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BUREAU OF EDUCATION

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MONTHLY RECORD
OF CURRENT EDUCATIONAL
PUBLICATIONS

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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—Education and the war—Educational theory and practice—Educational psychology: Child study—Educational tests and measurements—Special methods of instruction—Special subjects of curriculum—Rural education—Secondary education—Teachers: Training and professional status—Higher education—School administration—School management—School architecture—School hygiene and sanitation—Social aspects of education—Child welfare—Moral education—Religious education—Manual and vocational training—Vocational guidance—Agricultural education—Home economics—Commercial education—Civic education—Military training—Reeducation of war invalids—Negro education—Education of blind and 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.

1526. College art association of America. Bulletin, No. 4, September 1918. 157 p. plates. 8°. (John Shapley, secretary, Brown University, Providence, R. I.)

Contains: 1. John Pickard: Art's counter offensive, p. 19-24. 2. Duncan Phillips: Art and war, p. 24-37. 3. E. R. Bossange: Technical and general education in the arts, p. 48-58. 4. B. M. Godwin: Preparation of the child for a college course in art, p. 61-69. 5. J. C. Dana: The value of the study of art in our institutions of higher education, p. 69-83. 6. Walter Sargent: The value of art education in colleges, p. 83-88. 7. Lloyd Warren: Taste: its awakening and development, p. 88-94. 8. Edward Robinson: Value of the study of art to the students in colleges and universities, p. 95-102. 9. S. P. Capen: The value of art in a college course, p. 103-10. 10. Alice V. V. Brown: Standardization of art courses, p. 110-14. 11. A. W. Dow: A course in fine arts for candidates for the higher degrees, p. 114-18. 12. E. W. Forbes: The art museum and the teaching of the fine arts, p. 120-29. 13. E. A. Cram: The place of the fine arts in higher education, p. 129-35.

1527. Illinois state teachers' association. Journal of proceedings of the sixty-fourth annual meeting . . . held at Springfield, Ill., December 27-29, 1917. Springfield, Ill., Illinois state journal co., 1918. 200 p. 8°. (Robert C. Moore, secretary, Carlinville, Ill.)
 Contains: 1. E. C. Perlsho: The school and the state, p. 73-76. 2. F. G. Blair: Governor Coles' contribution to freedom and education in Illinois, p. 76-88. 3. Jeannett Bates: The child labor law, p. 96-101. 4. R. S. Jones: The administration of child labor laws, p. 101-104. 5. H. T. McCrea: Are county institutes meeting the needs of the teachers? p. 104-108. 6. W. W. Charters: Systematic topics, multi-problems and projects, p. 109-14. 7. R. O. Stoops: The use of score cards for judging text books, p. 114-19. 8. Fiske Allen: The training of teachers in service, p. 119-24. 9. I. M. Allen: Dr. Johnston's philosophy of education, p. 126-33. 10. E. S. Jones: Some things to do in community civics, p. 138-41. 11. S. G. Harrod: Responsibility of the college for the preparation of high school teachers, p. 147-54.
1528. National conference committee on standards of colleges and secondary schools. Minutes of the eleventh conference, held at New York, N. Y., March 1, 1918. 20 p. 8°. (F. W. Nicolson, secretary, Wesleyan university, Middletown, Conn.)
 Contains: 1. B. E. Young: The abolition of German in the secondary schools, p. 4-7. 2. Definition of educational terms, p. 9-10. 3. Wilson Farrand: Marking systems in secondary schools, p. 12-16. 4. F. W. Nicolson: Academic credit for national service, p. 17-20.
1529. North central association of colleges and secondary schools. Proceedings of the twenty-third annual meeting . . . March 21, 22 and 23, 1918, Hotel La Salle, Chicago, Ill. Pub. by the Association, 1918. 1 p. 8°. (Henry E. Brown, secretary, Kenilworth, Ill.)
 Contains: 1. J. H. Newlon: The need of national standards of high school administration, p. 17-22. 2. P. W. L. Cox: Junior high schools—Recommendations of the Commission on unit courses and curricula, p. 22-27. 3. J. E. Stout: Report of Commission on unit courses and curricula, p. 27-32. 4. C. C. Certain: High school library standards, p. 33-77. 5. K. C. Babcock: Methods now being employed by the Commission on institutions of higher education in standardizing colleges, p. 82-92. 6. Commission on institutions of higher education: Standards of accrediting institutions, 1918, p. 92-103. 7. T. F. Holgate: President's address, p. 105-15. 8. D. R. Forgan: The relation of finance to the war, p. 115-25. 9. W. A. Jessup: The war in its relation to the schools, p. 126-32. 10. C. O. Davis: Report of Commission on secondary schools—Directory, etc., [38] p. fol. p. 140.
1530. Pennsylvania. University. Schoolmen's week proceedings, April 11-13, 1918. Philadelphia, Pa. Pub. by the University. 362 p. 8°. (University bulletins, 18th ser., no. 5, pt. 3, June 1918)
 Contains: 1. A. D. Yocum: General education as a factor in democracy, p. 25-40. 2. C. H. Judd: Educational measurements—their benefits to teachers and to laymen, p. 40-50. 3. Payson Smith: Uniformity in education—a protest, p. 50-52. 4. G. A. Mirick: Supervision of instruction in city and rural schools, p. 55-58; Discussion, p. 58-61. 5. Harlan Updegraff: Teachers' salaries and the increasing cost of living, p. 61-74. 6. C. C. Green: Economy through cost accounting, p. 74-81. 7. H. O. Dietrich: A comparative study of child progress, p. 82-86. 8. Harlan Updegraff and L. A. King: Report on cooperative work in educational measurements, p. 88-111. 9. Thomas Francis: Measuring the fundamental operations of arithmetic in the Scranton schools, p. 114-22. 10. P. A. Boyer: The Courtis tests in arithmetic in a group of Philadelphia schools, p. 122-31. 11. J. M. Fisher: A study of individual pupils with the aid of Courtis tests in arithmetic, p. 131-37. 12. Katherine E. Moran: The use of Courtis tests in silent reading, p. 137-42. 13. C. H. Judd: Measurement of reading, p. 142-50. 14. E. L. Bowman: Prevocational education in Erie, p. 150-56. 15. W. C. Ash: The work of the Philadelphia evening trades schools, p. 159-66. 16. A. F. Payne: Industrial education for conscripted men, p. 169-69. 17. Ernest Burnham: The preparation of rural teachers, p. 169-85; Discussion, p. 185-88. 18. G. A. Mirick: Supervision of rural schools, p. 188-89.

