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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

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CONTENTS.—Proceedings of associations—Current educational conditions—Educational theory and practice—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—Scientific research—School administration—School management—School hygiene and sanitation—Physical training—Play and playgrounds—Social aspects of education—Child welfare—Religious education—Manual and vocational training—Agricultural education—Home economics—Professional education—Civic education—Military training—Boy Scouts—Negro and Indian education—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications—New periodicals.

NOTE.

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

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

PROCEEDINGS OF ASSOCIATIONS.

395. American school peace league. Year book, 1915-1916. 128 p. 8°. (Mrs. Fannie F. Andrews, secretary, 405 Marlborough street, Boston, Mass.)

Contains: 1. Fannie F. Andrews: What the public schools can do toward the maintenance of permanent peace, p. 10-15. 2. Nellie B. Moore: The opportunity and duty of the schools in the international peace movement, p. 101-12.

396. National education association. [Proceedings, 1916] Journal of the National education association, 1: 513-640, February 1917.

Department of secondary education.—Contains: 1. Edward Rynearson: Socialization of the high school, p. 515-20. 2. T. W. Churchill: Making the high school democratic, p. 520-23. 3. William McAndrew: Our old friend, the examination, p. 523-27; Discussion, p. 527-29. 4. C. A. Herrick: What high-school studies are of most worth? p. 529-34. 5. C. H. Johnston: The need for an aggressive campaign for better high-school libraries, p. 535-39. 6. W. D. Hood: The relation of the high-school library to vocational and technical courses, p. 539-41. 7. Report of committee on problems of high-school libraries, p. 543-54. 8. A brief summary of the forthcoming report of the National joint committee on the reorganization of high-school English, p. 555-62. 9. J. M. Mills: The reorganized

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high school, p. 563-66. 10. W. S. Small: Military training in the high school: why and how? p. 566-70.

Department of music education.—11. F. H. Ripley: Absolute music in the elementary schools, p. 573-78. 12. J. F. Ahern: What should be the musical equipment of the secondary-school graduate? p. 578-83. 13. F. A. Beach: Music in the normal school, p. 583-88. 14. Henrietta Baker-Low: The child voice: responsibility of the community toward it, p. 588-92. 15. Otto Kinkeldey: Music education and public libraries, p. 592-96. 16. L. R. Lewis: Mechanical inventions as an aid to the teaching of music, p. 602-4. 17. Lulse Haessler: The folk-song, p. 604-8.

Department of rural and agricultural education.—18. K. C. Davis: Field exercises in their relation to agricultural teaching, p. 615-18. 19. L. H. Dennis: The home project in secondary-school agriculture, p. 618-22. 20. H. N. Sauborn: The rural school and the reading habit, p. 622-28. 21. E. M. Tuttle: Rural-school extension work by the New York state college of agriculture, p. 628-32.

Department of classroom teachers.—22. Sara H. Fahey: Moral education: what the school can do, p. 634-40.

397. Pennsylvania state educational association. Department of city and borough superintendents and Department of county superintendents. Proceedings of thirty-seventh meeting, Harrisburg, December 27-28, 1916. Pennsylvania school journal, 65: 341-81, February 1917.

Contains: 1. E. R. Barclay: Training for citizenship, p. 341-43. 2. F. W. Wright: Value of standard scales in determining the efficiency of pupils, p. 343-47. 3. E. R. Barclay: Teacher and superintendent, p. 348-51. 4. I. N. Adee: The junior high school, p. 351-56. 5. C. D. Koch: Junior high school: in the making? p. 356-59. 6. G. W. Flounders: Vocational training and guidance, p. 359-60. 7. N. E. Heeter: Reaching the rural communities through the rural schools, p. 361-64. 8. T. A. Bock: Reaching rural communities through the schools, p. 364-67. 9. F. E. Shambaugh: Broader preparation and greater permanency in the rural teaching force, p. 373-76. 10. Katharine Tucker: Trained nurse and her place in rural communities, p. 378-80.

398. Virginia educational conference. Proceedings of Superintendents' conference, Richmond, Va., November 1916. 42 p. 8°.

Contains: 1. Ruth McCulley: The place of a nurse in a rural school system, p. 10-18. 2. J. H. Binford: The next steps in public education in Virginia, p. 18-20. 3. Harrië Hart: What records should be kept in school, p. 20-24. 4. F. B. Fitzpatrick: Standards for rural schools, p. 31-37. 5. A. H. Hill: What standard tests are applicable to rural schools, p. 38-40.

399. West Virginia education association. Annual proceedings, Clarksburg meeting, June 1916. Keyser, W. Va., Press of the Echo company. 252 p. 8°. (Richard W. Thrush, secretary. Keyser, W. Va.)

Contains: 1. J. N. Deahl: Some influences that control in education, p. 14-18. 2. Debate: Resolved, that colleges should admit without condition the graduates of a first-class high school, West Virginia classification, p. 18-47. 3. G. M. Alexander: The modern school: as a layman sees it, p. 47-61. 4. Harriet B. Jones: Child labor, p. 61-73. 5. W. G. Chambers: The philosophy of the life-work motive in education, p. 73-81. 6. J. F. Marsh: Visual instruction, p. 93-99. 7. E. H. Knabenshue: Vocational guidance as a motivating factor in high school work, p. 102-6. 8. L. L. Friend: Vocational guidance as a motivating factor in high school work, p. 106-10. 9. P. E. King: How shall we change our program of studies in order that it may make direct contribution to the needs of different vocations, p. 115-20. 10. O. P. Chitwood: History and citizenship, p. 196-203.

CURRENT EDUCATIONAL CONDITIONS.

400. Bruce, J. Douglas. Recent educational tendencies. School and society, 5: 241-51, March 3, 1917.

Address of the president of the Modern language association of America, Princeton, December 27, 1916. In its Publications, n. s., vol. 25, no. 1, March 1917. Appendix, p. lvii-lxxvii.

Dwells on the educational tendencies as set forth in Flexner's A modern school and Dewey's Schools of to-morrow.

