is based on a belief that educationally considered a child is at his best when planning and executing his own projects, or at least those which engage his full powers. In teaching, there should be discrimination between bare facts and constructive projects, around which facts are gathered and centered.
29. Rich, Frank M. A few live projects in high-school mathematics. School science and mathematics, 20: 34-45, January 1920.
Describes the application of algebra in the making of home made musical instruments, and of geometry in the adjustment and use of a theodolite.
30. Sharpe, E. W. The project as a teaching method. School science and mathematics, 20: 20-26, January 1920.
Project method in science teaching discussed. Takes up the subject of "transportation" to illustrate his theme.

SPECIAL SUBJECTS OF CURRICULUM.

READING.

31. Chicago principals' club. Committee on standards and measurements. . . . The teaching of reading . . . Chicago, Allied printing, 1919. 94 p. 8". (Chicago. Board of education. Education division. Bulletin no. 16.)

SPELLING.

32. Murray, Elsie. The spelling ability of college students. Journal of educational psychology, 10: 357-76, October 1919.
Says that there is no evidence of deterioration in the spelling of college students from year to year. Recommends the correction of sensory defects in early childhood in order to improve faulty spelling.

LITERATURE.

33. Baldensperger, Fernand. *Où nous en sommes: examen de conscience d'un "comparatiste."* Revue universitaire, 28: 260-73, November 1919.
A discussion of the comparative method in the study of the literatures of different nations.

ENGLISH AND COMPOSITION.

34. Bleyer, Willard Grosvenor. Journalistic writing in high school and college. English journal, 8: 593-601, December 1919.
Thinks that it is not the function of the secondary school to train pupils for the profession of journalism. Shows how far a high-school teacher may go in developing habits in the student that will be invaluable to him in his professional training for journalism.

35. Chamberlain, Essie. Report of the Committee on curriculum reconstruction. Illinois association of teachers of English bulletin, 12: 1-12, January 1, 1920.

Curriculum problems in the field of English. Gives the results of a questionnaire sent to high schools in Illinois to ascertain the textbooks in use in English composition and other facts concerning the teaching of English.

36. Gosling, Thomas Warrington. Some social factors in the problem of teaching English. School and society, 10: 750-61, December 27, 1919.

An address before the English section of the Wisconsin teachers association, Milwaukee, November 7, 1919.

37. Perry, Frances M. The supervision of school publications. English journal, 2: 617-32, December 1919.

The advisability of faculty supervision of student publications.

MODERN LANGUAGES.

38. Cahen, Maurice. Réflexions sur l'enseignement de l'allemand. II. Les procédés actuels d'enseignement. III. De l'avenir de notre enseignement. Revue universitaire, 28: 274-90, 348-56, November, December, 1919.

39. Doyle, Henry Grattan. The course in Spanish—(1) Journal of education, 91: 34-35, January 8, 1920.

Offers suggestions as to methods and aims of the high school or academy course in Spanish, together with an outline of a course of study covering four years of high school, or two years of college work.

40. Torres, Arturo. Teaching Spanish in New York city schools. Bulletin of the Pan American union, 49: 656-59, December 1919.

An account of the progress of Spanish within the past three years to the highest enrollment of students of any foreign language taught in New York city schools.

ANCIENT CLASSICS.

41. Hadzsits, George D. The classics in a democracy. Classical journal, 15: 226-34, January 1920.

The application of the classics to the problems of democracy.

42. Houston, Percy Hazen. The humanist, and some others. Unpartizan review, 13: 43-51, January-February 1920.

The subject of this study is the controversy in recent literature between the humanist on one side and the pragmatist or naturalist on the other, as an aftermath of the world war. The writer discusses particularly S. P. Sherman's book On contemporary literature, and the replies thereto by Francis Hackett and Randolph Bourne.

43. Rice, Edith Florence. Extra-curriculum activities. Classical weekly, 13: 81-83, January 12, 1920.

This paper was read at the thirteenth annual meeting of the Classical association of the Atlantic states, at Haverford college, April 4, 1919.

Tells of the High school Latin club in the Germantown high school, Philadelphia, Pa.

SOCIAL SUBJECTS.

44. Association of history teachers of the Middle states and Maryland. Proceedings of the meetings held in 1918 at New York and Princeton. No. 16. 61p. 8". (Daniel C. Knowlton, secretary-treasurer, Central High School, Newark, N. J.)

Contains: 1. S. B. Harding: Education and the war. What the Committee on public information and the National board for historical service are doing, p. 6-16. 2. L. R. Schuyler: A tentative syllabus of Hispanic-American history adapted to high school use, p. 21-30. 3. A. K. Heckel: The war aims course in the colleges, p. 33-43. Discussion, p. 44-45.

