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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

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CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Child study—Educational tests and measurements—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—Physical training—Play and playgrounds—Social aspects of education—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education, School gardens—Home economics—Professional education—Civic education—Military education—Education of women—Negro education—Exceptional children—Education extension—Libraries and reading.

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.

760. **Association of colleges and secondary schools of the Southern states.**
Proceedings of the twenty-second annual meeting, Durham, N. C., November 16-17, 1916. 110 p. 8°. (Walter Hullihen, secretary, University of the South, Sewanee, Tenn.)
Contains: 1. L. B. E. Young: "Taking stock," p. 27-37. 2. N. P. Colwell: Mutual interests of medical and general education, p. 38-45. 3. Harrison Randolph: The old education and the new, p. 46-59. 4. H. A. Hollister: Cooperation in the standardization of secondary schools, p. 60-68. 5. H. D. Campbell: College credit for elementary work in modern languages, p. 69-75. 6. J. L. Manahan: Educational tests and educational administration, p. 76-84. 7. H. M. Gass: Military training in secondary schools, p. 85-95. 8. Elizabeth A. Colton: The junior college problem in the South, p. 96-100. 9. W. P. Few: A new emphasis in education, p. 101-106.
761. **National education association.** [Proceedings, 1916.] *Journal of the National education association*, 1: 737-888, April 1917.
Department of science instruction.—Contains: 1. C. G. Rathmann: The value and importance of the school museum, p. 737-41. 2. A. W. Abrams: Collection, organization, and circulation of visual aids to instruction by state bureaus, p. 741-45.

CURRENT EDUCATIONAL PUBLICATIONS.

Department of child hygiene.—3. S. Josephine Baker: The work of the New York city bureau of child hygiene, p. 747-51. 4. D. B. Armstrong: Social aspects of school hygiene, p. 751-54. 5. F. I. Cooper: Schoolhouses and the fire hazard, p. 759-62. 6. Isabel M. Stewart: The teaching of home nursing and the care of children to elementary and high-school pupils, p. 762-66. 7. Tallafetro Clark: The physical care of rural-school children, p. 766-70. 8. W. S. Small: Cooperation in health administration, p. 771-73. 9. I. H. Goldberger: The New York system of school hygiene, p. 773-77.

Department of school patrons.—10. Frances E. Harden: The teacher's responsibility as a civic factor in the community, p. 779-81. 11. Elsa Alsberg: Education of the immigrant, p. 781-87. 12. Elizabeth McManus: Social service in the public schools, p. 792-96. 13. Josephine Reiderhase: Administration and method in high-school physical training for girls, p. 796-800. 14. J. E. West: The Boy scouts of America, p. 800-5.

Department of special education.—15. G. L. Berry: Saving the sight of school children, p. 816-19. 16. R. O. Johnson: Measurement of efficiency in schools for the deaf, p. 831-36. 17. Ruth True: The work of the visiting teacher, p. 851-53. 18. Alma M. Bullowa: The need of speech work in the high schools, p. 865-68. 19. Margaret Knox: The principal's point of view of the selection of children for special classes, p. 872-74. 20. L. M. Ternán: The Binet scale and the diagnosis of feeble-mindedness, p. 874-77. 21. J. G. Riggs: Training of teachers for special classes, p. 879-81. 22. Ada M. Fitts: How to fill the gap between the special classes and institutions, p. 884-87.

762. Pennsylvania educational association. Proceedings of the twenty-second annual convention, Harrisburg, Pa., February 8-9, 1917. Pennsylvania school journal, 65: 429-81, 493-515, April, May, 1917.

Directors' department.—Contains: 1. W. W. Evans: Mobilizing for community welfare, p. 432-35. 2. Eugene Barnako: Americanization of foreigners, p. 435-38. 3. J. M. Coughlin: Continuation schools, p. 439-42. 4. S. C. Schumcker: Moral training through the conduct of the school, p. 442-43. 5. Arthur Holmes: The dollar value of education, p. 449-53. 6. Samuel Hamilton: Plea for play as a method of education, p. 454-62. 7. R. C. Shaw: Advantages of local control in school affairs, p. 462-65.

High school department.—8. J. L. Thalman: The role of the principal as organizer, p. 495-98. 9. Mabel E. Mulock: Advantages of department organization in large high school, p. 498-500. 10. Claire M. Conway: Intra-class-room organization, p. 501-502. 11. J. F. Steele: Junior high school in operation, p. 503-506. 12. C. E. Beard: Efficient democracy, p. 506-10. 13. L. W. Rapier: A core curriculum for high-schools, p. 510-14.

EDUCATIONAL HISTORY AND BIOGRAPHY.

763. Florer, W. W. Luther's attitude toward language study. Monatshefte für deutsche sprache und pädagogik, 18: 139-44, May 1917.

To be concluded.

764. Reigart, John Franklin. The Lancasterian system of instruction in the schools of New York city. New York city Teachers college, Columbia university, 1916. 105 p. illus. 8°. (Contributions to education, no. 81.)

Bibliography: p. 102-105.

The author's purpose is to trace the part played by the monitorial or Lancasterian system which was adopted at the foundation of the free schools of New York city, and was in use with modifications for half a century.

CURRENT EDUCATIONAL CONDITIONS.

765. Bagley, W. C. Are the older "school virtues" obsolescent? Journal of education, 85: 451-54, April 26, 1917.

A paper read at the Kansas City meeting of the Department of superintendence, N. E. A., February 28, 1917.

Says that it may be, when we are asked to exchange for the new ideal the older school virtues of obedience, duty, discipline, and thoroughness, we shall decide that, valuable as the new acquisition may prove to be, the price is too high.

