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MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—Educational history and biography—Current educational conditions—Educational theory and practice—Educational psychology; Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Kindergarten and primary school—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education—Commercial education—Professional education—Civic education—Schools for maimed soldiers—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of Education: Recent publications

NOTE.

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

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.

1916. Association of colleges and preparatory schools of the middle states and Maryland. Proceedings of the thirtieth annual convention. . . . Baltimore, Md., December 1-2, 1916. Pub. by the Association, 1917. 88 p. 8°. (G. W. McClelland, secretary, University of Pennsylvania, Philadelphia, Pa.)

Contains: 1. Alma, ideals and accomplishment-to-date of the College entrance examination board, [by] B. S. Hurlbut, p. 9-26; [by] Wilson Farrand, p. 26-43. 2. Real values in education—Virginia C. Gildersleeve: Constructive elements in the curriculum, p. 45-52; F. P. Graves: Constructive elements in the class room, p. 52-60; C. I. Tilden: The test of real values, p. 60-66. 3. Report of the committee to investigate comparative records made in college by students admitted to college upon examination and by certificates respectively, p. 74-81.

1667. **Catholic educational association.** Report of the proceedings and addresses of the fourteenth annual meeting. Buffalo, N. Y., June 25-28, 1917. Columbus, O., Catholic educational association, 1917. 511 p. 8°. (Catholic educational association bulletin, vol. 14, no. 1, November, 1917) (Rev. Francis W. Howard, secretary, 1651 East Main street, Columbus, Ohio).

Contains: 1. W. J. Bergin: The conservation of our educational resources, p. 57-68; Discussion, p. 68-70. 2. P. J. McCormick: Standards in education, p. 70-83; Discussion, p. 83-84. 3. Henry Spalding: Differentiation of college professors, p. 91-103. 4. Sister Mary Ruth: The curriculum of the Catholic woman's college in relation to the problems of modern life, p. 106-23; Discussion, p. 123-27. 5. Ulrich Rappel: The teaching of college and high school physics, p. 146-55. 6. Frank O'Hara: Content of the curriculum in economics, p. 155-64. 7. Brother Bede: Problems of the rural school, p. 226-37; Discussion, p. 237-39. 8. J. W. McGuire: Prevocational training, p. 239-51; Discussion, p. 251-56. 9. Patrick Cummins: Character formation in our schools, p. 284-307; Discussion, p. 307-14. 10. J. A. Dunney: The practical possibility of beginning the study of a foreign language in the seventh grade, p. 326-38; Discussion, p. 338-42. 11. J. S. Cameron: Should we make special efforts to have our secondary pupils take the classical course? p. 343-71; Discussion, p. 351-56. 12. W. P. McNally: Is uniformity of text books necessary? p. 366-72; Discussion, p. 372-76. 13. Brother Baldwin: Causes which demand vocational training in the United States, p. 376-86. 14. J. H. Sherry: The Catholic school and citizenship, p. 390-165. 15. E. F. Garesché: The schools and the lay apostolate, p. 405-24.

1668. **Georgia educational association.** Proceedings and addresses of the fifty-first annual meeting . . . Macon, Ga., May 2-5, 1917. Macon, Ga., Press of the Lyle company, 1917. 85 p. 8°. (C. H. Bruce, secretary, Macon, Ga.)

Contains: 1. M. L. Brittain: Educational conditions in Georgia, p. 31-36. 2. Laura M. Smith: The exceptional child in our schools, p. 36-43. 3. J. S. Stewart: The reorganization of secondary education, p. 43-46. 4. C. B. Gibson: The Gary schools, p. 53-62. 5. W. H. Odum: The changing emphasis in education, p. 62-69.

1669. **Illinois state teachers' association.** Journal of proceedings of the sixty-third annual meeting . . . held at Springfield, Ill., December 27-29, 1916. Springfield, Ill., Illinois state journal company, 1917. 211 p. 8°. (Robert C. Moore, secretary, Carlinville, Ill.)

Contains: 1. G. T. Smith: President's address [School and society] p. 31-35. 2. F. G. Blair: The strength of a nation, p. 35-40. 3. W. C. Bagley: The place of the study of the natural sciences in a liberal education, p. 40-46. 4. W. W. Charters: The improvement of methods of teaching, p. 46-50. 5. G. H. Betts: Standards of value in a changing curriculum, p. 50-58. 6. John Hayes: School attendance, p. 65-69. 7. J. O. Engleman: The business and financial side of the superintendent's office, p. 70-76. 8. G. W. Gayler: Creation of the office of superintendent, p. 76-79. 9. David Felmley: Financial difficulties, p. 79-83. 10. L. W. Smith: The high school, p. 83-90. 11. C. H. Johnston: The administration of educational guidance, p. 94-94. 12. T. M. Deam: The card catalogue system and other methods of recording individual traits and suggestions as to how to administer these systems of recording, p. 95-97. 13. R. G. Beals: A plan for instructing high school students in regard to the occupations open to them, p. 97-99. 14. G. J. Koong: The problem of "follow-up," p. 99-102. 15. H. O. Pritchard: The relation of the college to the professional schools, p. 105-10. 16. R. W. Cooper: The developing situation in higher education in the United States, p. 110-12. 17. Nellie M. Anthony: Unification of kindergarten and primary, p. 110-18. 18. Flora B. South: Correlation of handwork in the kindergarten and primary grades, p. 124-30. 19. O. J. Millikin: The delinquent boy and the institution, p. 131-34. 20. H. M. Fischer: Why boys go wrong, p. 137-40. 21. J. C. Hanna: The future of the village high school, p. 141-50. 22. The Bible as a textbook [by] E. El. Van Cleve, p. 151-55; [by] J. R. Sager, p. 155-58. 23. G. T. Gunter: Some channels open to public school teachers for moral and religious

training of our pupils, p. 158-61. 24. J. H. Greene: The garden and canning project, p. 177-86. 25. O. L. Manchester: The work and the pay of the normal school teacher, p. 187-201.

1670. Indiana state teachers' association. Proceedings and papers . . . October 25-28, 1916, Indianapolis. 605 p. 8°. (J. B. Pearey, secretary, Indianapolis, Ind.)

Contains: 1. W. K. Tate: The Swiss school system, p. 56-60. 2. David Snedden: Social aspects of education, p. 69-73. 3. W. K. Tate: The building of a rural community, p. 74-81. 4. Charles Zueblin: Education for freedom, p. 81-86. 5. S. S. Marquis: What are the public schools trying to do? p. 87-93. 6. John Dewey: Socializing the schools, p. 105-9. 7. David Snedden: Modern problems of secondary education, p. 118-23. 8. Woods Hutchinson: Heredity and education, p. 133-39. 9. H. E. Jackson: The community forum and the community center, p. 149-53. 10. David Snedden: New rural school problems, p. 154-58. 11. John Dewey: The educational balance, efficiency and thinking, p. 188-93. 12. S. S. Marquis: The Ford idea in education, p. 194-206. 13. H. E. Jackson: The community secretary, the most important official in America, p. 209-13. 14. R. J. Aley: Education and democracy, p. 213-20. 15. W. K. Tate: The rural school of the future, p. 237-43. 16. Declaration of principles and specific recommendations made to the Indiana state teachers' association by its committee on resolutions, p. 280-304. 17. Woods Hutchinson: A doctor's view of military training in the schools, p. 312-19. 18. Report on the reorganization of the county schools of Indiana, p. 324-38. 19. H. G. Childs: Cost of instruction and allied problems, p. 349-58. 20. H. G. Childs: The measurement of achievement in algebra, p. 428-35. 21. H. G. Childs: The cost feature of supervised study, p. 481-85. 22. D. W. Horton: Discussion of supervised study in the high school, showing the plan adopted in the Mishawaka high school, p. 485-92. 23. B. F. Moore: Evaluation of the city institute, p. 523-26; Discussion, p. 526-28.

1671. Iowa state teachers' association. Proceedings of the sixty-second annual session . . . held at Des Moines, Iowa, November 2-4, 1916. Des Moines [1917?], 232 p. 8°. (O. E. Smith, secretary, Indianola, Iowa.)

Contains: 1. A. M. Deyoe: Educational standards in Iowa, p. 10-22. 2. School credit for Bible study; religious instruction and moral training, p. 56-68. 3. F. P. Graves: Present tendencies in education, p. 73-81. 4. H. H. Seerley: Limitation of school surveys, p. 83-87. 5. P. W. Dykema: Community music and the spirit of democracy, p. 93-99. 6. H. A. Baer: The teaching of commercial correspondence in the high school, p. 93-104. 7. M. G. Clark: What may and must we add to the conventional course of study by way of differentiation? p. 104-9. 8. H. E. Blackmar: What more can we do for juvenile delinquents in Iowa? p. 109-12. 9. F. A. Henderson: What may and must we retain from the conventional course of study of the past? p. 113-21. 10. The relationship of college and high school science, p. 123-26. 11. H. H. Seerley: The preparation of the teacher for the new age, p. 129-33. 12. R. L. Hamilton: How our schools may prepare our pupils for social efficiency, p. 133-35. 13. J. C. Hessler: The community value of high school science, p. 137-43. 14. Elizabeth Wellmeyer: Standardization of music in the high schools, p. 147-54. 15. Pre-vocational school shop course, p. 165-73.

1672. Kentucky educational association. Proceedings . . . together with the addresses delivered at the meeting of the Association. Forty-fifth annual session, Louisville, Ky., April 19-22, 1916. 321 p. 8°. (R. E. Williams, secretary, Louisville, Ky.)

