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OF CURRENT EDUCATIONAL  
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## MONTHLY RECORD OF CURRENT EDUCATIONAL PUBLICATIONS.

Compiled by the Library Division, Bureau of Education.

CONTENTS.—Proceedings of associations—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—Vocational guidance—Agricultural education—Commercial education—Civic education—Americanization of immigrants—Military training—Reeducation of war invalids—Education of soldiers—Education of deaf—Exceptional children—Libraries and reading—Bureau of Education: Recent publications—New periodicals.

### 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.

1. National education association. Journal of proceedings of the fifty-sixth annual meeting . . . Pittsburgh, Pa., June 29-July 6, 1918. Journal of the National Education Association, 3: 151-222, November 1918.

*Department of School Administration.*—Contains: 1. J. G. Lecht: Americanization as a war-time duty of the schools, p. 151-52. 2. E. Z. Taylor: School finances as a war-time problem, p. 152-55. 3. James Stover: Uniformity in school accounting, p. 157-62. 4. O. W. Gerwig: War policies for schools, p. 163-65.

*Department of Normal Schools.*—5. I. D. Coffman: Training for national service in normal schools, p. 166-69. 6. J. A. H. Keith: Report of committee on federal aid and the training of teachers, p. 171-74. 7. W. S. Small: The state normal

schools and the problems of child health, p. 174-76. 8. A. E. Winship: Prepare rather than train for teaching, p. 179-83. 9. J. A. Pitman: Maintaining an adequate supply of teachers without lowering standards, p. 183-85.

*Department of Kindergarten Education.*—10. Ella A. Merritt: What the government is doing to conserve child life, p. 188-91.

*Department of Vocational Education and Practical Arts.*—11. Frank Duffy: The reeducation of our returning disabled soldiers after the war, p. 194-95. 12. Mary S. Woolman: The influence of war conditions on vocational education for girls, p. 199-201. 13. A. E. Holder: Education is preparation for life, p. 204-6.

*Department of Child Hygiene.*—14. J. M. Tyler: What teachers ought to know about the physical growth of children, p. 207-10. 15. G. W. A. Luckey: The mental development of children, p. 210-13. 16. W. H. Burnham: Mental hygiene, p. 213-16. 17. G. S. Hall: A general survey of child study, p. 216-19. 18. Earl Barnes: Children's sense of time, p. 219-22.

## CURRENT EDUCATIONAL CONDITIONS.

## GENERAL AND UNITED STATES.

2. **General education board.** The Handley fund, Winchester, Va. A report to the board of Handley trustees. New York, General education board, 1918. 77 p. illus. 12<sup>c</sup>.

CONTENTS.—Preface.—I. Winchester: Its people and industries.—II. The schools of Winchester.—III. Needs of the Winchester schools.—IV. Use of the Handley fund.—V. Appendix.

3. **Harris, T. H.** Louisiana's educational progress. *School and society*, 9: 63-65, January 11, 1919.

Gives the contents of a letter sent the school officials of Louisiana on November 26, directing their attention to the significance of the passage of the educational amendments to the constitution, at the November elections.

4. **Keith, John A. H.** Brief of argument in favor of Senate bill 4987, 65th Congress, second session. *Journal of education*, 89: 5-7, January 2, 1919.

Also separately reprinted.

Gives arguments in favor of the bill to create a Department of education.

5. **South Carolina. State council of defense:** Does it pay? [Columbia, S. C., 1918] 45 p. 8<sup>c</sup>.

The money value of education, with special reference to the situation in South Carolina.

6. **Wenley, R. M.** Reckless tenants. *Educational review*, 57: 22-42, January 1919.

Phi Beta Kappa address at the University of Michigan, May, 1918. Dwells on the poverty of the present time as regards profound thinking; the pursuit of pseudo-knowledge accumulating "odds and ends of information with a view to immediate material gain."

7. **Wilson, W. O.** The Arkansas education commission. *Arkansas teacher*, 7: 16-20, January 1919.

A résumé of the work of the Arkansas educational commission and what it accomplished for education in Arkansas.

8. **Winship, A. E.** Educational preparedness. *Journal of education*, 88: 619-23, December 19, 1918.

Says the World war has revealed unpreparedness in the health of the people, in universal literacy, and in general industrial handiness of all the people. The new demands require intense public devotion to education, supreme wisdom in school administration, unalloyed patriotism in teachers, and joyful financial support by the taxpayers.

## FOREIGN COUNTRIES.

9. **Booth, T. K. M., and Usherwood, T. S.** Educational reconstruction and the curriculum. *Journal of education and School world (London)* 51: 33-35, January 1919.