- Discussion, p. 189-93. 19. N. C. Schaeffer: The schools and the war, p. 193-95. 20. G. W. Wheeler: School credit for farm work, p. 196-202. 21. C. W. Hunt: A study in the use of the Courtis arithmetic tests, p. 203-9. 22. C. H. Judd: Measurement and the promotion of pupils, p. 209-18. 23. H. C. Elcher: Pennsylvania's school building problem, p. 216-29; Discussion, p. 229-35. 24. A. L. Hall-Quest: Teaching by supervision, p. 239-45. 25. The relation of general science to more advanced science courses [by] Louise Nichols, p. 248-56; [by] S. L. Shanaman, p. 257-59. 26. C. A. Herrick: Commercial education and the war, p. 269-73. 27. S. G. Nichols: The training of the commercial teacher. The problem and the causes, p. 273-77. 28. A. C. Raugh: The English of oral English, p. 277-83. 29. Ruth Wanger: Vocational guidance and the social sciences, p. 300-304; Discussion, p. 305-7. 30. Alma V. Saurwalt: American history since 1880. How can it be taught adequately without sacrificing things of importance in earlier American history? p. 307-13; Discussion, p. 313-14. 31. B. H. Gage: A syllabus for the first, second and third year of French, p. 317-23. 32. J. Woodhull: The project method in the teaching of science, p. 332-37; Discussion, p. 337-42. 33. A. J. Jones: The meaning and scope of educational guidance, p. 343-46. 34. H. A. Vanderslice: A course of study in educational guidance in the small high school, p. 346-51. 35. Ruth Wanger: Vocational guidance at the South Philadelphia high school for girls, p. 352-57.

EDUCATIONAL HISTORY AND BIOGRAPHY.

1531. Maddox, William Arthur. The free school idea in Virginia before the civil war; a phase of political and social evolution. New York city, Teachers college, Columbia university, 1918. 225 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 93)
Bibliography: p. 199-217.
1532. Mead, Arthur Raymond. The development of free schools in the United States as illustrated by Connecticut and Michigan. New York city, Teachers college, Columbia university, 1918. 236 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 91)
Bibliography on Connecticut: p. 200-202.
Bibliography on Michigan: p. 219-220.
1533. Quintero, Gregorio Torres. Education among the ancient Mexicans. *Inter-América*, 2: 15-21, October 1918.
Study of education among the pre-Columbian Aztecs of the central valley of Mexico.

CURRENT EDUCATIONAL CONDITIONS

UNITED STATES.

1534. Challman, S. A. The public schools of Rochester, Minnesota. *American school board journal*, 57: 29-31, October 1918.
The scope of activities undertaken by the schools of Rochester, Minn., the administration of the schools, etc.
1535. Chamberlain, Arthur. Nationalizing education. *Sierra educational news*, 14: 407-13, September 1918.
A summary of the Pittsburgh meeting of the N. E. A., the National emergency in education; proposed secretaryship in education; increase in teachers' salaries, etc.
1536. Davidson, Percy E. Educational reform and the manly virtues. *School and society*, 8: 361-67, September 28, 1918.
Discusses the criticisms made by Mr. Thomas in *School and society* for November 24, 1917, against Flexner's *Modern school* and the doctrine of interest.

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1536. Davidson, Percy E. Educational reform and the manly virtues. *School and society*, 8: 361-67, September 28, 1918.
Discusses the criticisms made by Mr. Thomas in *School and society* for November 24, 1917, against Flexner's *Modern school and the doctrine of interest*.

1537. Education and economic success. Fortnightly review, n. s. 104: 198-208, 354-66, August, September 1918.

Signed "Fabricius."

Emphasizes the importance of education and scientific training to economic success. Compares educational conditions in England with those in the United States, to the detriment of the former. Gives high praise to our system of education, and quotes freely from statistics published by the Bureau of education.

Second paper of series says that the great characteristics of American education are: Prodigal lavishness, and great practical efficiency. Excerpts from the Mosely and other reports on educational conditions in the United States are included.

1538. A handbook of American private schools; an annual publication. Fourth edition, 1918. Boston, Porter E. Sargent, 1918. 711 p. 12°.

The introductory part of this book contains sections entitled as follows: History of the private school, Military education, College entrance examinations, Modern and experimental schools, The new school movement, Recent development of country day schools, Review of the year in education, Vocational education, War time activities of the schools, Educational reconstruction in England, Recent educational literature. A select classified reading list. The bulk of the work comprises a critical description of schools and summer camps, comparative tables, educational directories, etc.

1539. Harley, Lewis R. Why German system of education fails. Pennsylvania gazette, 17: 34-35, October 11, 1918.

After showing the false principle of German education, the author concludes by speaking of the dangers of Prussianism to American schools.

1540. Visit of the British educational mission to the United States, October-December 1918. [New York city, British bureau of information, 1918] 18 p. 8°.

Gives the itinerary of the mission and biographical sketches of the members.

FOREIGN COUNTRIES.

1541. Anderson, J. T. M. The education of the New-Canadian; a treatise on Canada's greatest educational problem. London and Toronto, J. M. Dent & sons, Ltd., 1918. 271 p. illus. 8°.

1542. Emerson, Gertrude. "Bitter learning" in Japan; a study in human documents. Asia, 18: 851-58, October 1918.

To be concluded in the next issue.