45. Belote, Theodore T. The educational value of the historical museum. *Daughters of the American revolution magazine*, 54: 9-16, January 1920.
46. Bowman, F. L. History lessons in an elementary school. *Journal of experimental pedagogy* (London) 5: 140-45, December 5, 1919.
47. Price, G. V. Socialization of high school history. *Education*, 40: 307-16, January 1920.
Says that the socialization of history would prevent the growth of chauvinism. The high school student may use the idea of the unity of history in the tracing of institutions and ideas.
48. Richardson, Robert K. The utility of medieval history in elementary college curricula. *Historical outlook*, 11: 10-13, January 1920.
49. Stockton, J. Lewis. Teaching current events. *Historical outlook*, 11: 13-15, January 1920.
The teaching of current events at the Wadleigh high school, New York City. The aims, methods, and results.

GEOGRAPHY.

50. Branom, Mendel E. Changes in the teaching of geography suggested by the world war. *School and home education*, 39: 101-103, January 1920.
51. Lobeck, A. K. Block diagrams: a few simple hints to teachers. *Journal of geography*, 19: 24-33, January 1920.
Interpretation of landscapes by means of a few simple geometrical patterns—basic forms common to mechanical drawing—straight lines, square-edged blocks, wedge-shaped blocks, cylinders, cones, and spheres.

SCIENCE

52. Twiss, George R. Mental discipline and culture through science teaching. *Ohio educational monthly*, 69: 13-18, January 1920.
This is the seventh of a series of articles on science teaching, which has been appearing in the Ohio educational monthly. Although these articles have been written with the science of physics in mind they discuss principles of teaching that underlie and are essential to effective instruction of every kind whatsoever.
53. ——— The reorganization of high-school science. *School science and mathematics*, 20: 1-13, January 1920.
Says that our school systems must be reorganized so as to give some scientific instruction to all children.

MATHEMATICS.

54. Fletcher, W. H. Concrete geometry for the seventh grade. *Journal of education*, 90: 654-57, December 25, 1919.
55. Painter, George S. Mathematics as a study. *Educational review*, 59: 19-40, January 1920.
Concludes that "all need some mathematics; some need all." Says that mathematics serves a unique function in the development of the native mental powers.
56. Schorling, Raleigh and Reeve, William David. *General mathematics*. Boston, New York [etc.] Ginn and company [1919] xvi, 488 p. illus. 12.
This textbook is designed to introduce into the seventh, eighth, and ninth school years such careful training in quantitative thinking and expression as well-informed citizens of a democracy should possess. One excellent feature is chapter X on Graphical representation of statistics.

MUSIC.

57. Buttelman, C. V. The school orchestra—a tie that binds. *Normal instructor and primary plans*, 29: 83, 85, February 1920.
The beneficial influence of the school orchestra and how the orchestra or orchestra class can be formed.

ELOCUTION.

58. Lyon, Leverett S. Some types of public speech. *English Journal*, 8: 602-609, December 1919.

Thinks high schools and colleges need more work in motivated, extempore speaking. Shows the shortcomings of declamation, oratory, and debating in producing definite results in public speaking.

SAFETY.

59. Payne, E. George. An experiment in education in accident prevention. *Elementary school journal*, 20: 352-58, January 1920.

Describes an experiment carried out in the Harris teachers college, St. Louis, Mo., to combat the menace to human welfare of the constantly increasing number of serious public and industrial accidents.

THRIFT.

60. American academy of political and social science. The new American thrift. Philadelphia, American academy of political and social science, 1920. 248 p. 8°. (*Its Annals*, vol. 87, no. 176, January 1920)

Editor in charge of this volume: Roy G. Blakey.

Contains: 1. David Snedden: Capital needs for education in the United States, p. 71-82. 2. G. W. Sherman: The function of salvage in the education of industrial workers, p. 136-41. 3. G. F. Zook: Thrift in the United States, p. 205-11. 4. E. L. Thorndike: Psychological notes on the motives for thrift, p. 212-18. 5. W. H. Carothers: Thrift in the school curriculum, p. 219-24. 6. Alvin Johnson: The promotion of thrift in America, p. 233-38.

61. Carothers, Willis H. Thrift. *Teaching*, 4: 5-10, October 1919.

Lesson plans for teaching thrift in the elementary schools.

62. National thrift. *Catholic educational review*, 18: 38-48, January 1920.

National thrift week and the relation of the schools to thrift teaching.

63. Vail, Theodore N. Making our youth safe for democracy. *Eastern states* (Springfield, Mass.) 1: 1-6, November 1919.

Says that what we need in this country now and particularly in the Eastern states, is to teach and cause the growing generations to realize fully that thrift and economy coupled with industry, are as necessary now as they were in past generations, that provision for the future is an obligation which nature places on us and which can not be avoided.

KINDERGARTEN AND PRIMARY SCHOOL.

64. Baker, Edna Dean. Tendencies of present kindergarten progress. *Kindergarten and first grade*, 5: 18-20, January 1920.

65. Goodlander, Mabel B. The experimental primary class in the Ethical culture school. *School and home* (Ethical culture school, New York City), p. 16-21, Winter 1919.

How ideas of individual and social development are carried out in the Ethical culture school, New York City.

66. Smith, Laura Rountree. Primary seat work, sense training and games. Illus. by Mae Herrick Scannell. Chicago, Beckley-Cardy company [1919] 160 p. illus. 12°.

