

DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1923, No. 54

RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

COMPRISING PUBLICATIONS
RECEIVED BY THE BUREAU OF EDUCATION TO

OCTOBER 15, 1923



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RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

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CONTENTS.—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Psychological tests—Educational tests and measurements—Educational research—Special methods of instruction—Special subjects of curriculum—Elementary education—Rural education—Secondary education—Junior high schools—Teacher training—Teachers' salaries and professional status—Higher education—Federal government and education—School administration—School management—School buildings and grounds—School hygiene and sanitation—Public health—Mental hygiene—Physical training—Play and recreation—Social aspects of education—Parent-teacher associations—Child welfare—Moral education—Religious and church education—Manual and vocational training—Vocational guidance—Workers' education—Agriculture—Home economics—Commercial education—Professional education—Civic education—Americanization—Military education—Education of women—Negro education—Indian education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education; Recent publications.

NOTE.

From time to time a classified and annotated record is issued, in bulletin form, of current educational publications received by the library of the Bureau of Education to a certain specified date. The present list continues the record to October 15, 1923, immediately following Bulletin, 1923, no. 32, which comprised publications received by the Bureau of Education to May 1, 1923.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

EDUCATIONAL HISTORY AND BIOGRAPHY.

Hall, G. Stanley. Life and confessions of a psychologist. New York, London, D. Appleton & co., 1923. ix, 623 p. front. (port.) plates. 8°.

Here is given Doctor Hall's own story of a long life devoted to activities in psychology and education. To a large extent, this autobiography is a record of the intellectual life of the past half century and more.

Perry, Carroll. A professor of life; a sketch of Arthur Latham Perry of Williams college. Boston and New York, Houghton Mifflin company, 1923. 5 p. l., 112 [1] p. 12°.

Taylor, E. J. Pioneers of education in North Dakota. Quarterly journal of the University of North Dakota, 13: 422-36, July 1923.

Wells, H. G. The great discovery: Sanderson and the new spirit in education. New republic, 36: 199-201, October 17, 1923.

Describes the work of Sanderson at the Oundle school in England.
To be continued.

Williams, L. A. Some neglected factors affecting early secondary education in the United States. *High school journal*, 6: 155-58, October 1923.

To be continued.

Winship, Albert E. Fifty years of education. *Journal of education*, 97: 595-602 May 31, 1923. illus.

"The unification and extension of the addresses given before the Department of Superintendence ... Cleveland, 1920, and the one at Iowa City, April 26, 1923..."

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

The American school program. From the standpoint of the Nation: Ellwood P. Cubberley. From the standpoint of the State: Thomas E. Finegan. From the standpoint of the City: William L. Ettinger. *School and society*, 18: 121-40, August 4, 1923.

Papers presented at the general session of the National education association, San Francisco, July 3, 1923. Professor Cubberley supplied the place of Dr. John J. Tigert, U. S. Commissioner of education, who was unable to attend.

Briggs, Thomas H. Our common obligations. *Alabama school journal*, 40: 3-4, 10-11, June 1923.

Discussion of our public school system delivered before the Alabama education association, April 5, 1923.

Brigham, Carl C. A study of American intelligence. Princeton, Princeton university press, 1923. xxv, 210 p. tables. diags. 8°.

Taking the data relative to intelligence and nativity first published in the official report of psychological examining in the United States Army, Mr. Brigham analyzes and interprets them to bring out the relations of intelligence in our population to nativity and length of residence in the United States.

Burk, Frederic. Is education equal to the task? *Survey*, 50: 541-43, August 15, 1923.

Discusses the meeting of the World's Conference on education, held in conjunction with the N. E. A., at Oakland, Calif., July 1923, and the launching of the World federation of educational associations.

Finegan, Thomas E. The American school program from the standpoint of the state. *American education*, 27: 18-24, September 1923.

Delivered before the National education association, July, 1923.

Fitzpatrick, Edward A. Education's desperately human problem: the story of Wisconsin's struggle against inertia and machine-made schools. *Survey*, 50: 564-69, 593-94, September 1923.

Contends that education in a democracy must be "a general interest of all, not an esoteric interest of educators."

Foster, William Trufant. The morale of the school. *Atlantic monthly*, 131: 772-78, June 1923.

Hansen, M. P. Report on systems of accrediting schools in the United States of America. [Melbourne, Minister of public instruction, 1923.] 66 p. diags. (fold-forms.) 8°.

The author, who is Chief inspector of secondary schools, Melbourne, Australia, made a personal study of his subject while in the United States recently.

Hart, Albert B. Moosehart education that sticks. *Outlook*, 134: 172-4, June 13, 1923.

Methods and activities of the school at Moosehart, Ill., established by the Loyal order of Moose.

Hart, Joseph K. A new school every week. Delaware sets the pace in educational progress. *Survey*, 50: 573-75, September 1923.

Describes the new Booker T. Washington school at Dover, Del., which serves also as a community center for the Negroes all over the State.

Horton, Rouchen. A brief study of illiteracy in the United States. Peabody journal of education, 1: 108-14, September 1923. diagra.

Institute of international education. Fellowships and scholarships offered to American students for study in foreign countries and to foreign students for study in the United States. New York [Institute of international education] 1923. 60 p., 8°. (Bulletin, Fourth series, no. 4.)

The compilation, according to the Foreword, does not claim to be an exhaustive one, but is at least a beginning, and a much needed one, in a field that had revealed no definite information on the subject.

Kandel, I. L. The International institute of Teachers college. Teachers college record, 24: 366-73, September 1923.

Laura Spelman Rockefeller memorial. Report of the Laura Spelman Rockefeller memorial. New York, 1923. 19 p. tables. 8°.

This is the first published report of the memorial, covering the period from October, 1918, to December 31, 1922. It is reviewed in school and society, 18: 169-70, August 11, 1923.

The literacy test of New York State. School and society, 18: 196-97, August 18, 1923, Gives a typical examination for the new voter.

McCracken, Charles C. Logan county and Bellefontaine, Ohio, school survey, 1923. Columbus, O., The F. J. Heer printing company, 1923. 66 p. incl. tables, diagra. 8°.

Moley, Raymond. The Cleveland survey—net. Survey, 50: 229-31, May 15, 1923.

Recites the measurable progress in public education, recreation, etc., of the survey made by the Cleveland foundation.

A review of the surveys of the Cleveland foundation. [Cleveland] The Cleveland foundation [1923] ix, 43p. 8°.

Morrison, Henry Clinton. The readjustment of our fundamental schools. School review, 31: 493-510, September 1923.

Odell, Joseph H. The development of Delaware. [Wilmington, 1923] cover-title, 81p. incl. plates. 8°.

Report to the annual meeting of the Service citizens of Delaware, May 4, 1923.

Oregon's educational standing. News-item, 5: 1, 4, July-August 1923.

A statement of the real situation as to rank of the state, and explanation of the rating given by the Russell Sage foundation.

Ryan, W. Carson, jr. Dr. Pritchett and the cost of education. Journal of the National education association, 12: 195-96, May 1923.

A criticism of the section on "The rising cost of education" in Dr. Pritchett's Annual report of the President of the Carnegie foundation, and a refutation of the same.

FOREIGN COUNTRIES.

Adams, John. Suspended animation in English education. School and society, 18: 151-54, August 11, 1923.

Address before the National council of education, San Francisco, July 2, 1923.

Alt, Harold L. On the other side of the globe. A description of the new American school project in Shanghai, China. illus. plans.

A description of the American school for the education of the children of American missionaries residing in China, and attendance limited to sons and daughters of missionaries and business men located in the Far East.

Anguita, Felipe. The Instituto pedagógico of Chile. Inter-America, 6: 374-76, August 1923.

"A description of one of the most comprehensive and thorough schools of education of America... not only in training Chilean professors and teachers, but also those of many of the other American countries."—The editor.

Bebb, F. G. Montfort. The universities of Central Europe. Contemporary review, 123: 767-76, June 1923.

Discusses conditions in the universities of Austria, Hungary, Czecho-Slovakia, and Poland.

Coffin, Robert P. T. The paradox of Oxford. Forum, 70: 2003-9, October 1923.

In praise of the life at Oxford university. "It is," says the writer, "a university that teaches life, the life each undergraduate is going to live."

Crosby, Laurence A. and Aydelotte, Frank. Oxford of today: a manual for prospective Rhodes scholars. Ed. for the Alumni association of American Rhodes scholars. New York, Oxford university press, 1923. xii, [1], 288p. front. illus. 12°.

Dejenhart, Jean. Reforms in the curriculum of German schools. Journal of education and School world (London) 55: 514-16, August 1923.

The writer says that the reforms in education are all animated by the principle of democratization.

Formosan education association. Modern Formosa, with special reference to education. [Formosa, Published by the Formosan education association, 1923] 32 p. 8°.

"The Education society of Formosa is an organization established for the purpose of promoting the educational development of Formosa . . ."

Kennedy, W. P. M., ed. Social and economic conditions in the Dominion of Canada. Philadelphia, The American academy of political and social science, 1923. vi, 367p. (Annals of the American academy of political and social science. vol. CVII, May 1923)

Contains: Pt. III, Education—Primary and secondary education in Canada, by S. A. Cudmore, p. 120-25.—Higher education, by G. S. Brett, p. 126-30.

Meyer, Adolph E. Berlin schools for gifted children. Pedagogical seminary, 30: 205-10, September 1923.

Says it is uneconomical and wasteful to educate the very bright, the ordinary, and the mediocre in one and the same class, and is pedagogically impossible.

Nansen, Fridtjof. Russia—1923. New republic, 34: 339-41, May 23, 1923.

A sketch of educational conditions under the soviet régime.

Neville, H. O. Education in the island of Cuba. Bulletin of the Pan American union, 56: 563-76, June 1923. illus.

This is an historical sketch of the development of education in Cuba.

Nunn, T. Percy. The education of the people. Journal of education and School world (London) 55: 661-64, October 1923.

Education as adapted to conditions in England.

Pearson, P. H. Germany's departures from her school traditions. School and society, 17: 513-16, May 12, 1923.

Swedish school reforms and the Swedish medical profession. School and society, 18: 102-5, July 28, 1923.

Puckett, H. W. The German popular high school after three years. School and society, 18: 241-45, September 1, 1923.

The author states that the "popular high school in Germany has not yet reached its ultimate form. When it has passed through its period of probation, it will emerge as . . . an institution fitted to the needs of the German people."

Richey, J. A. ed. . . . Grants-in-aid to schools in British India. Calcutta, Superintendent government printing, India, 1923. 3 p. l., 116 p. 8°. (India. Bureau of education. Occasional reports, no. 12)

Roman, Frederick William. The new education in Europe; an account of recent fundamental changes in the educational philosophy of Great Britain, France, and Germany. London, G. Routledge & sons (Ltd.); New York, E. P. Dutton & co., 1923. xvi, 271 p. 8°.