The story of *kuakko*, or bitter learning, suffering for an education, which is full of a pathetic romance in Japan.

1543. Lobenstine, E. C., ed. The China mission year book, 1917 (eighth annual issue) ed. by the China continuation committee, under the direction of an editorial committee. Shanghai, The Christian literature society for China, 1917. 588 p. 12°.

Part V, General and religious education, contains chapters on the following subjects: Some educational developments in the past year, Higher education of women, Supervision of education in Szechwan, Progress of theological education in China, Religious condition of students in mission schools, Chinese returned students. Chapter XLIV is on Medical education in China, 1916.

1544. Maugain, Gabriel. Les professeurs italiens et la science allemande. I. Revue internationale de l'enseignement, 38: 241-83, July-August 1918.

To be continued.

Takes up the subject of the intellectual influence of Germany in Italy. This article discusses the German invasion in Italian education.

1545. Sissons, C. B. Bi-lingual schools in Canada. London, Toronto, J. M. Dent & sons, Ltd., 1917. 242 p. 12°.

EDUCATION AND THE WAR.

1546. **Cutler, Frances W.** College women in the nation's service. *Journal of the Association of collegiate alumnae*, 12: 7-11, October 1918.
1547. **Ettinger, William L.** The schools and the war. *School*, 30: 39, September 26, 1918.
An appeal for the cultivation of the highest idealism and to make the current events the core of instruction.
1548. **Gage, Nina D.** Organization of class work and student life at the Vassar training camp. *American Journal of nursing*, 19: 18-22, October 1918.
Work at the "Nursing Plattsburgh."
1549. **Heffron, John L.** A report of a conference of the surgeon general with the deans of medical schools concerning medical education and the war, under the auspices of the Council on education of the American medical association. *Journal of sociologic medicine*, 19: 224-28, August 1918.
This conference, held in Chicago June 11, 1918, was attended by the representatives of about 70 medical schools.
1550. **James, Edmund Janes.** The college man and the war. Urbana, War committee of the University of Illinois [1918]. 10 p. S°. (*University of Illinois bulletin* vol. XV, no. 50, August 12, 1918)
Commencement address, June 14, 1918.
1551. **Phillips, D. E.** The war and university reform. *School and society*, 8: 421-25, October 12, 1918.
Also in *American education*, 22: 60-64, October 1918.
1552. **Sanford, C. M.** War and the teacher. *School news and practical educator*, 32: 49-51, October 1918.
The problems of the teacher during these stirring war times.
1553. **Smith, Theodore Clarke.** The duty of the history teacher in forming public opinion during the war. *Historical outlook (continuing History teacher's magazine)* 9: 379-80, October 1918.
1554. **Swindler, R. Earl.** Study and teaching of the world war. *Teacher's Journal*, 18: 149-55, October 1918.
Continued from September Journal and to be concluded next month.
Outlines a plan for teaching the world war.
1555. **Thwing, Charles F.** The colleges as war camps. *Independent*, 96: 12, 28, October 5, 1918.
Discusses the transformation in higher education that is now going on; the students' army training corps.
1556. **Wall, A. Dorothy.** What are we going to do with the war in the kindergarten? Kindergarten and first grade. 3: 320-22, October 1918.
A unit of work developed through the project method.

EDUCATIONAL THEORY AND PRACTICE.

1557. **Bobbitt, Franklin.** The curriculum. Boston, New York [etc.] Houghton Mifflin company [1918]. 205 p. diagrs. 12°.
1558. **Cameron, Edward H.** Formal discipline past and present. *Educational review*, 56: 133-48, September 1918.
1559. **Lodge, Sir Oliver.** Humanistic science. *Fortnightly review*, n. s. 104: 209-17, August 1918.
Says that "in real education there should be no conflict or partition between science and letters."

1560. Lott, Henry C. The relation of education to the new democracy. *American schoolmaster*, 11: 301-11, September 15, 1918.
1561. Moran, Francis T. Education and democracy. *Catholic educational review*, 16: 132-38, September 1918.
Address delivered before the Catholic educational association, San Francisco, July 1918.
1562. Washburne, Carleton W. The formal discipline problem: three lines of attack. *Sierra educational news*, 14: 392-95, September 1918.

EDUCATIONAL PSYCHOLOGY: CHILD STUDY.

1563. Armentrout, W. D. Outline of the stages in the child's mental development. *Education*, 39: 90-101, October 1918.
1564. Burnham, William H. Stigmatism and brain work. [Worcester, Mass., 1918] p. 225-38. 8°.
Reprinted from the *Pedagogical seminary*, 25: 225-38, September 1918.
1565. Pyle, W. H. The relation of mental to physical development. *Journal of delinquency*, 3: 210-12, September 1918.
Study based on a recent experimental study of the school children of a Missouri county.

EDUCATIONAL TESTS AND MEASUREMENTS.

1566. Hotz, Henry Gustave. First year algebra scales. New York city, Teachers college, Columbia university, 1918. 87 p. tables, diagrams. 8°.
(Teachers college, Columbia university, Contributions to education, no. 90)
1567. Irwin, H. N. A preliminary attempt to devise a test of the ability of high school pupils in the mental manipulation of space relations. *School review*, 26: 600-5, October 1918.
To be continued. Discusses space perception and visual imagery.
1568. Proctor, William M. The use of intelligence tests in the educational guidance of high-school pupils. *School and society*, 8: 473-78, 502-9, October 10, 26, 1918.
1569. Reavis, W. C., and Aikin, N. J. The use of a score card in measuring handwriting. *Elementary school journal*, 19: 36-40, September 1918.
Says that the use of the score card in St. Louis indicates that it is more accurate than the scale in general scoring, with "the added advantage of providing specific suggestions for remedial instruction for those pupils for whom general practice does not produce reasonable and appreciable results."
1570. Towne, Charles F. Making a scale for the measurement of English composition. *Elementary school journal*, 19: 41-53, September 1918.
Discusses a plan put into operation by the schools of Providence, R. I.