401. **Carnegie foundation for the advancement of teaching.** Index of the first ten annual reports of the Carnegie foundation, 1906-1915. New York city, 576 Fifth avenue, December 1916. 77p. 4°.
402. **Cooper, Clayton Sedgwick.** Young Brazil at school. Educational foundations, 28: 348-52, February 1917.
Higher education, military schools, and special schools.
403. **Crone, Frank L.** Educating the Filipino people, an episode in American history. Indiana instructor, 1: 27-31, March 1917.
The late director of education for the Philippine Islands tells of the development of the school system there, at the meeting of the American historical association, Cincinnati, Ohio, December 30, 1916.
404. **General education board.** Report of the secretary, 1915-1916. New York city. General education board [1917]. 86 p. 12°.
405. **McMillan, James Adelbert, comp.** The Gary system: a bibliography. Rochester, N. Y., The University of Rochester, 1917. 15 p. 8°.
406. **Maricopa county (Arizona) teachers' association and Arizona state taxpayers' association.** Report of the school survey made in Maricopa county, Arizona. Phoenix, Ariz., Republican print shop [1917?] 8 p. 8°.
407. **Minneapolis. Board of education.** Monographs. Minneapolis, 1916. 5 v. 8°.
CONTENTS.—2. Financing the Minneapolis schools.—2a. The price of progress.—3. Where are the children?—5. In a major key; music in the Minneapolis schools.—6. Pencil and brush; art in the Minneapolis schools.
408. **Murphree, A. A.** Educational progress in Florida. Florida schoolroom, 23: 3-7, 25, February 1917.
An address delivered by the president of the University of Florida at the State teachers' association, December 1916.
409. **Quamdiu, O domine, quamdiu.** Educational review, 53: 265-93, March 1917.
Discussion in the U. S. Senate of the employment of collaborators in the U. S. Bureau of education. Taken from the Congressional record, January 26, 1917, and printed without editorial comments. Includes the communication of the Commissioner of education to Congress, regarding the question.
410. **Replier, Agnes.** War and the child. Atlantic monthly, 119: 311-20, March 1917.
School conditions in war countries described.
411. **Searson, J. W.** The sister Kansas cities. The towns and their schools. American school, 3: 40-45, February 1917.
Educational progress in Kansas City.
412. Should the United States Commissioner of education be a member of the President's Cabinet? Educational foundations, 28: 331-33, February 1917.
An editorial symposium. Members of the Board of editorial counsellors and contributors of Educational foundations give their views.
413. **Taylor, Joseph S.** The duplicate school as an educational asset. School and society, 5: 301-7, March 17, 1917.
An account of the introduction of the Gary school organization in New York City.
Paper read before the Department of superintendence, National education association, at Kansas City, Mo., March 1, 1917.
414. **Woodward, William F.** Business tests of school products. Oregon teachers monthly, 21: 404-406, March 1917.
Replies from business men assert that the schools today fail to accomplish the task of equipping children with the four essentials of a practical education—quickness and accuracy in figures, correct spelling, legible handwriting, and expressive reading.

EDUCATIONAL THEORY AND PRACTICE.

415. **Craig, Anne Throop.** Grades and growth. *Atlantic educational journal*, 12: 312-17, February 1917.
Argues for a curriculum arranged with true regard for the psychology of growth.
416. **Hindu mind training, by an Anglo-Saxon mother.** With an introduction by S. M. Mitra. London, New York [etc.] Longmans, Green and co., 1917. 536 p. 8°.
417. **Leo, Brother.** The cultivation of the imagination. *Catholic school journal*, 16: 470-80, March 1917.
Says the imagination is a mental moving-picture machine and that the teacher must know how it works and how to make the most of its advantages as well as to minimize the dangers attaching to its use.

EDUCATIONAL TESTS AND MEASUREMENTS.

418. **Indiana university.** Conference on educational measurements. Third annual conference . . . held at Indiana university, Bloomington, Ind., April 14-15, 1916. Bloomington, Ind., pub. by the Extension division of Indiana university, 1917. 208 p. 8°. (Bulletin of the Extension division, Indiana university, vol. 2, no. 6, February 1917)
Contains: 1. E. P. Cubberley: The significance of educational measurements, p. 6-20. 2. Round table: Standard tests in the work of school administration, p. 21-34. 3. E. P. Cubberley: Measurements applied to school financing, p. 35-48. 4. B. R. Buckingham: Principles of scale derivation with special application to arithmetic, geography, history, and grammar, p. 49-64; Round table, p. 65-84. 5. B. R. Buckingham: Efficiency indices, p. 85-118. 6. B. R. Buckingham: A survey of the Gary schools and the prevocational schools in New York city, p. 119-26. 7. H. G. Childs: Cost of instruction in Indiana high schools and related topics, p. 126-70. 8. H. G. Childs: Measurement of achievement in algebra, p. 171-88. 9. H. G. Childs: A study of enrollment, acceleration, retardation, and normality in high schools, p. 184-87. 10. H. G. Childs: Per cent of failures in high schools, p. 188-91.
419. **Cobb, Margaret V.** A preliminary study of the inheritance of arithmetical abilities. *Journal of educational psychology*, 8: 1-20, January 1917.
"A careful study of the arithmetical abilities of parents and children in eight families examined by the Courtis tests yielded convincing evidence of the inheritance of mathematical ability."
420. **Jones, Edward S.** The Woolley-test series applied to the detection of ability in telegraphy. *Journal of educational psychology*, 8: 27-34, January 1917.
"Twenty-two boys were given the Woolley tests at the beginning and at the end of judgment of their teachers on their ability as telegraphers. By grouping selected tests a correlation of .81 was secured."
421. **Bugg, H. O. and Clark, J. R.** Standardized tests and the improvement of teaching in first-year algebra. *School review*, 25: 196-213, March 1917.
A final report on the "Experimental determination of standards in first-year algebra," made to the mathematics section of the University of Illinois high school conference, Nov. 24, 1916. Part I was published in *School review*, February 1917.
422. **Sackett, Leroy W.** Comparable measures of composition. *School and society*, 5: 233-39, February 24, 1917.
A measure of methods of grading rather than of merit of compositions.
423. **Trabue, M. B.** Supplementing the Hillegas scale. *Teachers college record*, 18: 51-84, January 1917.
424. **Wood, Ernest R.** Tests in efficiency in arithmetic. *Elementary school journal*, 17: 446-53, February 1917.
"A comparison of the results obtained in the rural schools of Santa Clara county, Cal., and results obtained in a county in southeastern Ohio."—Subhead Gives tabulated data.

SPECIAL METHODS OF INSTRUCTION.

425. Moon, Parker Thomas. Laboratory methods of teaching contemporary history at Columbia university. *History teacher's magazine*, 8: 82-85, March 1917.
A paper read before the History teachers' association of the middle states and Maryland, December 2, 1916.
426. Robson, Eleanor. The theater and education. *Outlook*, 115: 411-13, March 7, 1917.
Value of the drama and pageant in education.
427. Rural school messenger, vol. 6, nos. 5 and 6, January-February 1917. (The picture in education.)
Contains: 1. Grace Lyle: Choosing of pictures for the school or home, p. 123-42. 2. Lena E. Patterson: Art, advertising, and poster making, p. 144-48. 3. Mark Burrows: The picture in education, p. 151-63.