The information presented in this volume was for the most part gained directly by the author during four years spent in investigating schools and educational methods in France, Germany, and England. In each of these countries there is a considerable body of men and women who have undertaken a serious and thoughtful campaign of education, which is here described and evaluated.

Ruhl, Arthur. Education under the bolsheviks. Outlook, 134: 369-73, July 11, 1923.

Educational conditions in Russia described.

Teng, T. Y. and Lew, T. T., eds. Education in China; papers contributed by the members of committees of the Society for the study of international education. Peking, China, The Society for the study of international education, 1923. 4 p. l., [219] p. tables, diagrs. 4°.

Thompson, Donna F. The educational crisis in England: its effect on the elementary school. School and society, 645-51, 677-85, June 16, 23, 1923.

Universities bureau of the British empire. Annual conference of the universities of Great Britain & Ireland, 1923. Report of proceedings. London, Universities bureau of the British empire [1923] cover-title, 60 p. 8°.

Webster, James B. Christian education and the national consciousness in China. New York, E. P. Dutton & company [1923] xi p., 2 l., 323 p. 12°.

EDUCATIONAL THEORY AND PRACTICE.

Bagley, William C. Do good schools pay? Journal of the National education association, 12:211-16, June 1923.

The purpose of this paper is "to bring together the outstanding facts from several sources in an effort to determine through comparison of American commonwealths whether an investment in education actually pays dividends that can be spread on a balance sheet."

Bruner, H. B. What the schools do in relation to what they cost. Elementary school journal, 23: 742-50, June 1923.

Gives scheme for ascertaining what schools cost in terms of millage levy, etc. Presents plan used in school of Okmulgee, Okla.

Caldwell, Otis W. Types and principles of curricular development. Teachers college record, 24: 326-37, September 1923.

Delivered before the Department of Superintendence of the National education association, February, 1923.

Colvin, Stephen S. The source of educational objectives. School and society, 17: 505-13, May 12, 1923.

Read before the Ohio State educational conference, April 1923.

Coolidge, Calvin. Appreciation of teachers. Journal of education, 97: 145-49, February 8, 1923.

Address made at Reynoldsville, Pa., December 21, 1922, before the County teachers' institute and school directors' convention.

Dewey, John. The school as a means of developing a social consciousness and social ideals in children. Journal of social forces, 1: 513-17, September 1923.

The writer says that we need three things in our schools, viz., a program for teaching real patriotism, a program for teaching international friendship, amity, and good-will, and a program for teaching the problems of capital and labor in order to avoid class divisions and conflicts.

Du Pont de Nemours, Pierre Samuel. National education in the United States of America. Translated from the second French edition of 1812 and with an introduction by B. G. du Pont. Newark, Del., University of Delaware press, 1923. xxi, iv, 161 p. 8°.

Flexner, Abraham. A modern college and a modern school. Garden City, N. Y., Doubleday, Page & company, 1923. xviii, 142 p. 12°.

Outlines a constructive programme for modernizing the educational methods of the country, in separate papers on the school and college.

Hamilton, Samuel. The purpose, preparation and methods in the recitation, being a revised and reset edition of the Recitation. Philadelphia, London, [etc.] J. B. Lippincott company [1923] 238 p. 12°.

Kilpatrick, William H. New aims in education. World tomorrow, 6:310-12, October 1923.

Problems and dangers of the school and education. Journal of social forces, 1:521-26, September 1923.

The solution of the questions demands more adequate financial support, higher social recognition and esteem accorded the educator, and conditions of work allowing more initiation and personal achievement.

Koopman, Harry Lyman. Levels of learning. American review, 1:564-67, September-October 1923.

"The right of the individual to share in the spiritual life of the race is really the issue. This is the important item in any properly constructed program of education."—Bode.

McAndrew, William. American equality. World's work, 46:638-49, October 1923. illus.

The second article by this author in his investigations concerning our educational system and schools. "A national ideal sometimes ridiculed but still persisting."

The faith of the founders. World's work, 46:510-21, September 1923. illus.

The author, who is Associate superintendent of the Board of education, New York city, begins in this issue a series of five articles on "The success of our successors." In the above article he discusses what the pioneers expected of the schools and what the people of today require, his object being to reveal "what is right with education."

Mirick, George A. Progressive education. Boston, New York [etc.] Houghton Mifflin company [1923] xi, 314 p. diags. 12°.

An explanation of what the so-called "progressive movement" in education means, is given in this book, which shows how, in the light of the contributions of the modern human sciences, a teacher may use nature's ways in the schoolroom, and a parent may do likewise in the home.

Morgan, Arthur E. The human goal of education. Century magazine, 106:904-15, October 1923.

A mother's letters to a schoolmaster. With an introduction by James Harvey Robinson. New York, A. A. Knopf, 1923. xiii, 283 p. illus. col. plates, 2 fold. charts. 12°.

Ogden, Robert Morris. The need of some new conceptions in educational theory and practice. School and society, 18: 343-48, September 22, 1923.

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

Pennell, Mary. Growth in technique and class-room methods. Teachers college record, 24: 213-21, May 1923.

Ross, W. D. The right use of leisure as an objective of education. Educational review, 66: 71-74, September 1923.

Emphasizes the teaching of the "right use of leisure" in our schools. Stresses the importance of the social sciences in the curriculum. Music and art should have unquestioned place, not primarily as accomplishments, but as a "means and training for their employment in the leisure hours of later life."

Snedden, David. Gopher Prairie—A. D. 2000. School and society, 18: 211-16, August 25, 1923.

"What could and should Gopher Prairie be like in A. D. 2000."

Snedden, David. The real "educational determinism." *School and society*, 17: 703-6, June 30, 1923.

The author criticizes the indiscriminate prescribing of studies in advance of any knowledge of such need or obligation as found in individuals.

Weet, H. S. Provision by the school of more adequate means of solving the individual problems of children. *Journal of the New York state teachers' association*, 10: 160-68, June 1923.

Provision can be made when the school, in a sympathetically patient and intelligent way, uses every opportunity to study seriously the great forces that concern the physical, mental, and moral life of the child.

Wissler, Clark. *Man and culture.* New York, T. Y. Crowell company [1923] xi, 371 p. illus. 12°. (Crowell's social science series, ed. by Seba Eldridge)

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

Baldwin, Bird T. The relation between mental and physical growth. *Journal of educational psychology*, 13: 193-203, April 1922.

A study based on an examination of 2,500 children. Advocates making intensive consecutive studies throughout a series of years on the same individuals.

Bennett, Henry Eastman. *Psychology and self-development.* Boston, New York [etc.] Ginn and company [1923] viii, 296 p. illus. 12°.

The author aims to include everything which properly belongs in a thorough first course in psychology and adheres to the functional viewpoint and the physiological basis throughout.

Gates, Arthur I. *Psychology for students of education.* New York, The Macmillan company, 1923. xvi, 489 p. plate, illus. 8°.

Hollingworth, Leta S. *Special talents and defects; their significance for education.* New York, The Macmillan company, 1923. xix, 216 p. illus. 8°. (Experimental education series, ed. by M. V. O'Shea)

Discusses the general nature of ability, reviews the bases for individual differences in respect to intellectual traits, and presents what is known regarding special talents and defects as revealed in the more important subjects taught in the elementary schools.

An introduction to reflective thinking, by Columbia associates in philosophy—Lawrence Buermeyer, W. F. Cooley, J. J. Goss, H. L. Friess, James Gutmann, Thomas Munro, Houston Peterson, J. H. Randall, jr., H. W. Schneider. Boston, New York, [etc.] Houghton Mifflin company [1923] vii, 351 p. 8°.

Much of the material treated by logic in a formal and abstract way is shown in this book in a concrete and real setting which enables the reader to assimilate it to his own thinking. The work aims to impart an acquaintance with the processes of scientific thought which will enable its readers to see man and the world in a clearer, fuller light.

Levy, David M., and Tulchin, Simon H. The resistance of infants and children during mental tests. *Journal of experimental psychology*, 6: 304-22, August 1923.

Lynch, Ella Frances. *Educating the child at home.* *Child-welfare magazine*, 18: 34-37, September 1923.

The home school. Discusses delinquent parents, the power of the home, the four R's, books, and bringing up, etc

Mead, Arthur Raymond. *Learning and teaching; psychological foundations of educational technique.* Philadelphia, London, Chicago, J. B. Lippincott Co. [1923] xi, 277 p. tables, diags. 12°. (Lippincott's educational guides, ed. by W. F. Russell.)

A text in practical educational psychology for use in the training of teachers. The determination of the content included and its sequence is the result of two problems continually faced by the teacher—first, How do my pupils learn, second, What may I do to increase their efficiency as learners?

Peterson, Joseph. The comparative abilities of white and negro children. Baltimore, Williams & Wilkins company, 1923. 141 p. tables, diags. 8°. (Comparative psychology monographs, ed. by W. S. Hunter. vol. 1, serial no. 5, July 1923.)

Ruediger, William Carl. Vitalized teaching. Boston, New York [etc.] Houghton Mifflin Co. [1923] viii, 110 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

It is desirable that the schools be freed from a formal academic environment, and that verbalism in children's responses be diminished. To aid teachers in accomplishing these results, this monograph arranges in the order of their nearness to reality the means of "exhibiting subject matter," and gives a sequence to methods of "enlisting the child's activity" which indicates their degrees of naturalness. Their relative worth is also suggested in terms of other complicating factors in school life.

PSYCHOLOGICAL TESTS.

Carson, C. C. What criteria have you for measuring your school? *Educator-journal*, 23: 580-82, August 1923.

Discussion of intelligence and educational tests, how to choose them, how and by whom administered, etc.

Dickson, Virgil E. Mental tests and the classroom teacher. Yonkers-on-Hudson, N. Y., World Book Co., 1923. xv, 231 p. tables. 8°. (Measurement and adjustment series, ed. by L. M. Terman.)

This book is designed to show why mental tests are needed, what they are like, and how they can be made most useful. It does not present the technique of giving and scoring tests. The writer is aware of the limitations of tests, and warns teachers how to avoid the dangers involved in their use. He maintains that mental testing is a necessity in a modern educational and social program.

Ditmars, Thomas. Intelligence tests as a basis for classification and grading. *Education*, 44: 33-39, September 1923.

"Homogeneity in classes is what every school administrator and teacher is striving for in grading, classification, and promotion, and it seems that this is secured much more readily by using mental ability as a basis than it was under the old system."

Dvorak, H. Dealey. The mental test of a superior child. *Mental hygiene*, 7: 250-57, April 1923.

Data based on a case study of a "superior child," says that a group intelligence test for primary children may prove *too easy* for young children of very superior intelligence.

Gates, Arthur I. The unreliability of M. A. and I. Q. based on group tests of general mental ability. *Journal of applied psychology*, 7: 93-100, March 1923.

Gray, P. L., and Marsden, R. E. The Stanford-Binet tests in some English schools. *Journal of educational research*, 7: 150-55, September 1923. tables.