SPECIAL METHODS OF INSTRUCTION.

1571. Cather, Katherine Dunlap. Educating by story-telling: showing the value of story-telling as an educational tool for the use of all workers with children. Yonkers-on-Hudson, N. Y., World book company, 1918. 396 p. 8°. (Play school series, ed. by C. W. Hetherington)
1572. Windoes, Ralph F. Visual instruction in the United States. *Manual training magazine*, 20: 40-44, October 1918.
Shows what the state departments, the federal government, colleges and universities, and commercial organizations are doing in furnishing lantern slides, etc., for educational purposes.

CURRENT EDUCATIONAL PUBLICATIONS.

9

SPECIAL SUBJECTS OF CURRICULUM.

ENGLISH AND COMPOSITION.

1573. Bair, F. H. A new type of class book individualizing the teaching of English in secondary schools. *English Journal*, 7: 433-38, September 1918.
1574. Smith, H. P. Technical points in elementary English. *Elementary school Journal*, 19: 54-58, September 1918. /
Presents statistics of a large number of courses of study for elementary schools "to determine the different points emphasized and the years of the course in which attention is focused upon a given point."

MODERN LANGUAGES.

1575. Dunlap, Knight. Value of German language assailed. *Oklahoma school Herald*, 26: 285-87, October 1918.
Reprinted by permission of the author and the New York Times.
Shows how the value of the German language has been overestimated, claims that it has no cultural value, and thinks that German should be offered in the high school, but not required.
1576. Gay, P.-H. Enseignement grammatical et enseignement empirique de la langue. *Revue pédagogique*, 72: 393-410, June 1918.
Concludes a discussion of the grammatical and empirical methods of language teaching by suggesting a compromise between them which will avoid the extremes of both. Refers principally to the teaching of French.
1577. Goblot, Germaine. La guerre et l'enseignement des langues vivantes en Allemagne. *Revue pédagogique*, 72: 411-31, June 1918.
Quotes from German periodicals some recent opinions of various German educators regarding the present and future teaching of English and French in Germany. The writer concludes that both languages will continue to be taught in Germany, but as an instrument of nationalism, with less impartiality than before the war.
1578. Gordy, H. Miles. The German language in our schools. *Educational review*, 50: 257-63, October 1918.
Advocates the abandonment of the study of the German language in our schools, and the substitution for it of French.

ANCIENT LANGUAGES.

1579. Green, T. Jennie. A systematic study of English derivatives in connection with Latin in the high schools. *Classical Journal*, 14: 39-47, October 1918.
Says that a systematic study of derivatives should begin with the first lessons of the first year.
1580. Litchfield, Henry W. Latin and the liberal college. *Classical Journal*, 14: 6-25, October 1918.
Changes suggested for undergraduate courses in Latin. Presents a program for studies to be pursued by an intending teacher, etc.
1581. MacKenzie, Flora. Socializing Latin. *Classical Journal*, 14: 56-62, October 1918.
"How to make Latin pleasing and attractive to high school pupils."
1582. Moore, Frank G. Our common Latin heritage. *Educational review*, 50: 230-54, October 1918.

1583. Perkins, Albert S. Latin as a utility. Educational review, 56: 117-32, September 1918.

A plea for emphasis upon English vocabulary building and consequently for a wider study of Latin in the secondary school, in vocational and general classes.

1584. Snedden, David. Liberal education without Latin. School review, 26: 576-99, October 1918.

Against the classics. Emphasizes the study of science, the fine arts, English, foreign languages, etc. Speaks of "a declaration of independence from the grip of the dead hand of Latin."

1585. Ullman, B. L. Latin in place of German. School and society, 8: 337-41, September 21, 1918.

Results of a questionnaire sent to teachers in schools and colleges of all types to ascertain the actual conditions with respect to the teaching of Latin and German.

GEOGRAPHY.

1586. Nolan, Oha I. Ways of raising geography teaching above the commonplace. Journal of geography, 17: 41-49, October 1918.

The writer tries to keep geography up to date by (1) Utilizing the experiences of the children, (2) Training powers of observation, (3) Choice of reading, (4) Use of newspaper clippings, (5) Pupil-teacher work, and (6) Use of maps and other materials.

SCIENCE.

1587. Kirkwood, J. E. Opportunity and obligation in botanical teaching. School science and mathematics, 18: 579-87, October 1918.

1588. Packard, John C. Science teaching. The college and the school. Journal of education, 88: 311-12, October 3, 1918.

"Some of the most suggestive sentences in a very remarkable paper read in February 1918."

PENMANSHIP.

1589. Sawyer, Tom. Manual of fundamentals in the teaching of handwriting in the public schools, prepared . . . under the direction of Francis B. Pearson, superintendent of public instruction, Columbus, O., The F. J. Heer printing co., 1918. 72 p. Incl. front. (part.) illus. 8°.

MUSIC.

1590. Chevais, Maurice. La musique à l'école de demain. Grande revue, 22: 121-34, July 1918.

1591. Clark, Frances Elliott. Music in education. Normal instructor and primary plang, 27: 58, 69, 71, October 1918.

The larger part of a paper read at the General federation of women's clubs, Hot Springs, Ark.

Shows how music can serve education.

RURAL EDUCATION.

1592. Joffe, Eva. Rural school attendance in Alabama. Child labor bulletin, 7: 101-25, August 1918.

Results of an investigation undertaken by the National child labor committee, to ascertain the number and causes of absences among the school children of Alabama.

1593. Oklahoma. Dept. of education. Rural centralized, graded and model schools. Prepared by E. A. Duke, rural school supervisor, 1918. Issued by R. H. Wilson, state superintendent, Oklahoma. [Oklahoma City, 1918] 89 p. illus. diagrs. 8°.