SPECIAL SUBJECTS OF CURRICULUM.

428. Allen, Carrie B. More than two years of Latin. *Education*, 37: 440-44, March 1917.
A plea for Latin. Criticizes Dr. Flechner's opinions as expressed in his brochure on the modern school.
429. Allen, J. Edward. Oral English practically applied in the high schools. *North Carolina high school bulletin*, 8: 9-23, January 1917.
Paper presented before the Association of high school principals of the North Carolina state teachers' assembly, at Raleigh, N. C.
430. Booth, Mary Josephine. Material on geography which may be obtained free or at small cost. Rev. ed. Charleston, Eastern Illinois state normal school, 1916. 97 p. 8°. (Normal school bulletin no. 54, October 1, 1916.)
This bulletin may be obtained free of charge from the Eastern Illinois state normal school, Charleston, Ill.
431. Carpenter, Harry A. General science. *School science and mathematics*, 17: 214-22, March 1917.
Also in *Journal of the New York state teachers' association*, 3: 235-40, November 1916.
432. Chancellor, William E. Securing better oral and written English. *Ohio teacher* 37: 251-53, February 1917.
433. Cribbs, G. A. High-school history course since 1890. *Educational review*, 53: 236-47, March 1917.
Describes courses suggested by the committee of ten (N. E. A.) and the committee of five (American historical association, 1907). Presents the course of the committee on social studies, which relates history to the social sciences.
434. Dykema, Peter W. Music in the early school years. *Mother's magazine*, 12: 345, 378-79, April 1917.
To be continued next month.
The most important period for education in the child's musical life is between six and thirteen years, and the influence of melody upon his later life may be based on what he learns at this time.
435. Eliot, Charles W. The case against compulsory Latin. *Atlantic monthly*, 119: 352-61, March 1917.
Contends that Latin should unquestionably be retained as an elective college subject. Lays emphasis on the importance of other studies than the classics as mediums for mental discipline, etc.

436. **Gold, Hugo H.** Methods and content of courses in history in the high schools of the United States. *School review*, 25: 187-95, March 1917.
 Second paper of series; discusses methods of teaching history, oral and written reports of pupils, etc. To be continued.
437. **Goddale, Grace.** Some reflections on the liberal curriculum. *Educational review*, 53: 248-64, March 1917.
 Importance of classical studies.
438. **Hall-Quest, Alfred Lawrence, and others.** Principles involved in the teaching of handwriting. [Charlottesville, Va.] The University [1916] p. [93]-100. 8°. (University of Virginia record. Extension Series, vol II, no. 4.)
439. **Joliet, L.** Les humanités. *Revue universitaire*, 26: 21-29, January 1917.
 Defends the teaching of Latin but admits that modifications should be made in the method of instruction.
440. **Larkin, Mary M. J.** A method of teaching number based on the child-experience. *Kindergarten and first grade*, 2: 12-13, 72-74, 109-12, January-March 1917.
 To be continued.
441. **National education association.** Thrift. Ann Arbor, Mich., 1917. 87 p. 8°.

This monograph may be obtained from D. W. Springer, Ann Arbor, Mich., at 25 cents per copy.
 Contains outlines for the teaching of thrift in the public schools. A collection of the essays presented by adults which were awarded prizes or special mention in the contest conducted by the National education association.
442. **Nutt, H. W.** Rhythm in hand writing. *Elementary school journal*, 17: 432-45, February 1917.
 An effort to ascertain the amount of rhythm that exists in the handwriting of school children and the relation that rhythm bears to age. Records secured from certain schools in Kansas, Illinois, and Michigan that use the Palmer system, the State copy-book system, and the Berry copy-book system. Material secured from the second to the eighth grades, inclusive, and from the ages of 7 to 14, inclusive.
443. **Owen, William Bishop.** The teaching of thrift in the schools. *Normal instructor and primary plans*, 26: 15, 75, April 1917.
444. **Pray, Carl E.** Teaching history by emphasizing historical characters. *American schoolmaster*, 10: 1-11, January 1917.
445. **Shortridge, Wilson P.** The relation of the history curriculum to vocational training in the high schools. *History teacher's magazine*, 8: 96-100, March 1917.
 Read at the history section of the Minnesota educational association at St Paul, Minn., November 2, 1916.
446. **Snedden, David.** History and other social sciences in the education of youths twelve to eighteen years of age. *School and society*, 5: 271-81, 307-18, March 10, 17, 1917.
 Notes of an address to the History teachers' association of the middle states and Maryland, February 10, 1917.
 Discusses the subject under the following headings: (1) What is school history? (2) The illusions created by the exceptional teacher in the effort to determine practicable aims and effective methods of teaching. (3) Proposals to reorganize the social sciences for purposes of secondary education. (4) One possible method of determining the objectives of social education. (5) Possible time allowances for social education, and (6) Problems of defining objectives.

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447. **Snyders de Vogel, K.** Un projet de réforme de l'enseignement secondaire dans le Pays-Bas. *Revue universitaire*, 26: 116-19, February 1917.
Review of a report made by a commission on the teaching of the classics and ancient history in Holland.
448. **Street, Julian.** Some theories as to American histories. *Educational foundations*, 28: 343-46, February 1917.
The writer says that honest, truthful, fearless history, taught in all American schools, would go as far as any other single agency toward the elimination of sectionalism.
449. **Thomas, Olive J.** The development and present organization of elementary school geography in the United States. *Journal of geography*, 15: 213-21, March 1917.
Prepared at the School of education, University of Chicago.
450. **Wagenvoord, Alice M.** How to use source material in history teaching. Normal instructor and primary plans, 26: 20-21, 74, April 1917.
The experiment described in this article was carried out under the direction of the Elementary education department of Teachers college, Columbia university.
451. **Wiley, William H.** Where are we in chemistry? *School science and mathematics*, 17: 197-208, March 1917.
The present status of chemistry teaching in American high schools.
452. **Young, J. R.** Recent tendencies in the teaching of elementary applied mathematics. *School science and mathematics*, 17: 237-44, March 1917.
Continued in the April issue.
After a historical statement, the author discusses the courses of study and methods of instruction in elementary mathematics.

KINDERGARTEN AND PRIMARY SCHOOL.

453. **Grupe, Mary A.** Some recent investigations in reading, writing and spelling and their significance for primary teaching. *School and society*, 5: 216-23, February 24, 1917.