Contains: 1. G. T. Ragsdale: The public school as a melting pot, p. 55-58. 2. Harry Clark: The dissatisfied teacher, p. 62-69. 3. W. H. Sugg: Economy of time in education, p. 73-79. 4. L. E. Foster: Consolidation—an indispensable feature of modern rural education, p. 80-85. 5. E. C. McDoughe: Teachers' institutes, p. 85-88. 6. J. H. Risley: Need of a state school survey, p. 93-98. 7. W. A. Ganfield: Wider use of the school plant, p. 120-24. 8. R. M. Thompson: Extension of school term, p. 129-32. 9. N. E. Lovell: Community music, p. 130-39. 10. L. S. Robbins: Incorporating Latin into everyday life, p. 158-65. 11. John Christopherson: The course in science that should be offered in the rural high school, p. 199-200. 12. Emma Dolfinger: The courses in science that should be offered in the city high school, p. 196-200. 13. W. H. Lippold:

National leadership in commercial education—the great present-day need, p. 218-23. 14. W. C. Bower: A program of studies for the degree of A. B. in education, p. 238-43. 15. Amy M. Longest: How may teachers be trained while in service? p. 261-65. 16. Mrs. L. G. Jones: How should the training of the teacher of the rural and urban school differ? p. 265-68. 17. A. S. Mackenzie: Are there modern classics? Shall we study them? p. 288-72.

1673. Maryland state teachers' association. Forty-ninth annual meeting . . . Ocean City, Md., June 27-30, 1916. 181 p. 8°. (Hugh W. Caldwell, secretary, Chesapeake City, Md.)

Contains: 1. W. J. Holloway: Educational preparedness, p. 10-21. 2. W. C. Blakey: The organized teaching force, p. 25-32. 3. E. C. Harrington: Address [The public schools of Maryland and the teacher's calling] p. 39-46. 4. I. W. Hill: Education for rural life, p. 110-25.

1674. Mississippi teachers' association. Proceedings of the thirty-second annual meeting . . . Columbus, Miss., May 3-5, 1917. Brookhaven, Miss., Lincoln county times, 1917. 160 p. 8°. (H. L. McCleskey, secretary, Hattiesburg, Miss.)

Contains: 1. R. H. Watkins: President's address [Recommendations for improving the schools of Mississippi], p. 18-26. 2. C. H. Milam: Library service—a look ahead, p. 26-31. 3. W. F. Bond: Address [Educational conditions in Mississippi] p. 42-49. 4. J. S. Vandiver: What has been accomplished by the model county organization, p. 62-70. 5. Should the school age be changed from five to six years? p. 73-77. 6. Alfred Hume: Admission to the University of Mississippi, p. 77-88. 7. A. L. Bondurant: The present status of Latin studies—current opinion and statistics, p. 122-32.

1675. New Jersey state teachers' association. Annual report and proceedings of the 62d annual meeting . . . held at Atlantic City, N. J., December 27-29, 1916. Keyport, N. J., Keyport weekly print, 1917. 235 p. 8°. (H. J. Neal, secretary, Phillipsburg, N. J.)

Contains: 1. F. E. Farrington: Americanizing America, p. 36-43. 2. Frank Moore: The boys of the Rahway reformatory, p. 44-51. 3. W. H. S. Demarest: Preparedness, p. 52-53. 4. M. P. Groszmann: The care of exceptional children, p. 58-63. 5. L. L. Dyer: The rural school problem, p. 64-73. 6. Sarah L. Arnold: What next in the education of girls? p. 74-81. 7. W. A. Wetzel: The six-six plan, p. 81-85. 8. H. J. Neal: The state summer schools, p. 86-88. 9. J. A. W. Haas: The responsibility of the public school teacher in the moral education of the children, p. 89-92. 10. G. O. Bowen: The influence upon the community of music in the high school, p. 95-98.

1676. North Carolina teachers' assembly. Proceedings and addresses of the thirty-third annual session . . . at Raleigh, November 29-December 1, 1916. Raleigh, Edwards & Broughton printing co., 1917. 323 p. 8°. (E. E. Sams, secretary, Raleigh, N. C.)

Contains: 1. W. C. Bagley: The outcomes of teaching, p. 52-62. 2. A. A. McGehey: The chrysalis of character, p. 62-65. 3. R. H. Wright: President's address [Educational needs in North Carolina] p. 66-71. 4. T. H. Briggs: What of the future? p. 72-79. 5. Mary R. Morris: Work with unusual children, p. 87-91. 6. Anna Brochhausen: Teaching civics in connection with the subjects of the curriculum, p. 98-106. 7. Anna Brochhausen: Reading for content, p. 115-22. 8. Miss J. Sullivan: Preparedness, p. 123-28. 9. Mrs. M. B. Terrell: Methods of measuring the teacher's efficiency, p. 133-39. 10. J. H. Johnston: Scientific supervision of teaching, p. 140-70. 11. N. W. Walker: Public high school: its needs and possibilities, p. 170-78. 12. E. H. Moser: Student cooperative government in the high school, p. 178-81. 13. J. E. Allen: Oral English practically applied in the high-schools, p. 181-90. 14. W. C. Bagley: Physical standards in education, p. 203-8. 15. W. M. Marr: Youth activities as factors in student government, p. 200-13. 16. H. W. Chase: Individual differences among high school pupils, p. 214-19. 17. J. A. Lesh: Professional equipment of the high school teacher, p. 219-23. 18. P. W. Dywema: Making music count, p. 230-35. 19. Report adopted by the association. High school music credits, p. 239-45. 20. W. S. Salpea: Standards and qualifications for the superintendent, p. 249-53. 21. M. S. Beam: Educational and professional qualifications for the teacher, p. 253-58. 22. J. D. Everett: Moral and religious standards for

teachers, p. 260-67; Discussion, by C. B. Wolts, p. 267-70. 23. R. E. Sentelle: Rules and regulations for teachers, p. 275-82. 24. Harry Howell: Co-operation in the use of standard tests, p. 285-88. 25. W. C. Bagley: Some handicaps to education in a democracy, p. 291-99.

1677. North Dakota education association. Proceedings, thirtieth annual session . . . held at Fargo, November 15-17, 1910. Bismarck, N. D., Tribune Printers [1917] 257 p. 8°. (W. E. Parson, secretary, Bismarck, N. Dak.)

Contains: 1. E. R. Edwards: Sources of power [of teachers] p. 33-41. 2. M. L. Doty: The tenure of teachers in North Dakota state institutions, p. 50-55. 3. F. T. Goodler: The social survey, a means by which the higher educational institutions may serve the state, p. 56-60. 4. W. G. Bowers: Teaching to think and teaching to remember, p. 61-66. 5. B. H. Kroeze: Conserving the student's interests, p. 67-71. 6. C. L. Vigness: What does the state ask of the school officer? p. 80-94. 7. W. C. Gould: Applied science courses in physics for girls, p. 98-106. 8. H. E. Simpson: The new movement in geography, p. 107-11. 9. J. E. Boyle: Relative value of state and federal civics, p. 131-30. 10. F. E. Callahan: Difficulties I have met in the teaching of history, and how I have overcome them, p. 137-43. 11. W. W. Norton: The greatest needs in music education in North Dakota, p. 149-54. 12. Ida A. Mythro: School music programs, p. 155-60. 13. Eugene Woodhams: The private teacher and class lessons, p. 161-63. 14. Rudolph Acher: The parent teacher movement, p. 218-21.

1678. Pennsylvania state educational association. Report of proceedings, with papers read before the general sessions, department and round table conferences . . . Session at Harrisburg, December 27-29, 1910. Lancaster, Pa., Pennsylvania school journal, 1917. 302 p. 8°. (J. P. McCaskey, secretary, Lancaster, Pa.)

For contents of pages 9-122, 142-52, 159-74, 214-349, of this volume see separate entries for sections--Items 202, 397, 564, and 702.

County Superintendent's Department.--Contains: 1. N. E. Heeter: Reaching the rural communities through the rural schools, p. 122-25. 2. T. A. Bock: Reaching rural communities through the schools, p. 125-28. 3. Division of duties and responsibilities between county superintendents and assistants [by] R. C. Shaw, p. 128-30; [by] M. S. Bentz, p. 130; [by] W. S. Bryan, p. 130-32. 4. F. A. McClung: Revision of compulsory attendance law to make it more effective in rural districts, p. 133-34. 5. Broader preparation and greater permanency in the rural teaching force [by] E. E. Shanbaugh, p. 134-37; [by] C. W. Lillbridge, p. 137-39. 6. Katharine Tucker: Trained nurse and her place in rural communities, p. 139-41.

American School Peace League.--7. J. W. Carr: An act to establish physical training in the public schools, p. 153-56.

Graded School Department.--8. Lida B. Earhart: Some possibilities for the cultivation of appreciation in school children, p. 177-79. 9. C. J. Walter: Lengthening of the school term, p. 179-83. 10. Elizabeth Baker: The grade teacher organized, p. 185-88.

Department of Music.--11. Leon Bly: The high school orchestra and its effect upon the pupil, p. 188-91. 12. C. C. Kelso: Relations of superintendent, supervisor, and teacher, p. 191-93.

Manual Arts Department.--13. Future of the manual arts [by] C. W. Reid, p. 195-97; [by] John Broderick, p. 197-99. 14. W. F. Eberle: Value of a technical education for apprentices, p. 201-203. 15. C. B. Robertson: Training of teachers of fine and industrial arts, p. 203-204. 16. Augusta Reisinger: Rural drawing--what? how? p. 208-10.

1679. South Dakota educational association. Proceedings of the thirty-fourth annual session . . . held at Watertown, November 27-29, 1910. 277 p. 8°. (A. H. Seymour, secretary, Aberdeen, S. Dak.)

Contains: 1. J. W. McClinton: Vitalizing education, p. 19-22. 2. S. D. Fess: The higher altruism [Horace Mann] p. 43-52. 3. G. D. Strayer: Measuring the efficiency of our schools, p. 53-62. 4. G. D. Strayer: The social purpose of education, p. 63-72. 5. W. F. Jones: Vitalizing education from the standpoint of the school, p. 73-75. 6. S. D. Fess: Recent legislation for education, p. 87-90. 7. J. W. Beemer: Social recreation for the high school student, p. 148-50. 8. S. D. Fess: The national university, p. 159-66.