RURAL EDUCATION.

67. Averill, Lawrence A. Revitalizing the rural school curriculum. *Education*, 40: 276-84, January 1920.

Emphasizes the necessity of adapting studies to real life, particularly problems in arithmetic, etc. To be continued.

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68. **Cook, Katharine M.** Rural supervision and the county superintendent. *American school board journal*, 60: 29-30, January 1920.
Efficiency in county supervision and the factors that make for efficiency.
69. **Knight, Edgar W.** A more effective county superintendent. *North Carolina education*, 14: 4-5, January 1920.
Needed changes in organization and operation of the county superintendency.

SECONDARY EDUCATION.

70. **Dolch, E. W., Jr.** Teaching for the future. *Education*, 40: 263-75, January 1920.
Necessity for a broad outlook on education in secondary schools. Says: "For most high-school pupils economics, sociology, psychology, and many other branches of knowledge simply do not exist."
71. **Lyman, B. L.** The Ben Blewett Junior high school of St. Louis. *School review*, 28: 26-40, 97-111, January, February 1920.
Describes various aspects of the school, together with a bird's-eye view of the curriculum, etc.
72. **McAndrew, William.** The high school. *Pennsylvania school journal*, 68: 222-26, November 1919.
What should constitute a regular four years course?
Remarks by Supt. McAndrew at a conference at Harrisburg, November 21, 1919, called by Thomas E. Finegan, State superintendent of public instruction.
73. **Parmelee, Edward Wilson.** A boarding school inquiry. *Atlantic monthly*, 125: 95-104, January 1920.
Discusses the question whether our boys' boarding schools in America are fulfilling their mission. After sharply criticizing one class of our private schools as at present administered, the writer nevertheless defends the system in its ideal form, and earnestly desires that it may be purged and used as it should be in the high interest of the nation.
74. **Parsons, E. Dudley.** Fallacious economy in education. *School and society*, 11: 10-14, January 3, 1920.
Thinks the large high school is wasteful. Recommends that we return to the small grouping with as little delay as possible.

NORMAL TRAINING.

75. **Brown, H. A.** Professional courses in the state normal school. *Elementary school journal*, 20: 359-68, January 1920.
The scientific study of schoolroom processes is resulting in certain readjustments in the curricula of teacher-training institutions. The article describes the course of study now in operation in the State normal school at Oshkosh, Wis.
76. **Fairchild, E. W.** The preparation of teachers for junior high schools. *American school board journal*, 60: 24-28, January 1920.
This paper in part constituted the basis of an address given before the Central Wisconsin teachers' association at Wausau, Wis., October 10, 1919.
77. **Laple, Paul.** Que seront demain nos écoles normales? *Revue pédagogique*, 75: 235-71, October 1919.
Beginning October 1, 1923, the law will require every one who becomes an elementary school teacher in France to have at least one year's training in a normal school. How are the French normal schools to provide the 6,000 teachers who will then annually be required, in view of the fact that the annual output of these schools now numbers not more than 3,000 teachers.

78. **Morrison, Henry C.** What training does the superintendent need in his elementary teachers? *Elementary school journal*, 20: 347-51, January 1920.
Teachers should be well trained in the technique of teaching and in the growing science of methodology—the tests and measurements which are appropriate to the several schoolroom arts, etc.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

79. **Barnard, Florence.** A budget for teachers. *Common ground*, 1: 23-27, January 1920.
80. **Boston. School committee.** Salaries of public school teachers in cities of over 200,000 population in the United States and in selected cities and towns in Massachusetts. Boston, Printing department, 1919. 96p. 8°. (Boston public schools. School document no. 19—1919)
Gives data collected by the Superintendent of schools of Boston in September and October 1919.
81. **Bryan, J. Shepard.** Teaching in the public schools of North Carolina is not a profession. *North Carolina education*, 14: 5-8, November 1919.
Says the three fundamental facts accounting for the low status of the teaching profession in North Carolina are (1) a host of untrained teachers, (2) lack of proper recognition accorded efficient teachers, and (3) low salaries, the basis of all.
82. **Curtis, Winterton C.** The recruiting of the college and university profession. *School and society*, 11: 14-18, January 3, 1920.
Prepared by the writer as part of a report presented to a group of university teachers.
Says the problem of recruiting for the professorial calling is brought to face the most important problem which now confronts the entire teaching profession, namely, the economic status of the teacher.
83. **Downes, F. E.** Teacher crises. *American school board journal*, 60: 41-42, January 1920.
"The present paper constituted the principal address of the Pennsylvania state teachers' association during the convention held in Philadelphia, Christmas week, 1919."
Thinks there are five points of danger manifest in the teacher question: (1) The crisis due to insufficient preparation, (2) The crisis due to inexperience, (3) The crisis due to diminishing supply, (4) The crisis due to lowering ethical standards, and (5) The crisis due to inadequate remuneration.
84. **Fiehandler, Alexander.** Teachers' ratings. *Journal of education*, 91: 36-37, January 8, 1920.
Says in conclusion that ratings serve no useful purpose, but, on the contrary, create ill-feeling, dissatisfaction and unhappiness, thus lowering teaching efficiency.
85. **[Hickle, Carey]** Teachers' salaries and the law of supply and demand. *Porto Rico school review*, 4: 3-7, December 1919.
86. **Lane, Franklin K.** Letter of the Secretary of the Interior to New Jersey school teachers. *School and society*, 11: 76, January 17, 1920.
The scarcity of teachers and the need for higher salaries.
87. **Richeson, John J.** Our educational status. *Ohio educational monthly*, 68: 462-69, December 1919.
Speaks particularly of education and teachers' salaries in Ohio.
88. **Snyder, Edwin E.** Teachers and the teaching profession. *California blue bulletin*, 5: 5-8, December 1919.
Thinks that those engaged in public school service should start a campaign of education in order to bring the people to a realization of the great importance of public education and the equally great need for liberal support. They should also urge their best pupils to enter the teaching service.
89. **Washbourne, Carlston W.** A graduated salary schedule for elementary teachers. *Elementary school journal*, 20: 381-88, January 1920.
Conditions in Winnetka, Ill., described.