Great Britain. Board of education. . . . Mental and scholastic tests among retarded children, physically defective, canal-boat and gipsy children, and backward children in ordinary elementary schools. An enquiry into the effects of schooling on the various tests. London, Pnb. under the authority of his Majesty's stationery office, 1923. 2 p. l., 4-92 p. 12°. (Educational pamphlets, no. 44)

Haggerty, M. E. Intelligence examination delta 2. *Journal of educational psychology*, 14: 257-77, May 1923.

Presents a revised table of age norms for the Haggerty intelligence examination, delta 2.

Hines, Harlan Cameron. Measuring intelligence. Boston, New York [etc.] Houghton Mifflin company [1923] xii, 146 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)

This gives in clear, non-technical language an introduction for the layman to the study of measurement problems. The discussion takes a middle course between the enthusiasts for mental tests, and those who reject their use.

Jordan, A. M. The validation of intelligence tests. *Journal of educational psychology*, 14: 348-66, September 1923.

To be continued.

Kelley, Truman L. A new method for determining the significance of differences in intelligence and achievement scores. *Journal of educational psychology*, 14:321-33, September 1923. tables.

— The principles and technique of metal measurement. *American journal of psychology*, 34:408-32, July 1923.

Link, Henry C. What is intelligence? The battle of the psychologists. *Atlantic monthly*, 132:374-85, September 1923.

The author believes that we should think of the [intelligence] tests "not as measures of intelligence but as tests of attainment," and that in so doing "their controversial implications will drop off and their intrinsic value suffer not the slightest impairment."

Morrison, J. Cayce. . . . Some administrative uses made of standard tests and scales in the state of New York, 1921-22. Albany, The University of the state of New York press, 1923. 237 p. 8°. (University of the state of New York bulletin, no. 772. December 15, 1922)

Murdoch, Katherine, and Sullivan, Louis B. A contribution to the study of mental and physical measurements in normal children. *American physical education review*, 28:209-15, 276-80, May 1923. tables.

Raymont, T. Intelligence tests. *Journal of education and School world (London)* 55:859-61, June 1923.

A critical study of the value of mental tests and measurements. Emphasizes the importance of a philosophy of education.

Richardson, C. A. Methods and experiments in mental tests. Yonkers-on-Hudson, N. Y., World book company, 1922. 93 [1] p. 12°.

Rogers, Agnes L. Psychological tests of mathematical ability and educational guidance. *Mathematics teacher*, 16:193-205, April 1923.

Says that tests should not be used independently but only in conjunction with other evidence of the pupil's powers, namely, teachers' judgments of school marks.

Whipple, Guy M. The intelligence testing program and its objectors—conscientious and otherwise. *School and society*, 17:561-68, 596-604, May 26, June 2, 1923.

Address given before Section Q, American association for the advancement of science. December 1922.

Woody, Clifford. Measurement of the effectiveness of differentiation of high-school pupils on the basis of the Army intelligence tests. *Journal of educational research* 7:397-409, May 1923.

EDUCATIONAL TESTS AND MEASUREMENTS.

Brinkley, Sterling G. The use of American tests to measure English teaching in China. *Journal of educational research*, 7:136-44, September 1923.

Comparison is made between the Chinese and American standard in reading and spelling.

Bush, Emma D. An experiment in varying methods of teaching bright and dull sections of the seventh grade. *Journal of educational research*, 7:113-21, September 1923.

In the experiment, the class was divided into two sections on the basis of intelligence quotients obtained by the use of the Stanford revision of the Binet-Simon intelligence test.

Garrison, S. C., and Ryan, Florence. Age-grade-sex percentile norms for some educational tests. I. Woody-McCall mixed fundamental arithmetic tests. *Peabody journal of education*, 1:69-77, September 1923. tables.

Leland, Bernice. Herbert: a study of difficulty in spelling and reading. *Journal of educational research*, 8:49-58, June 1923.

Mallory, J. N. Following up a testing program. *American school board journal*, 67: 51-52, 135-36, September 1923. tables.

Educational tests, as well as mental and physical tests, are included in the study.

May, Mark A. Measuring achievement in elementary psychology and in other college subjects. *School and society*, 17: 556-60, May 19, 1923.

Continued from the issue of April 28, 1923.

Monroe, Walter Scott. An introduction to the theory of educational measurements. Boston, New York [etc.], Houghton Mifflin company [1923] xxii, 364 p. tables, diagrs. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

EDUCATIONAL RESEARCH.

Conference on educational measurements. Tenth annual conference on educational measurements, held at Indiana university, Bloomington, Ind., Friday and Saturday, April 20 and 21, 1923. Bloomington, Ind., The Extension division of Indiana university, 1923. 118 p. tables, diagrs. 8°. (Bulletin of the Extension division, Indiana university, vol. 8, no. 11)

Contains: 1. H. L. Smith: The work of the Bureau of cooperative research. Indiana university, p. 3-11. 2. G. H. Alderman: The effect of certain kinds of drill exercises on comprehension, p. 12-25. 3. H. H. Young: How to interpret and make use of mental tests. p. 26-43. 4. F. W. Ballou: Improving instruction thru educational measurement, p. 44-81. 5. F. W. Ballou: Some dangers of scientific measurement to be avoided (Abstract), p. 82-93. 6. F. W. Ballou: Education and our responsibility for its improvement, p. 94-100. 7. R. H. Lane: Selling educational research to a large city school system, p. 101-8. 8. E. U. Graff: The use of educational research and experimentation in school administration, p. 109-16. 9. A. C. Senour: The use of educational research and experimentation in school administration, p. 117-18.

Conference on educational research and guidance. 1st, *San Jose, 1922*. . . . Proceedings of First annual conference on educational research and guidance held at San Jose state teachers college, May 19 and 20, 1922. Sacramento, California state printing office, 1923. 112 p. 12°. (San Jose state teachers college bulletin)

CONTENTS: Vocational guidance in the high school, W. M. Proctor.—Measurement of non-intellectual aspects of behavior, Raymond Franzen.—Some aspects of delinquency, J. H. Williams.—Technique of public school survey, J. B. Sears.—Services and uses of educational measurements, Raymond Franzen.

Gray, William S. Problems for scientific investigation in elementary education. *Elementary school journal*, 23: 641-63, May 1923.

Emphasizes the value of detailed analyses of school subjects. Says that as analysis proceeds classroom methods become more accurate, precise, and effective.

Judd, Charles H. Educational research and the American school program. *Educational record*, 4: 165-77, October 1923.

An address delivered before the National education association, San Francisco, July 2, 1923.

Advocates a federal department equipped to make scientific studies in education, and to supply the coordination and reinforcement which are greatly needed by our present-day science of education.

McCall, William A. How to experiment in education. New York, The Macmillan company, 1923. xiv, 281 p. tables. 8°. (Experimental education series, ed. by M. V. O'Shea.)

This volume is designed to prepare intelligent teachers to engage profitably in research work in education, even if they are not technically trained in experimental methods. The editor of the series says that this is the first book on educational experimentation to be published at home or abroad.

Newlon, Jesse H. What research can do for the superintendent. *Journal of educational research*, 7: 106-12, September 1923.

Author says that those "who are engaged in educational research hold the key to educational progress."

SPECIAL METHODS OF INSTRUCTION.

PROJECT METHOD.

Hosic, James F. The project method. *Journal of educational method*, 2: 429-34, June 1923.

Concluding article of a series begun in the issue for September 1922.

Watkins, Ralph K. The technique and value of project teaching in general science. *General science quarterly*, 7: 235-56, May 1928.

To be continued.

The object of the study is to determine the value of the project in science, the comparative value of the project to those students who use it and those who do not, and to find a workable technique for teachers of science in junior high schools.

VISUAL INSTRUCTION.

Bogges, F. A. The school of the screen. *Child-welfare magazine*, 18: 69-71, October 1923.

Some deductions that are drawn as to the training for citizenship American children get from the screen in direct contradiction to what is being taught in the schools.

Burgess, May Ayres. Motion pictures in the public schools. *Elementary school journal*, 23: 676-82, May 1923.

Doxris, Anna V. The training of teachers for service and during service in the use of objective and other visual material. *Educational screen*, 2: 335-37; 353, September 1923.

Address given at Visual instruction conference, National education association, July, 1923.

Ellis, Don Carlos, and Thornborough, Laura. Motion pictures in education; a practical handbook for users of visual aids. With an introduction by P. P. Claxton. New York, T. Y. Crowell co. [1923]. xvii, 284 p. front., plates. 8°.

This manual comprises a discussion of the history and principles of visual education, the story of the origin and growth of motion pictures and their use in education, a critical discussion of their value and of different methods of using them, directions for installing apparatus, the kinds of films now available and where and how they can be obtained, also directions regarding time, place, and methods of using motion-picture films.

Freeman, Frank N. Types of educational motion pictures. *Visual education*, 4: 205-7, 226, September 1923.

Surveys the different types of motion pictures and concludes that films are a form of presentation that is of great value.

Geiger, Joseph Roy. The effects of the motion picture on the mind and morals of the young. *International journal of ethics*, 34: 69-83, October 1923.

Presents considerations showing that the moral effect of motion pictures on the young is often bad. Says that a group spirit or morale among picture producers and exhibitors is necessary for the highest type of productions of which the motion-picture industry is capable. There are hopeful signs that the producers are endeavoring to acquire this spirit for themselves.

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

"This article," says the writer, "constitutes one section of the complete report of this inquiry which will be published by the National board of review, New York City, under the title of The attitude of high-school students toward motion pictures."

PLATOON SCHOOLS.

Bankes, W. J. The model platoon school. *School and society*, 17: 581-86, May 26, 1923.

Describes the Model school which is the observation school in connection with Teachers college, Columbia university, for those who are preparing to teach in the elementary schools. A program for the five days of the week is given.

Bankes, W. J. The training of teachers for platoon schools. Educational administration and supervision, 9: 371-76, September 1923.

Deffenbaugh, W. S. The platoon school program. Catholic school interests, 2: 15-16, August 1923.

"The second of a series of articles on this subject . . . by the person in the country who knows most about it."

SPECIAL SUBJECTS OF CURRICULUM.

READING.

Chase, H. Lawton. The unknown world is beautiful. A talk to teachers on silent reading. Journal of educational method, 3: 2-17, September 1923.

Speaks of the beauties and fascinations of the world of silent reading, and urges "reading, and more reading" for children.

Newark, New Jersey. Board of education. Reading survey in the public schools of Newark, N. J. Newark, N. J., Board of education, 1923. 56 p. tables, diags. 8°. (Monograph no. 10.)

Recommendations are given on page 56.

Uhl, Willis L. The derivation of standards for judging reading material. Educational review, 66: 147-51, October 1923.

Study based on questionnaires sent to teachers and pupils in Wisconsin high schools as to the quality of reading material as measured by instructors and students. Says that the most prevalent and undesirable characteristic of reading material is its over-maturity.

Wheat, Harry Grove. The teaching of reading; a textbook of principles and methods. Boston, New York [etc.] Ginn and company [1923] ix, 346 p. diags. 12°.