1680. **Washington educational association.** Addresses and proceedings of the thirtieth annual session . . . held in Spokane, October 25-28, 1916. 201 p. 8°. (O. C. Whitney, secretary, Tacoma, Wash.)

Contains: 1. W. F. Gelzer: The teacher in the ranks and the increasing demands of the school, p. 28-31. 2. C. E. Rugh: Religion and education, p. 35-39. 3. M. P. Shawkey: The use of suggestion in teaching, p. 39-45. 4. G. H. Black: Plan for training teachers for Washington rural schools, p. 48-51. 5. Report and recommendations of the commission of educational survey of Washington, p. 57-67. 6. C. R. Frazier: Should elementary school work be differentiated to meet individual, social and industrial needs, and how and what ways and means are available for fitting school work to those needs satisfactorily? p. 68-74. 7. M. P. Shawkey: Some new problems for the old school, p. 77-81. 8. Clifford Woody: Tests and measures in the schoolroom and their value to the teachers, p. 81-86. 9. J. S. Smith: Americanization of aliens by the public schools of our country, p. 94-99. 10. F. L. Cassidy: Standard measures in high school work, p. 103-9.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1681. **Cooper, Lane.** Louis Agassiz as a teacher. Illustrative extracts on his method of instruction. Ithaca, N. Y., The Comstock publishing co., 1917. ix, 74 p. front. (port.) 12°.
1682. **Fisk, Everett O.** A great school and a great headmaster. *Education*, 38:175-82, November 1917.
- An appreciation of Richard Mott Jones, who was for 42 years headmaster of William Penn Charter school, Philadelphia, Pa.
1683. **Good, Harry G.** The position of Luther upon education. *School and Society*, 6: 511-18, November 3, 1917.
1684. **Morrison, A. J.** The beginnings of public education in Virginia, 1776-1860. Study of secondary schools in relation to the State literary fund. Richmond, D. Bottom, superintendent of public printing, 1917. 195 p. 8°.

Issued by the State board of education as a report introductory to the series of annual reports of the superintendent of public instruction.

CURRENT EDUCATIONAL CONDITIONS.

1685. **Armani, Tarquinio.** Il problema generale della scuola e le nuove provvidenze per le scuole popolari e del lavoro. *Rivista pedagogica*, 10: 501-25, July-September 1917.
1686. **Education reform council.** Education reform, being the report of the Education reform council. London. Pub. for the Teachers' guild of Great Britain and Ireland by P. S. King & son, Ltd., 1917. xxxiv, 215 p. 8°.
- Object: "To consider the condition of education in England, and to promote such reform and developments as may appear desirable."
1687. **La guerre et la vie de demain.** Conférences de l'Alliance d'hygiène sociale, 1914-1916. I. Enfance et jeunesse. II. Les risques immédiats de la guerre et leur réparation. Paris, F. Alcan, 1916-1917. 2 vols. 12°.
- Contains: Vol. I.—1. Dr. Mosny: La guerre et l'hygiène scolaire, p. 170-93. 2. M. Montjolin: La guerre et l'enseignement primaire, p. 197-220. 3. Paul, Painlevé: La guerre et le rôle social de l'école primaire, p. 227-32. 4. Gustave Belot: La guerre et l'enseignement secondaire, p. 265-304. 5. Louis Liard: La guerre et les universités françaises, p. 307-38. Vol. II.—6. Dr. Bourrillon: La guerre et la rééducation des mutilés, p. 32-57. 7. Marcel Magne: La guerre et la reconstitution des trésors artistiques de la France, p. 289-319. Vol. III will have title: Les risques futurs de la guerre et la réorganisation de la France.
1688. **Jesien, Waclaw S.** Wartime education in the kingdom of Poland. *Free Poland*, 4: 10-12, October 5, 1917.
- Contains statistics of education and literacy in Russia.

1689. **Kendall, Calvin N.** The schools and the war. *Atlantic educational journal*, 13: 65-67, October 1917.
1690. **Koo, V. K. Wellington.** [The problems and difficulties of the students who return to China.] *Chinese students' monthly*, 13: 20-28, November 1917.
Address made at the Chinese students' conference, Providence, R. I., September 6, 1917.
1691. **Maple, E. O.** Education in Vincennes, or, The Vincennes plan. 1917-1918. Vincennes, Ind., Capital printers, 1917. 84 p. illus. 8°.
1692. **Meister, Ludovic.** L'école en Alsace reconquise. *Revue pédagogique*, 61: 22-42, July 1917.
Describes the present system of schools in the strip of Alsace now under control of the French armies. These schools enroll 11,723 pupils.
1693. The new education bill for England. *Educational review*, 54: 374-89, November 1917.
A full text of the bill without comments.
1694. Opposition to the Giry system. *Pittsburgh school bulletin*, 11: 71-74, November 1917.
The disadvantages of the Giry system in New York city as urged by the Anti-Giry league.
1695. **Pellatt, Thomas.** Public school education and the war; an answer to the attack upon Eton education. London, Duckworth & co. [1917] viii, 128 p. 12°.
Says that the basis of British public school education is religion and morals. These things can not be inculcated through mathematics and science but must be imparted through the humanities.
1696. **Powell, Lyman P.** New aspects of education in England and France. *American review of reviews*, 56: 517-26, November 1917.
The education that will conserve democracy for the world.
1697. **Sheffield, Lord.** The education bill, 1917. *Contemporary review*, 112: 361-67, October 1917.
Discusses the provisions of the English education bill of 1917.
1698. **Thwing, Charles F.** War lessons for American education. *American review of reviews*, 56: 527-28, November 1917.
Education for democratic, responsible citizenship urged.
1699. **Van Dyke, Henry.** The education that made the war. *Journal of the New York state teachers' association*, 4: 243-48, November 1917.
Discusses three elements of falsehood that are at the basis of the system of education in Germany which has been immediately responsible for the war.
1700. **Victor.** L'enseignement de l'allemand en l'Allemagne. *Revue pédagogique*, 61: 43-78, July 1917.
Describes the aims and methods of the teaching of German in Germany as influenced by the war and its accompanying tendencies.
1701. **Weber, S. E.** The American school in the present war. *Journal of education*, 86: 429-30, November 1, 1917.
Address delivered at the annual teachers' institute, Scranton, Pa.
1702. **Wildner, Georgene H.** Why children are sent to private schools. *School and home education*, 37: 35-36, October 1917.
Gives the advantages claimed for the private school over the public school.
1703. **Zujović, Jovan M.** La vie intellectuelle de la Serbie. *Revue internationale de l'enseignement*, 37: 340-47, September-October 1917.

EDUCATIONAL THEORY AND PRACTICE.

1704. **Dugas, L.** Les idées de Théodule Ribot sur l'éducation. *Revue pédagogique*, 61: 1-21, July 1917.
1705. **Edson, Andrew W.** Things most worth while in education. *Journal of education*, 86: 451-52, November 8, 1917.
Things most worth while in education are good habits, intellectual power, character, cultivated taste, high ideals, willingness to work, and desire for service.
1706. **Mackie, A.** The nature of teaching. *Schooling* (Sydney, N. S. W.) 1: 3-14, September 1917.
Discusses the philosophy of teaching.
1707. **Rugg, Harold O.** Statistical methods applied to education: a textbook for students of education in the quantitative study of school problems. Boston, New York [etc.] Houghton Mifflin company [1917]. xviii, 410 p., charts. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)
Sets forth the mathematical theory of statistical work as applied to educational problems.
1708. **Whitehead, A. N.** The organization of thought, educational and scientific. London, Williams and Norgate, 1917. 228 p. 8°.

EDUCATIONAL PSYCHOLOGY—CHILD STUDY.

1709. **Burnham, William H.** The hygiene and pedagogy of habit. *American journal of school hygiene*, 1: 137-51, October 1917.
Bibliography: p. 150-51.
1710. **Freeman, Frank N.** How children learn. Boston, New York [etc.] Houghton Mifflin company [1917]. xiv, 322 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)
A study in applied psychology, concerning itself primarily with the native and acquired responses of children, and the significance of these for educational development and for social control.
1711. --- Summary of recent literature in educational psychology. *Elementary school journal*, 18: 141-49, October 1917.
1712. **Hollingworth, H. L. and Poffenberger, A. T.** Applied psychology. New York, London, D. Appleton and company, 1917. xiii, 337 p. 12°.
A general textbook of this new subject, designed for the student, teacher, and general reader.
1713. **Johns, W. A.** The education of boys. *Ohio educational monthly*, 66: 476-79, November 1917.
Thinks three things should be given careful attention in the education of boys—first, the gang spirit; second, the love for things of nature; and, third, the desire to exercise creative ability.
1714. **Judd, Charles Hubbard.** Psychology; general introduction. 2d completely rev. ed. Boston, New York [etc.] Ginn and company [1917]. xix, 353 p. 12°.
A summary of modern scientific psychology and an introduction to special lines of psychological investigation, such as educational psychology, social psychology, comparative psychology, and psychology of special subjects.
1715. **Layton, Warren K.** The control and direction of the emotions. *School and home education*, 37: 52-55, November 1917.
The control and direction of the emotions as related to school work.

- 1716 **Race, Henrietta.** The work of a psychological laboratory. Educational administration and supervision, 3: 469-84, October 1917.

Shows something of the work of a psychological laboratory in a city school system as it is found in educational measurements, in remedial results, and in the consequent benefit that accrues to the normal school.

EDUCATIONAL TESTS AND MEASUREMENTS.