90. **Wilkinson, Marguerite.** What is the matter with the teacher's job? *Independent*, vol. 100-101, December 20, 1919, to January 17, 1920.
 Second to sixth articles in a series, which began in the issue for December 13, 1919, p. 172-78, 221.
 CONTENTS.—Why is a school board? December 20, 1919, p. 231, 260-62.—It's only teacher! which is where society makes a mistake, December 27, 1919, p. 276, 300-303.—Is bootlicking part of the teacher's job? January 3, 1920, p. 9, 41-45.—Too many bosses, and they all take it out on the teacher, January 10, 1920, p. 58, 74.—Teachers' rights (discussing the questions of adequate pay, promotion, personal liberty, permanent position, etc.) January 17, 1920, p. 96, 119-20.

HIGHER EDUCATION.

91. **American association of university professors.** Annual meeting, annual message of the president, Report on Colorado college. Boston, Published by the Association, 1919. 130p. 8°. (Bulletin of the American association of university professors, vol. 5, nos. 7-8, November-December, 1919) (H. W. Tyler, secretary, Massachusetts institute of technology, Boston, Mass.)
 Contains: 1. Arthur O. Lovejoy: Annual message of the president [on the economic condition of the profession, academic freedom, professional trade-unionism, etc.] p. 10-40. 2. Committee on academic freedom and academic tenure: Report of the sub-committee on inquiry for Colorado college, p. 51-124.
 No. 1 is reprinted in *School and society*, 10: 749-56, December 27, 1919.
92. **Alexander, C. C. and Willett, G. W.** Some aspects of a Junior college. *School review*, 28: 15-25, January 1920.
 Gives definitions of three types of institutions that have been called Junior colleges. Describes the work of the Junior college at Hibbing (Minn.), as a part of the Hibbing school system. Says that such an institution requires additional funds for financing a school system. Bibliography: p. 24-25.
93. **Butler, Nicholas Murray.** Columbia university in the city of New York. Annual report of President Butler for 1918-1919. New York, 1919. 79p. 8°. (Columbia alumni news, vol. xi, no. 13, section 2, January 9, 1920.)
 Contains sections on the following topics: University finance, Academic salaries, Retiring allowances for academic officers, Different types of academic teacher, Enrollment and grouping of students, University fees, New tests for admission to college, Student self-government, Course in contemporary civilization, Position of the ancient classics at Columbia, The university center of gravity, Problems and standards of engineering education, Training for business.
94. **Capen, Samuel P.** The implications of the war experience for colleges of liberal arts. 12 p. 8°.
 Reprinted from the December number of *Clark college monthly*.
 Being an address upon the occasion of the Clark scholarship society initiation, November 17, 1919.
95. **Fenton, Horace J.** Is the long summer vacation necessary? *Educational review*, 59: 41-45, January 1920.
 Points to the efficiency of West Point and Annapolis graduates as an example of continuous training.
96. **Hopkins, Ernest Martin.** Dartmouth college; an interpretation of purpose. Hahover, N. H., December, 1919. 11 p. 8°. (Dartmouth college reprints, series 1, no. 8.)
97. **John, W. C.** A lesson which the war has taught higher education. *Christian educator*, 11: 105-106, January 1920.
 The effect of the war on standards in higher education.
98. **Libby, Orin G.** The work of the institutions of higher education. *Quarterly journal of the University of North Dakota*, 10: 61-80, October 1919.
 War activities carried on by the institutions of higher education of North Dakota.

99. Poindexter, Miles. Education and character. George Washington university bulletin, 18: 13-18, December 1919.
Address delivered at the regular fall convocation of George Washington university, October 23, 1919.
100. Shaw, Sir Napier. Educational ideals and the ancient universities. Nature (London) 104: 401-5, December 18, 1919.
Presidential address before the educational section of the British association for the advancement of science, at Bournemouth, England.
Also in School and society, 11: 61-68, January 17, 1920.

SCIENTIFIC RESEARCH.