A statement of what instruction in the various phases of reading the teacher should give, why it should be given, when to give it, and how much to give, with the purpose of helping the teacher to get an idea, not merely a device.

SPELLING.

Getchell, Frederick G. What is the spelling problem. Journal of education, 88: 291-93, September 27, 1923.

Discovers inefficiency in the spelling methods, and enormous waste, and suggests that the solution may lie in individualized spelling.

Washburne, Carleton W. A spelling curriculum based on research. Elementary school journal, 23: 751-62, June 1923.

ENGLISH AND COMPOSITION.

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

Addressed to those who desire to cooperate with the Committee on examinations of the National council of teachers of English by adopting a definite schedule of standard tests for use in English classes.

Coates, Mary W. The indirect-direct method in language teaching. Educational review, 66: 154-57, October 1923.

Fitzgerald, Edith. Technical language work in the primary department. Volta review, 25: 205-14, May 1923.

Discusses work for deaf children.

Long, Adah. Devices for enlivening the presentation of Shakespeare in the high school. Virginia teacher, 4: 184-90, July-August 1923.

Deals with the subject of making the study of Shakespeare more interesting through the use of activities, and discusses seven devices that may be employed with good results.

Rusch, Louise C. The socialized recitation in English. Chicago, The Plymouth press [1923] 88 p. 8°. (Modern education series, ed. by J. E. McDade.)

Snyder, Franklin B. Teaching literature to undergraduates. School and society, 17: 706-12, June 30, 1923.

"Are we fighting the battle of culture, aiding a little in making 'reason and the will of God prevail,' or are we earning our salaries by going through proper and decorous pedagogical motions?"

Stratton, Clarence. The teaching of English in the high school. New York, Harcourt, Brace, and company [1923] 4 p. l., 383 p. 12°.

ANCIENT CLASSICS.

Jones, Arthur J. Who should study Latin? School and society, 18: 304-8, September 15, 1923.

Says that "there are some who should not study Latin, but those *should* who need it for college entrance, and those who will presumably continue it for at least three years, and for whom it will have a real value."

Jones, F. Reform methods of Latin teaching. Journal of education and School world (London), 55: 443-45, July 1923.

Describes the methods advocated by the Association for the reform of Latin teaching, England.

Kelsey, Francis W. The value of the classics. Classical journal, 19: 28-35, October 1923.

Cites opinions in favor of the classics from eminent educators and deans of professional schools.

New York (State) University. Results in Latin, first two years. [New York, The University of the state of New York press, 1923] 24 p. 8°. (University of the state of New York bulletin, no. 773, Jan. 1, 1923).

A detailed study of all the answer papers written in the state-wide Regents' examination given in the secondary schools of the University of the state of New York in June, 1922.

This study was made under the auspices of the American classical league. The survey was conducted by S. Dwight Arms, Elmer E. Bogart, and J. Cayce Morrison.

Rich, Stephen G. The values of the classics. Education, 43: 629-14, June 1923.

Endeavors to show that for "the most part the classics have no values in education that are not shared by other subjects, and shared to an equal degree."

Thorndike, E. L., and Ruger, Mrs. G. J. The effect of first-year Latin upon knowledge of English words of Latin derivation. School and society, 18: 260-70, September 1, 1923.

Some results in the general investigation being conducted by the American classical league, with the assistance of the General education board, with the cooperation of many principals and teachers.

West, Andrew F., and others. The classical investigation; the work of the first two years. Classical journal, 18: 548-68, June 1923.

Discusses the progress of the classical investigation of the American classical league, which was begun in 1921.

MODERN LANGUAGES.

Bickford, Belle E. Romanic languages in the high school. University high school journal, 3: 27-102, April 1923.

Gives complete courses of study and names of textbooks used.

Doyle, Henry Grattan, comp. Modern languages in the curriculum, with especial reference to Spanish. A symposium of quotations. Journal of education, 98: 237-40, September 13, 1923.

A valuable bibliography is added which includes references on Spanish life, language, literature, art, etc.

Pattee, Edith B. The phonograph as a medium of foreign-language instruction. School review, 31: 604-7, October 1923.

Discusses use of phonograph in the University high school of the University of Oregon.

Pattee, Edith B. The phonograph in modern-language teaching. Oregon teachers monthly, 27: 6-8, June 1923.

Furnishes a list of material for phonograph use which includes song records, conversational records, grammar records, and story records.

MATHEMATICS.

Breslich, Ernst R. The development of a curriculum in correlated mathematics and discussions of aims, values, and results. [Chicago, The University of Chicago Press, 1923] 1 p. l., p. 116-136. 8°.

Reprinted from "Studies in secondary education I," published by the Department of education, The University of Chicago:

Drummond, Margaret. The psychology and teaching of number. Yonkers-on-Hudson, N. Y., World book company, 1922. 125 [1] p. front. 12°.

Foberg, John A. The Pennsylvania state course of study in mathematics. Mathematics teacher, 16: 266-73, May 1923.

McLaughlin, Katherine L., and Troxell, Eleanor. ... Number projects for beginners. Philadelphia, London [etc.] J. B. Lippincott company [1923] xv, 110 p. front., illus., plates. 12°. (Lippincott's school project series, ed. by W. F. Russell)

National committee on mathematical requirements. The reorganization of mathematics in secondary education. A report ... under the auspices of the Mathematical association of America, inc. [Hanover, N. H.] The Mathematical association of America, inc., 1923. x, 652 p. tables (5 fold. in pocket) diags. 8°.

CONTENTS: Pt. I. General principles and recommendations: A brief outline of the report.—Aims of mathematical instruction: General principles.—Mathematics for years seven, eight and nine.—Mathematics for years ten, eleven and twelve.—College entrance requirements.—List of propositions in plane and solid geometry.—The function concept in secondary school mathematics.—Terms and symbols in elementary mathematics.—Pt. II. Investigations conducted for the committee: The present status of disciplinary values in education, by Vevia Blair.—The theory of correlation applied to school grades, by A. R. Crathorne.—Mathematical curricula in foreign countries, by J. C. Brown.—Experimental courses in mathematics, by Raleigh Schorling.—Standardized tests in mathematics for secondary schools, by C. B. Upton.—The training of teachers of mathematics, by R. C. Archibald.—Certain questionnaire investigations.—Bibliography on the teaching of mathematics, by D. E. Smith and J. A. Foberg.

Osburn, W. J. A study of the validity of the Curtis and Studebaker practice tests in the fundamentals of arithmetic. Journal of educational research, 8: 93-105, September 1923.

The purpose of the paper is to discuss whether or not pupils are receiving drill in proportion to the difficulties which they encounter, and the author thinks they are not.

Thorndike, Edward L. [and others] The psychology of algebra. New York, The Macmillan company, 1923. xi, 483 p. 12°.

The investigations reported in this volume were made possible by a grant from the Commonwealth fund.

Winsor, A. S. The reorganization of mathematics in secondary education. High school journal, 6: 123-36, May 1923.

The first part of the study discusses aims, organization, material by grades, college entrance requirements, etc., and the second part contains the investigations conducted for the committee on various phases of the subject.

SCIENCE.

Bailey, Edna W., and Foster, L. F. The science laboratory and classroom for secondary schools. General science quarterly, 7: 257-73, May 1923.

Kendall, Arthur Isaac. Civilization and the microbe. Boston and New York, Houghton Mifflin company, 1923. xviii, 231 p. front., plates, diags. 8°.

A true account of the nature and functions of microbes by a prominent bacteriologist.

Rigg, George B. Science and liberal education. *School and society*, 17: 477-85, May 5, 1923.

Those acquiring a liberal education should have different instruction in science from the students who are studying science professionally. How science can be popularized with the liberal education student.

Rowell, Percy E. Classroom methods of introductory science. *Journal of educational method*, 2: 360-66, May 1923.

Webb, Hanor A. Starting the small physics laboratory. *Peabody journal of education*, 1: 86-94, September 1923.

Gives a list of material needed, places to obtain it, lists the things you make, under the different subjects, and gives a short bibliography of reference books.

NATURE STUDY.

Pack, Charles Lathrop. The school book of forestry. Washington, D. C.; The American tree association [1923] 159 p. plates. 8°.

— Trees as good citizens. Washington, D. C., The American tree association [1923] 257 p. front., plates, illus. 8°.

Peeples, Elizabeth K. Why nature study? *Nature magazine*, 2: 182-84, September 1923.

"Its healthfulness as an outdoor sport with a purpose that gives it zest, its saneness as an approach to sex instruction, its safety as an outlet for pent-up energy, and its cultural value, may well be urged."

GEOGRAPHY.

Branom, Frederick K. A bibliography of recent literature on the teaching of geography. Worcester, Mass., Clark university, Dept. of geography, 1923. 20 p. 8°.

Smith, J. Russell. The elements of geography and the geographic unit. *School and society*, 17: 617-28, June 9, 1923.

This essay is divided into four parts: 1. The elements of geography. 2. The methods of presentation. 3. The unit of presentation. 4. Books and maps useful in a survey of the elements of geography.

SOCIAL STUDIES.

Allen, J. O. American history in the American public schools. *Educational review*, 66: 89-95, September 1923.

Says that it is the business of history to interpret the present. One who is to teach American history to young American citizens should have studied a course specifically designed for him.

Brewer, Helen R. The study of history. *Intermountain educator*, 19:9-13, September 1923.

A review of the national development of the study of history.

Davis, Preston. Choosing the current events text. *Educator-journal*, 24:11-13, September 1923.

Hints for the study of current events in the class room.

Gathany, J. Madison. The teaching of the social science studies in the junior high school. *Historical outlook*, 14:257-66, October 1923.

Reorganization of the course for the social studies in the junior high school.

Gt. Brit. Board of education. ... Report on the teaching of history. London, Pub. under the authority of H. M. Stationery office, 1923. iv, [5]-70 p. 12°. (Educational pamphlets, no. 37.)

Hoskins, Halford. Self-starting the freshman college history course. *Historical outlook*, 14:254-57, October 1923.

A list of instructions and suggestions for history work.

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Levin, Samuel M. Recent tendencies in the teaching of the social sciences in the secondary schools. *Education*, 44:1-14, September 1923.

Writer states that the recent great increase of attendance on public high schools lays upon teachers of social sciences the need for the re-examination of past methods, materials, standards and objectives, as well as a responsibility on the part of educators for clear thinking and constructive statesman-like planning along new lines.

Mason, Florence. The teaching of sociology in high school. *Journal of applied sociology*, 8:37-43, September-October 1923.

Relates the experience of the writer in teaching sociology in the Jefferson high school, Los Angeles.

MUSIC.

Bivins, Alice E. A plan for county organization in the school music of America. *Musical courier*, 87:17, July 12, 1923.

The lack of cultural opportunities in the rural school districts of the South are outlined by the author, who is professor of school music in the North Carolina college for women, Greensboro.