- 1717 **Bell, J. Carleton.** A detailed study of Whipple's range of information test. Journal of educational psychology, 8: 475-82, October 1917.
Results of a vocabulary test given to college students.
- 1718 **Brandenburg, G. C.** Rating men by observation. School and society, 6: 507-10, October 27, 1917.
Rating of students by their classmates.
- 1719 **Brigham, Carl C.** Two studies in mental tests. I. Variable factors in the Binet tests. II. The diagnostic value of some mental tests. Princeton, N. J., and Lancaster, Pa., Psychological review company, 1917. 251 p. 8". (Psychological review publication, vol. xxiv, no. 1. Whole no. 102)
- 1720 **Brown, Marian D. and Haggerty, M. E.** Measuring the improvement in composition. English journal, 6: 515-27, October 1917.
An initial effort to study improvements in English composition by means of the Harvard-Newton scale. The work of 78 students in the high schools of Minneapolis, Minn., was measured throughout a period of twelve weeks. Presents tabular statistics and graphs.
- 1721 **Kohs, Samuel C.** An annotated bibliography of recent literature on the Binet-Simon scale (1913-1917), Part I-H. Journal of educational psychology, 8: 425-38, 488-502, September, October 1917.
- 1722 **Mead, Cyrus D.** An experiment in the fundamentals, giving the results of tests made in the Cincinnati schools with two kinds of practice material. Yonkers-on-Hudson, N. Y., World book company, 1917. xiv, 54 p. 12".
A report of tests of arithmetic practice and material.
- 1723 **Monroe, Walter Scott.** Educational tests and measurements, by Walter Scott Monroe, assisted by James Clarence De Voss and Frederick James Kelly. Boston, New York [etc.] Houghton Mifflin company (1917) xxv, 300 p. 12". (Riverside textbooks in education, ed. by E. P. Cubberley)
Offers "a clear and simple statement as to the nature of the different tests which have been evolved, their use, their reliability, . . . and how to diagnose the results and apply remedial instruction."
- 1724 **Morehouse, Francis M.** Testing results in history teaching. History teacher's magazine, 8: 301-5, November 1917.
Testing by examinations, by problems, and by the writing of history, and incidental tests.
- 1725 **Pechstein, L. A.** The old problem but from new angles. Journal of the New York state teachers' association, 4: 254-60, November 1917.
New angles of approach to the problem of tests of efficiency in teaching.
- 1726 **Pintner, Rudolph, and Beamer, Jeannette C.** Children tested by the point scale and the performance scale. Psychological clinic, 11: 142-51, October 15, 1917.
This study is a comparison between ratings of the same children on the Yerkes-Bridges point scale and the Pintner-Paterson performance scale.

1727. Sandiford, Peter. The measurement of intelligence. *School*, 6: 167-71, November 1917.

A discussion of the efficacy of mental tests.

SPECIAL METHODS OF INSTRUCTION.

1728. Applemann, Anton H. The essentials of the direct method. *Monatshefte für deutsche sprache und pädagogik*, 18: 203-10, September 1917.
1729. Clark, A. Bess. An experiment in problem teaching. *English Journal*, 6: 335-38, October 1917.
Describes the writing, staging, and publication of a senior-class play by the pupils of the Chisholm (Minn.) high school.
1730. Mayberry, L. W. Individualizing problems for pupils. *Elementary School Journal*, 18: 133-37, October 1917.
Gives typical problems which may be individualized for the pupils in any school room.

SPECIAL SUBJECTS OF CURRICULUM.

1731. New England modern language association. Addresses and proceedings of the fourteenth annual meeting held in Boston, May 12, 1917. *Bulletin of the New England modern language association*, 7: 1-102, September 1917. (Bertha Vogel, secretary, South Boston high school, Boston, Mass.)
Contains: 1. D. C. Stuart: The reader on the College entrance examination board, p. 3-24. 2. W. R. Snow: Wanted, a teacher, p. 33-48.
1732. Altschul, Charles. The American revolution in our school textbooks; an attempt to trace the influence of early school education on the feeling toward England in the United States. With an introduction by James T. Shotwell, professor of history at Columbia university. New York, G. H. Doran company [1917] 168 p. 8°.
Reviewed in *Nation*, 105: 364-65, October 4, 1917; *History teacher's magazine*, 8: 319-20, November 1917.
1733. Arms, S. Dwight. Some desirable features of the syllabus in Latin for the first two years. *Classical Journal*, 13: 96-103, November 1917.
1734. Arnold, Frank R. Redemption through realism. *Educational review*, 54: 360-65, November 1917.
Speaking of language study, the writer says that teachers seeking to improve their work will do well to consider the case of *realien*—"those classroom links between Europe and America, those stimuli to curiosity, those sources of subtle culture."
1735. Bolling, George M. The teaching of the "tenses" in Greek. *Classical Journal*, 13: 104-10, November 1917.
1736. Brubacher, A. B. The common school and our common speech. *Journal of the New York state teachers' association*, 4: 249-53, November 1917.
Says that if the elementary school can only do one thing well let it be English. Everything else must be subordinated to this primary purpose, the mastery of the mother tongue.
1737. Clark, Zelma E. Socialized English. *School review*, 25: 581-94, October 1917.
Discusses the problem of reading. Outlines a course of reading in special problems, chiefly connected with the pupil's own neighborhood.
1738. Conference on classical studies in liberal education, *Princeton, N. J., 1917*. Value of the classics. Princeton university press, 1917. 896 p. 8°.
Edited by A. F. West.
A record of addresses delivered at the conference, together with introduction, statements by various persons, and statistics.

1739. Deihl, J. D. The foreign language situation in the high schools of Wisconsin. Wisconsin Journal of education, 49: 215-19, October 1917.
1740. Dwyer, Charles Redway. The scope and method of high school geography. School science and mathematics, 17: 708-18, November 1917.
Read before the Central association of science and mathematics teachers, December 1, 1916.
1741. Ellwood, Charles A. The present condition of the social sciences. Science, 46: 469-75, November 16, 1917.
Says that the social sciences should preserve the point of view and utilize the results of the natural sciences; that is, they should "preserve the same matter-of-fact method and build themselves upon the antecedent sciences as their basis."
1742. Henderson, Bertha, and others. An outline of the course in geography in the University elementary school. Elementary school journal, 18: 115-32, October 1917.
Second article on subject. Discusses work in Grade 5. Study of Europe and Asia.
1743. Hull, A. M. New classics for old. English Journal, 6: 542-50, October 1917.
An effort to give pupils from the beginning an opportunity to become just as familiarly acquainted with some of the best representative present-day authors as with those of the past.
1744. Johnson, Roy I. The persistency of error in English composition. School review, 25: 555-80, October 1917.
A study to determine the relative persistency of technical errors in English composition through the four years of high school. Illustrated with graphic statistics.
1745. Lodor, Elizabeth. Shall we teach the history of literature in high school? English Journal, 6: 601-08, November 1917.
The problem is "the relative value of books in themselves and of ordered, systematized knowledge about them—their writers, their types, their periods, etc."
1746. Lowell, Amy. Poetry, imagination and education. North American review, 206: 762-77, November 1917.
A plea for the cultivation of imagination and character. Criticizes the over-emphasis laid on occupational and similar studies.
1747. Maple, E. O. Teaching reading in Vincennes, Ind. Elementary school journal, 18: 138-40, October 1917.
1748. Newlon, Jesse H. A stronger foundation for and a better command of spoken and written English in the high school. Educational administration and supervision, 3: 459-68, October 1917.
Read before the Department of superintendence of the National education association at Kansas City, February 28, 1917.
1749. Pauchall, Clarence. Modern language study. Educational review, 54: 344-59, November 1917.
A plea for the cultural value of modern language study. Presents a historical résumé of humanism.
1750. Pendleton, Charles S. The new teacher of English. English Journal, 6: 575-83, November 1917.
Says that the old teacher purveyed facts; the new is a director of activities.

1751. **Rugg, H. O., and Clark, J. R.** Formal operations of algebra. *School review*, 25: 546-54, October 1917.

Insists that the fundamental aim of instruction in first-year algebra is "to develop in the pupil the ability to use intelligently the most powerful devices of quantitative thinking: the *equation*, the *formula*, and the *graph*."

1752. **Sabin, Frances E.** A French schoolmaster's method of teaching Latin. *Classical journal*, 13: 118-23, November 1917.

A review of *Comment apprendre le Latin à nos fils*, by J. Bezard. The writer says that the striking point of the book, for the American teacher, "lies not in the methods presented, but rather in the idea of thus making a serious and painstaking study of the teaching of secondary Latin with the pupils themselves and their reaction to Latin as the basic facts and the classroom as the laboratory."

1753. **Schoen, Max.** Music and educational tendencies of the day. *Education*, 38: 133-42, November 1917.

After discussing the materialistic tendencies of the "modern school" the writer makes a plea for musical instruction as an important and integral part of education.

1754. **Smith, Bertha M.** Efficiency in assimilating reading. *School review*, 25: 637-45, November 1917.

Presents a problem to test the relative efficiency in assimilation of what is read by experimenting upon pupils in the first year in high school. The passage selected for reading was taken from Long's *English Literature*, page 487, describing the career of Charles Dickens. The conclusion reached was: "Those who do well in their regular school work have application and concentration; those who do poorly in their daily routine of studies lack both these qualities."

1755. **Smith, H. P.** A check sheet for English composition. *English journal*, 6: 528-34, October 1917.

An attempt on the part of the grammar school and high school English teachers of the Newton (Iowa) public schools to organize individual instruction in English composition.

1756. **Smith, Nowell C.** Science teaching in secondary schools. *School world* (London), 19: 341-43, October 1917.

A review of the report on science teaching in secondary schools, presented to, and published by, the British association in July, 1917.

1757. **Souriau, P.** L'enseignement de l'esthétique. *Éducation*, 9: 308-23, September 1917.

To be continued.

1758. The status of mathematics in secondary schools. *School and society*, 6: 576-82, November 17, 1917.

A letter was sent out by the Chicago mathematics club to prominent doctors, lawyers, merchants, bankers, etc., to find out the importance of mathematics in our scheme of education. The replies indicate that the professional, business, and industrial worlds demand that algebra and geometry be retained as required studies in the secondary schools of our country.