RURAL EDUCATION.

454. **Dunham, Florence A.** The rural school. *Sierra educational news*, 13: 57-60, February 1917.
Socializing the rural school in the Magnolia school district, Imperial county, California.
455. **Fitzpatrick, F. B.** Standards for rural schools. *Virginia journal of education*, 10: 320-24, March 1, 1917.
Address made before the Conference of division superintendents, Richmond, Va., November 1916.
456. **Mississippi. Department of education.** Part I. Consolidation of schools and transportation of pupils, by J. T. Calhoun, state rural school supervisor. Part II. County agricultural high schools with course of study, by W. N. Taylor, assistant state superintendent. Issued by W. F. Bond, state superintendent of education. Jackson, Miss., Tucker printing house [1917]. 54 p. Incl. front. (map) illus. pl. 8. (Bulletin no. 10, 1917.)
Text books for agricultural high schools": p. 52-54.
457. **Nebraska state normal school, Peru, Nebr.** Rural life conference. Proceedings, including addresses, directions for organizing rural life clubs, with suggested list of suitable programs, 1917. 51 p. 8".
Contains: 1, G. W. Brown: Country school problems, p. 13-17. 2, Country life clubs, p. 18-40.
458. **Winship, A. E.** Rural school ideals. *Journal of education*, 85: 286-87, March 15, 1917.

SECONDARY EDUCATION.

459. **Clement, J. A.** Student population and related problems in high schools. *Illinois teacher*, 5: 84-88, January 1917.

To be continued.

Statistics of enrollment by classes and by ages, etc., in the high schools of Illinois.

460. **Helm, M. P.** Junior high school. Secondary school organization. *Educator-Journal*, 17: 333-57, March 1917.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

461. **Bagley, W. C.** A constructive program for the professional preparation of American teachers. *School and home education*, 33: 185-88, March 1917.

An address delivered before the National Council of Education, Kansas City, Mo., February 27, 1917.

462. **Bird, Grace E.** Pupils' estimates of teachers. *Journal of educational psychology*, 8: 35-40, January 1917.

"392 high school pupils and 150 normal school students were asked to write out the five or six best qualities of the best teachers they had ever had. The article gives the distribution of the judgments and the correlations between the groups."

463. **Moore, W. H.** A plea for a teachers' federation. *Louisiana school work*, 5: 241-44, February 1917.

This is the second article in a series advocating a Louisiana teachers' federation.

464. **New York state teachers' association.** Commission on welfare of teachers. Health of teachers. Report . . . 1916. [22] p. 8°.

Thomas D. Wood, chairman.

Also in *Journal of the New York state teachers' association*, 4: 21-22, February 1917.

465. **Sears, J. B.** The normal school and rural education in California. *Education*, 37: 410-26, March 1917.

"A study of the social composition, the equipment and general attitude of the normal school graduate toward the rural school."

466. **Studenasky, Paul.** The pension problem and the philosophy of contributions. New York, Pension publishing co. [1917]. 20 p. fold chart. 8°.

Contains: Rates of employee's contributions in various retirement systems abroad. A brief history of the New York city teachers' retirement fund. A comparative chart showing the pension provisions in New Zealand, Italy, London, Liverpool, and Massachusetts.

467. **Tripler, Harry B.** Legal responsibility of teachers. *American School Board Journal* 54: 23-24, 40-41, March 1917.

Discusses criterions of the teacher's civil responsibility and who may sue the teacher.

HIGHER EDUCATION.

468. **Clark, A. L.** A Dutch university. *Queen's quarterly* (Kingston, Ont.) 24: 261-79, January-March 1917.

An account of a visit to the University of Leiden.

469. **Colzacc, J. B.** Les étudiants écossais à l'Université de Paris. *Revue internationale de l'enseignement*, 37: 22-33, January-February 1917.

An historical review of the relations between the Scotch and French universities.

470. **Foster, William T.** Should specialists specialize? *Educational review*, 53: 217-20, March 1917.
Advocates practical education for the majority. Also makes a plea for education in leadership.
471. **Hall, Edwin H.** Notes sur l'enseignement aux Etats-Unis. *Revue internationale de l'enseignement*, 37: 34-45, January-February 1917.
Third in a series of articles. This number deals with the universities.
472. **James, Edmund J.** College residence halls. *Journal of home economics*, 9: 191-8, March 1917.
Part of an address delivered at the laying of the corner stone of the Woman's residence hall, University of Illinois, Urbana, Ill., October 21, 1916.
Gives the reasons for establishing a system of residence halls at the University of Illinois.
473. **King, Henry Churchill.** What the college stands for. Chicago, Ill., Pub. by the Association of American colleges, 1917. 23 p. 8°. (*Association of American colleges bulletin*, vol. 3, no. 1, February 1917.)
President's address at the annual meeting of the Association of American colleges, Chicago, January 11, 1917.
474. **Kölbe, Parke R.** "The efficient college." *School and society*, 5: 281-84, March 10, 1917.
A discussion of the two reports on the efficient college presented in 1916 and 1917 to the Association of American colleges. This discussion covers the three main subdivisions of the 1917 report: The average college, the minimum college, and the efficient college.
475. **Matthews, Brander.** College in the seventies. *Columbia university quarterly*, 19: 129-44, March 1917.
Reminiscences of Columbia university, taken from Dr. Matthews' forthcoming autobiography, to be entitled *These many years*.
476. **Monroe, J. E.** The relation of higher educational institutions to the people. *Inter-mountain educator*, 12: 3 S, February 1917.
Read before the Montana state teachers' association.
477. **Phillips, Duncan.** What instruction in art should the college A. B. course offer to the future writer on art? *American magazine of art*, 8: 177-82, March 1917.
A paper read at the recent meeting of the College art association.
478. **Stokes, Anson Phelps.** A Yale questionnaire. The five questions most often put to alumni fund agents. *Yale alumni weekly*, 26: 651-53, 656, March 9, 1917.
Discusses (1) Important service rendered by Yale university, (2) Yale's strategic location and fundamentally good organization, (3) Financial stability and wisdom, (4) Pressing needs, and (5) Method of assistance.

SCIENTIFIC RESEARCH.

479. **Hall, G. Stanley.** University research. *Pedagogical seminary*, 24: 97-113, March 1917.
Address delivered at the 18th Conference of the Association of American universities, Worcester, Mass., November 10, 1916.
480. **Kraus, Charles A.** The future of science in America. Worcester, Mass., Clark university press, 1917. 16 p. 8°. (*Publications of the Clark university library*, vol. 5, no. 3.)
An address delivered on Founder's day, February 1, 1917.