101. Armsby, Henry Prentiss. The organization of research. Science, n. s. 51: 33-38, January 9, 1920.
Address of the vice-president and chairman of section M—Agriculture, American association for the advancement of science, St. Louis, December, 1919.

SCHOOL ADMINISTRATION.

102. Ettinger, W. L. Address of Superintendent Ettinger to the district superintendents. Bulletin of high points, 1: 3-8, October 1919.
Some suggestions on the problems of effective supervision, truancy, intermediate schools, curriculum, etc.
103. Folks, Gertrude. State funds for public schools. Elementary school journal, 20: 369-80, January 1920.
Discusses the apportionment to counties of State funds and does not consider the apportionment to districts of county funds.
104. National education association. National council of education. Report of committee on superintendents' problems; presented to the National council of education February 1918 and 1919. Pub. by the Association, 1919. 69 p: 8°.
Reprinted from Addresses and proceedings of the National education association, vol. 57, 1919, p. 675-739.
CONTENTS.—Part I. Administrative cooperation in the making of courses of study in elementary schools, by Harlan Updegraff.—Part II. Report of the subcommittee on curriculum, by A. Duncan Yocum.
105. New Hampshire. State board of education. New Hampshire's new school law, approved March 28, 1919. . . . Proceedings at joint business conference of local school boards and superintendents with the State board of education, at Representatives' hall, State house, Concord, October 16, 1919. . . . Concord, State house, 1920. 50 p: 8°.
Includes a copy and explanation of the law; agreements relating to the use of English in the teaching and administration of parochial schools, correspondence of the Rt. Rev. George Albert Guertin, Roman Catholic bishop of Manchester; and agreed resolutions relating to approval of parochial schools by the State board of education adopted October 15, 1919.
106. Parker, D. B. How to enforce the compulsory attendance law, North Carolina education, 14: 5-6, December 1919.
An address delivered before the teachers of Northampton county, North Carolina.
107. Shaw, Fred L. The school board as a factor in determining educational policies. South Dakota educator, 33: 7-8, January 1920.
Address before the Department of associated school boards, South Dakota educational association.
108. Wagner, Charles A. Who shall rate the superintendent? Education, 40: 285-86, January 1920.
Says that the superintendent is rated by pupils, by parents, by the community, by the newspapers, by the teachers, by the board of directors, and by State officials.

SCHOOL MANAGEMENT.

109. **Bobbitt, Franklin.** Mistakes often made by principals. *Elementary school journal*, 20: 337-46, January 1920.
Among the mistakes made by principals the writer enumerates the following: (1) Autocratic and arbitrary direction of work and of the general affairs of the building; (2) taking care of matters personally that ought to be delegated; (3) lack of interest in teachers' experiments. To be concluded.
110. **Goodrich, Caspar F.** Can we improve our public schools? - Review, 2: 50-51, January 17, 1920.
Says that the taking home of textbooks and the studying there of lessons should be positively prohibited to boys and girls under 13 years of age.
111. **Hall-Quest, Alfred L.** Supervised study as a preparation for citizenship. *Journal of education*, 91: 3-6, January 1, 1920.
The new point of view, needful equipment, new type of classroom management, method of supervision, etc., in organizing supervised study in the schools.
112. —. The three functions of the class period. *American education*, 23: 204-207, January 1920.
The daily review, the assignment, and the independent or silent study period.
113. **McDaniel, M. B.** School morale. *Chicago schools journal*, 2: 2-5, November 1919.
Tells how the right kind of school morale can be obtained by cooperative effort.

SCHOOL ARCHITECTURE.

114. **Engelhardt, N. L.** How a small state houses its school children. *American school board journal*, 60: 96, 99-100, January 1920; 54-55, February 1920.
School building survey of Delaware undertaken during the months of June to September 1919. Gives the Strayer-Engelhardt score card for rural school buildings and some of the results of the survey.
115. **Womrath, George F.** Minneapolis two-story composite school. *American school board journal*, 60: 48-49, 63, January 1920. illus.
Shows a few of the salient good features of the Minneapolis composite type of school building.

SCHOOL HYGIENE AND SANITATION.

116. **Clark, Tallafarro.** School medical inspection. Washington, Government printing office, 1919. 8 p. form. 8". (Reprint no. 554 from the Public health reports, xxxiv. no. 36, September 5, 1919).
Reprinted in *Modern medicine*, 1: 706-12, December 1919.
117. **Holt, L. Emmett.** Teaching health in the schools. *American city*, 21: 528-30, December 1919.
Discusses what to teach and methods of arousing interest.
118. **Jordan, Ora G.** The school nurse in relation to the child and its future. *Trained nurse and hospital review*, 63: 421-23, December 1919.
Discusses the general subject of the medical inspection of schools.
119. **Bedway, Jacques W.** The dust problem in school buildings. *American school*, 5: 361-62, December 1919.
The causes of dust in the schoolroom and some remedies.
120. **Williams, Jesse F.** The health problem from a new angle. *Educational review*, 59: 46-57, January 1920.
121. **Wyche, Ernest M.** The future of the school medical service. *Child (London)*, 10: 119-21, December 1919.
Conditions in England described.