766. **Bourne, Randolph.** Education and living. New York, The Century co., 1917. 236 p. 12°.
"Glimpses and paraphrases of new tendencies in the American school and college." Composed from the point of view of the educational philosophy of John Dewey.
767. **Burrows, Ronald M.** The root fault in the English attitude to education. Contemporary review, 111: 579-87, May 1917.
Speaks of the Phylistine attitude of the nation as a whole to education itself. Discusses the antagonism of scientists and classicists.
768. **Cooper, Clayton Sedgwick.** Porto Ricans at school. Educational foundations, 28: 474-81, April 1917.
769. **Crooks, Ezra B.** Our schools and national preparedness. Virginia journal of education, 10: 425-28, May 1917.
"The part which the schools can best take for national defense is to train citizens so that they will be in the best condition to do promptly and efficiently what may be required of them."
770. **Cubberley, Ellwood P.** Obstacles to educational progress. Science, n. s. 45: 369-76, April 20, 1917.
771. **Davenport, Frederick M.** Revolutionary tendencies in the school system of the United States. Outlook, 116: 59-60, May 9, 1917.
A critical review of elementary education as exemplified in the schools of New England.
772. **Gray, Herbert. Branston and Turner, Samuel.** Eclipse or empire? London, Nisbet & Co. [1916] 316 p. 12°.
Advocates a new system of national education in order to preserve Great Britain's industrial supremacy.
773. **Hu, Irving T.** The present system of Chinese education. Liu mei tsing nien; the journal of the Chinese students' Christian association in North America, 3: 172-81, May 1917.
774. **Jastrow, Joseph.** The democratic suspicion of education. Educational review, 53: 433-46, May 1917.
Among other things says that "the strangest manifestation of the democratic suspicion of education is the complaint that the educational interests do not remain free from the taint of political influence which democracy has itself imposed."
775. **Léon, Xavier.** Les Pupilles de l'école publique. Revue pédagogique, 70: 121-62, February 1917.
A description of an association, with branches in almost all the departments of France, to give "assistance matérielle et morale" to the orphans of the war.
776. **Petit, Édouard.** Le Congrès de Milan. École et guerre. (30 oct.-2 nov. 1916) Revue pédagogique, 70: 22-36, January 1917.
Description of a congress for popular education held by educators of France and Italy. The first was held in Rome, the next will be held in Paris.
777. **Richardson, B. C.** A plea for a national system of education for America. School and home education, 36: 254-56, May 1917.
Advocates a national system of education, supervised by a secretary of education, directed by a national commission and counseled by a national advisory board.
778. **Roger, Maurice.** L'exposition d'éducation populaire de Milan. Revue pédagogique, 70: 37-55, January 1917.
Describes the exposition held by the Union Italienne d'éducation populaire in connection with the congress on popular education at Milan.
779. **Smith, Henry Lester.** A survey of a public school system. New York city, Teachers' college, Columbia university, 1917. 304 p. Tables. 8°.
(Contributions to education, no. 82.)
A survey of Bloomington, Indiana, schools.

780. **Types of schools for boys.** Indianapolis, The Bobbs-Merrill company [1917] 318 p. 16°. (Childhood and youth series.)

CONTENTS.—The American academy, by A. E. Stearns.—Military schools in America, by L. R. Glanville.—The manual-training high school, by M. H. Stuart.—The church school, by Eric Parson.—The English public school, by J. J. Flindley.

781. **Van Riper, B. W.** On radicalism in education. *School and society*, 5: 520-25, May 5, 1917.

Discusses the general antipathy toward the traditional subjects and the claims put forth for the utilitarian in education.

EDUCATIONAL THEORY AND PRACTICE.

782. **Patri, Angelo.** A schoolmaster of the great city. New York, The Macmillan company, 1917. 221 p. 12°.

CHILD STUDY.

783. **Dearborn, George Van Ness.** Preventing bad habits. *Mother's magazine*, 12: 536, 574-76, June 1917.

Preventing bad habits in children.

784. **Woodburn, E. C.** Ideals in children. *South Dakota educator*, 30: 7-9, May 1917.

Discusses physical ideals, personal ideals of attainment and social ideals.

EDUCATIONAL TESTS AND MEASUREMENTS.

785. **Bourne, Randolph.** Experimental education. *New republic*, 10: 345-47, April 21, 1917.

Defines "experimental education" in the light of the new standard tests in the fundamental subjects by which the work of large masses of public school children is being regularly measured and compared. Discusses the value of mental tests.

786. **Bowler, Alida C.** A picture-arrangement test. *Psychological clinic*, 11: 37-54, April 15, 1917.

A test designed primarily to measure logical judgment.

787. **Courtis, S. A.** The problem of measuring ability in silent reading. *American school board journal*, 54: 17-18, 81, May 1917.

Address to the National association of directors of research, Kansas City, Mo., March 1, 1917.

788. **Judd, Charles H.** Educational standards. *Journal of education*, 85: 507-8, May 10, 1917.

"This is the first part of Dr. Judd's paper as read at the Department of superintendence at Kansas City, February 28, 1917. His view of the value of standardization."

789. **McCall, William Anderson.** Correlation of some psychological and educational measurements, with special attention to the measurement of mental ability. New York city, Teachers college, Columbia university, 1916. 87 p. tables. 8°. (Contributions to education, no. 79.)

Bibliography: p. 69-70.

The author examined two classes in a grade school for the basis of his conclusions, which are necessarily so meagre that universal validity can scarcely be claimed for any of them. The object of the study was to form some basis for estimating the value of certain tests in determining general mental ability.