10. Clarke, Joseph I. C. Japan's educational furor. *In his Japan at first hand*. New York, Dodd, Mead and company, 1918. p. 47-53, chapter 5.
11. The educational position. *Educational record (London)* 19: 443-71, November 1918.  
Discusses the educational situation in England, the Fisher bill, etc.
12. Ferrière, A. The New schools in Europe. *Pedagogical seminary*, 25: 397-406, December 1918.  
Physical, intellectual, and moral education in the New schools of Europe.
13. Lapie, Paul. Un regard sur l'école d'après guerre. *Revue pédagogique*, 73: 157-78, September 1918.  
Writer considers most important the economic aspect of the pedagogical problem for the after-war period. Pupils of the French schools must be trained as producers to double the efficiency of their predecessors.
14. Pérez-Verdía, Benito Javier. Public instruction in Guatemala. *Bulletin of the Pan-American union*, 47: 722-29, November 1918. Illus.
15. Soviet Russia: orders of the People's commissioner of education of the western provinces and fronts. *Nation*, 107: 829, December 28, 1918.  
Taken from decrees and official documents of the Soviet government.
16. Strunsky, Manya Gordon. Education and self-government in Russia. *Harper's magazine*, 138: 270-77, January 1919.  
Asserts that popular illiteracy is not the cause of the present social and political disorders in Russia. The actual percentage of illiteracy among the Russian people is probably overrated in currently accepted statistics. The Russians have certain qualities which fit them for self-government.

## EDUCATION AND THE WAR.

17. Butler, Nicholas M. Education after the war. *Educational review*, 57: 64-70, January 1919.  
Also in *Popular educator*, 36: 250-53, 293, 295, January 1919.  
Address before the Association of colleges and preparatory schools of the middle States and Maryland, Princeton, N. J., Nov. 20, 1918.  
Criticizes the false psychology and crude economics of the pre-war period—a psychology without a soul and an economics with no vision beyond material gain. Stresses moral values in education.
18. Cary, C. P. Educational reconstruction. *Educational news bulletin*, 10: 1-3, December 1, 1918.  
Says that educational reconstruction will no doubt be largely in the nature of changed emphasis, due to a change in public opinion (or at least professional opinion) with respect to educational values. Thinks that probably the most notable change in the public mind with respect to values is in relation to health and physical vigor.
19. Chubb, Percival. Phases of reconstruction: the outlook for education. *Standard (New York)* 5: 92-96, January 1919.
20. Educational lessons from the war—a symposium. *High school quarterly*, 7: 72-83, January 1919.  
Contributed by C. A. Prosser, S. P. Copen, P. C. Harris, H. A. Hollister, T. S. Baker, R. Bligham, S. H. Edmunds, Barry Howell, T. H. Briggs, J. D. Elliot, A. M. Soule, H. B. Moore, R. E. Blackwell, C. B. Gibson, D. C. Harrow, Wilson Farrah, G. E. Vincent.
21. Elliot, Charles W. Defects in American education revealed by the war. *School and society*, 9: 1-10, January 4, 1919.  
An address given in Carnegie hall, New York, November 23, 1918.

22. **Ellis, A. Caswell.** Educational preparedness for after the war. *In* National institute of social sciences. *Journal*, vol. 4, 1918. Reconstruction after the war. Boston, Boston book company, 1918. p. 129-36.  
Cites a number of post-war demands on the schools.
23. **Friend, L. L.** The high schools after the war. *High school quarterly*, 7: 83-87, January 1919.  
Defects in the public schools which have been brought to light by the war and suggestions for educational reconstruction in the future.
24. **Hunt, Everett Lee.** Creative teaching in war time. *Quarterly journal of speech education*, 4: 386-97, October 1918.  
Speaks of the S. A. T. C. and the necessity, owing to the limited time, of teachers creating interests which will be pursued in after times.
25. **Jeffords, Clyde R.** The war and education. *School*, 50: 195, January 9, 1919.  
The effect of the war on secondary education.
26. **Problems of reconstruction; lectures and addresses delivered at the summer meeting at the Hampstead garden suburb, August 1917. London, T. Fisher Unwin, Ltd. [1918] 315p. 12".**  
CONTENTS.—Introduction, by the Marquess of Crewe. Pt. I.—First principles of reconstruction. Pt. II.—Reconstruction in education.—1. Education from the child's point of view, by John Adams; 2. The education of the girl for national service and civic responsibility, by Sarah Burstall; 3. The liberty of the child in education, by Dr. Kinnins; 4. The influence of vocation on school education, by Guy Kendall. Pt. III.—Social and industrial reconstruction. Pt. IV.—Arts and crafts in relation to reconstruction (including Art schools and craft workshops, by Selwyn Image and Thomas Okey).
27. **West, Andrew F.** Education after the war. *Princeton alumni weekly*, 19: 259-60, January 8, 1919.  
An address before the annual conference of the regents of the state of New York, held at Albany, December 12, 1918.  
Shows the necessity for general education along with vocational training.
28. **Winship, A. E.** War-modified education in the United States. *Journal of education*, 88: 649-50, December 26, 1918.

