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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—Education and the war—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 architecture—School hygiene and sanitation—Physical training—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Agricultural education—School gardens—Home economics—Commercial education—Professional education—Civic education—Immigrants and illiterates—Reeducation of war invalids—Education of women—Negro education—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.

With this issue the record suspends publication for the summer.

PROCEEDINGS OF ASSOCIATIONS.

827. National society for the study of education. Seventeenth yearbook.
Part I.—Third report of the committee on economy of time in education.
Part II.—The measurement of educational products. Bloomington, Ill.,
Public school publishing company, 1918. 2 v. 8°.

828. **New England association of colleges and secondary schools.** [Addresses delivered at the meeting held at Springfield, Mass., December 7-S, 1917.] Education, 38: 621-732, May 1918.

Contains: 1. R. J. Aley: The war and secondary schools, p. 628-34. 2. J. M. Thomas: The war and the men's colleges, p. 635-43. 3. Lewis Perry: The school and college high brow, p. 644-49. 4. Mary E. Woolley: Educational problems in the colleges for women, p. 650-54. 5. C. W. Elliot: Abstract of address on Educational changes needed for the war and the subsequent peace, p. 655-58. 6. C. W. Elliot: The modern school, p. 659-67. 7. Paul Shorey: The modern school, p. 668-84. 8. A. E. Stearns: Education and the new order, p. 685-93. 9. O. W. Caldwell: An experimental school, p. 694-705. 10. G. H. Browne: The modern school and present day distractions, p. 710-21. 11. C. H. Forbes: Assumptions of the "Modern school," p. 725-29.

829. **North Carolina teachers' assembly.** Proceedings and addresses of the thirty-fourth annual session. . . Charlotte, November 28-30, 1917. Raleigh, N. C., Commercial printing company, 1918. 259 p. 8°. (E. E. Sains, secretary, Raleigh, N. C.)

Contains: 1. A. T. Allen: President's address. A plea to make the educational efforts of the state an organic whole, p. 63-70. 2. E. K. Graham: Patriotism and the schools, p. 71-77. 3. E. C. Griffin: The need of an educational survey in North Carolina, p. 82-86. 4. Etta R. Spier: A plea for the reorganization of primary curriculum, p. 102-5. 5. E. H. Moser: The teacher and the results in the grammar school, p. 109-11. 6. N. W. Walker: The place of the high school in the county system, p. 117-19. 7. N. W. Walker: A constructive program of high school development, p. 119-23. 8. J. R. Nixon: Schoolairs, p. 122-26. 9. W. D. Allen: General needs of the music teacher, p. 129-33. 10. R. H. Bachman: Needed school adjustments to meet conditions thrust on us by the world war, p. 163-70. 11. Hoy Taylor: High school music credits, p. 173-77. 12. F. M. Harper: The legal status of the city school superintendent, p. 178-80. 13. G. A. Harper: Some phases of Latin in the high school, p. 181-85. 14. A. A. Taylor: Examination and certification of city high school teachers, p. 190-95. 15. W. A. Harper: The standard college, p. 199-203. 16. Roy Thomas: What the farm-life school has done to develop community spirit, p. 213-15. 17. Gertude Sliiter: How the high-school economics teacher can forward the government's plan for conservation, p. 227-29.

830. **North central association of colleges and secondary schools.** Proceedings of the twenty-second annual meeting . . . held at St. Louis, Mo., March 23-24, 1917. . . Pub. by the Association, 1917. 180 p. 8°. (H. E. Brown, secretary, Kenilworth, Ill.)

Contains: 1. List of accredited institutions of higher education, p. 15-28. 2. C. B. Curtis: Secondary school science, p. 36-47. 3. C. H. Johnston: Commission of unit courses and curricula. Preliminary statement, p. 49-56. 4. P. W. Cox: Recommendations of the commission on unit courses and curricula of the North central association of colleges and secondary schools regarding junior high schools, p. 56-61. 5. J. E. Stout: Part II of the report of the committee on unit courses and curricula, p. 61-66. 6. J. H. Newton: Certain features of high school administration which should be standardized by the North central association, p. 74-86. 7. C. C. Certain: Standard library organization for accredited high schools of different sizes, p. 86-108. 8. C. O. Davis: Report of commission on secondary schools, p. 110-18. 9. Standards, statistical analyses and list of secondary schools accredited by the North central association of colleges and secondary schools, p. 118-35.

EDUCATIONAL HISTORY AND BIOGRAPHY.

831. **Browning, W. E.** The Lancasterian school system in England and the Americas. Educational foundations, 29: 465-73, April 1918.

A brief history of Joseph Lancaster and the introduction of his schools into England and the Americas. In conclusion, the author sums up the defects and the advantages of the system.

832. **Dugas, L.** Rousseau at Malebranche. Revue pédagogique, 72: 79-99, February 1918.

An attempt to show from an examination of the Émile that Rousseau was a disciple of Malebranche.

833. **From college dean to war executive. I.—Frederick P. Keppel of Columbia. My Levering Tyson. II.—Dean Keppel in the War department, by Donald Wilhelm.** American review of reviews, 57: 497-99, May 1918.

834. **McConaughy, James L.** Have we an educational debt to Germany? Educational review, 55: 361-76, May 1918.

A critical study of the German school system. Quotes from Samuel Jains and Horace Mann to show the undemocratic nature of Prussian education. Says that one result of the war will be a modification of our German-borrowed scheme of state educational control into some form of national direction.

835. Schoolmasters in books. Educational news (Edinburgh) 43: 198-99, April 5, 1918.

An interesting study of teachers in the works of Sir Walter Scott, Charles Dickens, W. M. Thackeray, George Eliot, the Brontë sisters, Charles Lamb, etc.

836. Superintendent W. L. Ettinger. School 29: 349, May 9, 1918.

Life of the new head of the New York city public school system—exponent of the new education; his policy.

837. Swift, Fletcher H. Hebrew education in school and society. Open court, 32: 228-53, 312-16, April, May 1918.

Historical study of Hebrew education during the period of reaction to foreign influences. Second paper deals with woman and the education of girls.

CURRENT EDUCATIONAL CONDITIONS.

United States.