790. **Myers, Garry C.** Confusion in recall. *Journal of Educational psychology*, 8: 100-75, March 1917.

Many instances of confusion in recall are cited from the classroom, and the amount of confusion in the delayed recall of a simple association experiment is quantitatively determined for normal, high, and elementary school pupils. Confusions in immediate recall ranged from 30 to 40 per cent; in recall after one day, from 40 to 50 per cent; recall after three weeks, 65 per cent; and recall after six months, 85 per cent.

791. **Otis, Arthur S.** A criticism of the Yerkes-Bridges point scale, with alternative suggestions. *Journal of educational psychology*, 8: 120-50, March 1917.
 "Presents an analytic and constructive discussion of the terms 'intelligence,' 'mental age,' 'brilliance,' 'intelligence quotient,' and 'coefficient of brightness'; considers the selection of tests for an intelligence scale, and the scoring and combination of the results of the tests; outlines an absolute point scale of intelligence; shows how the Binet scale may be converted into a point scale; and raises specific objections to the Yerkes-Bridges point scale."
792. **Rugg, H. O., and Clark, J. R.** A cooperative investigation in the testing and experimental teaching of first-year algebra. *School review*, 25: 346-49, May 1917.
793. **Schmidt, William Anton.** An experimental study in the psychology of reading. Chicago, Ill., The University of Chicago press [1917] iv, 126 p. illus., plates, diagrs. 8°. (Supplementary educational monographs pub. in conjunction with the *School review* and the *Elementary school journal*, vol. 1, no. 2; whole no. 2. April 1917)
 Published also as thesis (Ph. D.) University of Chicago, 1916.
 Contains bibliographic.
794. **Shroy, John L.** Standardizing judgments in composition marking. *Current education*, 21: 124-26, 128, 130-31, April 1917.
795. **Stone, Cliff W.** Standardized reasoning tests in arithmetic and how to utilize them. New York city, Teachers' college, Columbia university, 1916. 24 p. 8°.
796. **Terman, Lewis M.** A trial of mental and pedagogical tests in a civil service examination for policemen and firemen. 17-29 p. 8°.
 Reprinted from the *Journal of applied psychology*, 1: 17-19, March 1917.
797. **Thurstone, L. L.** A statistical method for the treatment of school survey data. *School review*, 25: 322-30, May 1917.
 Says that much research work remains to be done before the educational tests will be sufficiently standardized to be considered satisfactory for extensive work. Makes the point that in "the educational tests and in the percentile arrangement of teachers according to the average scores obtained by their classes, we have available a method which, even in its present form, would be of great service in the inspectorial work of our public schools." Data for the study were based on material obtained from the Des Moines annual report, 1915.
798. **Woodrow, Herbert.** Practice and transference in normal and feeble-minded children. *Journal of educational psychology*, 8: 85-96, 151-65, February, March 1917.
799. **Yerkes, Robert M., and Burt, Harold E.** The relation of point-scale measurements of intelligence to educational performance in college students. *School and society*, 5: 535-40, May 5, 1917.
800. **Yocum, A. Duncan.** Definiteness in educational terminology. *School and society*, 5: 481-87, April 28, 1917.

SPECIAL SUBJECTS OF CURRICULUM.

801. **Central association of science and mathematics teachers.** Proceedings of the sixteenth meeting . . . held at the University of Chicago, December 1-2, 1916. (A. W. Cavanaugh, secretary, Lewis institute, Chicago, Ill.)
 Contains: 1. David Snedden: The high school of to-morrow, p. 7-21. 2. C. H. Lane: Aims and methods of project work in secondary agriculture, p. 30-35. 3. L. H. Pammel: The organization of a course in botany in the high school as a preparation for subsequent courses in agriculture, p. 53-57. 4. T. W. Galloway: The first course in zoology: its aims, p. 58-65. 5. Jerome Isenbarger: A first course in zoology in the high school—content and organization, p. 68-73. 6. B. J.

- Rivett: Commercial and industrial demands on the chemistry of to-morrow, p. 86-90. 7. Report of the committee on correlation of courses in home economics and chemistry as taught in high schools, p. 95-98. 8. C. R. Dryer: The scope and method of high school geography, p. 114-24. 9. Carrie A. Lyford: Adapting home economics courses to community needs, p. 134-39. 10. Anna McMillan: Content of domestic art courses, p. 139-44. 11. E. R. Brealich: Report of committee on geometry, p. 150-56. 12. G. A. Miller: Modern developments in elementary and secondary mathematics, p. 161-71. 13. Edna Allen: Report of committee on the correlation of mathematics, p. 171-82. 14. K. G. Smith: Report of committee on vocational mathematics, p. 183-88. 15. G. W. Stewart: Physics in the high school of to-morrow, p. 195-206.
802. Bigelow, Maurice A. Science in the modern school. Teachers college record, 18: 134-40, March 1917.
Notes of an address before the education section of the Women's city club of New York, November 1916.
"Natural science in the modern school must be arranged and presented with continuous emphasis on its applied aspects."
803. Bryce, James, Viscount. The worth of ancient literature to the modern world. Fortnightly review, 101: 551-66, April 1917.
Annual presidential address to the Classical association (England), January 8, 1917. A plea for the retention of the classics in the case of pupils showing particular aptitude for them.
804. Chapman, J. Crosby. Function of Latin in the curriculum. Educational review, 53: 483-89, May 1917.
Says that Latin will always have "an honored place in the humanities, and consequently in the schools, but it will exist for the chosen few."
805. Davis, William H. The teaching of English composition: its present status. English Journal, 6: 285-94, May 1917.
Emphasizes the value of a printing outfit as an adjunct to oral and written work in the secondary schools.
806. DeJbee, Cora. The relation of the elementary English course to the secondary school course. Educational administration and supervision, 3: 207-24, April 1917.
Discusses the overlapping in the English work in elementary and high schools and tells what Wichita, Kans., has done toward reorganizing the course of study so that the elementary course will be a comparatively secure foundation for the high-school course.
807. Frayer, William A. The elementary college course in history. Educational review, 53: 447-58, May 1917.
Says: "The primary purpose of an elementary college course . . . is sound historical instruction, not the teaching of ethics, economics, civics, patriotism, or vocational training."
808. Garrett, Laura B. Study of animal families in schools. New York, Bureau of educational experiments, 1917. 19 p. illus. 8". (Bureau of educational experiments. Bulletin no. 2.)
809. Greenlaw, Edwin. English in modern education: aims and methods. School and society, 5: 451-59, April 21, 1917.
A paper read at the annual meeting of the National council of teachers of English, New York, December 1, 1916.
810. Gregg, F. M. Courses of study and outlines in sanitation and hygiene for the schools of the state. Lincoln, Department of public instruction, 1916. 44 p. 8". (Nebraska educational bulletin. Special edition, December 1916. Vol. 2, no. 3.)
811. Grumann, Paul H. The teaching of vocabulary. Monatshefte für deutsche sprache und pädagogik, 18: 136-39, May 1917.