1594. ———. School survey suggestion; Alfalfa County, Grady County, Wagoner County, 1918. Prepared by E. A. Duke, rural school supervisor. Issued by R. H. Wilson, state superintendent of public instruction, Oklahoma. [Oklahoma City, 1918] 130 p., illus., maps. 8°.

SECONDARY EDUCATION.

1595. Farrand, Wilson. Readjustments in secondary education. *Educational review*, 56: 192-98, October 1918.
Discusses the establishment of definite standards of attainment, and relating the processes of formal education more directly to the activities of life.
1596. The high school teacher from the viewpoint of the student. *Educational foundations*, 30: 31-36, September 1918.
By a high school student.
Gives some opinions and criticisms of teachers by high school pupils.
1597. Secondary education in Latin America. *Bulletin of the Pan American union*, 47: 276-82, August 1918.
A general sketch of the present status of secondary education in Latin American countries.
1598. Strickland, V. L. The junior high school. *Kansas teacher*, 7: 7-9, October 1918.
1599. Thomas, P.-Félix. Notes sur l'enseignement secondaire. *Revue de Paris*, 25: 531-55, 626-45, June 1, August 1, 1918.
CONTENTS.—I. Caractères de l'enseignement secondaire.—II. L'administration du collège.—III. Les professeurs.—IV. Les répétiteurs.—V. Les élèves.—VI. L'inspection générale.—VII. Rapports des trois enseignements.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

1600. Bradley, J. H. A study of the relative importance of the qualities of a teacher and her teaching in their relation to general merit. *Educational administration and supervision*, 4: 358-63, September 1918.
Gives a scale to guide in the rating of teachers.
1601. Burk, Frederic, and Washburne, Carleton W. The reorganization of normal school professional courses. *School and society*, 8: 382-85, September 28, 1918.
The essential characteristics of the good teacher and the reorganization of normal courses so as to produce such teachers.
1602. Burnham, Ernest. Normal schools and rural teachers. *American schoolmaster*, 11: 280-96, September 15, 1918.
Deals with some specific problems in rural-teacher preparation.
1603. Curtis, Henry S. Continuation schools for teachers. *Educational review*, 56: 108-16, September 1918.
Gives examples of several continuation schools. Says "there should be some requirement in each State that every elementary teacher, within 10 or 12 years after she begins to teach, should secure an A. B. degree, that every high-school teacher should secure a Ph. D."
1604. ———. Recreation for teachers; or, The teacher's leisure time. New York, The Macmillan company, 1918. xvi, 288 p. plates. 12°. (Home and school series.)
Bibliography: p. 281-83.
1605. Ennis, Isabel A. Causes of the present shortage of teachers. *School and society*, 8: 401-63, October 19, 1918.
Says low salaries will cause a serious dearth of teachers both now and after the war. Suggests remedies.

1606. **Furst, Clyde.** Insurance and annuities for college teachers. *Educational review*, 56: 215-29, October 1918.
Work of the Carnegie foundation and the Teachers insurance and annuity association of America.
1607. **Gt. Brit.** Departmental committee for enquiring into the principles which should determine the fixing of salaries for teachers in secondary and technical schools, schools of art, training colleges, and other institutions for higher education (other than university institutions). Report. Vol. I. London, H. M. Stationery off., 1918. 56 p. tables. 4°.
1608. **McIntyre, Clara Frances.** A venture in statistics. *Journal of the Association of collegiate alumnae*, 12: 1-7, October 1918.
Suggested by Elizabeth H. Haight's article on Pleasant possibilities in lady professors published in the *Journal of the Association of collegiate alumnae*, September 1917. Results of investigations as to number and rank of women professors in coeducational universities and women's colleges. Says that more teaching positions are open to women in coeducational institutions than in women's colleges, and the tendency is toward a larger and fairer recognition of women's work.
1609. **National union of teachers.** Report for 1918 and List of members for the year 1917. London, The "Schoolmaster" publishing co., ltd. [1918] cxxiii. 644 p. 8°.

HIGHER EDUCATION.

1610. **Auerbach, Joseph S.** The university graduate of to-day. *North American review*, 208: 597-610, October 1918.
Portion of the commencement day address delivered at George Washington university, June, 1918. Discusses the university and idealism: attitude of the student towards life, etc.
1611. **Burling, Lancaster D.** The elective system and a table d'hote meal. *School and society*, 8: 402-6, October 5, 1918.
Read before the section of education, American association for the advancement of science, Pittsburgh, December 1917.
1612. **Caulley, Maurice.** Les universités américaines et la société. *Revue internationale de l'enseignement*, 38: 254-64, July-August 1918.
From M. Caulley's book, *Les universités et la vie scientifique aux États-Unis*. Paris, A. Colin, 1918.
Speaks of the manner in which American state universities and private universities supplement each other, of the loyalty of their alumni, and other supporters, etc.
1613. **Demos and academe.** *Unpopular review*, 10: 393-404, October-December 1918.
1614. **Lamy, Étienne.** L'université de Loyvain. *Revue des deux mondes*, 47: 5-33, September 1, 1918.
1615. **Universities bureau of the British empire.** The universities of the United Kingdom of Great Britain and Ireland, a handbook. London, H. M. Stationery office, 1918. 64 p. 8°. ([Gt. Brit.] Board of education. Educational pamphlets, no. 33)

SCHOOL ADMINISTRATION.

1616. **Byrne, Lee.** The apportionment of funds in a combined city-and-county school system. *American school board journal*, 57: 35-36, 77, October 1918.
1617. **California. State board of education.** Committee of twenty-one on reorganization of public school system. Report of sub-committee on school administration. *Sierra educational news*, 14: 455-60, October 1918.
Alexis F. Lange, University of California, chairman of sub-committee.