PHYSICAL TRAINING.

122. Alden, Florence D. Community recreation from the point of view of physical education. *American physical education review*, 24: 481-86, December 1919.
123. Daniels, Josephus. Fulfilling the part of physical education in reconstruction. *Modern medicine*, 1: 666-68, December 1919.
124. Foss, Martin I. A constructive program in physical education and increasing the efficiency of directors of physical education. *American physical education review*, 24: 486-92, December 1919.
To be continued.
Read at the annual meeting of the Western district physical education society, Salt Lake City, Utah, June 19-21, 1919.
125. Krause, Arthur C. Uniform system of grading pupils in physical training. *Mind and body*, 26: 351-56, January 1920.
Concluded in February issue, p. 388-93, under title A systematic method of grading teachers in physical training.
126. McCoy, C. H. Some fundamental considerations in physical education. *Physical training*, 17: 4-13, November 1919.

SOCIAL ASPECTS OF EDUCATION.

127. Olmstead, Eleanor J. Supervised dancing in the high schools. *School and home education*, 39: 107-109, January 1920.
Considers some of the objections to dancing among high school boys and girls. Thinks the best way to settle the dance question is supervision.
128. Pound, Olivia. The social life of high school girls: its problems and its opportunities. *School review*, 28: 50-56, January 1920.
Social activities of representative high schools, such as the Lincoln, Nebr., high school; Washington Irving high school, New York City; Franklin high school, Seattle, Wash.; and the Manual arts high school, Los Angeles, Calif.
129. Thorndyke, Elizabeth. Social democracy in the high school. *Ohio educational monthly*, 69: 8-12, January 1920.
Shows the prevalence of social ostracism in the high school. Does not suggest a remedy but shows the need for more general recognition of the problem with a view to stimulating activities leading to its solution.
130. Tubbs, Eston V. The anti-fraternity law. *School and home education*, 39: 98-101, January 1920.
The passage of the anti-fraternity bill by the Illinois Legislature and how the situation was met at the New Trier high school, Kenilworth, Ill.
131. Wyman, A. H. Recreation in industrial communities. *American physical education review*, 24: 473-80, December 1919. Illus.
Recreation program of the Carnegie steel company, of Pittsburgh, Pa.

MORAL EDUCATION.

132. National conference on character education in relation to Canadian citizenship. Report of the proceedings held under the patronage of His Excellency, the Duke of Devonshire, governor-general of Canada, Winnipeg, October 20-22, 1919. 135, 12p. 8°
Contains: 1. Theodore Soars: The school and the development of moral purpose, p. 12-15; Discussion, p. 15-18. 2. Robert Falconer: The education of national character, p. 18-23; Discussion, p. 23-26. 3. Helen MacMurphy: The essentials of education, p. 31-36; Discussion, p. 36-39. 4. J. W. Robertson: Auxiliaries to the school in moral training—the Boy scout movement, p. 40-43. 5.

Taylor Statten: Canadian standard efficiency training for boys, p. 43-53; Discussion, p. 53-58. 6. J. F. White: The function of the public school in character formation, p. 59-63; Discussion, p. 63-65. 7. Peter Wright: Education and reconstruction, p. 65-69. 8. Henry Suzzallo: The school and industrial relationships, p. 73-82; Discussion, p. 82-84. 9. Milton Fairchild: The right of the state to participate in character education, p. 88-94. 10. J. T. M. Anderson: The school and the newer citizens of Canada, p. 95-100; Discussion, p. 100-104. 11. J. H. Finley: The school and democracy, p. 108-113; Discussion, p. 113-116.

RELIGIOUS EDUCATION.

133. Betts, George Herbert. The renaissance of religious education. Church school, 1: 31, 34, January 1920.

MANUAL AND VOCATIONAL TRAINING.

134. Berthod, Aimé. L'égalité de culture par l'enseignement professionnel. Revue pédagogique, 75: 317-50, November 1919.
An extract from a book soon to appear on Proudhon.
135. Knight, W. Orman. Education as a means to an end. School and home, 11: 19-20, December 1919.
Vocational versus classical education.
136. Maryland. State department of education. Vocational education in Maryland. Baltimore, State department of education, 1919. 63p. 8°

AGRICULTURAL EDUCATION: HOME ECONOMICS.

137. Fisher, Genevieve. Training home economics teachers of all-day vocational schools. Vocational summary, 2: 142, 146, December 1919.
Certain conditions which are essential to success in training home economics teachers.
138. U. S. Federal board for vocational education. Survey of the needs in the field of vocational home economics education. Washington, Government printing office, 1920. 27p. 8°. (Bulletin no. 37. Home economics series, no. 4, December 1919)
139. Virginia. State board of education. Vocational agriculture in the secondary schools of Virginia. Richmond, Davis Bottom, superintendent of public printing, 1919. 71p. illus. 8°. (Bulletin State board of education, vol. 2, no. 8. January 1920)

PROFESSIONAL EDUCATION.