812. **Hamel, Augustin.** La nomenclature grammaticale. *Revue universitaire*, 26:200-70, April 1917.
A criticism of the decret of July 25, 1910, of the University on grammatical nomenclature.
813. **Hosic, James Fleming.** English in the normal school. *School and society*, 5:571-76 May 15, 1917.
A paper read before the Department of superintendence of the National education association at Kansas City, February 27, 1917.
814. **Jones, Easley S.** Ideals for narration. *Illinois association of teachers of English bulletin*, 9:1-36, April 1, 1917.
Gives a list of subjects to be used in theme writing showing how the narrative element may be introduced.
815. **Lenney, Teresa M.** Public school thrift: a practical development. *American review of reviews*, 55:513-16, May 1917.
816. **Lott, Dwight W.** The conscious development of scientific ideals in secondary science education. *School science and mathematics*, 17:417-28, May 1917.
817. **McKinley, Albert E.** The war and history teaching in Europe. *History teacher's magazine*, 8:143-47, May 1917.
818. **Manchester, Frederick A.** Freshman English once more. *English Journal*, 6:305-307, May 1917.
Address delivered before the English section of the central division of the Modern language association of America, December 28, 1916.
Stresses proper habits of reading and acquiring a real interest in the study of literature.
To be continued.
819. **Meister, Ludovic.** L'enseignement du français en Alsace. *Revue pédagogique*, 70:163-71, February 1917.
Tells of the pedagogical difficulties encountered in introducing French into the schools of Alsace.
820. **Millikan, R. A.** Science in the secondary schools. *School science and mathematics*, 17:379-87, May 1917.
An address read before the Lake Superior teachers' association, September 13, 1916.
821. **Moulton, R. G.** The study of literature and the integration of knowledge. *University record*, 3:89-104, April 1917.
Some suggestions on the relation of the study of literature to the rest of the field of knowledge.
822. **Parsons, Florence M.** Courage in education: an elementary school experiment. *Nineteenth century*, 81:871-82, April 1917.
Method of teaching literature in certain English schools.
823. **Shelford, Victor E.** Suggestions as to field and laboratory instruction in the behavior and ecology of animals, with descriptions of equipment. *School science and mathematics*, 17:388-400, May 1917.
Contribution from the zoological laboratory of the University of Illinois, No. 84.
824. **Taylor, Mary K.** Ethical opportunities in teaching English. *English leaflet*, 18:1-8, March 1917.
825. **Trams, A. Francis.** A pedagogue's plaint. *School and society*, 5:467-69, April 21, 1917.
Advocates dropping the classics in high school English teaching because they are beyond the high school pupil, and substituting good magazines and newspapers.
826. **Wallin, A. E.** Latin of tomorrow. *Classical Journal*, 12:535-45, May 1917.
The study of Latin produces habits of logical thinking and accuracy of expression.

827. Wells, H. G. The case against the classical languages. *Fortnightly review*, 104: 567-74, April 1917.
Reviews the work by R. W. Livingstone, "A defense of classical education." Attacks the exclusive predominance of classical education.
828. Wilkins, Lawrence A. How shall we improve the study of Spanish? *Bulletin of the High school teachers' association of New York city*, no. 65: 3-12, April 1917.
829. Wilson, Emma J. Shall we abolish grammar? *English Journal*, 6: 308-313, May 1917.

KINDERGARTEN AND PRIMARY SCHOOL.

830. Davidson, Percy E. The prospect for the scientific study of kindergarten education. *Kindergarten and first grade*, 2: 189-94, May 1917.
Read before the Kindergarten section of the California teachers' association, San Francisco.
831. Farrar, Margaret. Some difficulties of the public school kindergarten. *Kindergarten and first grade*, 2: 197-99, May 1917.
Paper read before the Northern Illinois teachers' association.
832. Stuart, Josephine B. Language in the primary grades. New Bedford, Mass., E. Anthony & sons, inc., printers, 1917. 183 p., 12".

RURAL EDUCATION.