1759. **Stewart, G. W.** Physics in the high schools of to-morrow. *School science and mathematics*, 17: 684-95, November 1917.

Read before the Central association of science and mathematics teachers, December 1, 1916.

1760. **Sykes, Mabel.** The case against high school mathematics. *School science and mathematics*, 17: 667-76, November 1917.

Thinks that much of the criticism of high-school mathematics is based on the per cent of failures in the mathematics examinations of the College entrance examination board. Says, in conclusion, that high-school teachers are glad to consider the problem, but object to wholesale criticism based on insufficient data.

1761. **Thorndike, Edward L.** The understanding of sentences. *Elementary school journal*, 18: 98-114, October 1917.

An attempt to sketch "the mistakes made in reading certain paragraphs by students in the elementary school and the first year of the high school, and to state certain facts and principles which are demonstrated, or at least made highly probable, by this census of errors."

1762. **Tressler, J. C.** High school grammar. I. Historical survey. *English Journal*, 6: 584-94, November 1917.

Makes the following suggestions: "(1) Avoid viewing English grammar through Latin eyes; (2) grammar's assumed disciplinary value, its terminology, and its value to some in foreign-language study do not justify it as a subject in a democratic high school; (3) grammar in the high school must, therefore, be taught primarily as an aid in understanding involved sentences and in speaking and writing correctly."

1763. **Turner, T. W.** Some ideals of the biological laboratory. *Education*, 38: 143-56, November 1917.

The biological laboratory and efforts to impart ethical values in their social relations.

1764. **Weaver, Mary A.** Teaching "advertising" in the English course. *Education*, 38: 168-74, November 1917.

Discusses the value of a course in "advertising."

KINDERGARTEN AND PRIMARY SCHOOL.

1765. **Shiels, Albert.** The unique function of the kindergarten in the modern school. *Kindergarten and first grade*, 2: 357-60, November 1917.

Paper read before the Kindergarten department, National education association, Portland, Oreg.

RURAL EDUCATION.

1766. **Bailey, C. W.** The improvement of the rural schools of Kentucky under the county unit system of administration. *Kentucky high-school quarterly*, 3: 3-49, October 1917.

The first part of a thesis submitted to the University of Kentucky in partial fulfillment of the requirements for the degree of Master of arts. To be concluded in the January issue.

1767. Consolidation of rural schools. Present status and future prospects in the North central states. *American school*, 3: 295-303, October 1917.

A symposium presented at the rural school conference, St. Paul, Minn., August 29-31, 1917.

A series of statements, showing the situation with reference to consolidation of rural schools in Illinois, Kansas, Michigan, Minnesota, Nebraska, North Dakota, South Dakota, and Wisconsin.

1768. **Groves, Ernest B.** The rural worker and the country school. *Rural manhood*, 8: 387-90, November 1917.

The second article in a series.

1769. **Monahan, A. C.** Organization for efficiency. *Associate teacher*, 18: 20-23, October 1917.

Address before the Minnesota educational association at St. Paul, Minn.

Gives briefly the development of city school administration and says that rural districts to get the same results must adopt a similar organization. Advocates the county system for rural schools.

1770. Rural education. The aims of the rural elementary school. *Athenæum* (London) no. 4622: 494-98, October 1917.

First of a series of articles on rural education, suggesting a policy for the future and some immediate reforms. Conditions in Great Britain.

1771. **Woolter, Thomas Jackson.** Teaching in rural schools. Boston, New York [etc.] Houghton Mifflin company [1917] xvii, 321 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

The two parts into which this book is divided deal respectively with Organization, instruction, and control, and with Teaching the elementary school subjects.

SECONDARY EDUCATION.

1772. **California high school principals.** Proceedings of the state convention . . . at Riverside, Cal., December 27-30, 1916. Sacramento, California state printing office, 1917. 165 p. 8°. ([Publication] California state board of education)

Contains: 1. W. C. Wood: The convention's work in reorganizing secondary education, p. 9-18. 2. Suggested modifications of the requirements for admission to the state university [by] H. M. Shafer, p. 19-24; [by] E. W. Locher, p. 25-30. 3. Report of committee on minimum requirements for graduation submitted to the second annual convention of the High school principals, Riverside, Cal., December 28, 1916, p. 31-39. 4. J. F. Engle: Military drill in the public high school, p. 51-54. 5. W. A. Doron: Shall military training be made compulsory in our high schools? p. 55-60. 6. The possibilities of the intermediate high school in union and county high school districts [by] M. E. Hill, p. 61-65; [by] W. E. Hester, p. 66-70. 7. High school extension [by] O. H. Close, p. 71-72; [by] H. N. Young, p. 73-76; [by] C. E. Van Deventer, p. 77-79; [by] M. H. Rowell, p. 80-83; [by] James Keith, p. 84-87. 8. B. M. Woods: Relation of the university to the junior college and the work of the junior college teacher, p. 84-98. 9. Frederick Addeke: The unification of secondary education in the greater high school, p. 99-106. 10. F. S. Hayden: The correlation of the work of the junior college with secondary studies, p. 110-14. 11. C. L. Biedenbach: Class and student body finances, p. 115-25. 12. C. A. Lungworthy: Supervised study, p. 120-32. 13. The organization and effects of supervised study [by] Ethel P. Andrus, p. 133-35; [by] E. E. Wood, p. 136-37; [by] W. A. Ferguson, p. 138-41. 14. C. H. Nielsen: Supervised study, p. 142-47.

1773. **Bone, H. A.** The Junior high school. Associate teacher, 18: 14-15, 18, October 1917.

History, advantages, etc., of the Junior high school.

1774. **Brelet, Henri.** L'enseignement secondaire: ce qu'il doit être. Revue internationale de l'enseignement, 37: 361-74, September-October 1917.

Proposes a complete revision of the Plan of studies of 1902.

1775. **Davillé, Louis.** L'enseignement secondaire de l'histoire et les programmes de 1902. Éducation, 9: 324-46, September 1917.

To be continued.

Proposes to examine and evaluate, first, the programmes for secondary history in use in France before 1902; secondly, the programmes of 1902; and lastly to outline possible substitutes for these programmes.

1776. **Eubank, H. Ragland.** Schedule and course of study for two and three year high schools, having an eight-month term and three and four teachers, respectively for the whole school. Virginia journal of education, 11: 119-22, November 1917.

1777. **Herrick, Cheesman A.** What high school studies are of most worth? Business educator, 23: 25-26, November 1917.

Address before the Department of business education, National education association.

1778. **Irvine, Paul.** Psychology and the Junior high school. Colorado school journal, 33: 15-17, October 1917.

1779. **McCartney, L.** The Junior high school; a description of the local situation in Hannibal, Missouri. School review, 25: 652-58, November 1917.

1780. Stetson, Paul C. A statistical study of the scholastic records of 404 Junior and non-Junior high school students. *School review*, 25: 617-36. November 1917.

A statistical study of the Junior high school in Grand Rapids, Mich. Writer says the results are disappointing, but they are by no means intended to indicate that the intermediate school is a failure, or that there have not been benefits derived from it which more than justify the increased cost. Enumerates the values obtained.

1781. Wilds, Elmer H. The supervision of extra-curricular activities. *School review*, 25: 659-73. November 1917.

This study was undertaken with the object of devising "a method for the supervision of extra-curricular activities in the high school that could be applied universally to all types and sizes of high schools and solve the many evils connected with the administration of the manifold forms of these activities as found in our schools."

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1782. Alderman, Edwin A. The function and needs of schools of education in universities and colleges. New York city. General education board. 1917. 31 p. 8". (General education board. Occasional papers no. 4.)

1783. Allen, William H., and Pearse, Carroll G. Self-surveys by teacher-training schools. Yonkers-on-Hudson. World book company. 1917. 207 p. front. illus. plates. 12". (Educational survey series [vol III].)

1784. Andrews, William E. The relation of the teacher to the school. *School and home education*, 37: 50-52. November 1917.

Says there are four types of relationships that may be used to symbolize that which exists between the teacher and the school: 1. That of a laborer to his job. 2. That of an aspirant for professional or community distinction. 3. That of a minister to his charge. and 4. That of a parent to his children. Deals especially with the ideal relation between teacher and school, that of a parent.

1785. Clarke, William F. Teacher qualifications. *Midland schools*, 32: 74-76. November 1917.

A compilation of answers received to a questionnaire sent to superintendents of schools asking them for the qualities they desire in teachers. It is evident from the replies that superintendents are interested first of all in character and personality.

1786. Cornman, Oliver P. Retirement system for employees of the public schools of Pennsylvania. A brief review of the recently enacted measure. *Current education*, 21: 255-59. October 1917.

1787. Dewey, John. The case of the professor and the public interest. *Dial*, 63: 435-37. November 8, 1917.

Declares that in questions of academic freedom, college teachers are rarely excited over the free-speech issue, but are usually concerned about the relative authority to be exercised by the trustees as legal employers and guardians and the faculty as representing immediate educational interests.

1788. Edwards, E. B. The training of science teachers. *School education*, 37: 5-8. November 1917.

The preparation of high school teachers of science.

1789. Livingston, Arthur. Academic freedom. *New republic*, 13: 69-71. November 17, 1917.

Insists that the hope of higher education lies in a National university, founded on "the model of the Supreme court independent of wealthy donors and their designated successors," etc.