838. Brode, H. L. The place of propaganda in education. Inter-mountain educator, 13: 15-17, April 1918.

Some kinds of educational propaganda common to-day and the good and bad phases of a propaganda.

839. Connecticut. Board of education. Educational inquiry, Kent 1916-1917. Hartford, Conn., State board of education [1917] 33 p. 1 fold, pl. (map) 8°. (Bulletin 56)

Written by Mr. E. Ward Ireland, an agent of the State board of education.

840. ———. Educational inquiry, New Hartford 1916. Hartford, Conn., State board of education [1917?] 33 p. 1 fold, pl. (map) 8°. (Bulletin 30)

Written by Mr. E. Ward Ireland, an agent of the State board of education.

841. Edmunds, S. H. School surveys. Columbia, S. C. University of South Carolina, 1918. 29 p. 8°. (Bulletin of the University of South Carolina, no. 66, March 1918)

Paper read before the Department of superintendence, December 20, 1917.

842. Education—an investment or an expense. Being a statement of certain facts of interest to the teachers of Kansas, and the editor's comments thereon. Kansas teacher, 7: 21, 36-38, May 1918.

Sets forth the effort made by the teachers of Kansas to obtain new textbooks in geography and to do away with the books in use at present which are already twenty years old and now thoroughly out of date.

843. Huron, S. D. Board of education. Report of the superintendent of schools, 1916-1917. [Huron, S. D., Bowen pub. co., 1917] 86 p. 8°.

E. L. Whitney, superintendent.

This report is in part a survey of school conditions in the district.

844. Levine, Albert J. The Ettinger plan of education of New York. Journal of education, 87: 507-9, May 9, 1918.

845. Musselman, H. T. School visions and school work in the city of Port Arthur. Texas school journal, 35: 9-11, April 1918.

The Port Arthur, Texas, elementary school. A description of the school plan and its work.

Foreign Countries.

846. Adams, John. English lay critics of education. Educational review, 55: 377-87, May 1918.

Criticism of elementary education in England.

847. Capitalism and education. Athenaeum (London), no. 4627: 131-34, March 1918.

Views of English captains of industry on the educational question. Writer says that we must get rid of the commercial view that education is intended for the cultivation of the intellects of the few and not for the uplifting of the masses.

848. Hicks, Charles E. Glimpses of Nippon at school. Journal of race development, 8: 328-45, January 1918.

Describes the educational system of Japan.

849. **Kandel, I. L.** England and educational reconstruction. *New republic*, 15: 13-16, May 4, 1918.
Discusses the provisions of the education bill, now being considered in the British parliament. Says that the measure will undoubtedly pass, for it has the support of every creed and all political parties. Commends that feature of the bill which permits local authorities to spend money on research in education.

EDUCATION AND THE WAR.

850. **Allen, William Harvey.** War fact tests for graduation and promotion. *Yonkers-on-Hudson, N. Y., World book company, 1918.* 80 p. front. illus. 12".
851. **Finley, John H.** Report of a visit to schools of France in war time . . . with messages to the universities, colleges and schools of America from those of France. [Albany: The University of the state of New York, 1917. 136 p. front. plates. 4".
852. **Futrell, John C.** Education and the war. *Arkansas teacher*, 6: 8-9, May 1918.
Education after the war.
853. **Groszmann, Maximilian P. E.** Some of the regrettable effects of the war on children of school age. *Educational foundations*, 29: 479-82, April 1918.
854. **Levine, Albert J.** Ideals and methods of education in the crucible of war. *Educational foundations*, 29: 517-26, May 1918.
855. **Munroe, James Phinney.** What the war means to education. [New York, D. C. McMurtrie] 1918. 12 p. 12".
Convocation address, George Washington university, February 22, 1918.
856. **Thwing, Charles Franklin.** Prospects of liberal education after the war. *Hibbert journal*, 16: 402-14, April 1918.
Says that the closer political union of Great Britain, France, and the United States is sure to have a fundamental influence on American higher education. After the war, liberal education, in order to maintain itself, and even to increase its force, should give special heed to certain great, constant factors and elements of its learning, among which are history, literature, philosophy, and religion.
857. **Wegner, Henry C.** Education and war. *American education*, 21: 456-58, May 1918.
Education that caused the war, education that will help win this war, and education that must end all war.
858. **Wilson, Woodrow.** War addresses of Woodrow Wilson; with an introduction and notes by Arthur Roy Leonard. Boston, New York [etc.] Ginn and company, [1918] xxxii, 129 p. front. 16".

EDUCATIONAL THEORY AND PRACTICE.

859. **Aubin, A.** Savoir positif et procédés mécaniques d'enseignement. 22 article. *Revue pédagogique*, 72: 100-29, February 1918.
Continued from *Revue pédagogique*, September 1917.
860. **Blumberg, Philip S.** Once more Flexner's "A modern school." *School and society*, 7: 545-51, May 11, 1918.
Answers the criticisms brought forth by Isaac Thomas against Flexner's "A modern school," which appeared in *School and society* for November 24, 1917.
861. **Bryant, D. C.** The good recitation. *Ohio educational monthly*, 67: 182-86, May 1918.
A discussion of the factors making for a good recitation such as the lesson assignment, preparation by the teacher, preparation by the pupil, etc.
862. **Great Britain. Board of education.** Suggestions for the consideration of teachers and others concerned in the work of public elementary schools. London, H. M. Stationery office, 1918. 159 p. 8".
Reprinted with revision of the introductory chapters and of the parts relating to nature study.

863. Howard, Frank E. The individual versus the group in education. *Educational review*, 55: 388-97, May 1918.
Says that a present defect in our educational agencies is that they have done too little "to develop social virtue. We must seek to change the joy of individual work into the joy of cooperative work and to inculcate our people with the spirit of our institutions."

EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

864. Aguayo, A. M. El laboratorio de psicología de la universidad. Habana. "El Siglo XX" de Aurelio Miranda, 1918. 19 p. 8°.
865. Hug-Hellmuth, H. von. A study of the mental life of the child. *Psychoanalytic review*, 5: 193-227, April 1918.
Translated from the German by J. J. Putnam and Mabel Stevens. Second article of series. Deals with play activities, memory, imagination, development of the understanding, and bodily functions.
866. Jones, W. Franklin. A study of handedness. Vermillion, S. D., Pub. by the University, 1918. 80 p. illus. 8°. (Series 17, no. 14, March 1918.)
867. Toops, Herbert A. and Pintner, Rudolf. Mentality in its relation to elimination from school. *School and society*, 7: 507-10, 534-39, April 29, May 4, 1918.

EDUCATIONAL TESTS AND MEASUREMENTS.

868. Dashiell, J. F. Children's sense of harmonies in colors and tones. *Journal of experimental psychology*, 2: 466-75, December 1917.
Experiments on kindergarten children of Minneapolis, Minn. Afterwards the same observations were made on 126 sophomores at the University of Minnesota.
869. Dearborn, Walter F. and Brewer John M. Methods and results of a class experiment in learning. *Journal of educational psychology*, 9: 63-82, February 1918.
"This is an experiment with a code substitution test. Five other tests were given at the beginning and at the end of the practice period to test the transfer effect. There was a decided improvement in the practice series, but the facilitation and interference in the other tests practically balance each other, leaving little evidence of transfer."
870. Minnick, J. H. Certain abilities fundamental to the study of geometry. *Journal of educational psychology*, 9: 83-90, February 1918.
"The abilities in question were to draw a figure for a theorem; to state the hypothesis and conclusion of the theorem; to recall additional facts about the figure when one or more facts are given; and to select from the available facts those necessary for a proof. Each of these was tested on one thousand pupils who had recently finished the first two books of geometry."
871. Race, Henrietta V. A study of a class of children of superior intelligence. *Journal of educational psychology*, 9: 91-98, February 1918.
"Twenty-one fourth grade children were selected on the basis of high intelligence quotients as determined by the Stanford revision of the Binet tests and placed in a special advancement class. Two years' work was easily done in one. The scores of a number of other tests are given."
872. Rogers, Agnes Low. Experimental tests of mathematical ability and their prognostic value. New York city, Teachers college, Columbia university, 1918. 118 p. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 89.)
873. Terman, Lewis M. Errors in scoring Binet tests. *Psychological clinic*, 12: 33-39, April 15, 1918.
874. Wallin, J. E. Wallace. The peg formboards. *Psychological clinic*, 12: 40-53, April 15, 1918.
Points out the serviceability of the peg formboards as a simple motor or psychomotor test.

SPECIAL METHODS OF INSTRUCTION.

875. Averill, Lawrence A. The motion picture and child development. *Educational review*, 55: 398-409, May 1918.
A plea for proper motion pictures. Effect on children. Advocates providing special juvenile performances at stated times and places, with films carefully selected in which all sex and crime scenes are eliminated.

876. **Branom, Mendel E.** The value of the project-problem method in elementary education. *Elementary school journal*, 18: 618-22, April 1918.
Discusses plan as worked out in the St. Louis schools.
877. **Fox, Florence C.** Socialized recitations. *Moderator-topics*, 38: 551-52, May 9, 1918.

SPECIAL SUBJECTS OF CURRICULUM.

878. **Association of history teachers of the middle states and Maryland.** Proceedings of the meetings held in 1917 at Philadelphia. Poughkeepsie and Philadelphia. Number 15, 61 p. 8°. (L. R. Schuyler, secretary-treasurer, College of the City of New York, New York, N. Y.)
Contains: 1. How far should the teaching of history and civics be used as a means of encouraging patriotism? [by] U. V. Ames, p. 6-16; [by] W. S. Myers, p. 17-18; [by] Louise H. Hueseler, p. 18-20. 2. A. S. Beatman: Should the curriculum in history for vocational students differ from that for academic students? If so, how? p. 24-31. 3. J. M. Gambrell: Should vocational interests determine the history curriculum? p. 31-36. 4. What can the teacher of history do now? [by] D. C. Knowlton, p. 41-46; [by] H. W. Houghland, p. 46-48; [by] W. B. Guthrie, p. 48-50; [by] Lucy E. Textor, p. 51.
879. **Branom, Mendel E.** The project-problem method in the teaching of geography. *Journal of geography*, 16: 333-38, May 1918.
880. **Brereton, Cloudesley.** A defence of the modern humanities. *Nineteenth century*, 83: 810-23, April 1918.
A reply to an article by Cyril Robinson in the *Nineteenth century*, for June, 1917, giving a critical defence of the present system of education in English public schools—the maintenance of an extreme type of classical instruction for all boys from 10 to 16-17. Criticises the point of view of Mr. Robinson, and says that early specialization in classics will have to be abandoned.
881. **Caldwell, Otis W. and others.** The course in natural science in the University elementary school. *Elementary school journal*, 18: 571-87, April 1918.
Third article of series. Deals with grades 6 and 7, and gives type-lessons.
882. **Committee to enquire into the position of modern languages in the educational system of Great Britain.** Report of the committee appointed by the prime minister to enquire into the position of modern languages in the educational system of Great Britain. Presented to Parliament by command of His Majesty. London, H. M. Stationery office, 1918. xiii, 82 p. f°. (Cd. 9030)
An important document containing an able and broad-minded examination of its subject.
883. **Greenlaw, Edwin.** Required work in literature for undergraduates. *English journal*, 7: 285-94, May 1918.
Lays emphasis on the spiritual and moral values to be obtained from reading and studying the best poets.
A paper read before the Southern association of colleges and secondary schools, November 1917.
884. **Harris, George W.** War on the German language. *Journal of education*, 87: 457-58, April 25, 1918.
Suggests as a motto for the guidance of all educators—"In higher institutions, the languages of all democratic peoples, as electives; and in all our schools, English, English, English everywhere required."
885. **Hendrick, Ethwood.** Science in the humanities. *Atlantic monthly*, 121: 656-64, May 1918.
Writer says that the greatest thing to teach is the science of living, the understanding of human reactions, the ways of people and things, and the cognizance of them.
886. **Herdman, W. A.** Some thoughts on science teaching in schools. *School world* (London), 20: 117-22, April 1918.
Value of scientific teaching in order to determine vocational proclivities of pupils and to lead to habits of correct observation, etc.
887. **Hollingworth, Leta S. and Winford, C. Amelia.** The psychology of special disability in spelling. New York city, Teachers college, Columbia university, 1918. 105 p., tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 88.)