833. Conference on rural education. State normal school, Worcester, Mass., March 1917. [Papers.] *Education*, 37: 541-89, May 1917.
Contains: 1. W. B. Aspinwall: The new conception of the rural school problem, p. 541-44. 2. Payson Smith: A rational program for rural education, p. 545-47. 3. W. D. Hurd: How the curriculum may better meet present day social needs, p. 548-56. 4. Ella M. Clark: Vitalizing school studies. The situation in one Massachusetts town, p. 557-62. 5. A. S. Woodward: Vitalizing a rural school course, p. 563-68. 6. J. C. Muerman: The revitalized course of study, p. 569-71. 7. Grace C. Smith: Vitalizing rural school work in Massachusetts, p. 572-76. 8. M. Harriet Bishop: An example of a "vitalized" school, p. 577-78. 9. J. D. Eggleston: First aid to the citizen-makers, p. 579-89.
834. Aspinwall, William B. The new conception of the rural school problem. *Education*, 37: 541-49, 1917.
The curriculum should be directed towards the ultimate promotion of community betterment.
835. Brown, C. J. Rural school development in the South. *High School quarterly*, 5: 170-77, April 1917.
The writer discusses particularly Louisiana and says that the history of rural school development in Louisiana is typical of what has been happening all over the South.
836. California, State board of education. The landscape improvement of rural school grounds. Written by Professor J. W. Gregg. Sacramento, California state printing office, 1917. 52 p., illus., diag. 12". (California state board of education. Bulletin, no. 20.)
837. Smith, Payson. A rational program for rural education. *Education*, 37: 545-47, May 1917.

SECONDARY EDUCATION.

838. Bailey, W. A. The administration of quantitative and qualitative credits for high school work. *School review*, 25: 305-21, May 1917.
Concludes that the principle is sound, under certain conditions, which the writer sets forth. Says that curricula, subjects, and methods "must be more fully standardized before the system of quantitative and qualitative credit can mean the same thing in different schools." Results of a study made in the Kansas City high school, Kans.

839. **Bragdon, C. S.** Are there defects in the content of the high school curriculum? *Journal of the New York state teachers' association*, 4: 127-32, May 1917.

The defects in the present curriculum and the characteristics of the high school of the future.

840. **Hines, H. C.** The present status of the junior high school. *Educator's Journal*, 17: 462-65, May 1917.

841. **Mackie, Ransome A. G.** Stanley Hall on adolescent education. *American school*, 3: 104-6, April 1917.

A marshalling of G. Stanley Hall's dicta on adolescence in its relation to high school policies, courses of study, and methods.

842. **Rapeer, L. W.** A core curriculum for high schools. *School and society*, 5: 541-49, May 12, 1917.

Preliminary report for criticism of chairman of a committee of one hundred five of the high school department of the Pennsylvania education association.

Says the factors of social efficiency are vital efficiency, vocational efficiency, avocational efficiency, civic efficiency, and moral efficiency. Gives the principles underlying the high school's program of studies and proposed programs of study with a core curriculum required of all pupils.

843. **Sakamoto, K.** The middle schools in Japan. *Educational review*, 53: 490-96, May 1917.

844. **Smith, M. L.** The little school with a big ambition. *Kansas teacher*, 5: 3-7, May 1917.

Tells how the Kincaid high school, Kincaid, Kans., has found its place in the community.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

845. **Andrews, William E.** Training teachers in the small public high school by cooperative study of daily work. *School and home education*, 30: 247-50, May 1917.

Training in service for high school teachers who are recent college graduates without professional training.

846. **Finegan, Thomas E.** Some of New York's contributions to the development and standardization of state normal schools. [Oswego, N. Y., Printing department, State normal and training school, 191-?] 18 p. illus. 8°.

Address at the dedication of the new building for the State normal and training school at Oswego, July 1, 1914.

847. **New York (State) University.** Teacher training agencies. A historical review of the various agencies of the state of New York employed in training and preparing teachers for the public schools of the state, by Thomas E. Finegan, deputy commissioner of education and assistant commissioner for elementary education. . . Albany, The University of the state of New York, 1917. 439 p. plates. 12°.

Volume 2 of the eleventh annual report of the State department of education.

848. **Smith, Walter B.** Proper function and limitations of normal schools. *Educational review*, 53: 465-82, May 1917.

Discusses the findings of the survey of the state higher educational institutions of Iowa, recently published by the U. S. Bureau of education.

849. **Stoutemyer, J. H.** The educational qualifications and tenure of the teaching population. *School review*, 25: 336-45, May 1917.

Second and concluding paper. Says that the data on the educational qualifications of the teaching population show a serious lack of academic and professional training. In general 60 per cent or more of the teachers have not completed a normal or college course.

HIGHER EDUCATION.