1790. **Lowrey, P. O.** The relation of the public school teacher to the church. Bulletin of the Board of education of the Methodist Episcopal church, South, 7: 99-105, November 1917.
The attitude of the public school teacher toward the Church: First, his life should be in harmony with the standard of social living that the Church requires, second, he should support the Church of his denomination with a reasonable service and a regular attendance upon her worship, and third, like all other Christians, he should give thanks to the Lord.
1791. **Maphis, Charles G.** First aid for high school teachers. Virginia Journal of education, 11: 55-57, 104-8, October, November 1917.
To be continued.
The first article discusses the high school principal; the second, the high school teacher.
1792. **Mathewson, Frank E.** The teacher of printing. Manual training magazine, 19: 86-91, November 1917.
Paper presented at the Philadelphia meeting of the Association of teachers of printing.
Discusses fundamental requirements, industrial experience, general education, personality, and teaching ability of teachers of printing.
1793. **Powers, D. T.** The teachers' call to service. Louisiana school work, 6: 77-79, October 1917.
The rights and responsibilities of the teaching profession.
1794. **Stockton, J. L.** Historical sketch of the development of the rural school department. Winona normal bulletin (Winona, Minn.) ser. 13-14: 1-19, November 1917.
The rural school department of the Winona normal school.
1795. **Wilkins, Lawrence A.** Requirements of an up-to-date modern language teacher; from the standpoint of the inspector. Bulletin of high points (New York city) no. 4: 2-9, October 1917.

HIGHER EDUCATION.

1796. **Allen, William H.** Self-surveys by colleges and universities, with a referendum to college and university presidents. Yonkers-on-Hudson, N. Y., World book company, 1917. 304 p. front. (map) illus., plates. 12". (Educational survey series [vol. III])
1797. **Bevier, Louis.** College grades and success in life. Educational review, 54: 325-33, November 1917.
A study based on a list of men who have achieved real eminence, and of a larger group who have been highly successful.
1798. **Blanchard, Arthur H.** Certain relations of a college or university to the engineering divisions of municipal service. American city, 17: 354-57, October 1917.
1799. **Boraas, Julius.** The troubles of college freshmen. School and society, 6: 491-94, October 27, 1917.
Gives the results of an investigation, showing the difficulties experienced by freshmen due to the nature of college life and in connection with classes and studies.
1800. **Cestre, Charles.** Un grand universitaire américain: Charles Eliot Norton. Revue internationale de l'enseignement, 37: 348-60, September-October 1917.
A study based on the published Letters of Charles Eliot Norton, a biographical record. Writer concludes that Norton's work is a good example for all teachers of youth who are convinced that intellectual cleverness and knowledge are of no value unless they serve the moral ends of humanity.

1801. **Davenport, Frederick M.** The college in a democracy. *Outlook*, 117: 280-91, October 24, 1917.
Says that the curriculum, the methods, the machinery, the teaching force, the governing board, and the undergraduates of the modern college must be "shot through" with the spirit of service for the Nation if it is to survive.
1802. **Davies, George B.** The universities and the war. *Quarterly Journal of the University of North Dakota*, 8: 44-49, October 1917.
1803. **Glazebrook, Richard T.** Science and industry; the place of Cambridge in any scheme for their combination. *The Rede lecture 1917*. Cambridge, University press, 1917. 51p. 12°. Brings out the value of science both in war and in peace.
1804. **Holliday, Carl.** The municipal university. *School and society*, 6: 426-31, 545-48, 601-5, October 13, November 10, 24, 1917.
I. Its origin and growth.—II. Its theories and its purposes.—III. Its actual workings.
1805. **Mercier, Louis J. A.** The challenge of West Point. *North American review*, 206: 719-25, November 1917.
Methods of study and discipline at the U. S. Military Academy. Goes into the psychology of the subject.
1806. **Norris, Edwin Mark.** The story of Princeton. Illustrated from drawings by Lester G. Hornby. Boston, Little, Brown and company, 1917. 270 p. front., plates. 12°.
1807. **Rutgers college. Editorial committee.** Rutgers college. The celebration of the one hundred and fiftieth anniversary of its founding as Queen's college, 1766-1916. [New Brunswick, N. J.] Pub. by the College, 1917. 386 p. illus. 8°. Contains: Educational conference, October 12, 1916. 1. P. F. Claxton: The federal government and public education, p. 213-24. 2. Henry Suzzallo: An organic state school system, p. 224-31. Discussion by C. N. Kendall and T. E. Finegan, p. 231-42. 3. Rush Rhees: A college of liberal arts—nevertheless, p. 243-58. 4. Eugene Davenport: The college of agriculture as a public service institution, p. 258-72. 5. Edward Orton, jr.: The contribution of mechanic arts to educational progress, p. 272-83. 6. A. D. Dean: Factors entering into a state program of vocational education, p. 288-304.
1808. **Science and learning in France, with a survey of opportunities for American students in French universities. An appreciation by American scholars.** [Chicago, Ill.] The Society for American fellowships in French universities, 1917. 454 p. illus. 8°. Editor: John H. Wigmore.
Sets forth for each particular field the record of French scholarship during the past century; courses of instruction at French universities, and account of most important scholars; the facilities available for study and research. The chapter on Education, p. 89-94, is contributed by a drafting committee consisting of John Dewey, F. E. Farrington, P. H. Hanus, and C. H. Judd.
1809. **Sisson, Edward O.** Inaugural address of the president of the University of Montana. *School and society*, 6: 571-76, November 17, 1917.
Some of the problems of universities in general, and the essentials of the policy of the State university of Montana, in particular.
1810. **Stearns, Wallace N.** The college farm. *American schoolmaster*, 11: 406-11, November 1917.
The management and expense of a college farm which aims at instruction and production of staple vegetables and fruits for the college table.

1811. **Sutton, W. S.** The assault on the University of Texas. Educational review, 54: 390-409, November 1917.

A plain statement of facts regarding the contest waged between Gov. J. K. Ferguson and the University of Texas.

1812. **Viglione, Francesco.** La gioventù studiosa nelle università inglesi. Nuova antologia, 52: 248-65, August 1, 1917.

An Italian estimate of higher education in England.

1813. **Viviani, René.** Address. University record, 3: 268-72, October 1917.

The address delivered at the University of Chicago, May 5, 1917, on the occasion of the visit of the French mission. Reprinted from "Addresses in the United States by M. René Viviani and Marshal Joffre. Doubleday, Page & Co., 1917.

A plea for sending American students to French universities.

1814. **Wells, Wesley B.** Value vs. truth as the criterion in the teaching of college philosophy. American journal of psychology, 28: 504-507, October 1917.

Writer contends that the lesson learned from the elementary schools, that teaching should be ordered "to fit the psychological needs of the pupils rather than the logical claims of the subject-matter, may with profit be extended to the teaching of philosophy to college undergraduates."

SCHOOL ADMINISTRATION.

1815. **National association of school accounting officers.** Report of 6th annual meeting. Pittsburgh, May 15-17, 1917. Rochester, N. Y., Rochester shop school press, 1917. 64 p. 8". (J. S. Mullan, secretary, Rochester, N. Y.)

Contains: 1. Arthur Kinkade: Miscellaneous repairs and replacements, p. 12-20. 2. E. M. Brown: Standardization of school supplies, p. 21-26. 3. A. L. Clinite: Pay rolls—their preparation and treatment, p. 27-31. 4. August Hiller: Uniform accounting, p. 31-33. 5. C. L. Wooldridge: Standardizing school building measurements, p. 36-41. 6. G. F. Womrath: The uses of domestic science and manual training centers, and what becomes of the materials purchased and used, p. 41-44. 7. H. B. Rose: The care of school buildings; including janitorial services and wages, and economy in the use of fuel, light and wages, p. 44-57. 8. W. J. Flynn: School surveys from the financial viewpoint, p. 57-62.

1816. **Kennedy, J. Wilmer.** The all-year school. Developed from the summer school. American education, 21: 78-84, October 1917.

Address given at the meeting of the Department of superintendence, National education association, at Kansas City, March 28, 1917.

History, organization, etc., of the all-year schools.

1817. **Phillips, J. H.** Changes in school organization. The "seven-four plan." High school quarterly, 6: 5-10, October 1917.

A few reasons why the seven-four plan is used in preference to the six-six plan in Alabama.

1818. **Rogers, Lester B.** State aid for departments of education in non-state institutions. School and society, 6: 451-57, October 20, 1917.

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1819. **Updegraff, Harlan.** Scientific management in educational administration. American school board journal, 55: 19-21, 83, November 1917.

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1820. **Wilde, Arthur H.** School publicity. *American school board journal*, 55: 27-28, 74-75, November 1917.

The lack of effective publicity in school systems and the need of it.

SCHOOL MANAGEMENT.

1821. **Brown, R. W.** The use and abuse of examinations. *Journal of education of the Academy of the New Church*, 17: 3-14, October 1917.
1822. **Chapman, J. Crosby, and Feder, R. B.** The effect of external incentives on improvement. *Journal of educational psychology*, 8: 469-74, October 1917.
Results of a test, showing that the incentive exerted a considerable effect on the amount of the product.
1823. **Doughton, Isaac.** Choosing textbooks. *American school board journal*, 55: 27-30, November 1917.
1824. **Downing, Elliot B.** Supervised study and the science laboratory. *School review*, 25: 646-51, November 1917.
Says that laboratory work is essentially supervised study.
1825. **Fitzpatrick, F. B.** Classroom supervision in city schools. *Virginia journal of education*, 11: 57-61, October 1917.
A few suggestions on city supervision.
1826. **Frank, Colman D.** The big brother movement in the high school. *Educational review*, 54: 33-43, November 1917.
A self-help plan adopted by the De Witt Clinton high school, New York city. Whenever a teacher is unavoidably detained or is called out of the room a pupil takes his place and conducts the work in his absence.
1827. **Hancock, J. A.** Can grades be standardized? *Journal of education*, 86: 457-58, November 8, 1917.
Suggests possible standards in grading the daily work.
1828. **Hines, H. C.** Supervised study in the junior high school. *School and society*, 6: 518-22, November 3, 1917.
Discusses the different plans of supervised study: (1) The general study hall, (2) Conferences, (3) The study coach, (4) Delayed-group plan, (5) Printed study directions, (6) Double period, (7) Weekly supervised study, and (8) Divided period.
1829. **Jensen, G. C.** As a faculty thinketh. *Sierra educational news*, 13: 430-35, November 1917.
Being the findings of the faculty of the Elko county high school of Elko, Nevada; the results of a series of investigations running over many months and the conclusions reached during a three-day session of the faculty, prior to the opening of the school, September, 1917.
Conclusions regarding supervised study, methods of study, advisory system, a moral system of grade markings, student activity hour, high school extension, English composition, and citizenship.
1830. **Proctor, William Martin.** Home and school study time of 1,661 Pacific coast high-school pupils. *School and society*, 6: 599-600, 624-29, November 17, 24, 1917.
1831. **Roberts, Alexander C.** A study of the marking system of the teachers of the Everett (Washington) high school. *Educational administration and supervision*, 3: 485-95, October 1917.