481. **Libby, Walter.** An introduction to the history of science. Boston, New York [etc.] Houghton Mifflin company [1917] 288 p. illus. 12°.
482. **Whitney, Willis E.** The national need of scientific research. Yale review, 8: 600-14, April 1917.
483. **Woodward, R. S.** The Carnegie institution of Washington and scientific research. Science, n. s. 45: 204-8, March 2, 1917.
From the report of the president for 1916.

SCHOOL ADMINISTRATION.

484. **California. Legislature.** Report of Joint legislative committee appointed [to investigate free textbooks for high schools] pursuant to Assembly concurrent resolution no. 26, 1915. Sacramento, California state printing office, 1917. 128 p. 8°.
Arguments for and against state uniformity in textbooks, etc.
485. **Clark, Earle.** The indebtedness of city school systems and current school expenditures. American school board journal, 54: 17-19, March 1917.
486. **Coffman, Lotus D.** The control of educational progress thru supervision. School education, 36: 3-5, March 1917.
487. **Fichandler, Alexander.** An attempt at Americanization. School and society, 5: 251-54, March 3, 1917.
The participation of teachers in the administration of the schools as practiced in Public school 165, Brooklyn, N. Y.
488. **Haight, W. P.** District supervision. West Virginia school journal and educator, 45: 395, 420, 421, March 1917.
Tells of the qualities of a good supervisor.
489. **Herzberg, M. J.** Ten rules in the choice of textbooks. American school board journal, 54: 26, 42, March 1917.
The writer advises in selecting textbooks: Analyze the subject-matter of the book, analyze the style and the pedagogical devices provided, examine the binding, the paper, the printing, and the illustrations, discover what experiences other teachers have had with the book, investigate the author's qualifications, experience, and previous publications, compare the book with other textbooks on the same subject and the text now in use, etc.
490. **Tillinghast, Charles C.** Supervision: what does it signify? Journal of education, 85: 257-59, 289, 298-99, March 8, 15, 1917.

SCHOOL MANAGEMENT.

491. **Blanton, Smiley.** Retarded school children in Madison, Wisconsin. Psychological clinic, 10: 250-63, February 15, 1917.
492. **Brooks, E. C.** The value of home study under parental supervision. North Carolina education, 11: 4-6, March 1917.
A survey of the home conditions and home study of 269 pupils in the fourth, fifth, and sixth grades of Durham, N. C., leads to the conclusion that the assistance of the parents is a necessary supplement to the work of the teacher.
493. **Opdyke, John B.** "Examinations" by the state. American education, 20: 401-7, March 1917.
A strong presentation of one side of the very perplexing question of regents examinations in New York.

494. Thomason, C. C. "Two group plan" in Portland, Oregon. Arkansas teacher, 5: 8, March 1917.

Also in Texas school Journal, 34: 18-19, March 1917.
Describes Supt. Alderman's adaptation of the Gary plan.

SCHOOL HYGIENE AND SANITATION.

495. American school hygiene association. Proceedings of the ninth congress. Vol. VI. Pub. by the American school hygiene association, 1917. 320 p. 8°. (W. A. Howe, secretary, Albany, N. Y.)
- Contains: 1. C. E. Welsh: New York state statutory provisions for physical education and training, p. 24-27. 2. L. W. Rapeer: The minimum essentials of physical education, p. 27-32. 3. Lucien Howe: The relation of compulsory military training to medical supervision of schools, p. 32-36. 4. F. E. Fronczak: The occurrence of preventable accidents among school children, p. 38-42. 5. W. H. Tolman: Safety of the school child from the time of leaving home until arrival at the school door, p. 42-48. 6. J. O. Hammitt: The prevention of school fires, p. 52-56. 7. R. K. Flannagan: The child's physical welfare and the teacher, p. 59-64. 8. Josephine E. Young: The teacher and communicable diseases, p. 73-83. 9. J. A. Smith: A practical plan for the control of communicable diseases, p. 84-91. 10. B. F. Royer: The teacher's function in the prevention of communicable diseases, with special reference to legal responsibility, p. 91-95. 11. W. H. Burnham: Posture as a condition of efficient brain activity, p. 98-104. 12. Jessie H. Bancroft: Classroom methods for training correct posture, p. 105-11. 13. L. M. Terman: The need of research in school hygiene, p. 122-30. 14. F. P. Lewis: The vision of the school child, p. 131-36. 15. G. I. Berry: Saving the sight of school children, p. 136-45. 16. A. L. Powell: Artificial lighting of schoolrooms, p. 150-61. 17. F. H. Wood: Problems in schoolhouse sanitation, p. 162-67. 18. W. J. Bray: A practical application of school surveys, p. 167-73. 19. S. Josephine Baker: The work of the New York city bureau of child hygiene, p. 178-83. 20. D. B. Armstrong: Social aspects of school hygiene, p. 183-88. 21. Harriet M. Johnson: The health of the child the mutual concern of teacher and school visitor, p. 196-201. 22. Ella P. Crandall: School nursing in small communities, p. 201-6. 23. Anne H. Strong: Some problems in the training of school nurses, p. 210-16. 24. R. H. Willis: Special classes for physically defective children in New York city, p. 226-33. 25. A. F. Moxey: Studies in school medical inspection in Philadelphia. The correction of physical defects, p. 234-44. 26. Cornelia B. Meytrott: "Safety first" and "First aid" in mental calamity, p. 249-54. 27. Meta L. Anderson: The special class child as the teacher should know him, p. 260-64. 28. E. L. Pettibone: The school dental clinic as an economic factor, p. 286-90. 29. Isabel M. Stewart: The teaching of home nursing and the care of children to elementary and high school pupils, p. 295-303. 30. Tallafarro Clark: The physical care of rural school children, p. 303-11. 31. W. S. Small: Cooperation in health administration, p. 312-14. 32. C. W. Crampton: The New York system of school hygiene, p. 314-20.
496. Brown, Edward F. Outdoor treatment for defective nutrition; the story of an experiment. Journal of the outdoor life, 14: 65-72, March 1917.
- An informing article on physical defects of school children, especially those caused by malnutrition, by the superintendent of the bureau of welfare of school children, New York association for improving the condition of the poor. Illustrated.
497. Burnham, William H. The optimum temperature for mental work. Pedagogical seminary, 24: 53-71, March 1917.
- Bibliography: p. 70-71.
498. O'Shea, M. V. Testing the child's vision and hearing. Mother's magazine, 12: 340-52, April 1917.
- Gives some simple directions for testing the eyes and ears of children.
499. Rapeer, Louis W. School sanitation and the disease microbe. Journal of education, 85: 232-34, March 1, 1917.