850. **Association of American colleges.** The efficient college . . . Chicago, Ill., Association of American colleges, 1917. 58 p. 8°. (Association of American colleges bulletin, vol. 3, no. 2, March 1917.)
 Contains Prof. E. A. Miller's review of previous report, Dr. Calvin H. French's oral presentation of his report, The efficient college (revised edition) by Dr. French, and Review by committee.
851. **Association of collegiate alumnae.** Papers read at the thirty-fourth general meeting: Washington, D. C., April 10-14, 1917. Journal of the Association of collegiate alumnae, 10: 579-663, May 1917.
 Contains: 1. M. Carey Thomas: The curriculum of the woman's college, p. 585-91. 2. Mary E. Woolley: The college curriculum as a preparation for life, p. 597-94. 3. Ada E. Comstock: Address on the college curriculum as a matter of teaching, p. 595-99. 4. Ruth O'Brien: The college woman and her country's need, p. 607-10.
852. **Beard, J. Howard.** College health services: their purpose and activities. Journal of sociologic medicine, 18: 173-90, June 1917.
 Results of an inquiry into the organization and activities of the health services of the leading colleges of the United States and Canada.
853. **Boucke, O. F.** Lecture or recitation in colleges. Educational review, 53: 497-503, May 1917.
854. **Capen, S. P.** The report of the survey of the University of Nevada made by the United States Bureau of education. School and society, 5: 500-506, April 28, 1917.
855. **Chancellor, William E.** College professors and the N. E. A. Journal of education, 85: 481-83, May 3, 1917.
 "The purpose of this paper is to explain why college professors not engaged in teaching education are indifferent to the National education association."
856. **Collins, V. L.** Twelve years of the preceptorial method of instruction. Princeton alumni weekly, 17: 645-48, April 18, 1917.
 The preceptorial aims, some results of the method, the successful preceptor, etc.
857. **Kunkel, B. W.** Standing of undergraduates and alumni. School and society, 5: 549-53, May 13, 1917.
 An investigation carried on among the graduates of Lafayette college to determine the relation between standing in college and success in later life.
858. **Rolfe, John C.** The aim and method of a college teacher of the classics. Alumni register, University of Pennsylvania, 19: 556-64, May 1917.
 Read at the Classical conference, Schoolman's week, April 12, 1917.
859. **Stearns, Wallace N.** The place and scope of the small college. American schoolmaster, 10: 145-57, April 1917.

SCHOOL ADMINISTRATION.

860. **Deffenbaugh, W. S.** Effective and economical supervision in the smaller cities. American school, 3: 107-9, April 1917.
 Paper read at the round table of cities less than 25,000 population, Department of superintendence, N. E. A.
861. **Eckels, J. H.** Efficient supervision. School news, 6: 3-5, May 1917.
 Paper read before Conference of supervising principals of seven central counties of New Jersey.
 Efficiency of school administration and supervision, as measured by results shown in persistency of pupils and per cent of promotions.
862. **Gros, J.** La direction chargée de classe. Revue pédagogique, 70: 64-80, January 1917.
 Shows the necessity of having a director or principal in a school free from teaching duties.

863. More, Louis T. If I were a school superintendent. *Nation*, 104: 534-37, May 3, 1917.
A criticism of some features of modern public-school education.
864. Raper, Charles Lee. The steps the Southern states must take to provide a just and ample revenue. *High school quarterly*, 5: 162-70, April 1917.
865. The relations between boards of education and superintendents. An important report of the Department of superintendence of the National education association, *American school board journal*, 54: 23-24, 81, May 1917.
Also in *School and society*, 5: 471-74, April 21, 1917.
866. Shall the municipality buy for the schools? *American school board journal*, 54: 25-26, May 1917.
Opinions from leading educators.
867. Straubenmuller, Gustave. Supervision. *Bulletin of the High school teachers' association of New York city*, no. 66: 3-10, May 1917.
An address delivered before the supervisors of the high schools of the city of New York, February 6, 1917.
868. Wirt, William. Progress in education through school administration. *American education*, 20: 524-29, May 1917.

SCHOOL MANAGEMENT.

869. Cole, Thomas B. One year of supervised study. *School review*, 25: 331-35, May 1917.
Results of a plan in the Broadway high school, Seattle, Wash.
870. Edwards, A. S. Directing study in the schoolroom. *High school quarterly*, 5: 158-61, April 1917.
Gives some general suggestions for study.
871. Mertz, L. Essai de catéchisme pédagogique: comment lutter contre l'indiscipline. *Revue universitaire*, 26: 248-55, April 1917.
Directions, especially intended for young teachers, on the management of a class.
872. Watts, Rowland. An investigation of the causes of failure of pupils in Baltimore public schools. *Atlantic educational journal*, 12: 483-89, May 1917.
An investigation of pupils of the sixth, seventh, and eighth grades in Baltimore public summer schools, showing the failures in different subjects and the methods of study. The results show the need for devoting more time to supervised study.
873. Wilson, H. B. Training pupils to study. *Atlantic educational journal*, 12: 419-27, 475-81, April, May 1917.
The first section is an analytical presentation in outline form of the results obtained from grade to grade in the different subjects in training the children in right habits of study; the second section presents a few complete reports showing what different teachers did in detail in training the children to study.

SCHOOL ARCHITECTURE.

874. Leather, Fitzherbert. The one-story schoolhouse idea with plans of model schools. Chicago, Ill., Pub. by the Traylor extension department, The National lumber manufacturers' association, 1917. 56 p. illus. 8". (Educational series no. 2, General series no. 49, February 1917.)
Prepared in cooperation with the U. S. Bureau of education.
875. Pittsburgh architectural club. School houses. The eleventh annual year-book of the Pittsburgh architectural club. [Pittsburgh, 1916] cover-title, 186 p. col. front., plates, plans. 4".

PHYSICAL TRAINING.

876. LaRue, J. D. Effect of athletics on high school scholarship. *American schoolmaster*, 10: 166-69, April 1917.
The statistics presented support the argument that athletics, when properly handled, do not in any sense interfere with the studies of the pupil, but rather show a tendency to better his work while engaged in them.
877. Meylan, George L. Standards and measurements of proficiency in physical education. *American physical education review*, 22: 211-14, April 1917.
Tests and standards established at Columbia university in the physical education course.
878. Monilaw, William J. The effects of training down in weight on the growing boy and how to control or abolish the practice. *School review*, 25: 350-60, May 1917.
Says that we must encourage the ideal of play and recreation, and not place so much emphasis upon championships.
879. Rockwell, Ethel. Athletics for elementary school girls. *Playground*, 11: 94-102, May 1917.
880. Stecher, William A. After-school physical education activities. *Mind and body*, 113-18, May 1917.
Read at the meeting of the American physical education association, Pittsburgh, Pa., April 1917.
881. Zinman, Meyer E. The need for a new ideal in physical training. *American education*, 20: 540-42, May 1917.
The writer says that vitality, not muscular development, is needed for our city boys and girls, and that there must be an entire change in the method of conducting the gymnasium period.