1832. **Smith, E. C.** Teachers' marks in high school. *American school board journal*, 55: 18, 83, November 1917.

A study of the marking system in the high schools of Morgantown, W. Va., showing the need of more definite standards in the minds of teachers as to what shall constitute the minimum requirements in each course.

1833. **Washichek, F. J.** Characteristics of an efficient recitation. *Catholic school journal*, 17: 270-71, November 1917.

1834. **Womack, J. P.** Some leaks and how to stop them. *Journal of education*, 86: 372-74, October 18, 1917.

Discusses leaks in the school system due to poor lesson assignment, teacher's failure to provide a lesson plan, senseless habit of repeating, misplacing of emphasis, lockstep system, etc.

SCHOOL HYGIENE AND SANITATION.

1835. **Bray, Willis J.** The report of a sanitary survey of the rural schools of northeast Missouri. *Rural school messenger*, 7: 45-80, November 1917. Illus.

1836. **Cummins, Robert A.** A health survey in a small city system. *American school board journal*, 55: 25-26, 74, November 1917. Illus.

A survey of the health conditions in the schools of Van Wert, Ohio.

1837. **Earp, Samuel E.** Cogent reasons for medical inspection in schools. *Indiana instructor*, 2: 10-15, November 1917.

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1838. **Langworthy, Henry G.** The work of the country school teacher in the conservation of vision and hearing. *Midland schools*, 32: 77-80, November 1917.

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1839. **Bedway, Jacques W.** The unnecessary dust of schoolrooms. *Journal of education*, 86: 403-404, October 26, 1917.

PHYSICAL TRAINING.

1840. **American physical education association.** [Papers read at the twenty-first annual convention, Pittsburgh, Pa., April 1917.] *American physical education review*, 22: 401-31, October 1917.

Contains: 1. J. P. Garber: How to organize and plan for physical training and give it its true place in the general scheme of education, p. 401-8. 2. W. A. Stecher: After-school physical education activities, p. 409-14. 3. F. J. Kelley: Extending class athletics, p. 415-19. 4. Anna S. Cressman: A plan of athletics and honors for high-school girls, p. 420-26. 5. Augusta L. Patrick: Athletics for girls and its problems in the high school, p. 427-31.

1841. **Camp, Frederick S.** Physical education and military drill: what should be our policy. *School review*, 25: 537-45, October 1917.

Writer says that only a small part of military training should be countenanced in high schools. The emphasis should be placed upon physical and vocational education.

1842. **Clark, Lydia.** Physical training for the elementary schools, gymnastics, games and rhythmic plays. Chicago, New York [etc.] B. H. Sanborn & co., 1917. 415 p. Illus. (incl. music) 12°.

1843. **Cressman, Anna S.** A plan of athletics for high school girls. *Mind and body*, 24: 251-57, October 1917.

A plan of work to be conducted after the regular school day from 2.15 to 4 p. m. three days in the week; the work to be done voluntarily on the part of the pupil.

1844. **Philippe, Jean.** La gymnastique éducative d'Amoros. *Education*, 9: 290-307, September 1917.

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Writer says that although Amoros is not the founder of French gymnastics, he gave it a strength of organization which is still vigorous to-day.

SOCIAL ASPECTS OF EDUCATION.

1845. **Walker, Anita J.** The high school as a social factor in the life of the students. *Florida schoolroom*, 24: 14-16, October 1917.

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1846. **Hollenbeck, J. S. DeF.** Boy's rights. *American education*, 21: 140-48, November 1917.

The obligations of the parents and the schools toward the boy.

1847. **Lathrop, Julia C.** The Children's bureau in war time. *North American review*, 206: 734-46, November 1917.

Discusses conservation of childhood; child labor, etc.

1848. **Meigs, Grace L.** Infant welfare work in war time. Chicago, American medical association, 1917. 18 p. 8°.

Reprinted from the *American journal of diseases of children*, August 1917, vol. 14, pages 80-97.

Read before the section on health, National conference of charities and correction, Pittsburgh, June 9, 1917.

MORAL EDUCATION.

1849. **Churchill, J. A.** Moral instruction in the public schools through the story. [Salem? Or., Dept. of public instruction] 1917. 21 p. 12°.

RELIGIOUS EDUCATION.

1850. **Coe, George Albert.** A social theory of religious education. New York, C. Scribner's sons, 1917. xiii, 361 p. 12°.

Attempts to determine the consequences for religious education following from the now widely accepted social interpretation of the Christian message.

1851. **Davidson, John.** Means and methods in the religious education of the young; with special reference to the Sunday school. London, New York [etc.] Longmans, Green and co., 1917. 152 p. 42°.

MANUAL AND VOCATIONAL TRAINING.

1852. **Eastern arts association.** Proceedings, eighth annual meeting, Philadelphia, Pa., April 5-7, 1917. 173 p. 8°. (Fred P. Reagle, secretary, Montclair, N. J.)

Contains: 1. T. M. Balliet: The domain of art education, p. 7-10. 2. L. W. Miller: Blind alleys and the way out, p. 11-16. 3. J. P. Hancy: The teaching of appreciation, p. 17-22. 4. Flora B. Potter: The place and value of design in the teaching of the arts, p. 47-49. 5. Edith Baer: The art of home management, p. 70-76. 6. Josephine A. Marshall: The art of household management, p. 77-81. 7. C. H. Meeker: The teaching of color in relation to house-furnishing, p. 90-103. 8. S. Ida Fairbrothers: Industrial arts, p. 104-9. 9. Sara L. Patrick: Industrial arts for the first six grades, p. 110-22.

1853. Book, W. F. Vocational work in Indiana. *Educational administration and supervision*, 3: 445-58, October 1917.

The problem of vocational training for high-school pupils in Indiana, how Indiana is attempting to solve the problem, prevocational work in the regular schools, and vocational education in the high school.

1854. Claudy, C. H. "\$92.50 a day." *Moderator topics*, 38: 101-102, October 18, 1917.

A story originally published in the *American boy* for October 1917, showing the money value of an education.

1855. McNary, Egbert E. Related work. *Manual training magazine*, 10: 77-81, November 1917, 10 pp.

This is the first of a series of articles on apprentice work related to shopwork.

1856. Seybolt, Robert Francis. Apprenticeship & apprenticeship education in colonial New England & New York. New York city, Teachers college, Columbia university, 1917. 121 p. 12¢. (Teachers college, Columbia university. Contributions to education, no. 85.)

VOCATIONAL GUIDANCE.

1857. Brewer, John. Vocational guidance and the life-career class. *School and society*, 6: 541-45, November 10, 1917.

The subject-matter, the methods, the teachers, etc., of a life-career class in vocational guidance.

1858. Goodnow, Marc N. Fitting boys to their jobs. *American education*, 21: 85-89, October 1917.

An account of the vocational guidance work carried on under the direction of Jesse B. Davis in Grand Rapids, Michigan.

AGRICULTURAL EDUCATION.

1859. Association of American agricultural colleges and experiment stations. Proceedings of the thirtieth annual convention . . . held at Washington, D. C., November 15-17, 1917. Burlington, Vt., Free press printing company, 1917. 363 p. 8¢. (J. L. Hills, secretary, Burlington, Vt.)

Contains: 1. C. E. Thorne: The progress of education and research in agriculture, p. 45-52. 2. Report of committee on instruction in agriculture. Relations of high-school agriculture to agriculture as taught in the land-grant colleges, p. 64-88. 3. Report of the bibliographer. Published sources of information about farm women, p. 90-107. 4. Organization and administration under the Smith-Lever act as related to home-economics departments and the farm home [by] R. A. Pearson, p. 115-18; [by] A. M. Soule, p. 118-20. 5. G. P. Benton: Problems and opportunities presented by the new federal army reserve law, p. 145-50. 6. Edward Orton, Jr.: The land-grant colleges and their part in the national defense, p. 152-63; Discussion, p. 163-66. 7. W. W. Charters: Methods of improvement of teaching in colleges of agriculture, p. 177-83. 8. H. J. Waters: The advantages and disadvantages of the division of the college year into four terms of twelve weeks each, p. 185-93; Discussion, p. 193-96. 9. E. J. Aley: The cooperation of teachers of agriculture and engineering in the agricultural and engineering curriculum, p. 241-40. 10. S. P. Capen: The status of the land-grant college as outlined in reports of surveys recently made by the United States Bureau of education, p. 246-52; Discussion, p. 252-68. 11. Edna White: Home economics extension in its relation to woman's work in the home, p. 292-97. 12. E. J. Baldwin: Home economics extension in its relation to rural engineering and architecture, p. 297-300. 13. H. L. Russell: Home economics extension in its relation to rural health and personal hygiene, p. 300-303. 14. Agnes E. Harris: The function of the woman extension worker—the county agent, p. 304-10.

COMMERCIAL EDUCATION.

1880. Nichols, F. G. What English is commercial English? *Journal of the New York state teachers' association*, 4: 216-20, October 1917.

Discusses the minimum requirements in business English the fundamentals that should be mastered by every boy and girl.

PROFESSIONAL EDUCATION.

1861. Lake, Kirsopp. American, English, and Dutch theological education. *Harvard theological review*, 10: 336-51, October 1917.

A comparison and evaluation of the particular types of theological education prevailing in the three countries indicated.

1862. Lyon, E. P. Graduate education in the clinical branches, and the Minnesota experiment. *Journal of the American medical association*, 60: 1307-13, October 20, 1917.