1618. Childs, H. G. Reorganization in the grammar grades of Indiana public schools. *Educator-Journal*, 19:7-16, September 1918.
Comparison of the standards of the departmental school and the junior high school, cost comparisons, etc.
1619. Deffenbaugh, W. S. Recent improvements in city school administration. *American school board Journal*, 57:23-24, October 1918.
The present paper constituted the basis of an address before the Department of school administration, National education association, Pittsburgh, Pa., July 2, 1918.
1620. Greeson, William A. The school census and its use in school administration. *Elementary school Journal*, 19:14-23, September 1918.
Says that it is our duty "to so build up a curriculum for the seventh, eighth, and ninth grades that the child who leaves the school at the end of the ninth grade . . . will have some definite preparation for life while at the same time boys and girls who go on to the senior high school will have a good . . . preparation for the higher work."
1621. Spaulding, Frank E. Cooperation in school administration. *School review*, 26:561-75, October 1918.
Emphasizes the necessity of securing a spirit of objective cooperation. Describes the methods in vogue in Chicago, New York, Boston, Los Angeles, Minneapolis, etc.
1622. Williamson, I. L. The relationship between boards of education and superintendents. *American school board Journal*, 57:31-32, October 1918.
From the superintendent's standpoint.

SCHOOL MANAGEMENT.

1623. Gray, William S. The work of elementary school principals. *Elementary school Journal*, 19:24-35, September 1918.
Says that "the most important single phase of the principal's work relates to the supervision and improvement of classroom teaching. Two methods are followed by progressive principals in evaluating classroom instruction: the first involves the measurement of the results of teaching and the second includes the observation and criticism of the methods employed by the teacher."
1624. Hall-Quest, Alfred Lawrence. The textbook; how to use and judge it. New York, The Macmillan company, 1918. xiv, 265 p. tables, forms, diagrs. 12".
"References" at the end of each chapter.
1625. An individualist on discipline. Unpopular review. 10:285-300, October-December 1918.
1626. Kruse, Paul J. The overlapping of attainments in certain sixth, seventh, and eighth grades. New York city, Teachers college, Columbia university, 1918. 91 p. diagrs. 8". (Teachers college, Columbia university. Contributions to education, no. 92)
1627. Lee, Joseph B. Breaking the lock step. *Educational review*, 56:149-57, September 1918.
Methods of achieving acceleration in public schools of New York city. Value of early recognition of bright pupils in high schools.
1628. Washburne, Carleton W. Breaking the lock step in our schools. *School and society*, 8:391-402, October 5, 1918.
The meaning of individual instruction, plans that have been tried, and administrative problems to be met.

1629. **Young, Walter H.** School discipline. *Education*, 39: 73-78, October 1918.

Says that teaching personality, coupled with right ideals, is the greatest factor in securing discipline.

SCHOOL ARCHITECTURE.

1630. **Patterson, Herbert L.** Economy in schoolhouse construction. *American school board Journal*, 57: 33-34, October 1918.

This paper was read before the National association of school accounting officers at Rochester, N. Y., May 22, 1918. The author has been engineer in charge of schoolhouse construction for the Boston Schoolhouse commission during the past ten years.

SCHOOL HYGIENE AND SANITATION.

1631. **Ayres, May.** Healthful schools; how to build, equip, and maintain them, by May Ayres . . . Jesse F. Williams . . . and Thomas D. Wood . . . Boston, New York [etc.] Houghton Mifflin company [1918] xii, 292 p. front., plates, plans. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

Selected references at end of each chapter.

Sets forth what the authors feel a school administrator needs to know in order to safeguard the health of the children under his care.

1632. **Fidler, Thurba.** School lunches. *Rural school messenger*, 8: 8-15, September 1918.

A plan for a lunch box campaign in which the whole school and neighborhood may participate.

SOCIAL ASPECTS OF EDUCATION.

1633. **Kerby, C. Edith.** Wage earning school children in Detroit and Grand Rapids. *Child labor bulletin*, 7: 137-45, August 1918.

A study based on the findings of an investigation carried on in the winter of 1917-18 by the National Child labor committee for the Michigan child welfare commission.

Deals with age, occupations, hours of labor, compensation, etc.

1634. **McFee, Mrs. Inez Nellie.** The teacher, the school and the community. New York, Cincinnati [etc.] American book company [1918] 256 p. illus. (incl. plan) 12°.

1635. **Meigs, Grace L.** The children's year campaign. Chicago, American medical association, 1918. 11 p. 8°.

Reprinted from the *Journal of the American medical association*, vol. 71, pages 243-46, July 27, 1918.

Read before the section on diseases of children at the sixty ninth annual session of the American medical association, Chicago, June 1918.

1636. **Smith, Walter R.** A program for socializing education. *Educational review*, 56: 199-214, October 1918.

Discusses the demands for a close cooperation between the schools and social welfare agencies.

1637. **Wilson, H. B.** Socializing the school. *Sierra educational news*, 14: 380-91, September 1918.

CHILD WELFARE.

1638. **Alden, Percy.** The state and the child. *Contemporary review*, 114: 237-53, September 1918.

Importance of the child as a national asset. Welfare and education of children in England.

1639. **Gt. Brit. Local government board.** Intelligence dept. Infant welfare in Germany during the war. London, H. M. Stationery office, 1918. 37 p. tables. 8°.

1640. **Slattery, Margaret.** The second line of defense; a plea for the men and women of to-morrow. New York, Chicago, Fleming H. Revell company [1918] 189 p. 12°.

The second line consists of the youth who remain, whose training is now in the hands of parents, teachers, churches, and employers. Makes a vigorous plea for the spiritual care and training of youth, calling parents and others to their duties.

MORAL EDUCATION.

1641. **Engleman, James Ozro.** Moral education in school and home. Chicago, New York [etc.] R. H. Sanborn & co., 1918. 314 p. 12°.

1642. **Ling, Ping.** Moral training of school children in war-time. Pedagogical seminary, 25: 276-302, September 1918.

Discusses the ethical values of war from an educational point of view, and particularly those object lessons which are exerting a profound influence on the character and inner life of the children upon whose education and training the future of the world depends.

RELIGIOUS EDUCATION.

1643. **Athearn, Walter S.** The organization of religious education within the community. Religious education, 13: 314-27, October 1918.