PLAY AND PLAYGROUNDS.

882. Bureau of educational experiments, New York. Committee on toys and school equipment. *Playthings*. New York. Bureau of educational experiments, 1917. [15] p. illus. 8°. (Bureau of educational experiments, Bulletin no. 1.)
883. Stitt, Edward W. Practical problems of administration in school playgrounds. *American school board journal*, 54: 20-21, 81, May 1917.

SOCIAL ASPECTS OF EDUCATION.

884. Armstrong, Donald B., and Berkowitz, J. H. An urban community plan for health and medical service. Reprinted from the *Modern hospital*, vol. 8, no. 5, May 1917. 3 p. 4°.
Suggests the provision of medical and health service on a community basis in cooperation with school groups.
885. Church, Clarence C. The schools and leisure occupation. *American schoolmaster*, 10: 145-57, April 1917.
Outlines "some of the ways by which the teacher, the course of study, and the school have affected and can influence the leisure occupations of the people."
886. Smith, Walter Robinson. An introduction to educational sociology. Boston, New York [etc.] Houghton Mifflin company [1917]. xvii, 412 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

MORAL EDUCATION.

887. Perry, A. C., jr. The teacher as a moral course. *Educational review*, 53: 450-64, May 1917.
Says that the chief factor in the problem of moral training is to improve the technique of the practical classroom teachers.

RELIGIOUS EDUCATION.

888. **Athearn, Walter S.** A community system of religious education. Boston, Mass., The Pilgrim press, 1917. 45 p. 12°. (Malden leaflets, no. 3.)
889. ———. Sex segregation in religious education. 16 p. 16°. Reprinted from the Graded Sunday school magazine.
890. **Lott, Henry C.** Bible courses in higher educational institutions. American schoolmaster, 10: 105-113, March 1917.

MANUAL AND VOCATIONAL TRAINING.

891. **Babbitt, Arthur B.** The present status of mechanical drawing and its future in the schools. Industrial-arts magazine, 6: 233-36, June 1917.
Read before the Boston manual training club, Boston, Mass., February 10, 1917.
892. **Bain, Francis L.** Co-operative industrial education in Boston, Mass. Manual training magazine, 18: 365-70, May 1917. Illus.
893. **Chancellor, William Estabrook.** Vocational sociology. Industrial-arts magazine, 6: 223-27, June 1917.
894. **Hamilton, W. I.** The place of the prevocational. School and society, 5: 515-20, May 5, 1917.
895. **Quénieux, Gaston.** Les cours professionnels de l' "Umanitaria." Revue pédagogique, 70: 56-63, January 1917.
A description of vocational schools in Milan.
896. **Snedden, David.** The illusions of "prevocational" education. School and society, 5: 511-15, May 5, 1917.
Based on portions of an address delivered before the National society for the promotion of industrial education, Indianapolis, February 23, 1917.

VOCATIONAL GUIDANCE.

897. **Hoopes, Helen R.** Vocational guidance for women. Graduate magazine of the University of Kansas, 15: 195-200, April 1917.
Discusses the various bureaus of occupations for women.

AGRICULTURAL EDUCATION, SCHOOL GARDENS.

898. **Claxton, P. P.** School gardening in the food crisis. American review of reviews, 55: 517-18, May 1917.
Presents many interesting statistics.
899. **Dewey, John.** Enrollment for the farm. New York, Division of intelligence and publicity of Columbia university, 1917. 10 p. 12°. (Columbia war papers, series 1, no. 1)
A message to the school boards, principals, and teachers of the nation on how school children can increase the food supply of the country in war time and during a world-wide shortage of food.
900. **Feasey, J. Eaton.** The educational use of school gardens. Contemporary review, 111: 514-20, April 1917.
Discusses the educational advantages of school garden work, leading to arithmetic, geography, botany, nature study, drawing and elementary science.
901. **Highfall, LeRoy.** Agricultural education—some notes on its development. Florida schoolroom, 23: 3-8, April 1917.
Read at the Pinellas county association, Tarpon Springs, April 7, 1917.
902. **Lane, Winthrop D.** A farm census in five days: Educational values of a war time service for school children. Survey, 38: 155-58, May 19, 1917.
A plan put into effect in New York state, in April 1917. The commission, appointed by Governor Whitman, used the teachers and the school children for the task of surveying the agricultural resources of the state, etc.

HOME ECONOMICS.

903. **Calvin, Henrietta W.** Some administrative problems in home economics in the public schools. *Journal of home economics*, 9: 199-204, May 1917.
Presented at the meeting of the American home economic association, Kansas City, March 2, 1917.
904. **Heyle, Essie Margaret.** The school lunch as a project in teaching cookery in the elementary schools. *Journal of home economics*, 9: 205-10, May 1917.
905. **Randall, Leaffa.** Co-operation of home economics teachers with other teachers. *Arkansas teacher*, 5: 2-5, May 1917.
906. **Tryon, Rolla Milton.** Household manufactures in the United States 1640-1860; a study in industrial history. Chicago, Ill., The University of Chicago press [1917] 413 p. 12".
Contains material to meet the present-day demand for industrial history material in schools and colleges.