888. An independent college of political science. *Nation*, 106: 559-60, May 11, 1918.
 Writer proposes "to secure from the various universities of the country a corps of selected specialists in the several branches of social science, relieve them from administrative responsibilities, grant them self-government, and set them free to investigate, publish, and teach."
889. Jones, Franklin T. Practice exercises in physics. *School review*, 26: 341-48, May 1918.
 Tests in physics to ascertain the student's knowledge of the numerical problem in heat.
890. Mackay, M. Boyd. The teaching of history in schools. *Journal of education* (London) 50: 217-19, April 1918.
 As regards teaching of history in English schools the writer says that the best point of contact from which to start with small children of secondary school age is some period of early English history.
891. Magee, Helene B. Inspiration in freshman composition. *English journal*, 7: 313-21, May 1918.
 Writer says: "Once convince a freshman class of the fact that the organizing of material for themes and the subsequent expression of that material in sentences and paragraphs which are orderly and clear are an essential part in any young person's training for such a working out of his or her own salvation, and you will have a class which is interested."
892. Moore, Frank G. Haste and waste in translating Latin. *Educational review*, 55: 417-26, May 1918.
893. Moritz, Robert E. Does the study of mathematics train the mind specifically or universally? a reply. *School and society*, 7: 485-92, April 27, 1918.
 A reply to an article by Ernest C. Moore, which appeared in *School and society* for October 27, 1917.
894. Myers, G. W. Progressive teaching of mathematics—what is it? *School science and mathematics*, 18: 387-96, May 1918.
 A talk to the Chicago City mathematical club, January 11, 1918.
895. Painter, George S. Mathematics as a study. *American education*, 21: 444-55, May 1918.
 Discusses mathematics as a science, mathematics in relation to other sciences, and mathematics as a mental discipline.
896. Science in secondary schools. *School world* (London) 20: 28-32, April 1918.
 Method in science teaching. From the report of a committee appointed by the British association to consider and report upon the method and substance of science teaching in secondary schools, with particular reference to the essential place of science in general education.
897. Scott, Jonathan F. History teaching and international friendship. *Nation* (Educational supplement) 106: 537-39, May 4, 1918.
 Says that school histories, especially, have tended to perpetuate antagonisms between Canada and the United States, growing out of the American revolution and the War of 1812. "Why perpetuate these antagonisms?" says the writer.
898. Sperlin, O. B. What literature shall we teach? *English journal*, 7: 303-12, May 1918.
 Discusses the recommendations of the Committee on the reorganization of English in secondary schools, published by the U. S. Bureau of education. Emphasizes idealization as the important factor in the teaching of literature, and finds the best literature to this end in the after-the-eighteenth century period.
899. Sturtevant, E. H. An obvious means of increasing the study of the classics. *Classical weekly*, 11: 202-4, May 6, 1918.
 Says that we are more likely to hold a man for classical study if we put him at Greek first than if we started him with Latin. Thinks that Greek offers the most attractive material.
900. Taylor, David C. The melodic method in school music; a manual for teachers and supervisors. New York, The Macmillan company, 1918. 171 p. 12°.
901. Torrey, Harry B. Value and service of zoological science: value to the individual. *Science*, n. s. 47: 471-76, May 17, 1918.
 Says that zoology presents peculiar advantages to the elementary student in school or college, for the use of the constructive imagination.

KINDERGARTEN AND PRIMARY SCHOOL.

902. **Watkins, Catharine R.** The responsibility of the kindergarten to its own ideals. Kindergarten and first grade, 3: 178-81, May 1918.
Address given at the International Kindergarten union session, Department of superintendence, at Atlantic City, N. J.

RURAL EDUCATION.

903. **Arp, Julius Bernhard.** Rural education and the consolidated school. Yonkers-on-Hudson, N. Y., World book company, 1918. 242 p. illus. 12". (School efficiency monographs.)
904. **Jinks, John H.** Manual training in rural schools. Southern workman, 47: 233-40, May 1918.
Discusses book repairing. Illustrated.

SECONDARY EDUCATION.

905. **Davis, C. O.** Junior high schools in the North central association [of colleges and secondary schools] territory, 1917-18. School review, 26: 324-36, May 1918.
Study based on a questionnaire sent to each north central secondary school which was on the accredited list last year. "Almost precisely 4 (25.78 per cent) of the accredited schools of the Association have taken steps intended to develop a six-year high school system." Thinks that the junior high school is positively advantageous.
906. **Mangun, Vernon L.** Some junior high school facts drawn from two years of the six-six plan at Mableton, Illinois. Elementary school journal, 18: 598-617, April 1918.
Writer reaches the following conclusion: "Assuming the purpose of the public school to be that of serving all the children more completely during a school career of maximal length by meeting their needs more accurately, the reorganization described has proved by two years' trial to be a successful means toward the fuller realization of that purpose."
907. **Wake, William S.** The falling pupil in the high school. School review, 26: 349-64, May 1918.
Discusses causes for falling and dropping out. Says that the keeping of students' history cards is most indispensable.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

908. **Bacon, Gertrude M.** The organization and administration of the practice school. Journal of the New York state teachers' association, 5: 83-88, April 1918.
909. **Bons, Franz.** Scientific progress and university government. Nation (Educational supplement) 106: 539-40, May 4, 1918.
Says that the interests of science and education demand that "the officers of scientific institutions be so placed that no consideration of dependence upon governing bodies should restrict their freedom of thought and expression."
910. **Denny, J. V.** Preparation of college teachers of English. English Journal, 7: 322-36, May 1918.
Advocates making the master's degree in English a teacher's degree, indicating that the holder had made special preparation for teaching English and making both his scholastic and his professional preparation.
911. **Institutè for public service, New York city.** Teacher benefits from school surveys. New York city: Institute for public service [1918?]. 24 p. 8". (Educational review of reviews, no. 48.)
912. **Lull, H. G.** Curricular problems of degree granting normal schools or teachers' colleges. p. 71-87. 8".
Reprint from Educational Administration and supervision, vol. 4, no. 2, February 1918.
Read before the Western association of college teachers of education, Omaha, December 20, 1917.
This paper embodies the essential points in a report made by a committee of the Kansas state normal school to the Carnegie foundation for the advancement of teaching.