Clark, Kenneth S. Using music as a healing force. Part I. *Playground*, 17:256-60, 296, 304, 329-31, August-September 1923.

Discusses especially the effect of music in corrective institutions on the inmates.

Fanning, Cecil. Getting acquainted with music. *School*, 32:817-18, August 2, 1923.

"How to open a new field of culture and enjoyment to children."

Farnsworth, Charles W. A golden mean in school music education. *Musical courier*, 87:6-7, September 6, 1923.

To be continued.

Pearson, Benjamin F. Music and citizenship. *Playground*, 17:261-62, August 1923.

Discusses the value of Music week to promote the highest ideals of citizenship.

Snedden, David. The future of musical education in public schools. *School and society*, 17:589-96, June 2, 1923.

From an address by Professor Snedden at the annual Music supervisors' National convention, Cleveland, April 10, 1923.

Weatherly, Josephine. The psychology of music. *Education*, 43:521-43, May 1923.

Discusses the educational objectives of music; music in the life of the child and adolescent, etc.

Whittemore, Harry. The ethics of the music supervisor. *Musical courier*, 87:38-39, August 2, 1923.

An account of the relationship of the supervisor with the school system.

Extracts from a paper presented at the Music supervisors' National conference, April, 1923.

ART EDUCATION.

Bennett, Charles Alpheus. Art training for life and for industry. Peoria, Ill. The Manual arts press [1923] 61 p. 12°.

Robinson, Alice. The passing of the city supervisor of art. *Educational review*, 66:99-102, September 1923.

Sobotka, Grace. Art instruction in the first six grades. *Peabody journal of education*, 1:21-28, July 1923.

A discussion of the reasons for giving instruction in the subject, how it should be given, reasonable standards of attainment, and testing and measuring art instruction. A bibliography is also added.

Winslow, Leon L. Program for schools offering approved courses in art in the junior high school grades. *Industrial-arts magazine*, 12:367-68, September 1923.

HANDWRITING.

- Browne, Squire F. An index-scale for measuring handwriting. *Elementary school journal*, 23:775-82, June 1923.
- Freeman, Frank N. The teaching of handwriting. *Elementary school journal*, 24:38-49, September 1923.

SAFETY.

- Arrowsmith, Mary Noel. Six demonstrations of safety education. *National safety news*, 8:21-24, July 1923. illus.
- Payne, E. George. Education in accident prevention. *Journal of the New York state teachers' association*, 10:207-12, September 1923.

DRAMATICS AND ELOCUTION.

- Hyde, Florence Slown. Painting the past in pageantry. *Social progress*, 7:288-90, September 1923. illus.
The use of pageantry as a vehicle for depicting national and local history.
- Slattery, Margaret. Tomorrow: a pageant for childrens' week. *Church school*, 4:550-54, September 1923. illus.
"This pageant has been so arranged that all departments of the school will be represented."
Stage setting, costumes and directions by Elisabeth Edland.

TEMPERANCE.

- Transeau, Emma L. Science speaking on the subject of alcohol. *Scientific temperance journal*, 32:91-101, Summer 1923.
Criticism of an article in *Collier's national weekly*, April 7, 1923, on the subject of Alcohol, by Samuel Hopkins Adams.

ELEMENTARY EDUCATION.

- Bonser, Frederick G. Standards in early elementary education. Kindergarten and first grade, 8:265-73, September 1923.
Given before International kindergarten union, Pittsburgh, Pa.
- Dalton, Mattie. Talks to young teachers. Boston, New York [etc.], Educational publishing company, 1923. 3 p. l., 245 p. 12°.
- Horn, John Louis. The American elementary school; a study in fundamental principles. New York and London, The Century Co., 1923. xvi, 422 p. 8°.
(Century education series, ed. by C. E. Chadsey.)
A general and comprehensive treatise on the problems of elementary education, designed to assist teachers in training and-in service to form broad conceptions of the significance, organization, aims, and goals of publicly supported elementary schools in the United States.
- Nebraska. Department of rural education. The Nebraska elementary school curriculum. Prepared by the Department of rural education, I. N. Clark, director. John M. Matzen, State superintendent of public instruction. Lincoln, [Clafin printing company, 1923] 47 p. 8°.
"Containing a discussion of the aims, content, methods, activities, and materials of the courses to be used as a basis for revising and adapting them to the needs of the state."
- Parker, S. C., and Temple, Alice. Unified kindergarten and first-grade teaching. *Elementary school journal*, 24:13-27, September 1923.
Discusses the recent movement to unify the kindergarten and the first grade by coordinating closely the activities of the pupils in these grades. To be continued.
- Welling, Jane Betsy, and Oalkins, Charlotte Wait. ... Social and industrial studies for the elementary grades based on needs for food, clothing, shelter, implements, and records. Philadelphia, London, [etc.] J. B. Lippincott company [1923] xl, 331 p. 12°. (Lippincott's school project series, ed. by W. F. Russell)

RURAL EDUCATION.

Barnes, Ina G. Rural school management. New York, The Macmillan company, 1923. xv, 303 p. plates. 12°. (Rural education series. General editor, Mabel Carney)

This volume is a comprehensive manual for use in preparation for teaching in rural schools, and is based on the results of five years' experience in training rural teachers in West Virginia, supplemented by later experience in Delaware.

Brim, Orville Gilbert. Rural education; a critical study of the objectives and needs of the rural elementary school. New York, The Macmillan company, 1923. xxi, 302 p. 12°. (Rural education series. General editor, Mabel Carney)

There are among educators two schools of thought regarding the purpose of rural elementary education. One group would vocationalize the school and limit its contacts and ideals to the rural community, while the other holds that the rural child should be socialized and given as broad an outlook upon life as the city child acquires. This study evaluates various plans, and applies the principles to rural educational needs.

Carney, Mabel. The legitimate community relations and activities of rural schools. *Journal of rural education*, 2:385-92, May 1923.

From the New York rural survey, vol. 4, part 3, The community relations of rural schools.

Cavins, L. V. School survey of type counties of West Virginia. Survey made by the State department of rural schools, normal schools, colleges, and university. Charleston, W. Va., State department of schools [1923] 77 p. incl. tables, diags. 8°.

Joint committee on rural schools. Rural school survey of New York state. The teaching personnel [by] William C. Bagley; the elementary curriculum [by] Orville G. Brim; community relations [by] Mabel Carney. Ithaca, N. Y., 1923. 279 p. plate. 12°.

Kansas. University. Bureau of school service. Survey report dealing with the establishment of a rural high school. The organization and distinctive features of the Shawnee-Mission rural high school, Johnson county, Kansas. Made by the Bureau of school service, University of Kansas, 1921. F. P. O'Brien, director. T. J. Smart. Topeka, Printed by Kansas state printing plant, B. P. Walker, state printer, 1923. 29 p. illus. 8°. (On cover: *Bulletin of the University of Kansas*, vol. 24, no. 1. *Kansas studies in education*, vol. 1, no. 1. Jan. 1, 1923)

Lathrop, Edith A. Removing the rural handicap in Maryland. *School life*, 9:19-20, September 1923.

Authoritative statement of conditions in a typical American state.

Muerman, John C. Rural school improvement and what the community leagues may do. *Community league news*, 6:1-2, September 1923.

Root, Rosamond. Practical standard for the development of rural education departments in normal schools and teachers colleges. *Journal of rural education*, 3:1-7, September 1923.

The inequalities between city and rural schools are so flagrant that they must be reduced, and the public school must educate the children of the rural districts.

Sapiro, Aaron. The economic background of rural education. *Journal of rural education*, 2:433-41, June 1923.

Delivered before the Department of rural education and superintendence, February 1923.

Works, George A. Schools and farms. *Journal of the New York state teachers' association*, 10: 212-15, September 1923.

Discusses adequate school facilities in rural communities.

Wyatt, H. G. . . . Rural school teachers in the United States of America (their preparation and supervision). Calcutta, Superintendent government printing, India, 1923. 2 p. 1., ii, 74 p. 8°. (India. Bureau of education. Occasional reports, no. 11.)

SECONDARY EDUCATION.

Boren, F. H. Students' record cards. University high school journal, 3: 1-9, April 1923.

A review of the system of grading used in the University high school of Oakland, California.

Clement, J. A. The business of scientific curriculum making in secondary education. Educational administration and supervision, 9: 357-66, September 1923.

Paper read before the Illinois academy of science, Galesburg, Ill., May 4, 1923.

Colvin, Stephen S. The high-school principal as supervisor of instruction. Teachers' college record, 24: 320-25, September 1923.

Read before the National association of secondary school principals, February 1923.

Davis, C. O. The size of classes and the teaching load in the high schools accredited by the North central association. School review, 31: 412-29, June 1923.

Among other conclusions the writer says that the Association is "not justified in demanding that for all teachers, in all types of work, the maximum size of class shall be no greater than 30 pupils or that the maximum number of pupil-hours of instruction per day shall not exceed 150."

Davis, Jesse B. The influence of college-entrance requirements on the public high schools of New England. School review, 31: 445-51, June 1923.

Eaton, Harold T. A study of school marks. Education, 43: 620-28, June 1923.

Study based on data collected at the Central high school, Syracuse, N. Y., each teacher in the institution having submitted a copy of her mid-term marks for the fall term of 1921. "The great mortality in the freshman class," says the writer, "presents a striking school problem."

Holy, T. C., and Cocking, W. D. A permanent record and efficiency card for high schools. American school board journal, 67: 49-50, 141, August 1923. diagra.

McNally, William P. A practical high school curriculum. Catholic school interests, 2: 11-12, August 1923.

Paper read at the annual meeting of the Pennsylvania Catholic educational association, 1923.

Maryland. Department of education. Maryland high school standards; a manual of high school administration. Issued by State department of education. Baltimore [1923] 266 p. 12°. (Maryland school bulletin, vol. iv, no. 2. Feb. 1923.)

National honor society for high schools. American educational digest, 43: 3-8, September 1923.

During the two years of its existence, membership in the society has grown to 250 active local chapters. The society is looked upon as the Phi beta kappa for secondary schools.

Odell, Charles W. Provisions for the individual differences of high-school pupils. Urbana, University of Illinois [1923] 15 p. 12°. (University of Illinois bulletin, vol. xxi, no. 4. Sept. 24, 1923.) (University of Illinois. College of education. Bureau of education. Educational research circular no. 22.)

Terry, Paul W. and Greguson, Judith. Blind spots in the high-school curriculum. Educational review, 66: 25-31, June 1923.

Argues for more emphasis on the study of the four Pacific nations—Australia, Canada, China, and Japan; their historical, industrial, political, and geographical aspects.

Zeleny, Leslie D. A conception of a liberal education in American high schools. Education, 44: 15-24, September 1923.

Says "the American high school is fast becoming the people's college. It is becoming the place where young America is educated for the service of the individuals and the country."

JUNIOR HIGH SCHOOLS.

Cardozo, Francis L. The junior high school—its origin and trend, a study. *Education*, 43: 589-603, June 1923.