Paper read before the International Sunday school convention, Buffalo, N. Y., June 24, 1918. It covers the ground of the author's paper at the convention of the Religious education association in New York on March 5, 1918.

MANUAL AND VOCATIONAL TRAINING.

1644. **Blumenthal, William R.** High school students' part-time employment that pays. Colorado school journal, 34: 17-19, September 1918.

Vocational facts about the East Denver high school for the school year 1917-18.

1645. **Levitas, Arnold.** The teaching of printing in the high school. Industrial-arts magazine, 7: 338-39, September 1918.

Aims, methods of teaching, the course of study, equipment, and the product.

1646. **Mays, Arthur B.** Manual training and vocational education. Manual training magazine, 20: 37-39, October 1918.

A plea for manual training. Gives a few simple facts to show that there is no inherent cause for antagonism between manual training and vocational education.

1647. **National association of corporation schools.** Advance copy . . . sixth annual report . . . 1918. 6 v. 8°.

Report of committee on public education, 26 p. Report of committee on methods of instruction, 34 p. Report of committee on retail salesmanship, 20 p. Report of committee on executive training, 28 p. Report of committee on health education, 33 p. Report of committee on unskilled and semi-skilled labor, 23 p.

1648. **Office training at the R. H. Macy department store.** National association of corporation schools bulletin, 5: 459-65, October 1918.

A description of the instruction given and the philosophy which is back of the training.

1649. U. S. Federal board for vocational education. Emergency war training for oxy-acetylene welders. June, 1918. Washington, Government printing office, 1918. 86 p. illus. plates. 8°. (Bulletin no. 11)
1650. ———. Emergency war training for radio mechanics and radio operators. September, 1918. Washington, Government printing office, 1918. 75 p. 8°. (Bulletin no. 16)

VOCATIONAL GUIDANCE.

1651. Cohen, I. David. Vocational and educational guidance in the school. Educational foundations, 30: 13-19, September 1918.
Some suggestions and a plan for educational and vocational guidance.
1652. King, Charles A. Vocational guidance: Part I. Educational administration and supervision, 4: 343-50, September 1918.

AGRICULTURAL EDUCATION.

1653. Caswell, Lilley B. Brief history of the Massachusetts agricultural college, semicentennial, 1917. Springfield, Mass., The F. A. Bassetto co. printers [1917] 72 p. plates. 8°.
1654. Chauveau, Dr. L'enseignement professionnel et public de l'agriculture. Nouvelle revue (Paris) 36: 114-26, July 15, 1918.
1655. Ulrich, F. T. The farmer and agricultural instruction in the high school. Wisconsin journal of education, 50: 194-98, September 1918.
Discusses the lack of interest among farmers in agricultural instruction in the high schools, and suggests some ways and means for overcoming the apathy and indifference of the farmers.

HOME ECONOMICS.

1656. Bradshaw, Grace. The age for teaching housecraft in secondary schools. Journal of education (London) 50: 528-30, September 1918.
1657. Taber, C. W. The business of the household. Philadelphia and London, J. B. Lippincott company [1918] 438 p. illus. 8°. (Lippincott's home manuals, ed. by B. R. Andrews)
Higher life and cultural wants in the family budget: p. 358-79.

COMMERCIAL EDUCATION.

1658. Stevens, Bertha. Private commercial schools, Manhattan and the Bronx. [New York, The Public education association of the city of New York] 1918. 144 p. diagrs. 8°.
Report of the Committee to investigate private commercial schools.

CIVIC EDUCATION.

1659. Alabama. Dept. of education. Handbook of patriotic instruction for use in the schools of Alabama. Issued by the State department of education. Montgomery, Ala., Brown printing co., 1918. 151 p. diagr. 8°.
1660. Cohen, I. David. Teaching patriotism in the schools. Education, 39: 63-72, October 1918.

1661. Libby, M. F. Suggestions for the organization of a state for patriotic education, based upon experience in Colorado. Issued by the National security league . . . New York city, 1918. 54 p. 8°. (Patriotism through education series)
1662. Ringdahl, M. Robert. High school course in citizenship. School education, 38: 3-6, October 1918. .
The content of a course in citizenship for the high schools.

MILITARY TRAINING.

1663. Courses in psychology for the students' army training corps. Psychological bulletin, 15: 129-36, April 1918.
Report of a sub-committee of the Research council, presenting suggestions and recommendations with respect to the content of the following three courses on the psychology of war for prospective officers: I. The study of human action. II. Educational psychology. III. The psychology of reasoning.
1664. Hitch, A. M. Military training in secondary schools. Mind and body, 25: 211-17, September 1918.
Read before the National association of secondary school principals, Atlantic City, February 28, 1918.
Does not approve of military training in the high schools.
1665. Ling, Ping. Military training in the public schools. Pedagogical semi-nary, 25: 251-75, September 1918.
Discusses first, laws and practices of military training in different school systems, and second, military drill versus broad physical education of semi-military character.

REEDUCATION OF WAR INVALIDS.

1666. Duffy, Frank. The re-education of our returning soldiers after the war. Educator-journal, 19: 71-75, October 1918.
Read before the National education association at Pittsburgh, Pa., by the general secretary of the United Brotherhood of carpenters and joiners of America.
1667. Greener, George C. Some aspects of rehabilitation work for disabled soldiers. Industrial-arts magazine, 7: 325-30, September 1918. Illus.
Speaks particularly of conditions in Canada.
1668. Morgan, Barbara S. The returning soldier. North American review, 208: 524-35, October 1918.
Rehabilitation of the disabled soldier. Describes the machinery of reconstruction.

NEGRO EDUCATION.