913. **Morrison, Henry C.** The shortage of teachers. Hartford, Conn., State board of education, 1918. 8 p. 8°. (Connecticut, State board of education. Bulletin 47, Series 1917-18.)
An address before the Connecticut superintendents' association, February 15, 1918.
Also in part in *Journal of education*, 87: 451-52, April 25, 1918.
Discusses the salary question and the shortage of teachers.
914. **New Haven teachers' league.** Report of research committee, New Haven teachers' league. *New Haven teachers' journal*, 11: 4-15, April 1918.
Results of a study undertaken by the research committee of the New Haven teachers' league to find out the situation in the schools concerning experience of teachers, children per teacher, subnormal children, physical condition, etc.
915. **Pitman, J. Asbury and Sweitzer, Channing E.** The standardization of the salaries, duties, qualifications and titles of the instructors in the several normal schools of Massachusetts—1-IV. *Journal of education*, 87: 482-83, 522-24, 544-45, 549, 606-7, May 2, 9, 16, 30, 1918.
916. **Prior, D. O.** The place of philology in the training of the school teacher. *Modern language teaching* (London) 14: 45-54, March 1918.
Address delivered at the annual general meeting of the Modern language association, London, January 12, 1918.
Shows the importance of philology to the teacher; its definite moral value. It is a formal science requiring absolute precision.
917. Recommendations as to teachers' salaries. *West Virginia school journal and educator*, 47: 400-401, May 1918.
Recommendations of a committee appointed November 17, 1917, by the Monongahela Valley teachers' round table to investigate the subject of teachers' salaries and shortage of teachers in West Virginia.
918. State superintendents write on teachers' salaries. *Normal instructor and primary plans*, 27: 58, 60, June 1918.
Letters from a number of state superintendents of education in regard to the matter of teacher supply and teachers' salaries.
919. **Stoutemyer, J. H.** The teaching of the history of education in normal schools. *School and society*, 7: 571-80, May 18, 1918.
Bibliography: p. 580.
A. The status of the teaching of history of education.—B. Comments and criticisms of the teaching of history of education.—C. A critique of the content of text-books.
920. **Wilson, Thomas J.** On teachers' wages. *Illinois teacher*, 6: 91-92, April 1918.
A part of an article which appeared in the latest number of the *Alumni quarterly* of the Illinois state normal university.
Advocates the teachers' union for adjusting the salary question.

HIGHER EDUCATION.

921. **Association of American colleges.** Addresses at fourth annual meeting, Chicago, Ill., Association of American colleges, 1918. 86 p. 8°. (Association of American colleges bulletin, vol. 3, no. 3, April 1918.) (Raymond M. Hughes, secretary-treasurer, Oxford, Ohio)
Contains: 1. E. C. Sanford: The three year course, p. 3-13; Discussion, p. 13-17. 2. J. C. Dinsmore: Co-operative purchasing for colleges, p. 17-20; Discussion, p. 20-22. 3. Alexander Meiklejohn: The last two years of the college course, p. 22-32. 4. C. F. Thwing: Prospects of liberal education in the United States after the war, p. 32-36. 5. Charles Castro: The cultural advantages of French universities for American students, p. 36-58. 6. L. P. Powell: Our allied expectations, p. 58-66. 7. J. H. Macracken: Pooling of college interests as a war measure, p. 66-79; Discussion, p. 79-80.
922. **Hurt, Huber William.** Comparative statistics of registration of thirty universities for 1916 and 1917. *School and society*, 7: 501-69, May 11, 1918.
Gives a number of tables showing the effect of the war on college enrollments, and suggests that the federal government might properly conduct an enlisting campaign in our secondary schools to secure graduates to actually enlist for college and university to prepare to take the place of the thousands who have sprung to the defense of the colors.
923. **Schafer, Aaron.** The Jewish student at the American universities. *Johns Hopkins alumni magazine*, 9: 241-49, March 1918.

SCHOOL ADMINISTRATION.

924. **Pennsylvania state educational association.** [Proceedings of the Department of school directors and the Association of school board secretaries.] Harrisburg, Pa., February 6-8, 1918. *Pennsylvania school Journal*, 6: 429-87, April 1918.

Department of School Directors.

Contains: 1. J. R. Richey: The new education, p. 431-33. 2. C. B. Connelly: Vocationalized schools, p. 433-35; Discussion, p. 435-38. 3. S. R. McClure: A director's look around, p. 438-44. 4. C. A. Herrick: Importance of academic training, p. 446-49; Discussion, p. 449-52. 5. T. B. Shankle: New Kensington vocational school, p. 452-54. 6. C. N. Kendall: Some factors that make good school officials, p. 454-58. 7. Samuel Hamilton: The world war and the school, p. 458-66.

Association of School Board Secretaries.

8. J. G. Sansom: Standardization of school supplies, p. 473-74. 9. R. E. Richardson: Election and supervision of janitors, p. 475-76. 10. Mrs. E. S. H. McAuley: Secretary's relation to educational system, p. 479-81. 11. R. M. Bolandus: Preparation and recording of minutes, p. 481-84.

Paper no. 9 also in *American school board journal*, 56: 28, 75, May 1918.

925. **Wagner, Charles A.** Undetermined values in supervision of instruction. *American school board journal*, 56: 29-30, May 1918.

Some of the questions discussed are: Shall supervision be intensive or extensive? What frequency of visits produces maximal benefits? Shall the visits be planned or chance visits? How shall a supervisory visit be made effective? etc.

926. **When teachers judge the school board.** [By] a superintendent's wife. *American school board journal*, 56: 21-22, May 1918.

Points out many little ways in which the trustee can be helpful to the teacher.

927. **Whitney, F. L.** Exchange of pupil unit costs among small school systems. *American school board journal*, 56: 23-24, May 1918.

The value to small school systems of exchanging information concerning the cost of instruction, etc.

SCHOOL MANAGEMENT.