Ferguson, Arthur W. Articulating the junior and senior high schools. *School review*, 31: 540-46, September 1923.

The author suggests a program of articulation in outline form.

Glass, James M. The reorganization of the seventh, eighth, and ninth grades—program of studies. *School review*, 31: 518-32, September 1923.

Junior high school is the unit of transition between the elementary school and the senior high school.

Keich, R. J. The junior high schools at Warren, Ohio. *American school board journal*, 67: 59-60, July 1923. illus. plans.

Overman, James R. Teaching the algebraic language to junior high-school pupils. *Mathematics teacher*, 16: 215-27, April 1923.

Renwick, Albert. A critical examination of the principles underlying the junior high school. *Education*, 43: 604-19, June 1923.

Using Alexander Inglis' outlines in the *Journal of education* and *School review* as a basis, the writer gives a comprehensive review of the subject. Contains a bibliography.

Rowell, Percy E. Junior high-school science. *Educational review*, 66: 21-23, June 1923.

Concludes that the subject matter of the science course should be concerned with the science of everyday life—the science of common things; and that all experiments, with very few exceptions, should be performed by all the pupils.

Ziegler, Samuel Horning. The social studies in the junior high. Cleveland, 1923. 120 p. 8°.

Thesis (Ph. D.)—University of Pennsylvania, 1923.

TEACHER TRAINING.

Adams, Edwin W. The principal's program of professional activities. *Elementary school journal*, 23: 733-41, June 1923.

Discusses the problem of the after-training of teachers.

Bliss, Walton B. Who shall teach? A summary of the Department's program of mental measurement of prospective teachers. Published by Vernon M. Riegel, Director of education, 1923. [Columbus, Ohio, Department of education. 1923] 34 p. tables. 8°. (Special studies series, 1923, no. 4)

An investigation of the mental ability levels of county normal school students.

Bolton, Frederick E. Higher standards for teachers in the state of Washington. *Elementary school journal*, 23: 694-700, May 1923.

Discusses the effects of the new certification law and of a law providing a state-wide retirement fund for teachers, as well as the new requirements of the school of education of the University of Washington for life certificates issued through the university.

Brandt, Rose K. Practice teaching in the county training schools of Wisconsin. *The journal of rural education*, 2: 454-63, June 1923.

The findings of a survey undertaken to learn how Wisconsin is meeting her obligations to country boys and girls.

Brown, Elmer Ellsworth. The development of education as a university subject. *Teachers college record*, 24: 190-96, May 1923.

Cerf, Mme. G. Wodrow. Some essentials in the training of language teachers for the junior high school. *Educational administration and supervision*, 9: 315-21, May 1923.

- Cubberley, Ellwood P.** The college of education and the superintendent of schools. School and society, 17:538-45, May 19, 1923.
An address given at the University of Iowa, April 1923.
- Hall-Quest, Alfred L., and others.** The training of junior high-school teachers. Educational administration and supervision, 9:257-70, May 1923.
This paper is the report of a committee, appointed at a meeting of the Association of supervisors of student-teaching, Cleveland, Ohio, Feb. 26, 1923, of which Mr. Hall-Quest was chairman.
- Keith, John A. H.** Some outstanding factors in normal school education today. Teachers college record, 24:272-79, May 1923.
- Kelly, D. J.** The training and development of teachers after entering the profession. Elementary school journal, 23:763-67, June 1923.
Discusses plan used by the schools of Binghamton, N. Y.
- Lull, Herbert G.** Teacher-training in curriculum making. Educational administration and supervision, 9:290-303, May 1923.
Recommends that the director of teacher-training should give a course in curriculum making, required for all students and carrying not fewer than three hours of college credit. Gives an example used in Emporia, Kans.
- Making a teachers' college curriculum.** American school, 9:14-17, January-February 1923.
The report of committee action and recommendations from the Indiana normal school, Terre Haute.
- Mead, A. B.** Suggested improvements for preparing secondary teachers in Ohio. Educational administration and supervision, 9:325-38, September 1923.
Read before the Teacher-training section of the Ohio state teachers association, Columbus, Ohio, December, 1922.
- Pechstein, L. A.** The cooperative ideal in teacher training—the Cincinnati plan. School and society, 18:271-77, September 8, 1923.
Discusses the professional training of teachers by the cooperative plan, "learning to do through the doing," and illustrates by the work done in the College of education, University of Cincinnati.
- Phelps, Shelton.** The two-year curriculum for training elementary teachers. Journal of educational research, 7:369-83, May 1923.
"This study was made as one of the class studies in a course in normal school administration given in George Peabody college for teachers."
- Phillips, E. D.** A self-rating scale for teachers. American school board journal, 67:45-46, 135, September 1923.
Furnishes a detailed scale for the self-improvement of teachers in service.
- Reavis, G. H.** The development of teacher training as a profession. Teachers college record, 24:208-12, May 1923.
- Robertson, Mrs. Florence Keeney.** Objective evidences of leadership; a scale for grading the high school teacher of five or more years' experience. [Los Angeles, 1923] cover-title, [8] p. 12°.
- Russell, James R.** Further development of the school of education. School and society, 17:533-38, May 19, 1923.
An address given at the State university of Iowa, April 1923.
- Spaulding, Frank E.** The Department of education. Courses offered in public school teaching and in work of graduate grade. Yale alumni weekly, 32:1051-53, May 18, 1923.
"Co-operation with the public school systems of the State, and courses in teaching offered graduates and under-graduates make valuable contributions to educational instruction."

Stone, Mason S. The first normal school in America. *Teachers college record*, 24: 263-71, May 1923.

Columbian school, Concord, Vt., under the direction of Samuel Read Hall, was founded March 8, 1823.

Tigert, John J. The nationalization of the teachers colleges. *Virginia teacher*, 4: 87-90, April 1923.

Delivered before the American association of teachers colleges, February 24, 1923.

Whitney, Frederick L. Application of the analysis and prognosis of teaching functions to problems of teacher training. *Journal of educational research*, 8: 20-30, June 1923.

A discussion of certain implications for teacher-training administration. Fourth article of series on training of teachers.

— The prediction of teaching success. *Journal of educational research*, 7: 421-28, May 1923.

A discussion of the value as teachers of the groups, as well as the individuals, found in the teacher-training institutions.

TEACHERS' SALARIES AND PROFESSIONAL STATUS.

Aspinwall, William B. A code of ethics for teachers. *School and society*, 17: 640-44, June 9, 1923.

The organization of the code grew out of the great need for such a code, and deals with the ethical principles underlying the profession, relations of teachers to the profession, relations of teachers to pupils and parents, and to each other, to supervising principals, school committees, etc., unprofessional practices, and the obligation of the code.

Ettinger, William L. The ethical standards of the teacher. *School and society*, 17: 568-72, May 26, 1923.

Address delivered before the Schoolmasters' association of New York, April 1923.

Holsinger, Karl J. Higher degrees of college professors: a study of some factors affecting the research of graduate students who become college professors. *Journal of the American statistical association*, 18: 878-88, September 1923. tables.

— The retarded college professor. *School and society*, 17: 729-32, June 30, 1923.

Supplied with tables showing the age at which degrees were obtained, the spans between degrees, the marriage factor, etc.

Meliklejohn, Alexander. To whom are we responsible; a memorandum on the freedom of teachers. *Century magazine*, 106: 643-50, September 1923.

National education association of the United States. Salary committee. Teachers' salaries and salary trends in 1923. Report. Washington, D. C., National education association, 1923. 115 p. incl. tables. 8°.

Also issued as Research bulletin of the National education association, vol. 1, no. 3, May 1923.

Salary increases asked for by principals of all schools. *School*, 34: 870-71, August 23, 1923.

Requests for increased pay for elementary, junior and senior high school principals were made to the budget and finance committee of the Board of education of New York City.

Stevenson, Dwight H. Is there a shortage of men teachers? *Educational research bulletin*, 2: 182-83, 191-92, June 13, 1923.

Table given showing the comparison of the number of men and women teachers employed in the schools of Ohio from 1854 to 1921.

HIGHER EDUCATION.

Association of colleges and preparatory schools in the Middle States and Maryland. Proceedings of the thirty-sixth annual convention ... Wilmington, Del., December 1 and 2, 1922. Pub. by the association, 1923. 85 p. 8°. (George W. McClelland, secretary, University of Pennsylvania, Philadelphia, Pa.)

Contains: 1. Boyd Edwards: What can schools and colleges do to restore the moral tone of our young people? p. 23-28. 2. Calvin Coolidge: Address, p. 35-42. 3. Frank Aydelotte: The problem of maintaining intellectual standards in the student body, p. 56-60.

Federation of Illinois colleges. Nineteenth annual meeting, February 19 and 20, 1923, Illinois Woman's college, Jacksonville, Illinois. [Rockford, Ill.] Published by the Secretary, Rockford college, February, 1923. 30 p. 12°.

Contains: 1. C. E. Seashore: The individual and the curriculum, p. 7. 2. J. R. Harker: Forty years in the colleges of Illinois, p. 7-11. 3. D. A. Robertson: Degree requirements in terms of objectives and achievements rather than semester hours and grades, p. 11-14. 4. A. L. Wittenberg: The relation of our colleges to State education, p. 14-16. 5. C. P. Lutkin: Music in the liberal arts curriculum, p. 17-22. 6. Mary W. Watson: Contacts in a liberal arts college for women, p. 23-25. 7. C. M. Poor: Our systems of grading, p. 25-28.

Abbott, Lawrence F. What is the matter with our colleges? Outlook, 135:12-14, September 5, 1923.

Baird, A. Craig. Shall American universities adopt the British system of debating? Quarterly journal of speech education, 9:215-22, June 1923.

Describes both systems, and points out the advantages of both.

Read at the Annual convention of the National association of teachers of speech, New York university, December, 1922.

Baker, Frank C. The educational value of a university natural history museum. Science, n. s. 58:55-57, July 27, 1923.

Burton, Marion LeRoy. The function of the university. Alumni bulletin of the University of Virginia, 16:220-37, July 1923.

Delivered as Founder's Day address in Cabell Hall, April 13, 1923.

Specifies two kinds of service: 1. The work and teaching should be unified with the primary aim in view of serving the State; 2. The University must utilize definitely its equipment and personnel for research work in solving the problems of the State.

Chase, Harry Woodburn. The social responsibility of the State university. Journal of social forces, 1:517-21, September 1923.

Teaching, research, and extension are the three lines of service State universities owe to the State.

Dodd, William E. The university and the Nation. Virginia teacher, 4:177-84, July-August 1923.

Address delivered at the third annual dinner of the Board of trustees for the members of the faculties of the University of Chicago, reprinted from the University record, January 1923.

Five young Europeans look upon America. Survey, 50:389-92, 413, July 1, 1923.

A symposium by five European students who completed a five-months tour of American colleges and universities under the auspices of the National student forum.

Hamilton, Edith. Revising the Freshman curriculum. Education, 43:653-59, June 1923.

A discussion of the Freshman curriculum of women's colleges, and needed changes.