Discusses the need for the technical proficiency that comes from repetition and for "the diagnostic skill that is not so much born as derived from repeated observation." The Minnesota experiment is one in intensive education. Says that graduate work in medicine should be in the graduate school and not in the medical school.

1863. Morrow, L. W. W. Engineering graduates and industrial demands. *Engineering education*, 8: 65-74, October 1917.

CIVIC EDUCATION.

1864. Bennion, Milton. *Citizenship, an introduction to social ethics; with an introduction by David Suedden*. Yonkers-on-Hudson, N. Y., World book company, 1917. xviii, 181 p. 12°.

Designed to meet the needs of students in high school and early college who are ready in a practical fashion to discuss contemporary problems of citizenship in their functional aspects.

1865. Dunn, Arthur W. Civic education in its relation to the immigrant. *Journal of the New York state teachers' association*, 4: 201-7, October 1917.

Some of the recent developments in civic education as found in the public schools in their relation to the immigrant.

SCHOOLS FOR MAIMED SOLDIERS.

1866. *American journal of care for cripples*, vol. 5, no. 1, September 1917. (Re-education of crippled soldiers.)

Contains: 1. J. L. Todd: The French system for return to civilian life of crippled and discharged soldiers, p. 5-77. 2. D. C. McMurtrie: The war cripple, p. 86-94. 3. Lillian Brandt: The inter-allied conference on war cripples, p. 111-18. 4. Mrs. M. A. Cloudesley Bretton: Provision for British soldiers and sailors at Queen Mary's convalescent auxiliary hospitals, Southampton; and Queen Mary's workshops, Pavilion military hospital, Brighton, p. 124-32. 5. D. C. McMurtrie: The Canadian publicity campaign in the interest of crippled soldiers, their re-education and employment, p. 140-60. 6. C. J. Burt: Educative convalescence for crippled soldiers at the heritage craft schools, Chalvey, Sussex, England, p. 161-64. 7. M. Carle: Vocational schools for war cripples in France, p. 165-70. 8. C. F. Painter: The responsibility of the public in solving the problem of the care of the crippled, p. 192-200. 9. Recommendations for state provision of industrial training for crippled workmen, p. 206-9.

No. 2 originally appeared as number 17 in the series of Columbia war papers, published by Columbia university, New York, 1917; No. 3 is reprinted from the *Survey*, September 20, 1917; No. 7 is a translation of the final chapter of Dr. Carle's book, *Les écoles des blessés*, Paris, 1915; No. 8 is reprinted from the *Interstate medical journal*, 1917; and No. 9 is extracted from the Special report of the Board of education of Massachusetts relative to training for injured persons, February 1917.

1867. **Boscawen, Arthur Sackville Trevor Griffith-**. Report on the Inter-allied conference for the study of professional re-education, and other questions of interest to soldiers and sailors disabled by the war. Held at Paris 8th to 12th May, 1917. London, H. M. Stationery office, 1917. 47p. 8°.
1868. **Kouindjy, P.** La rééducation professionnelle des mutilés de guerre. La revue (Paris) 119: 534-39, 1-15 septembre 1917.
1869. **McMurtrie, Douglas C.** Crutchés into plowshares. A lesson for the United States in the reconstruction of Canadian war cripples. Survey, 39: 105-10, November 3, 1917.
Work accomplished in the province of Alberta, Canada. Illustrated. Occupational work for convalescent soldiers.
1870. **Recalled to life.** A Journal devoted to the care, re-education, and return to civil life of disabled sailors and soldiers. (London, Eng.) No. 1. June 1917. 204 p.
Contains: 1. Alfred Keogh: The treatment of the disabled, p. 5-42. 2. Arthur Griffith-Boscawen: Inter-allied conference at Paris on the treatment and training of disabled soldiers, p. 43-49. 3. Work in France and Germany, p. 130-86. 4. Training classes for the disabled, p. 199-204.
1871. **To prepare soldier cripples for industry.** Iron age, 100: 981-82, October 25, 1917. illus.
Outline of government plans to reinstate the maimed of war on a self-sustaining basis.

EDUCATION OF WOMEN.

1872. **Bovingdon, John.** The girls' doll festival. An educational study of a Japanese custom. School and society, 6: 540-50, November 10, 1917.
1873. **Dodd, Alvin E.** Training women to earn—a national movement. Journal of home economics, 9: 441-46, October 1917.
Presented at the ninth annual meeting of the American home economics association, Ithaca, N. Y., 1916.
1874. **Klein, Gertrude.** The emotional coloring of the high school girl's life. Education, 38: 160-65, November 1917.

NEGRO EDUCATION.

1875. **Hogan, W. E.** Changing conceptions of the aims of negro education. Bulletin of the Board of education of the Methodist Episcopal church, South, 7: 116-24, November 1917.
Presents certain changes that have occurred in the aims, methods, and content of negro education from the beginning of colored schools in America to the present time.
1876. **Hollis Burke Frissell.** Southern workman, 40: 561-648, November 1917.
Entire number is devoted to a symposium on the life and labors of Dr. Frissell, principal of Hampton Institute, Va., from 1893-1917. Dr. Frissell died August 5, 1917. Among the contributors to the memorial number are: F. G. Peabody, P. P. Claxton, W. H. Taft, Paul H. Hanus, Lyman Abbott, Abraham Flexner, etc.

EDUCATION OF DEAF.

1877. Edward Miner Gallaudet. American annals of the deaf, 62: 399-403, November 1917.

An appreciation of the life and services of Dr. Gallaudet.

1878. Long, J. Schuyler. Our aim in teaching the deaf. American annals of the deaf, 62: 413-25, November 1917.

Presents a list of occupations for the graduates of a school for the deaf.

1879. Porter, Sarah H. The individuality of schools for the deaf. American annals of the deaf, 62: 426-30, November 1917.

Continued from the Annals for May, 1917, p. 250. Discusses the work of the School for the deaf, at Lexington ave., New York city.

EXCEPTIONAL CHILDREN.

1880. Bruce, H. Addington. Handicaps of childhood. New York, Dodd, Mead and company, 1917. 310 p. 12°.

1881. Fitts, Ada M. The function of special classes for mentally defective children in the public schools. Journal of psycho-aesthetics, 21: 04-08, March and June 1917.

1882. George, William R. Prison walls without a prison. A plan for restraining and reforming offenders in farm villages. Survey, 30: 120-23, November 3, 1917.

Work at Freeville, N. Y. A plea for extending the Junior republic plan to older offenders.

1883. Johnstone, E. B. Feeble-minded children and methods of care and instruction in the training school at Vineland, New Jersey, U. S. A. Child (London) 8: 18-23, October 1917.

1884. Wallin, J. E. Wallace. Problems of subnormality. Yonkers-on-Hudson, N. Y., World book company [1917] xv, 485 p. 8°.

CONTENTS.—1. Changing attitudes toward the subnormal.—2. Who is feeble-minded?—3. General principles and facts to be recognized in the organization of work for mentally and pedagogically retarded children.—4. The problem of the feeble-minded in its educational and social bearings.—5. The problem of epilepsy.—6. State provisions for defective children.—7. The hygiene of eugenic generation.—Bibliography.

EDUCATION EXTENSION.

1885. Cox, Flemin W. Extension work in normal schools. School and home education, 37: 30-31, October 1917.

Different forms of extension work carried on in normal schools.

1886. Olrik, Hans. De svenske hjembygdskursus. Vor ungdom, September 1917, p. 460-69.

LIBRARIES AND READING.

1887. Gray, Mason D. The classical reading league of New York State. Classical journal, 13: 111-17, November 1917.

Gives the courses outlined for 1917-18.

1888. Pooley, Mary Helen. Problems met in reorganizing a high school library. Library journal, 42: 866-69, November 1917.

1889. Warren, Irene. The high-school library: the department and its equipment. American school board journal, 55: 22-23, 51, 52, November; 25-26, 77, December 1917. illus.

Two articles on the subject by one who has devoted considerable study to the problem of high-school library efficiency.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1890. Garden clubs in the schools of Englewood, New Jersey; by Charles Orchard Smith. Washington, 1917. 44 p. illus. (Bulletin, 1917, no. 26)
1891. Lessons in community and national life. Washington, 1917. 6 pamphlets. 32 p. each. (Community leaflets, nos. 4-9)
- Lesson A-4. What nature has done for a typical city.
Lesson B-5. Saving the soil.
Lesson C-5. Conservation as exemplified by irrigation projects.
Lesson A-8. The rise of machine industry.
Lesson B-9. How men made heat to work.
Lesson C-9. Inventions.
1892. The money value of education; by A. Caswell Ellis. Washington, 1917. 52 p. illus. (Bulletin, 1917, no. 22)
1893. Possibilities for school-directed home gardening in Atlanta, Georgia. Washington, 1917. 7 p. (School home-garden circular no. 17, October 1917)
1894. Report of a survey of the University of Nevada. Washington, 1917. 184 p. (Bulletin, 1917, no. 19)
1895. Report of the work of the Bureau of education for the natives of Alaska, 1915-16. Washington, 1917. 66 p. plates, map. (Bulletin, 1917, no. 32)
1896. Rural-teacher preparation in county training schools and high schools; by H. W. Foght. Washington, 1917. 71 p. (Bulletin, 1917, no. 31)
1897. Studies in higher education in England and Scotland, with suggestions for universities and colleges in the United States; by George Edwin MacLean. Washington, 1917. 279 p. (Bulletin, 1917, no. 16)
1898. Studies in higher education in Ireland and Wales, with suggestions for universities and colleges in the United States; by George Edwin MacLean. Washington, 1917. 118 p. (Bulletin, 1917, no. 15)
1899. Vocational teachers for secondary schools. What the land-grant colleges are doing to prepare them; by Chester D. Jarvis. Washington, 1917. 85 p. (Bulletin, 1917, no. 33)