928. **Bezard, J.** De la dictée primaire à la version latine; réflexions d'un professeur de première sur la correction des devoirs. *Revue universitaire*, 27: 165-83, March 1918.

Deals with methods of marking and correction of written exercises.

929. **McClelland, W. H.** How may the teaching principal successfully supervise his school? *Journal of the New York state teachers' association*, 5: 105-8, April 1918.

The qualifications of a good supervising principal, the use of tests, etc.

930. **Wiley, Mary C.** The English examination. *English journal*, 7: 327-30, May 1918.

Instead of the old-time memory tests, the Winston-Salem (N. C.) high school has substituted what the pupils themselves call "thought examinations," in which books are used and the pupils are allowed to consider each question with the text open before them.

931. **Zerble, J. L.** Personal judgments as a factor in grading. *School science and mathematics*, 18: 405-17, May 1918.

Bibliography on school grading, p. 414-17.

Shows the deviation of teachers in marking the same papers.

SCHOOL ARCHITECTURE.

932. **Cooper, Frank I.** Standardization of schoolhouse planning and construction. *American school*, 4: 100-11, April 1918. Illus.

Read before the Department of school administration, National education association, Atlantic City, N. J., February 1918.

933. **New York (State) University.** Division of school buildings and grounds. *School buildings and grounds*. [Albany, 1917] 440 p. front., plates (1 col., 1 fold.), plans. 4". (v. 8 of the eleventh annual report of the State department of education)

934. Schoolhouse construction during the war. *American school board journal*, 56: 46-50, May 1918.

Some pertinent opinions of prominent school officials and architects on the article by J. C. Llewellyn, in the March issue of the Journal.

SCHOOL HYGIENE AND SANITATION.

935. American school hygiene association. Proceedings of the tenth congress. Vol. VII. Albany, June 7-9, 1917. 296 p., 8°. (William A. Howe, secretary, Albany, N. Y.)

Contains: 1. Mildred B. Curtiss: Health problems among rural school children, p. 23-28. 2. Katherine Olmsted: Effective methods of teaching hygiene in schools, p. 29-39. 3. Edith M. Walker: The place of health education in the school curriculum, p. 39-46. 4. Grace L. Miles: Health of the child before school age, p. 47-50. 5. Defects of hearing and speech, p. 51-85. 6. Winifred Hathaway: University extension teaching in its relation to the conservation of health, p. 85-92. 7. M. A. Campbell: The public school pupil with partial sight, p. 92-97. 8. E. E. Allen: Present-day factors in the schools for the blind as emphasized at Perkins institution, p. 97-108. 9. C. P. McLeod: Preventive treatment for Albany public school children, p. 104-11. 10. R. F. Kelley: Nutrition of the school child, p. 111-13. 11. W. R. P. Emerson: Malnutrition among school children, p. 115-17. 12. M. L. Ogan: How can better results be obtained in securing correction of defects found among school children of first-class cities? p. 142-49. 13. Florence A. Sherman: Medical inspection of schools in Bridgeport, Conn., p. 159-64. 14. F. E. Fronczak: Buffalo's campaign for open-air schoolrooms, p. 164-68. 15. W. B. Woodbury: The Petersham plan, p. 168-76. 16. W. A. Howe: The system of school medical inspection in New York state, p. 170-94. 17. Beatie L. Park: Physical training in the one-room school, p. 198-205. 18. G. N. Messer: A summary of the physical training work in the private schools of New York state, p. 210-17. 19. E. M. Tuttle: A point of view on the New York state physical training program in rural districts, p. 222-31. 20. H. J. Norton: The organization of the department of physical education of the Rochester public schools, p. 231-44. 21. H. B. Chadwick: Tuberculosis in school children, p. 244-52. 22. E. S. Elwood: Fortifying the child against mental disorders, p. 269-76. 23. E. R. Williams: Exercise in school children, p. 283-90. 24. W. M. Canhart: Retardation in school from refractive errors, p. 290-96.

936. Alden, Percy. A ministry of health. *Contemporary review*, 113: 380-88, April 1918.

A plea for governmental supervision of health in England. In the form of a new department of health. Cites work of schools as regards medical supervision, etc.

937. Holley, Helen. Health of school children. *Texas school journal*, 35: 12-14, May 1918.

How to promote physical efficiency in our schools, by means preventive and remedial.

938. MacDonald, Neil S. Open-air schools. Toronto, McClelland, Goodchild & Stewart, 1918. 127 p., 12°.

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Submitted in partial fulfillment of the requirements for the degree of doctor of pedagogy in Queen's university, Kingston, Ontario.

CONTENTS.—I. The open-air school idea and its development.—II. Open-air schools in Germany.—III. Open-air schools in Great Britain and Ireland.—IV. Open-air schools in the United States.—V. Open-air schools in Canada and other countries.—VI. The physiological and psychological bases of the movement.—VII. Organization of a typical open-air school.—VIII. Food and sleep.—IX. The curriculum.—X. The curriculum.—XI. Personal observations and summary.

PHYSICAL TRAINING.

939. Becht, J. George. Physical education in the state of Pennsylvania. *Mind and body*, 25: 113-19, May 1918.

A preliminary report made by the executive secretary of the State board of education, Harrisburg, Pa.

940. Hilderbrant, Edith E. Military training in high schools. *Educational review*, 55: 410-16, May 1918.

Argues against the introduction of military training in high schools.

941. Kleeberger, F. L. Athletics and the war games. *School and society*, 7: 541-45, May 11, 1918.

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942. MacDonald, Pirie. Scouting and recreational leadership. *Journal of education*, 87: 425-27, April 18, 1918.

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943. **Stecher, William A.** Modern viewpoints regarding physical education. American physical education review, 23: 225-31, April 1918.
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SOCIAL ASPECTS OF EDUCATION.

944. **Avery, Lewis B.** The wider use of the school plant. School and society, 7: 481-85, April 27, 1918.
945. **Byington, Margaret F.** The normal family. Annals of the American academy of political and social science, 78: 13-27, May 1918.
Discusses among other things the educational value of the home.
946. **Sugg, W. H.** An experience with community meetings. Kentucky high school quarterly, 4: 36-40, April 1918.
The principal of Ballard county high school, located at La Center, Ky., gives the results of a real experience and shows what can be done in a community under proper leadership to promote community consciousness and cooperation.
947. **Wilson, H. B.** The community relationships of the school a source of motives. School and home education, 37: 201-5, May 1918.
"This article shows good motives for work which may be derived from activities outside of the schools."