PHYSICAL TRAINING.

500. National collegiate athletic association. Proceedings of the eleventh annual convention, held at New York City, December 28, 1916. 122 p. 8°. (Frank W. Nicolson, secretary-treasurer, Wesleyan university, Middletown, Conn.)
 Contains: 1. J. H. McCurdy: Some ethical problems surrounding intercollegiate athletics, p. 36-44. 2. P. C. Phillips: Scholastic conditions in intercollegiate athletics, p. 44-48. 3. R. I. Lee: The effect of athletics on the heart: the athletic heart, p. 48-52. 4. L. E. Briggs: President's address [Ideals of athletic sport], p. 59-62. 5. P. E. Pierce: College athletics as related to national preparedness, p. 62-71. 6. R. G. Gettell: The value of football, p. 71-75. 7. R. T. McKenzie: The making and remaking of a fighting man, p. 76-80. 8. G. E. Johnson: A defense of intercollegiate athletics, p. 80-87. 9. Discussion on athletic proselyting, p. 87-110.
501. Bridgman, R. L. Military history. Report of the special board on physical training—False impressions given in school histories—What ought to be taught. *Journal of education*, 85: 263-64, March 8, 1917.
 The Massachusetts Legislature of 1916 created a special board to investigate and report on physical training in the public schools. Gives the findings of the board.
502. Ehler, George W. The school gymnasium—outdoors. *American school board journal*, 54: 27-28, 44, March 1917.
 Tells of the superior advantages of the outdoor over the indoor gymnasium in the matter of light and sun and air, and speaks of some of the problems connected with the outdoor gymnasium.

PLAY AND PLAYGROUNDS.

503. Play for America. Work of the Playground and recreation association of America, May 1, 1915, through November 30, 1916. *Playground*, 10: 471-529, March 1917.
 Contains a list of officers of recreation commissions and associations, "What cities 'played' last year and how," and, What small communities are doing.

SOCIAL ASPECTS OF EDUCATION.

504. Cummins, Robert A. Socializing the school. *Ohio educational monthly*, 66: 92-97, March 1917.

CHILD WELFARE.

505. Dealey, William L. Educational control of the pre-school period. [Worcester, Mass., Clark university, 1917] p. 114-40. 8°. Reprinted from the *Pedagogical seminary*, 24: 114-40, March 1917.
506. National congress of mothers and parent-teacher associations. Twenty years' work for child welfare. . . . 1897-1917. 42 p. 16°.

RELIGIOUS EDUCATION.

507. Central conference of American rabbis. Twenty-seventh annual convention, June 30 to July 7, 1916, Wildwood, N. J. Vol. XXVI. Ed. by Rabbi Isaac E. Marcuson. 514 p. 8°. Contains: 1. Henry Barnstein: Systems of religious education in secular schools. The English system, p. 389-419. 2. J. B. Wise: The continental system, p. 420-26. 3. Frederick Cohn: The Dakota plan, p. 426-38. 4. Louis Wolsey: The Colorado plan, p. 438-40. 5. Samuel Schulman: Ethical and religious education in public schools, p. 440-56. 6. Tobias Schanfarber: The Gary plan of week day religious instruction, p. 456-77. 7. Morris Newfield: The Birmingham plan, p. 477-79.

508. **Smith, Frank Webster.** Jesus—teacher; principles of education for both public and Bible school teachers. New York, Sturgis & Walton company, 1916. 58 p. 16°.
509. **Wood, Clarence Ashton.** School and college credit for outside Bible study. A survey of a nousectarian movement to encourage Bible study. Yonkers-on-Hudson, N. Y., World book company, 1917. viii, 317 p. 8°.

MANUAL AND VOCATIONAL TRAINING.

510. **National society for the promotion of industrial education.** Vocational education survey of Minneapolis, Minn. Washington, Government printing office, 1917. 592 p. 8°. (Bulletin of the United States Bureau of labor statistics, no. 199. U. S. 64th Cong., 1st sess. House doc. no. 1158)
A revised edition.
511. **Vocational education association of the middle west.** Second annual convention . . . March 30–April 1, 1916, Chicago, Ill. 146 p. 8°. (Albert G. Bauersfeld, Lane technical high school, Chicago, Ill.)
Contains: 1. G. W. Swartz: The Gary schools, p. 13–25. 2. W. E. Grady: The Gary and Ettinger systems compared, p. 26–38. 3. G. E. Walfog: The relation of the Gary system to vocational education, p. 39–44. 4. W. J. Bogan: Changing ideals in education, p. 45–48. 5. C. A. Prosser: Vocational education, p. 51–61. 6. V. A. Olander: The views of organized labor, p. 62–67. 7. Genevieve P. Reid: Vocational training in its relation to department store work, p. 71–74. 8. Abby L. Marlatt: Home economics as vocational training, p. 77–84. 9. Ora Blanchard: The commercial profits of girls' schools, p. 88–91. 10. Albert H. Leake: The economic importance of vocational education in agriculture, p. 95–103. 11. A. P. Fletcher: Vocational guidance and preparation for specialized industry, p. 104–9. 12. J. O. Craig: The commercial value of an education, p. 114–18. 13. C. J. Boyd: What schools might learn from the employment agency, p. 119–21. 14. H. E. Miles: Human values, p. 122–25. 15. E. P. Wiles: The junior high school, p. 126–29. 16. P. C. Stetson: The curriculum of the junior high school, p. 130–35. 17. A. W. Evans: Reorganization of the eighth grade elementary school to provide for prevocational education, p. 136–41. 18. Edith Brown: Prevocational education as organized in connection with the high school, p. 142–46.
512. **Western drawing and manual training association.** Proceedings of the meeting held in Grand Rapids, Mich., May 3 to 6, 1916. Milwaukee, Wis., Pub. by the Association. 210 p. 8°. (Bulletin of the Western drawing and manual training association, vol. 1, no. 2)
Contains: 1. S. J. Vaughn: President's annual address, p. 17–22. 2. C. A. Prosser: Art training for industry, p. 23–31. 3. J. P. Haney: Art teaching in high schools, p. 32–44. 4. R. W. Irwin: Furniture and education, p. 42–49. 5. A. W. Wishart: Education looking toward vocation, p. 60–65. 6. W. N. Ferris: Mental development through drawing and manual training, p. 79–87. 7. J. D. Shoop: Democratization of the arts, p. 88–93. 8. W. J. Bogan: Night schools, old and new, p. 94–100. 9. Anna L. Cobb: In what way should the vocational movement influence the public-school art courses? p. 101–5. 10. J. P. Haney: The art of teaching art, p. 106–15. 11. Jeanette Buckley: Subject and method of teaching drawing in the public schools, p. 116–19. 12. C. M. Price: Furniture and education, p. 120–26. 13. Georgia L. White: Home economics and the curriculum, p. 127–29. 14. G. B. Eggert: The possibilities of trade instruction in the regular high-school manual training department, p. 136–45. 15. H. H. Messelman: Manual training for rural schools, p. 150–56. 16. Elizabeth Fish: Vocational education for girls, p. 164–68. 17. C. A. Prosser: Non-commissioned officers of industry, p. 169–76.
513. **Bagley, W. C.** How can vocational efficiency be gained in the public schools? American school, 3: 47–49, February 1917.
Read before the Vocational education association of the Central West, Chicago, January 20, 1917.
"What can and can not be done in public schools in the way of vocational training; what ought to be attempted; the principles which underlie the question."