Hunt, H. B. The Allegheny college birth rate. Journal of heredity, 14:51-60, May 1923.

A study to determine if the birth rate among the graduates of Allegheny college has been reduced by the modern tendency of educated people to restrict the size of the family.

Keller, A. G. General practice. Yale review, 13:114-28, October 1923.

Says that a college should send out into the world each June a body of well-rounded products, fitted to understand and interpret a great genius when he is granted to men. Deprecates the preparatory tendency toward specialization in college courses.

Kelly, F. J. Adequate cost analysis as a basis for budget making. *Journal of educational research*, 7:410-20, May 1923.

This paper is concerned with costs in one university, namely, the University of Kansas, for the year 1921-22. A paper read before the Administrative research section, Educational research association, March 1, 1923.

Kirkpatrick, J. E. The American college president. *School and society*, 18:245-49, September 1, 1923.

A discussion of the different types of college president, his powers, etc.

Kuo, P. W. How can the universities of Pacific countries best promote international understanding and friendliness. *School and society*, 18:186-98, August 18, 1923.

The author, who is president of the National Southeastern university, Nanking, China, delivered the above address before the Pan Pacific section of the World conference on education, San Francisco, July 2, 1923.

Lovett, Robert M. Meiklejohn of Amherst. *New republic*, 35: 146-48, July 4, 1923.

Discusses the circumstances surrounding the resignation of President Meiklejohn.

MacCracken, Henry Noble. Democracy in American college government. *Yale review*, 12: 703-22, July 1923.

The author says "The history of the American college is the history of a steady growth towards democracy in its form of government."

Mansbridge, Albert. The older universities of England: Oxford & Cambridge. With drawings by John Mansbridge. London [etc.] Longmans, Green & co., 1923. xxiv, 296 p. plates. 8°.

Based upon a course of lectures delivered on the foundation of the Lowell institute, Boston, Mass., March 1922.

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

Inaugural address of the president of the University of Arizona.

Miner, J. B. Tests of candidates for the Rhodes scholarship. *School and society*, 18: 297-300, September 8, 1923.

Discusses giving mental tests to candidates in addition to their usual records in school and college, and reports good results obtained in Kentucky, in December, 1922, when examinations were given for Rhodes scholarships.

Pattee, Fred L. The "log" unseats "Mark Hopkins." *Nation*, 117: 55-57, July 18, 1923.

Attacks the administration of our modern colleges. Deplores taking teachers from their chosen fields of work and placing them in mere administrative positions where their best services are lost to the student body.

Pittenger, B. F. Some factors governing enrolment in the higher state institutions of Texas. *School review*, 31: 511-17, September 1923.

This paper is adapted from a committee report prepared by the writer in collaboration with Professors A. C. Ellis and C. G. Haines.

Price, Richard Rees. The financial support of the University of Michigan; its origin and development. Cambridge, Mass., Harvard university, 1923. 58 p. incl. tables, diagr. 8°. (On cover: Harvard university. Graduate school of education. Harvard bulletin in education, no. viii. January, 1923)

Rapeer, Louis Win. A new type of university. *School and society*, 18: 156-62, August 11, 1923.

Description of the work of Research university, Washington, D. C., of which the author is president.

Robson, William A. English and American university life: a contrast. Educational review, 66: 85-89, September 1923.

Should colleges restrict enrollment? Public affairs, 1: 18, September 1923.

Both sides of the question discussed, as a subject for debate by local assemblies of Uncle Sam's voters.

Sutton, William S. The office of university president. Texas outlook, 7: 5-6, August 1923.

Enumerates the duties and qualifications of a university president.

Tentative list of approved colleges of arts and sciences and junior colleges. Federation bulletin, 9: 177-85, August 1923.

Federation bulletin is published monthly by the Federation of state medical boards of the United States. The list is compiled by the Council on medical education and hospitals of the American medical association.

Thomas, Norman. Youth and the American colleges. Nation, 117: 106-7, August 1, 1923.

Discusses the spirit of youth as a mold of college liberalism.

Thwing, Charles Franklin. What studies make mind? An answer made through the Harvard law school and many colleges. Harvard graduates' magazine, 32: 29-44, September 1923.

Wilson, Edmund. Harvard, Princeton, and Yale. Forum, 70: 1871-79, September 1923.

A characterization of these three centers of the old culture as compared with what the author terms the Sears-Roebuck style of university.

Wood, Ben D. Measurement in higher education. Yonkers-on-Hudson, N. Y., World book co., 1923. xi, 337 p., tables, diagrs. 8°. (Measurement and adjustment series, ed. by L. M. Terman.)

The author of this book is assistant professor of collegiate educational research in Columbia University. The introductory chapter is contributed by the editor of the series, Dr. L. M. Terman.

Woodbridge, Homer E. The freshman English course. Educational review, 66: 7-13, June 1923.

Says the principal reason why the freshman course in English is not more successful is the fact that the majority of those who teach in it have had little special preparation for their work.

Zook, George F. Report on a survey of the North Carolina state college of agriculture and engineering. Raleigh, Bynum printing company, 1923. 22 p. 8°.

FEDERAL GOVERNMENT AND EDUCATION.

Capen, Samuel P. Do we need a national system of public schools? Educational review, 66: 1-4, June 1923.

Answers in the negative. Commends the new reorganization of the departments of the Government, which provides for a "Department of education and welfare."

Clark, M. G. A nationalized system of education. Elementary school journal, 24: 28-37, September 1923.

Concludes that the Federal government should bear one-seventh of the total cost of education, and this one-seventh should be applied particularly to the encouragement of a high type of teaching personality in the schools and community.

Tigert, John J. The reorganization of education in the United States government. American education, 26: 396-401, May 1923.

Also in Journal of social forces, 1: 526-28, September 1923.

SCHOOL ADMINISTRATION.

All-year schools. Texas outlook, 7: 6-8, September 1923.

A report on all-year-round schools made to the instruction committee of the Board of education, Nashville, Tenn.

Arizona. State board of education. Survey of financial administration of the public schools of Arizona. [Phoenix, Ariz., The Manufacturing stationers, inc.] 1922. vii, 115 p. incl. tables, diagrs. 4°.

Coyle, J. M. Buying methods by which quality can be assured in competitive buying. *American school board journal*, 67: 37-38, July 1923.

This article is designed to aid those who purchase school supplies.

Dickey, Samuel S. A graphical representation of a school reporting system. Part II. *American school board journal*, 67: 55-56, July 1923.

Harris, T. H. The county unit. *Elementary school journal*, 23: 768-74, June 1923.

Discusses the county-unit plan as operative in Louisiana. Says that it provides excellent school machinery.

— Organizing a state school system for effective service. *Elementary school journal*, 24: 54-59, September 1923.

Concludes that there should be a small overlapping state board of education appointed by the governor for long terms, which should have direct control of all state-supported educational institutions. There should be no other board with state functions. The superintendent should be unhampered in the selection of his staff.

Henry, N. B. Digest of a study of public education costs; prepared under the direction of the Committee on education of the Chicago association of commerce. [Chicago, The Chicago association of commerce, 1923] 29 p. diagrs., tables. 4°.

The digest is an exceedingly brief outline of a comprehensive study of public education costs made by the author. The complete study has not yet been published.

Hines, Harlan Cameron, and Jones, Robinson G. Public school publicity. New York, The Macmillan company, 1923. vii, 72 p. illus. 12°.

An attempt to catalog for school administrators those publicity methods employed by the industrial world which may be used to advantage. Also presents a section on school and industrial publicity, through newspapers and reports, and gives a summary and recommendations.

Hood, William R. Does the county unit need better definition. *American school board journal*, 67: 35-36, 138, August 1923.

"This study is important in that it shows what progress, or lack of progress, has attended the movement in the direction of the county unit of school government..."—Editor.

Hughes, C. L. The functions of the school superintendent in theory and practice. *American school board journal*, 67: 40-42, October 1923.

The functions of a school superintendent are administration, professional study and growth, teaching, clerical work, supervision, and community leadership.

Irwin, Harry N. Dual administrative control in city school systems—a case study of its origin and development. *Elementary school journal*, 23: 664-75, May 1923.

Second and concluding paper. Historical sketch of dual administrative control in Cleveland public schools, from 1868 to 1915.

Jones, Reuben W. Present-day school-board secretarial duties. *American school board journal*, 67: 35-36, September 1923.

Contains a section on the "ideal secretary."

An address before the Department of school administration, [National education association, July 1923.

Reeder, Ward G. Selecting the chief state school official. *American school board journal*, 66: 37-39, June 1923.

Gives tables of methods of selecting chief state school officials as carried out in the different states.

Strayer, George D. The cost and the fiscal administration of schools. Some facts from the Educational finance inquiry. *Teachers college record*, 24: 315-19, September 1923.

An address delivered at the meeting of the Department of superintendence of the National education association at Cleveland on February 27, 1923.

Strayer, George D. Financing American public schools. American educational digest, 42: 561-64, August 1923.

Report of the National finance inquiry commission, National education association convention, Oakland, July 1923.

The report puts the consideration of the support of education in the field of national statecraft.

Abstract of the report also printed in the American school board journal, 67: 54-55, 121, August 1923, and School and society, 18, 181-95, August 18, 1923.

Texas. University. Conference upon problems of educational administration in Texas. The University of Texas, Friday and Saturday, April 20 and 21, 1923. Austin, The University [1923] 154 p. 8°. (University of Texas bulletin no. 2311: March 15, 1923.)

Toothaker, O. H. A basic standard for the school budget. American school board journal, 67: 47-48, September 1923.

Discusses the relative units in a standard budget, and deals with the factors governing the variability in any specific local school system.

SCHOOL MANAGEMENT.

Anthony, J. W. The principalship as an educational, moral and civic institution. Journal of education, 97: 485-88, May 3, 1923.

Writer gives reasons why a school superintendent must be the guide and leader of his community.

Arnold, F. J. Machinery for individual promotion and classification of pupils. Kentucky high school quarterly, 9: 1-54, July 1923.

The article is divided into seven chapters and contains a bibliography. Different plans for the promotion of pupils are given together with the author's own views on the subject.

Cubberley, Ellwood T. The principal and his school; the organization, administration, and supervision of instruction in an elementary school. Boston, New York [etc.] Houghton Mifflin company [1923] xviii, 571 p. tables, diagrs. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The problem set for this volume is the analysis of the work of a principal or supervising principal in the organization, administration, and supervision of instruction in an elementary school in a city, town, or county-unit school system, or of a supervising principal for a small group of closely related elementary schools.

Fowlkes, John Guy. Evaluating school textbooks. New York, Boston, [etc.] Silver, Burdett and company [1923] v, 34 p. 12°.

Ives, C. A. A comparison of the 7-4 and 8-4 plans of school organization in certain schools of Arkansas, Mississippi, and Louisiana. Issued by Department of education, 1923. T. H. Harris, state superintendent. [Baton Rouge, 1923] 21 p. incl. tables. 8°.