CHILD-WELFARE.

948. **Abels, Margaret Hutton.** From school to work. A study of children leaving school under 16 years of age to go to work in Waltham, Mass., an industrial community of about 30,000 inhabitants. Washington, Government printing office, 1917. 59 p. 8". (U. S. Department of labor. Children's bureau.)

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949. **Hutchins, William J.** The \$5,000 prize code of morals for children. American magazine, 85: 26-27, April 1918.
A code for use in the character-training of children by teachers and parents. Only the first half is printed here. This code won the prize offered by the National Institution for moral instruction in the contest closing on Washington's birthday 1917.

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950. **Southern Baptist education association.** Proceedings of the sixth mid-winter conference . . . held at Nashville, Tenn., January 24-26, 1918. 63 p. 8". (Albert R. Bond, secretary, Nashville, Tenn.)
Contains: 1. W. J. McGlothlin: The German school system and the great war, p. 12-20. 2. Edgar Gaddis: The religious activities of the Southern Baptist schools, p. 21-25. 3. R. W. Weaver: The obligation of Southern Baptists to improve the rural elementary school and the method which ought to be employed to secure this result, p. 32-38. 4. C. C. Pearson: The state and the denominational college, p. 45-50.
951. **Miller, Elizabeth Erwin.** The dramatization of Bible stories; an experiment in the religious education of children. Chicago, Ill., The University of Chicago press [1918]. xiv, 162 p. illus. 12".
952. **Mutch, William J.** Method in elementary Bible teaching. International review of missions, 7: 235-41, April 1918.

MANUAL AND VOCATIONAL TRAINING.

953. **Bell, Louis A.** Applied mechanics for vocational schools. Industrial-arts magazine, 7: 165-71, May 1918. illus.
954. **Clement, Clara Torrey.** A plea for closer correlation between the fine arts department and the industrial arts department in our public schools. Industrial-arts magazine, 7: 172-75, 210-13, May, June 1918.
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955. **U. S. Federal board for vocational education.** Emergency war training for airplane mechanics. Engine repairmen, woodworkers, riggers, and sheet-metal workers. Washington, Government printing office, 1918. 59 p. 8". (Bulletin no. 12, April 1918)
956. **Weidlein, E. B.** The industrial fellowships of the Mellon Institute. *Science*, n. s. 47: 447-50, May 10, 1918.
Gives a list of the fellowships in operation at the Institute on March 4, 1918.

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957. **Association of American agricultural colleges and experiment stations.** Proceedings of the thirty-first annual convention . . . held at Washington, D. C., November 14-16, 1917. Burlington, Vt., Free Press printing company, 1918. 328 p. 8". (J. L. Hills, secretary, Burlington, Vt.)
Contains: 1. K. L. Butterfield: The Morrill act institutions and the new epoch, p. 43-59. 2. W. M. Riggs: Report of the committee on college organization and policy, p. 70-79. 3. C. A. Prosser: The Smith-Hughes act and the land-grant colleges, p. 79-84. 4. L. S. Hawkins: The Smith-Hughes act. The training of vocational teachers in agriculture, p. 84-90. 5. L. H. Carrig: The Smith-Hughes act. The training of vocational teachers in trades and industries, p. 91-103. 6. Josephine T. Berry: The Smith-Hughes act. The training of vocational teachers in home economics, p. 103-116. 7. Alfred Vivian: The Smith-Hughes act. The state relation of the state board of vocational education to the Smith-Hughes bill, p. 122-25. 8. L. S. Hawkins: Comments on address of Dean Vivian on the relation of the state board of vocational education to the Smith-Hughes bill, p. 161-64. 9. Greenville Clark: Military training in land-grant colleges, p. 164-68. 10. E. J. James: Military training in land-grant colleges, p. 164-68. 11. E. C. Perisho: The best things done by the land-grant institutions to aid the states and nation to meet the emergencies of the war, p. 175-83. 12. A. M. Soule: How the land-grant colleges may organize to serve the government in the war emergency, p. 183-90. 13. C. D. Jarvis: A study of the requirements for graduation to meet war conditions, p. 210-14. Discussion, p. 214-17. 14. H. S. Boardman: Modifications in engineering curricula to meet war conditions, p. 217-19. 15. C. R. Jones: Modifications in engineering curricula to meet war conditions, p. 220-25. Discussion, p. 225-29.
958. **Bogan, William J.** Agricultural training for city high school boys. *Manual training magazine*, 19: 297-301, May 1918. illus.
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960. **Massachusetts. Commission on the investigation of agricultural education.** Report. January, 1918. Boston, Wright & Potter printing co., 1918. 61 p. 8".
Report of the Commission to investigate agricultural education at the Massachusetts agricultural college and the development of the agricultural resources of the commonwealth, authorized by resolves of the General court in 1916 and 1917.
961. **Nolan, Aretas W.** The teaching of agriculture; with an introduction by Eugene Davenport. Boston, Houghton Mifflin company [1918] ix, 277 p. 12".
Contains recommendations concerning the aim, the scope of work, the principles, materials, and methods to be used in teaching agriculture in elementary and secondary schools.
962. **Wilson, G. M.** Instruction for teachers of agriculture under the Smith-Hughes vocational education law. *School and society*, 7: 520-23, May 4, 1918.
An address delivered before the agricultural section of the National society for the promotion of industrial education, Philadelphia, February 21, 1918.

SCHOOL GARDENS.

963. **Claxton, P. P.** The United States school garden army. *American review of reviews*, 57: 393-94, April 1918.
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HOME ECONOMICS.

964. **Alabama home economics association.** Proceedings of the fourth annual conference, February 1-2, 1918. Montevallo, Ala. Alabama-girls technical institute, 1918. 24 p. 8°. (Alabama girls technical institute bulletin, vol. 11, no. 4, April 1918)

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965. **Graham, Helen.** The home economics teacher in the rural school. Journal of home economics, 10: 157-61, April 1918.