514. **Bayden, William T.** Some needed developments in vocational education. *Manual training magazine*, 18: 273-78, March 1917.
Part of a paper read at the annual convention of the Vocational education association of the Middle West, Chicago, January 18, 1917.
515. **Dowell, G. S.** Manual training and art craft in the public schools. *Oklahoma home and school herald*, 25: 104-5, March 1917.
The justification of the manual arts on psychological principles.
516. **Glynn, Frank L.** Common ground for industrial education. *Wisconsin journal of education*, 49: 38-41, February 1917.
The continuation school and the democratizing of educational opportunity in Wisconsin.
517. **Howell, C. E.** A defense in high-school woodworking. *Industrial-arts magazine*, 6: 97-99, March 1917.
518. **Indiana. State board of education.** Report of the Evansville survey for vocational education. Charles H. Winslow, state director of vocational research. Indianapolis, 1917. 510 p. tables (1 fold.) 8°. (Educational bulletin no. 19. Indiana survey series no. 4)
519. ———. Report of the Indianapolis survey for vocational education . . . Charles H. Winslow, special agent for vocational research. Indianapolis, 1917. 2 v. tables (part fold.) 8°. (Educational bulletin no. 21. Indiana survey series no. 6)
520. **Johnson, George.** Vocational education and democracy. *Catholic educational review*, 13: 202-8, March 1917.
521. **Lewis, E. E.** Drawing and art as phases of vocational education. *Midland schools*, 31: 204-8, March 1917.
Gives a brief history of the introduction of drawing and art into the schools.
522. **Marten, William Samuel.** Manual training—play problems; constructive work for boys and girls based on the play interest. With working drawings and illustrations of several hundred various problems. New York. The Macmillan company, 1917. 147 p. illus. 8°.
523. **Springer, Louis A.** The new education: the effort to make our school system a practical training for life. *Munsey's magazine*, 60: 287-92, March 1917.
524. **Usry, Eldon L.** Industrial education and its application to the rural schools. *Ohio educational monthly*, 66: 102-9, March 1917.

AGRICULTURAL EDUCATION.

525. **Indiana. Department of public instruction.** Supervised home project work. Indianapolis, 1917. 42 p. illus. 8°. (Indiana. State board of education. Educational bulletin no. 19. Vocational series no. 15, January 1917)
526. **National child labor committee.** Farmwork and schools in Kentucky. New York. National child labor committee, 1917. 30 p. illus. 8°. (Reprinted from *Child labor bulletin*, vol. 5, no. 4, February 1917)

HOME ECONOMICS.

527. **Daniels, Fred Hamilton.** House furnishing as a school topic. *School arts magazine*, 16: 260-75, March 1917.
To be continued.
In this series of articles it is proposed to set forth a method of teaching house furnishing that has been tested for several years in the eighth grade and in the vocational, technical, and classical high schools.

PROFESSIONAL EDUCATION.

528. **Blessing, George F.** The small college and technical education. Swarthmore, Pa. Engineering department, Swarthmore college, 1916. 28p. 8°.
529. **Powell, Thomas Reed.** Law as a university study. Columbia university quarterly, 19: 106-28, March 1917.

CIVIC EDUCATION.

530. **Barnard, Arthur F. and others.** The course in community life, history, and civics in the University elementary school, the University of Chicago. Elementary school journal, 17: 397-431, 485-520, February, March 1917.
Many references given to appropriate literature on the subject. Outlines of courses for kindergarten and grade schools. To be continued.
531. **Levine, Albert J.** A study in economy of learning history and civics. Atlantic educational journal, 12: 296-300, February 1917.
A course of study for eighth grade 8A history and civics is given in the March issue, p. 354-59.
532. **Teaching, vol. 3, no. 4, February 15, 1917.** (The civic core in the school curriculum.)
Contains: 1. H. G. Lull: A background for teaching civics in our normal training school, p. 6-17. 2. Florence Billig: Gardening and civic work, p. 17-20. 3. Avice Wright: Arithmetic as a civic instrument, p. 20-22. 4. Elizabeth Beyer: Home economics, a factor in civic development, p. 22-23. 5. G. K. Wells: Manual training and civics, p. 23-24. 6. Anna H. Brogan: Civics and economics in the high school, p. 25-29. 7. W. E. Myer: Relating history to recent events, p. 29-31.
533. **Williams, Frank B.** City planning instruction in urban schools and colleges. American city, 16: 248-50, March 1917.

MILITARY TRAINING.

534. **Ayres, Leonard P.** Military drill in high schools. School review, 25: 157-60, March 1917.
Objections to military training in the secondary schools.
535. **Bliss, D. C.** Military training in the high school. School review, 25: 161-67, March 1917.
Criticizes military drill in high schools. Quotes Gen. Baden-Powell who said: "Drill the schoolboy and spoil the soldier."
536. **Durborow, H. L.** Preparing while we wait. School review, 25: 151-56, March 1917.
A plea for military instruction in high schools.
537. **Graham, Leslie W.** Military education. Alumni register, University of Pennsylvania, 19: 378-87, March 1917.
Criticisms of Professor Cheyney's arguments against universal military training and service, which appeared in the Public ledger of January 27, 1917.
538. **Massachusetts commission on military training.** School review, 25: 168-86, March 1917.
Reprints portions of the report on military training in schools. Presents brief popular summaries of the military systems of foreign nations.
539. **National education association. Department of superintendence.** Report of the Committee on military training, Kansas City, 1917. N. E. A. bulletin, 5: 1-11, March 1917.
Chairman of committee: Henry Snyder, Jersey City.
Resolutions of Department of superintendence adopting report of committee, p. 12.