140. American bar association. Section of legal education. [Addresses and discussions delivered at the meeting held September 3, 1919] American law school review, 4: 428-50, December 1919.
Contains: 1. W. A. Blount: Chairman's annual address, p. 429-38. 2. Lord Finlay: Address, p. 434-37. 3. J. B. Winslow: The lawyer's education, p. 437-42. 4. Discussion, p. 442-50.
141. Bernard, L. L. The education of the rural minister. School and society, 11: 68-78, January 17, 1920.
Advocates training the rural minister in the college of agriculture.
142. Smith, Harriet K. Short talks to nurses on psychology. Trained nurse and hospital review, 63: 412-14, December 1919.
Second paper of series. Discusses questions of heredity and environment.
143. Spaulding, Edith B. The training school of psychiatric social work at Smith college. Modern medicine, 1: 720-23, December 1919.
Read before the Mental hygiene section, National conference of social work, Atlantic City, N. J., June 2, 1919.

144. Vold, Lauriz. Legal preparation tested by success in practice. *Harvard law review*, 33: 168-97, December 1919.

Says that the most effective course of preparation for the practice of law consists of a completed college education, a law school course, and an office apprenticeship.

145. Winslow, C.-E. A. The untilled fields of public health. *Science*, n. s. 51: 23-33, January 9, 1920.

Discusses training for public health work; development of school nursing service as an educational agency, etc.

146. Winslow, John B. The lawyer's education. *American law school review*, 4: 437-42, December 1919.

CIVIC EDUCATION.

147. Dawson, Edgar. Good seed and deep plowing. *National municipal review*, 9: 17-21, January 1920.

Says that much of modern political reform principles is so well established that it may properly be made part of primary, high, and normal school instruction in civics as it already is in the colleges.

148. Gosling, Thomas W. A high school program for training in citizenship. *School review*, 28: 57-65, January 1920.

Says that in every course the training should be made as practical as possible. Utilization should be made of Junior Red cross, Boy scouts, Girl scouts, Camp fire girls, etc.

MILITARY TRAINING.

149. Bingham, Hiram. How American aviators were trained. *Historical outlook*, 11: 5-9, January 1920.

Col. Bingham, formerly director of the United States schools of military aeronautics, and later commanding officer of the aviation instruction center at Issoudun, France, tells of the progress we made during the war in training aviators.

EDUCATION OF SOLDIERS.

150. Boas, George. A soldier at the Sorbonne. *North American review*, 211: 36-43, January 1920.

151. Bush, Stephen H. American soldiers in French universities. *Educational review*, 59: 65-72, January 1920.

Says that American students are doing well in French universities, and are stimulated by the instruction received. There is no slipshod teaching permitted, no presentation of a mass of confused and uncoordinated facts.

152. Johnson, Willis Fletcher. Students at Camp Upton. *North American review*, 211: 44-50, January 1920.

153. Bounds, C. E. Teaching old dogs new tricks. Illiteracy in the nation and some suggestions as to its correction. *Wisconsin journal of education*, 58: 8-9, January 1920.

Says the army's experience in France showed two things about adult education, first, that the men want to learn, and second, that they can learn.

EDUCATION OF WOMEN.

154. Wembridge, Eleanor Rowland. The dilemma of women's education. *Association monthly*, 14: 4-6, January 1920.

The first of a series of articles analyzing the dilemma that confronts every woman and girl of to-day.

EXCEPTIONAL CHILDREN.

155. Claxton, Philander Priestley. We must educate the cripples. *Hospital school journal*, 8:5, December 1919-January 1920.
156. Cummins, Robert A. "Bright" and "slow" pupils in elementary and high school. *Journal of educational psychology*, 10: 377-88, October 1919.
Study based on the records of 116 graduates and 184 nongraduates for 1913-14 to 1916-17 inclusive, who attended the Ethical culture school, New York city.
157. Ide, G. G. Some problems at the work age level. *Psychological clinic*, 13: 75-87, December 15, 1919.
The problem of the mentally deficient child who finds himself handicapped all through his school career by the conditions in school which fail to offer him anything that he can assimilate and use.
158. Jones, Carroll T. Very bright and feeble-minded children—the study of qualitative differences. *Training school bulletin*, 16: 137-41, 153-64, December 1919, January 1920.
This article is summarized from a thesis submitted by the author in partial fulfillment of the requirements for the degree of Doctor of pedagogy, New York University, 1917.
159. Kenyon, Elmer L. Stammering as a disorder of speech dependent on conditions of child development. *Volta review*, 22: 39-45, January 1920.
Discusses the developmental growth of stammering and the psychological implications involved.
160. Maxfield, Francis N. The present status of the subnormal class. *Psychological clinic*, 13: 27-32, December 13, 1919.
Adapted from an address before the Council of education of the State of New Jersey at Montclair, October 25, 1918, printed by the Council and reprinted here.
The establishment of special classes for the mentally defective children of New Jersey.
161. Osborne, Caroline A. Speech defects in the school child. *Mind and body*, 26: 345-51, January 1920.
162. Witmer, Lightner. The training of very bright children. *Psychological clinic*, 13: 88-96, December 15, 1919.
A discussion prepared for the Educational congress held under the direction of the Department of public instruction of Pennsylvania, Harrisburg, November 17-22, 1919.
163. Woodrow, Herbert Hollingsworth. Brightness and dullness in children. Philadelphia, Chicago [etc.] J. B. Lippincott company [1919] 322 p. illus., plates, diagrs. 8°. (Lippincott's educational guides, ed. by W. F. Russell)

EDUCATION EXTENSION.