1669. Davis, Jackson. County training schools. Southern workman, 47: 481-89, October 1918.
Describes the county training schools for negroes, in the Southern States—under the auspices of the Slater fund and the General education board. Illustrated.
1670. Favrot, Leo M. Aims and needs in negro public education in Louisiana. [Baton Rouge, La., 1918] 28 p. 8°. (Department of education, State of Louisiana. Bulletin no. 2, September 1918)
By the state agent of rural schools for negroes under direction of T. H. Harris, state superintendent.
1671. Noble, Stuart Grayson. Forty years of the public schools in Mississippi, with special reference to the education of the negro. New York city, Teachers college, Columbia university, 1918. 142 p. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 94)
Bibliography: p. 137-88.

EDUCATION OF BLIND AND DEAF.

1672. American association of instructors of the blind. Twenty-fourth biennial convention, Colorado Springs, Colo., 1918. 75 p. 8°. (N. C. Abbott, secretary, Nebraska City, Nebr.)

Contains: 1. T. S. McAlooney: The new education and its relation to and influence upon the education of the blind, p. 5-11. 2. Mabel R. Gibbs: Library work for the blind in relation to the schools, p. 12-14. 3. Adelaide M. Carman: Musical training of the blind, p. 14-16. 4. J. T. Hooper: "Does the school curriculum deserve re-examination?" p. 21-23. 5. J. H. Hinemon: What degree of uniformity in courses of study in schools for the blind as respects elementary work is desirable? p. 24-26. 6. E. E. Bramlette: Relation of our courses to courses maintained in classes for seeing pupils in the public schools, p. 27-29. 7. G. F. Oliphant: Principles determining what a blind child shall be set to studying, p. 29-34. 8. Harold Møller: Relative importance of the cultural and the useful subjects as applied to high school programs, p. 35-38. 9. H. R. Chapman: What we ought to know about the child we try to teach, p. 38-42. 10. S. P. Hayes: Standard tests in elementary subjects in schools for the blind, p. 42-54. 11. R. B. Irwin: The public school sight-saving class, p. 58-60. 12. S. M. Green: Training the blind pupil for citizenship, p. 65-68.

1673. Fitzgerald, Edith. Language building in the primary grades. American annals of the deaf, 63: 342-53, September 1918.

Language work with the deaf. Says it should be started in the primary grades.

1674. Wright, John D. Working suggestions. American annals of the deaf, 63: 324-42, September 1918.

Education of the deaf; suggestions to parents and teachers.

EXCEPTIONAL CHILDREN.

1675. Bridgman, Olga L. Some special problems in abnormal adolescent psychology. Boston medical and surgical journal, 179: 505-10, October 17, 1918.

Reprinted from Archives of pediatrics, March 1918.

1676. Claghorn, Kate Holladay. Juvenile delinquency in rural New York. Washington. Government printing office, 1918. 199 p. 8°. (U. S. Children's bureau. Dependent, defective, and delinquent classes, series no. 4. Bureau publication no. 32)

1677. Clark, Willis W. A statistical study of 102 truants. Journal of delinquency, 3: 213-34, September 1918.

Also separately reprinted.

Study of the personal history, heredity, and environment of 102 boys who had been habitual truants prior to their commitment to Whittier State school, Whittier, California. Presents educational tests.

1678. Hastings, George A. Registration of the feeble-minded. Journal of psycho-asthenics, 22: 136-49, March and June 1918.

Writer says there are "four places in which many of the feeble-minded can be detected early in life—the home, school, juvenile court, and the reformatory. Of these the school is the most important so far as registration is concerned." Gives a tentative form of registration.

EDUCATION EXTENSION.

1679. Coxen, James R. The possibilities for evening school industrial classes under the Smith-Hughes act. Industrial-arts magazine, 7: 405-8, November 1918.

Discusses in a general way some of the essential factors involved in the establishment of evening school classes.

1680. **Finney, Ross L.** Importing a German institution. School and home education, 38: 29-31, October 1918.
 Argues that the continuation school is a German institution.
1681. **Gt. Brit. Ministry of reconstruction.** Interim report of the Committee on adult education. Industrial and social conditions in relation to adult education. London, H. M. Stationery office, 1918. 32 p. 4°.
1682. **U. S. Federal board for vocational education.** Evening industrial schools. September, 1918. Washington, Government printing office, 1918. 55 p. 8°. (Bulletin no. 18. Trade and industrial series no. 2.)

LIBRARIES AND READING.

1683. **Baldwin, Rachel.** The school and the teaching of patriotism. Public libraries, 23: 361-63, October 1918.
 Read before the School libraries section, American library association, Saratoga, July 5, 1918.
 Relates to the service of the school library in teaching patriotism.
1684. **Horton, Marion L.** The opportunity of the high school librarian. Western journal of education, 24: 1-2, September 1918.
 Read at the California library association meeting, Del Monte, June 19, 1918.
1685. **Hunt, Clara Whitehill.** The child and the book in war times. English journal, 7: 487-96, October 1918.
 Read before the Library department of the National education association, at Pittsburgh, Pa., in July 1918.
1686. **Walter, Frank K.** The war and library training. Library journal, 43: 728-32, October 1918.
 Read before the professional training section of the American library association at Saratoga, July 5, 1918.
 Shows the need of libraries for trained service, and the essential soundness of existing agencies for such training. Salaries must be made higher in order to attract library workers.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

1687. The fall manual of the United States school garden army. Washington, 1918. 32 p.
1688. Industrial arts in secondary schools in the war emergency. Washington, 1918. 31 p. (Secondary school circular, no. 4, September 1918)
1689. The National council of primary education. Report of the second annual meeting at Kansas City, Mo., February 27, 1917, and the third annual meeting at Atlantic City, N. J., February 26, 1918. Washington, 1918. 35 p. (Bulletin, 1918, no. 26)
1690. An outline of a course of study in gardening. Designed to prepare for supervision of school-directed home gardens under the plan of the United States School garden army. Washington, 1918. 12 p.
1691. The training of teachers of mathematics for the secondary schools of the countries represented in the International commission on the teaching of mathematics; by Raymond Clare Archibald. Washington, 1918. 289 p. (Bulletin, 1917, no. 27)