PROFESSIONAL EDUCATION.

907. **American medical association. Council on health and public instruction.** Conference on public health instruction in medical colleges and state regulation of the practice of medicine. Chicago, February 6, 1917. 267-314 p. 8". (American medical association bulletin, vol. 12, no. 4, March 15, 1917. Public health number) (F. R. Green, secretary, 535 North Dearborn street, Chicago, Ill.)
Contains 1. G. E. Vincent: Public health training in universities, p. 273-80. 2. M. J. Rosenau: Public health instruction in medical schools, p. 281-93; Discussion, p. 292-300.
908. **American medical association. Council on medical education.** Report of the thirteenth annual conference, Chicago, February 5, 1917. 191-266 p. 8". (American medical association bulletin, vol. 12, no. 4, March 15, 1917. Educational number) (N. P. Colwell, secretary, 535 North Dearborn street, Chicago, Ill.)
Contains: 1. N. P. Colwell: Progress of the year in medical education, p. 196-206. 2. H. D. Arnold: The problem of higher degrees in medicine, p. 207-19. 3. A. D. Bevan: [Economy of time in preliminary and medical education] Address of the chairman, p. 212-19. 4. P. P. Claxton: Economy of time in preliminary and medical education, p. 219-25. 5. H. P. Judson: Economy of time in preliminary and medical education, p. 225-32; Discussion, p. 232-35.
909. **Burling, Lancaster D.** Education, efficiency and economy, with special reference to mining. *Scientific monthly*, 4: 438-45, May 1917.
910. **Higbie, H. H.** What is best in engineering education? *Engineering education*, 7: 491-504, April 1917.
911. **Plew, W. B.** The professional school in higher education. *Inter-mountain educator*, 12: 3-7, April 1917.
Read before the Montana state teachers' association.

CIVIC EDUCATION.

912. **Berkey, J. M.** Americanization a civic responsibility. *Journal of the New York state teachers' association*, 4: 121-27, May 1917.
913. **Gruenberg, Benjamin C.** What are the opportunities before the high schools of the country in training men for public service and for efficient citizenship? *School and society*, 5: 577-82, May 19, 1917.
From an address at the third National conference on universities and public service, University of Pennsylvania, November 10, 1916.

914. Johnston, Charles Hughes. The high school and modern citizenship. Educational administration and supervision, 3: 189-206, April 1917.
Social studies in the high school.
915. Lodge, Gonzalez. The value of the classics in training for citizenship. Teachers college record, 18: 111-21, March 1917.
An address delivered before the staff of Teachers college, February 8, 1917.
916. Skinner, E. Mabel. Training for citizenship. Journal of education, 85: 437-39, April 19, 1917.
Helpful means of training our boys and girls in community civics.

MILITARY EDUCATION.

917. Averill, Lawrence Augustus. What of military training in our schools? American journal of school hygiene, 1: 60-73, April 1917.
Does not approve of military training in the schools but recommends universal and systematic health work throughout the entire school life of the child.
918. Burgess, W. R., Cummings, H. B., and Tomlinson, W. P. Military training in the public school. An annotated bibliography. Teachers college record, 18: 141-60, March 1917.
919. Hughes, Sam. The argument for a national system of military training in the schools. Outlook, 116: 20, May 2, 1917.

EDUCATION OF WOMEN.

920. Banker, Howard J. Coeducation and eugenics. Journal of heredity, 8: 208-14, May 1917.
Women graduates of Syracuse university have very low marriage and birth rates—those of men graduates are much higher—colleges perhaps receive an abnormal type of woman and nature of education can effect little change in her unmarriageable character.
921. Haight, Elizabeth Hazelton. James Monroe Taylor: his service for the education of women. Journal of the Association of collegiate alumnae, 10: 511-16, April 1917.

NEGRO EDUCATION.

922. Willcox, William G. Tuskegee's future. Southern workman, 46: 269-72, May 1917.
Address at celebration of Founder's day, Tuskegee, April 5, 1917.

EXCEPTIONAL CHILDREN.

923. Wallin, J. E. Wallace. The feeble-minded in the state of Missouri. Psychological clinic, 11: 55-62, April 15, 1917.
Delivered before the Missouri conference for social welfare, Columbia, November 1916.
The inadequate provision for feeble-minded children in Missouri and the remedy recommended by the Children's code commission.

EDUCATION EXTENSION.

924. Emerson, Philip. The lecture plan in elementary evening school work. Journal of education, 85: 458-60, April 26, 1917.
An account of the plan worked out in Lynn, Mass., for supplying fifth to eighth grade work in the evening school.
925. Harvey, L. D. The continuation school. Wisconsin journal of education, 49: 95-97, April 1917.
Wisconsin's experience in the development of continuation schools.

LIBRARIES AND READING.

926. Miles, Dudley. Socializing outside reading. *English Journal*. 6:330-33, May 1917.

Says that books reported on in class arouse genuine inquiries out of class hours.

927. Powell, Sophy H. *The children's library: a dynamic factor in education*. White Plains, N. Y., and New York city. The H. W. Wilson company, 1917. xiv, 460 p. 12°.

A careful study of the relations of children's reading to teachers, parents, and librarians. It discusses the place of reading in education, the history of books and libraries for children and of the library in the elementary school; and goes on to the high school, to the library itself, to the latter's place in education, and to the special activities of the library toward children.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

928. Suggestions for the conduct of educational institutions during the continuance of the war, to the end that their educational efficiency may not be lowered, and that they may render the largest amount of service both for the present and for the future; by the Commissioner of education. Washington, 1917. 8 p.