164. Talbert, E. L. The function of extension lectures in a municipal college of arts. *School and society*, 10: 761-64, December 27, 1919.
Rays in conclusion that the function of extension lectures is to give impetus to independent reflection by consecutive treatment of great fields of thought, and to draw the university and the municipality together in bonds of good will.

LIBRARIES AND READING.

165. Bishop, William Warner. The library and post-school education. *School and society*, 11: 1-10, January 3, 1920.
An address at the Educational congress, Albany, May 1919.
The library as an essential agent in conserving and advancing the results of formal school education.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

166. Business education in secondary schools. A report of the Commission on the reorganization of secondary education, appointed by the National education association. Washington, 1919. 63p. (Bulletin, 1919, no. 55)
167. Commercial engineering. Report of a Conference on business training for engineers and engineering training for students of business, held in Washington, D. C., June 23-24, 1919. Prepared by Glen Levin Swiggett. Washington, 1920. 180p. (Bulletin, 1919, no. 58)
168. Educational conditions in Japan; by Walter A. Montgomery. Washington, 1919. 16p. (Bulletin, 1919, no. 57)
Advance sheets from the Biennial survey of education, 1916-1918.
169. Educational directory, 1919-20. Part 3. Higher education; training of teachers. Part 5. Summer school directors. Part 6. Libraries and museums. Washington, 1920. 3 v. (Bulletin, 1919, no. 71, parts 3, 5 and 6)
170. The problem of adult education in Passaic, New Jersey. Washington, 1920. 26p. (Bulletin, 1920, no. 4)
171. The public school system of Memphis, Tennessee. Report of a survey made under the direction of the Commissioner of education. Part 4. Science. Washington, 1920. 23p. (Bulletin, 1919, no. 50)
172. The public school system of Memphis, Tennessee. Report of a survey made under the direction of the Commissioner of education. Part 6. Industrial arts, home economics and gardening. Washington, 1920. 48p. (Bulletin, 1919, no. 50)
173. The schools of Austria-Hungary; by Peter H. Pearson. Washington, 1919. 81 p. (Bulletin, 1919, no. 54)
Advance sheets from the Biennial survey of education, 1916-1918.
174. Some phases of educational progress in Latin America; by Walter A. Montgomery. Washington, 1920. 62p. (Bulletin, 1919, no. 59)
Advance sheets from the Biennial survey of education, 1916-1918.
175. Training teachers of agriculture. Papers presented at the ninth annual meeting of the American association for the advancement of agricultural teaching, Baltimore, Md., January 7, 1919. Washington, 1920. 44p. (Bulletin, 1919, no. 66)

NEW PERIODICALS.

- American child. Vol. 1, no. 1, May 1919. Published quarterly. 105 East Twenty-second street, New York, N. Y. (Successor to Child labor bulletin)
- Church school. Vol. 1, no. 1, October 1919. Published monthly. 150 Fifth avenue, New York, N. Y.
- Educational issues. Vol. 1, no. 1, January 1920. 46 N. Pennsylvania street, Indianapolis, Ind. (John F. Schumann, managing editor)
- Geographic news bulletin. No. 1, October 6, 1919. Prepared weekly by the National geographic society for the Department of the interior, Bureau of education, Washington, D. C.
- Journal of educational research. Vol. 1, no. 1, January 1920. Public school publishing company, Bloomington, Ill. (B. R. Buckingham, editor in chief)

Kansas school journal. Vol. 1, no. 1, June 1919. Published monthly. Wichita, Kans.

Modern languages. Vol. 1, no. 1, October 1919. Published bi-monthly. A. & C. Black, Ltd., London, England. (E. G. Underwood, editor) (Successor to Modern language teaching as organ of the Modern language association, England.)

Nevada educational bulletin. Vol. 1, no. 1, April 1919. Published monthly. State department of education, Carson City, Nev.

Rural education. Vol. 1, no. 1, November 1919. Published monthly. Northern normal and industrial school, Aberdeen, S. Dak.

School and community. Vol. 1, no. 1, December 4, 1919. Published bi-monthly. 706 Niagara life building, Buffalo, N. Y.

South Carolina education. Vol. 1, no. 1, October 1919. Published monthly. University of South Carolina, Columbia, S. C. (Successor to Southern school news)

Wisconsin educational horizon. Vol. 1, no. 1, April 1919. Published bi-monthly. State board of education, Madison, Wis.

Wyoming educational bulletin. Vol. 1, no. 1, July 1919. Published monthly. State department of education, Cheyenne, Wyo.