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COMMERCIAL EDUCATION.

966. **Clarke, Harry.** Commercial training in college. Florida schoolroom, 24: 4-5, May 1918.

967. **Hoole, G. G.** Bookkeeping in the high school. Business educator, 23: 22-23, May 1918.

968. **Swiggett, Glen Levin.** Educational preparation for foreign service. . . [New York, National foreign trade council, 1918] 26 p. 8°.

Advance sheets.
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969. **American medical association. Council on medical education.** Report of the fourteenth annual conference, Chicago, February 4, 1918. American medical association bulletin, 13: 101-79, November 15, 1917. (N. P. Colwell, secretary, 535 North Dearborn Street, Chicago, Ill.)

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970. **National association of dental faculties.** Proceedings . . . thirty-fourth annual meeting, held at New York City, N. Y., October 19-20, 1917. 94 p. 8°. (C. C. Allen, secretary, Kansas City, Mo.)

971. **Aikens, Charlotte A.** The system of training and the nurse. Trained nurse, 60: 261-64, May 1918.

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972. **Brown, Philip K.** Nurses and the war. Journal of the American medical association, 70: 1438-41, May 18, 1918.

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973. **Mills, Herbert E.** College women and nursing. Survey, 40: 94-95, April 27, 1918.

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976. **Nunn, T. Percy.** The arithmetic of citizenship. *School world* (London) 20: 109-12, April 1918.
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978. **Taylor, Charles K.** Training young America. *Outlook*, 119: 107-10, May 15, 1918.
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979. **Gaus, John M.** A municipal program for educating immigrants in citizenship. *National municipal review*, 7: 237-44, May 1918.
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980. **Hamilton, W. I.** America-first campaign in Massachusetts. *Journal of the New York state teachers' association*, 5: 103-5, April 1918.
Typical conditions among immigrants in Massachusetts and the need for evening schools, specially trained teachers, etc.
981. **Lane, Franklin K.** What is it to be an American? *National geographic magazine*, 33: 348-54, April 1918. Illus.
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REEDUCATION OF WAR INVALIDS.

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Illustrated article on the vocational rehabilitation of wounded soldiers.

EDUCATION OF WOMEN.

984. **Greener, George C.** Prevocational training for girls as conducted by the North Bennet St. industrial school, Boston. *Industrial-arts magazine*, 7: 180-93, 227-31, May, June 1918. Illus.
985. **Hosang, Bertha.** Physical education for Chinese women. *Chinese students' monthly*, 13: 373-81, May 1918.
986. **Leake, Albert H.** The vocational education of girls and women. New York, The Macmillan company, 1918. xix, 430 p. Illus. 12".
Bibliography: p. 405-20.
Takes up both education for the home and training for industry outside the home. Under the latter heading are comprised, besides general considerations, types of schools and organizations, evening schools, education for office service and salesmanship, and vocational guidance.
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988. **Van Kleeck, Mary.** A census of college women. *Journal of the Association of collegiate alumnae*, 11: 557-91, May 1918.
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NEGRO EDUCATION.

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 One of the series of Knoll papers. Describes the methods in vogue in Hampton school, Va. Discusses negro education.
990. **Haynes, George E.** Negroes move North. I. Their departure from the South. *Survey*, 40:115-22, May 4, 1918.
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991. **Brannick, Catherine.** Principles of case work with the feeble-minded. *Annals of the American academy of political and social science*, 78:60-70, May 1918.
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992. **Wallin, J. E. Wallace.** The pedagogical status of the feeble-minded school children. *Elementary school journal*, 18:588-97, April 1918.
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993. **Walsh, Elizabeth A.** A study of the speech defects of ninety-one ungraded class children. *Journal of psycho-asthenics*, 22:108-25, December 1917.
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EDUCATION EXTENSION.

994. **Sowers, J. I.** Correspondence school vs. evening school instruction. *Teacher's Journal*, 17:401-405, May 1918. Illus.
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LIBRARIES AND READING.

995. **Legler, Henry E.** *Library ideals*; compiled and edited by his son, Henry M. Legler. Chicago, London, The Open court publishing company, 1918. x, 78 p. front. (port.) 8".
 CONTENTS.—Preface.—The problem of the cities.—Certain phases of library extension.—Next steps.—The world of print and the world's work.—Library work with children.—Traveling libraries.—Administration of library funds.
996. **Williams, Sherman.** The relation of reading to life. *Journal of the New York state teachers' association*, 5:88-93, April 1918.
 What is being done and what might be done in our elementary schools to train children to learn to read that which is worth while.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

997. *Agricultural instruction in the high schools of six eastern states*; by C. H. Lane. Washington, 1918. 73 p. (Bulletin, 1918, no. 3)
998. *The conifers of the northern Rockies*; by J. E. Kirkwood. Washington, 1918. 61 p. illus. (Bulletin, 1917, no. 23)
999. *Directory of universities and colleges*. Washington, 1918. 17 p. (Reprint from Educational directory, 1917-18; Bulletin of the Bureau of education, 1917, no. 43)
1000. *Directory of vocational education*. Washington, 1918. 11 p. (Reprint from Educational directory, 1917-18; Bulletin of the Bureau of education, 1917, no. 43)

1001. Moral values in secondary education. A report of the commission on the reorganization of secondary education, appointed by the National education association. Prepared by Henry Neumann. Washington, 1918. 38 p. (Bulletin, 1917, no. 51)
1002. Principles and policies in home economics education; by Henrietta W. Calvin. Washington, 1918. 12 p. (Home economics circular, no. 4, April 1918)
1003. Safeguarding the home against fire; a fire prevention manual for the school children of America. Prepared for the United States Bureau of education by the National board of fire underwriters. 91 p. illus.
1004. Teaching English to aliens. A bibliography of textbooks, dictionaries and glossaries and aids to librarians; compiled by Winthrop Talbot. Washington, 1918. 76 p. (Bulletin, 1917, no. 39)
1005. Union list of mathematical periodicals; by David Eugene Smith and Caroline Eustis Seely. Washington, 1918. 60 p. (Bulletin, 1918, no. 9.)