540. Steever, E. Z. The Wyoming plan of military training for the schools. *School review*, 25: 145-50, March 1917.
Historical outline of the plan introduced into the public schools of Cheyenne, Wyoming. Writer says that the plan has improved discipline in the schools, and has cut down the proportion of juvenile cases in the courts.
541. Walton, George A. Compulsory military training. *Advocate of peace*, 79: 80-81, March 1917.

BOY SCOUTS.

542. Russell, James E. Scouting education. *Teachers college record*, 18: 1-13, January 1917.
The writer says that the boy scout movement is the most significant educational contribution of our time.
543. Snedden, David. Some pedagogical interpretations and applications of the methods of boy scout education. *Teachers college record*, 18: 14-37, January 1917.
CONTENTS.—1. Whence and what is boy scout education?—2. Means and methods of American boy scout education summarized.—3. Some fundamental pedagogical considerations.—4. Certain primary considerations in pedagogy of boy scout education.—5. Methods and results.—6. Evaluations and criticisms.—7. What can be learned from boy scout education for organized education in or through schools?

NEGRO AND INDIAN EDUCATION.

544. Lake Mohonk conference on the Indian and other dependent peoples. Report of the thirty-fourth annual conference, October 18-20, 1916. Pub. by the Lake Mohonk conference on the Indian and other dependent peoples, 1916. 210p. 8°. (H. C. Phillips, secretary, Mohonk Lake, N. Y.)
Contains: 1. H. B. Peairs: Something new and epoch-making in Indian education, p. 14-24. 2. Ales Hrdlicka: The Indian service, p. 26-32. 3. O. H. Lipps: The Indian's educational opportunity, p. 57-58. 4. L. P. Ayres: A doctrine of emancipation of dependent peoples through education, p. 133-38. 5. Paul Monroe: The service of education to dependent peoples, p. 139-41. 6. E. B. Conant: Education in the Philippines, p. 170-74. 7. J. S. Pöster: Reference to the schools, the body politic, and certain recent happenings in the Philippines, p. 174-78.
545. Wright, Arthur D. Virginia's Negro teachers. *Southern workman*, 46: 169-72, March 1917.
Excerpts from the report of the State school inspector in charge of Negro school work in Virginia, for the year ending June 30, 1916. Makes a plea for better teachers.

EXCEPTIONAL CHILDREN.

546. California. Report of 1915 Legislature committee on mental deficiency and the proposed institution for the care of feeble-minded and epileptic persons, pursuant to the provisions of chapter 729, statutes of 1915 . . . Transmitted to the Legislature, January 1917. Whittier, Whittier state school, Department of printing instruction, 1917. 68, 16, vi p. 8°.
Contains: 1. S. C. Kohn: The distribution of the feeble-minded arranged by mental age, p. 25-35. 2. L. M. Terman: Feeble-minded children in the schools, p. 45-52. 3. J. H. Williams: Feeble-mindedness and delinquency, p. 57-62.
547. Campbell, C. Macfie. The subnormal child—a survey of the school population in the Locust Point district of Baltimore. *Mental hygiene*, 1: 96-147, January 1917.
The aim of this survey "was to make a careful census of the children of school age in some one district, to find out how many children were subnormal, and to determine approximately the degree of the constitutional defect of these sub-normal children."

548. Fernald, Walter E. The growth of provision for the feeble-minded in the United States. *Mental hygiene*, 1: 34-59, January 1917.
Contains a list of public institutions for the feeble-minded and the epileptic in the United States.
549. Jones, C. Thompson. Suggestive plan for the study of very bright children. *Journal of education*, 85: 290-92, March 15, 1917.
Part I takes up the collecting of data in regard to individual supernormal children and part II treats of experimental studies that might be made in regard to the school educator of the supernormal child.
550. Mac Dougall, Robert. The physical diagnosis of backward children. *Education*, 37: 445-55, March 1917.
551. Nelles, Fred C. Proposal to establish a state preventive school for the parental supervision, education, and vocational training of boys. Whittier, Cal., Whittier state school, 1917. 30p. 8°. (Whittier state school. General bulletin no. 2)
With expressions from P. P. Claxton, E. P. Cubberley, Albert Shiels, M. G. Bettinger, E. J. Lickley, David Snedden, E. R. Snyder, J. Harold Williams.
552. Stevens, Mabel. Why class work is of limited value in the treatment of stuttering. *Pedagogical seminary*, 24: 36-52, March 1917.
The Liebmann method, the Gutzmann method, and the Scripture method.
553. Wright, John D. Desk work in speech. *Volta review*, 19: 105-6, March 1917.
Correct speaking for deaf children. Scheme for correcting wrong pronunciation.

EDUCATION EXTENSION.

554. De Long, Ethel. The Pine Mountain school. *Outlook*, 115: 818-20, February 21, 1917.
Work of the Pine Mountain settlement school, Kentucky. Educating the mountaineers.

LIBRARIES AND READING.

555. Bryant, Sara Cone, "Mrs. T. F. Borst." Stories to tell the littlest ones . . . Illustrations by Willy Pogány. [School ed.] Boston, Houghton Mifflin company [1917] 178 p. 12°.
556. Evans, Sara C. The reading of high-school students and how to improve it. *Public libraries*, 22: 123-26, March 1917.
Read before the Keystone library association of Pennsylvania, October, 1916.
557. Fay, Lucy E. The development of the library in the high schools of the South. *Library journal*, 42: 234-37, March 1917.
Read before the Georgia library association, Atlanta, October 18, 1916.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

558. Boys enrolled in high schools, 1915. Washington, 1917. 4 p. (Miscellaneous circular, March 1917)
559. Educative and economic possibilities of school-directed home gardening in Richmond, Indiana; by J. L. Randall. Washington, 1917. 25 p. (Bulletin, 1917, no. 6)
560. Rural and agricultural education at the Panama-Pacific international exposition; by H. W. Foght. Washington, 1917. 112 p. illus. (Bulletin, 1916, no. 2)
561. School home garden results of 1916. Washington, 1917. 13 p. (School home garden circular, no. 12, January 1917)

NEW PERIODICALS.

Indiana Instructor. Vol. 1, no. 1, August 1916. Published monthly by the Instructor company, Indianapolis, Ind. (D. T. Praigg, editor)

Mental hygiene. Vol. 1, no. 1, January 1917. Published quarterly by the National committee for mental hygiene, Inc., Concord, N. H.