McAndrew, W. The curriculum. Journal of the New York state teachers' association, 10: 125-30, May 1923.

The provisions for definite community service the author regards as the human element necessary in curriculum making.

Monroe, Walter S. Written examinations and their improvement, Paper 1. Historical outlook, 14: 211-19, June 1923.

To be continued.

The articles in this series are republished from Bulletin no. 9 of the Bureau of educational research, College of education, University of Illinois (University of Illinois bulletin, vol. XX, no. 7, October 16, 1922).

Morrison, Henry C. Supervised study. School review, 31: 588-603, October 1923.

Describes the theory and practice under which supervised study is carried on in the University high school of the University of Chicago.

New Jersey. Department of public instruction. Report of a public conference on the school curriculum of New Jersey, Newark, February 17, 1923. Trenton, N. J., State department of public instruction [1923] 51 p. 8°.

Newlon, Jesse H. Reorganizing city school supervision. *Journal of educational method*, 2:404-12, June 1923.

Read before the National conference on educational method, February 1923.

Rieh, Stephen G. The educational functions of school discipline. *Educational review*, 66:143-46, October 1923.

Emphasizes the civic-training value of school discipline. Says that school discipline is a method of forming socially useful habits of obedience to socially constituted authorities.

Ryan, H. H. Grouping pupils for acceleration. *Elementary school journal*, 24:50-53, September 1923.

Describes methods pursued in the Blewett junior high school, St. Louis, Mo., which since its origin has had the majority of its pupils working on an accelerated program.

Wherry, J. Elwood. Elimination of waste through failures. *Pennsylvania school journal*, 72:71-74, October 1923.

Student conferences, parent conferences, capacity gauged by intelligence tests, and assignments varied according to capacity are suggested by author as means to reduce failures.

EXTRA-CURRICULAR ACTIVITIES.

Lewis, Grace T. Centralizing student activities in the high school. *School review*, 31:312-26, October 1923.

Describes the plan of the Mount Vernon high school (Mount Vernon, N. Y.), which has a general organization that has "stood the test of time." It was chartered, with the approval of the Board of Education, on November 2, 1914. It is now functioning for a student body of 1,250.

Shideler, J. W. What is being done to regulate the amount of extra activities in which a pupil may participate? *Kansas teacher*, 17:9-10, August-September 1923.

Worcester, D. A. Fraternities and scholarship. *School and society*, 18:147-48, August 4, 1923.

A study based on data from 10 institutions, by the author who is director of the Bureau of educational research of the Kansas state teachers college, Emporia, Kansas.

SCHOOL BUILDINGS AND GROUNDS.

Balthis, Frank K. Beautifying village school grounds. *American school board journal*, 66:43-45, 50-51, May, July 1923.

Finegan, Thomas E., Engelhardt, N. L. and Perkins, Dwight H. The school building survey and the school building program for the city of Harrisburg, Pennsylvania. [Harrisburg, Board of education? 1923?] 68 p. tables, diags., maps. 8°.

Kansas. University. Bureau of school service. Survey report on school building program for the city of Ottawa, Kansas, by Bureau of school service, University of Kansas. Ottawa, Kans., Herald print [1923] 63 p. illus., diags. 8°.

Survey committee: F. P. O'Brien, director; R. A. Kent, H. P. Smith.

New Jersey. Department of public instruction. School building survey, state of New Jersey, 1922. Trenton, N. J., MacCrellish & Quigley co., state printers, 1923. 128 p. 8°.

Strayer, George D. and Engelhardt, N. L. Report of the survey of the public school buildings and a proposed school building program for St. Joseph, Missouri, school year, 1922-1923. St. Joseph, Mo., Published by the Board of directors of the school district [1923] 103 p. illus., tables, diags. 8°.

Associates were: E. S. Evenden, P. C. Packer, J. E. McGaughey, and A. H. Meese.

SCHOOL HYGIENE AND SANITATION.

Angia, Alfred. Mouth hygiene in elementary school education. *School and society*, 18: 277-81, September 8, 1923.

Says: "Many medical and dental authorities have ... indicated that the mouth hygiene problem is not a purely dental issue but is mainly an educational problem."

Brown, Sanger. The mental and physical health of school children. *Journal of the American medical association*, 80: 1351-56, May 12, 1923.

Study based on a physical and psychologic survey of 150 children in one of the probationary schools of New York City to which children are sent for observation.

Chamber of commerce of the United States. Health and physical education in the schools. Report. *Nation's health*, 5: 451-53, July 1923.

Condensed from progress report on surveys of school buildings and equipment, health and physical education in the schools, made by chambers of commerce in cooperation with the Civic development committee, Chamber of commerce of the United States.

Dansdill, Theresa. Health training in schools, a handbook for teachers and health workers. Prepared for the National tuberculosis association by Theresa Dansdill in consultation with Charles M. DeForest. New York, National tuberculosis association, 1923. xiii, 406 p. front. 8°.

Lucas, William Palmer. The health of the runabout child; the journey from mother's lap to the school gate. New York, The Macmillan company, 1923. 8 p. l., 229 p. front., pl. 12°.

Luce, Dean S. The work of a school physician. *Boston medical and surgical journal*, 189: 510-13, October 11, 1923.

Raycroft, Joseph E. Organizing a student health service. *Nation's health*, 5: 309-10, May 1923.

Reesor, Mary. Health in the Girls' continuation school of Newark, N. J. *Nation's health*, 5: 602-4, 652, September 1923.

Sundwall, John. Constructive health activities in public schools. *Journal of the American medical association*, 81: 378-81, August 4, 1923.

Urges the importance of school health activities. Says there is a lack of balance and coordination in present school hygiene teaching and administration. Gives curriculum for training of supervisors and teachers of school hygiene and physical education.

PUBLIC HEALTH.

American public health association. Committee on public health training. Report. *American journal of public health*, 13: 837-41, October 1923.

Read before the Public health administration section of the Association, Cleveland, October 1923.

Beard, J. Howard. The school and public health. *School and society*, 18: 1-9, July 7, 1923.

The ways in which the school can make a great contribution to public health

MENTAL HYGIENE.

Craig, Sir Maurice. Some aspects of education and training in relation to mental disorders. *Mental hygiene*, 7: 225-49, April 1923.

Discusses psychological phases of the subject.

Morrison, Angus W. Mental hygiene and our universities. *Mental hygiene*, 7: 258-70, April 1923.

Recommends the establishment in every university of a well-equipped students health service, with a good neuropsychiatrist.

Terhune, William B. Modern trends in juvenile mental hygiene. *Education*, 44: 65-77, October 1923.

Discusses the need for juvenile mental hygiene, the recognition of the maladjusting child, and treatment of cases.

PHYSICAL TRAINING.

Atkinson, R. K. Motor efficiency study. *Playground*, 17: 266-68, August 1923. diagra.

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Prohaska, Charles J. [Athletics for women] Interest developing in girls' activities. *Intercollegiate athletics*, 3: 21-22, September 1923.

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Cope, Henry Frederick. Organizing the church school; a comprehensive scheme for religious educational activities for children and youth. New York, G. H. Doran company [1923] viii, [1], 11-255 p. 12°.

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CONTENTS: Introduction, H. F. Cope.—A survey of week-day religious education, E. L. Shaver.—A statement from field workers.—The aims of week-day religious education, G. H. Betts [and others].—Opposing theories of the curriculum, G. A. Coe.—Evaluation of curricula for week-day religious education, J. M. Artman.—Worship for week-day schools, Hugh Hartshorne.—The application of modern methods to week-day religious instruction, J. F. Hoic.—An evaluation of aims, B. S. Win-

- Chester.**—The aim of week-day work, G. C. Stewart.—Relations to public education, J. B. Davis.—The cooperative denominational type, E. F. Ziegler.—The modern plan, W. S. Athearn.—The community plan, W. G. Seaman.—Week-day church schools of the individual church type, W. A. Squires.—The preparation and training of teachers in week-day schools, M. O. Hawthorne, C. M. Brunson.—The fine arts in the curriculum, H. A. Smith.—Problems of supervision, J. E. Stout.—Can growth in religion be measured, Hugh Hartshorne.—The legal basis, Carl Zollman.—Specific legal provisions, C. L. Dibble.—Findings of the convention.—Graphs and charts of the survey.—The workers in conference.
- Faris, Paul Patton.** Sunday school entertainments that educate. *Continent*, 54: 1162-4, September 27, 1923.
Short list of books included.
- French, Calvin H.** We need the Christian college. *Continent*, 54:938, 942-43, July 26, 1923.
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- M. Katherine, Sister.** The Duluth Catholic public schools. Washington, National Catholic welfare council, Bureau of education, 1923. 47 p. tables, diagra. 12°. (Education bulletins no. 12, September, 1923.)
A survey of the 11 schools, with chapters on normal progress, retardation and acceleration, class room products, and a general summary and recommendations.
- Knapp, E. C.** Side lights on the daily vacation Bible school. New York, Chicago [etc.] Fleming H. Revell company [1923] 128 p. 12°. .
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- McDermott, William F.** Is the church "holding its own" in education? *Continent*, 54:937-38, July 26, 1923.
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- Maus, Cynthia Pearl.** Grading and grouping church-school pupils. *Sunday-school journal*, 55:525-26, September 1923.
- Middleton, E. L.** Building a country Sunday school. New York, Chicago [etc.] Fleming H. Revell company [1923] 159 p. diagra., plans, map. 12°.
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- Munro, Harry C.** Religious education at state universities. *Christian education*, 6:472-81, June 1923.
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- Thomas, David Edward.** Progress of religious education at state university centers during the last 20 years, and outlook for the near future. *Religious education*, 18: 237-40, August 1923.
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Miller, James C. Training vocational teachers in Canada. Vocational education magazine, 2: 47-50, September 1923.

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Small, B. O. Part-time education. Vocational education magazine, 2: 60-64, September 1923.

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Feingold, Gustave A. The relation between the intelligence and vocational choices of high-school pupils. Journal of applied psychology, 7: 143-53, June 1923.

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Proceedings of the annual Congress on medical education, medical licensure, public health and hospitals. Chicago, March 5, 6 and 7, 1923. Chicago, American medical association [1923] 85 p. illus., plans, tables. 4°.

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Espey, Clara Ewing. Citizen, jr. Teacher's manual. New York, Cincinnati, The Abingdon press [1923] 160 p. 12°. (The Abingdon religious education texts. David G. Downey, general editor. Week-day school series. George H. Betts, editor.)

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McFarland, Blafich B. Young citizens in the making. Part I. *Normal instructor and primary plans*, 32: 40, 73, 78-79, September 1923.

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Smith, Paul T. Pan-Americanism through our schools. *Education*, 44: 78-81, October 1923.

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Enrolment of women in colleges. Journal of the American association of university women, 16: 54, May 1923.

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Mosher, Clelia D. Some of the causal factors in the increased height of college women. Journal of the American medical association, 81: 535-38, August 18, 1923.

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