#### EDUCATIONAL THEORY AND PRACTICE.

29. **Bardeen, C. W.** The man milliner in education. *Educational review*, 57: 5-21, January 1919.  
The writer begins by declaring that the foundation stone of millinery is change, constant and rapid change of styles. "There is," he says, "a good deal of the millinery idea in education." He sketches in amusing manner the various changes in pedagogy, dwelling particularly on the methods of teaching arithmetic.
30. **Davis, Sheldon Emmor.** The work of the teacher. New York, The Macmillan company, 1918. xv, 312p. (able's flags). 12".
31. **Johnston, J. B.** The public education of youth; the place of creative work and of subject-matter studies. *School and society*, 9: 69-70, January 18, 1919.
32. **Stilwell, Katherine M.** Making schoolbooks. *Elementary school journal*, 19: 256-67, December 1918.  
Preparing a textbook for publication, seeing it through the press, copyrighting, etc.

## EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

33. **Barker, Lewellys F.** The first ten years of the National committee for mental hygiene, with some comments on its future. *Mental hygiene*, 2: 537-51, October 1918.  
President's address at the tenth annual meeting of the National committee for mental hygiene held in New York city, February 1918.
34. **Bode, B. H.** What is transfer of training? *School and society*, 9: 30-44, January 11, 1919.
35. **Gray, C. Truman.** Educational psychology. *Psychological bulletin*, 15: 301-11, September 1918.  
Reviews the psychological literature of the year that bears on education, and gives numerous references to articles in educational periodicals.
36. **Mateer, Florence.** The diagnostic fallibility of intelligence ratios. *Pedagogical seminary*, 25: 369-92, December 1918.  
Bibliography: p. 391-92.
37. **Mitchell, David.** Child psychology. *Psychological bulletin*, 15: 311-23, September 1918.  
A résumé of the literature of child study for the year 1918. Contains list of references to periodicals.
38. **Sala y Cantos, Angela.** Instinto del juego en el niño. Investigaciones realizadas en el niño cubano. *Revista de la facultad de letras y ciencias, Universidad de la Habana*, 27: 27-98, July-October 1918.  
Thesis for the degree of doctor of pedagogy in the University of Havana, specially recommended for publication by the examining tribunal.

## EDUCATIONAL TESTS AND MEASUREMENTS.

39. **Boston. Department of educational investigation and measurement.** Organization and administration of intermediate schools in Boston. Boston, Printing department, 1918. 75 p. tables. \$1. (Boston, School committee) School document no. 13-1918. Bulletin no. 17 of the Department of educational investigation and measurement)
40. **Cuneo, Irene, and Terman, Lewis M.** Stanford-Binet tests of 112 kindergarten children and 77 repeated tests. *Pedagogical seminary*, 25: 414-28, December 1918.  
The purposes of this study were as follows: (1) To find the distribution of intelligence among kindergarten children; (2) to correlate the results of Stanford-Binet tests with school marks and teachers' estimates of intelligence; (3) to determine the effect of the repetition of a test upon the resulting intelligence quotient; and (4) to secure data which would throw light on the proper location of the tests in the scale.
41. **Downey, June E.** Standardized tests and mental inheritance. *Journal of heredity*, 9: 311-14, November 1918.  
Very young children already show great variation in special aptitudes which is probably not to be explained by differences in environment. More tests are needed according to Dr. Downey.
42. **Duggan, M. L.** Educational survey of DeKalb, Georgia, public school system, Atlanta, Ga., Department of education, 1918. 50 p. (No. 26)
43. **Gates, Arthur I.** Correlations of immediate and delayed recall. *Journal of educational psychology*, 9: 480-86, November 1918.  
An experimental study of the learning of elementary school pupils in grades 511 to 5111 shows a high correlation between the amount learned in a given time and the amount recalled after a lapse of some hours. In general the rapid learner is the best retainer.
44. **Lange, Alexis F.** An educational research syndicate. *Sierra educational news*, 15: 19-20, January 1919.



45. **Monroe, Walter Scott.** Measuring the results of teaching. Boston, New York [etc.] Houghton Mifflin company [1918] xviii, 297 p. 12°. (River-side textbooks in education, ed. by E. P. Cubberley)
46. **Patterson, T. L.** Pedagogical suggestions from memory tests. *Journal of educational psychology*, 9: 497-510, November 1918.  
This paper reports the results of various tests of memory with elementary and secondary pupils, and considers the educational significance of the findings.
47. **Theisen, W. W.** A report on the use of some standard tests for 1916-17. Madison, Wis., 1918. 120 p. 8°. (Wisconsin, State department of public instruction. Studies in educational measurements in Wisconsin. Bulletin no. 1)
48. **Theisen, W. W., and Fleming, Cecile White.** The diagnostic value of the Woody arithmetic scales: a reply. Part I. *Journal of educational psychology*, 9: 475-88, November 1918.  
Part II will appear in the December number.  
"The charge has been made that the Woody arithmetic scales fail to furnish material for an accurate diagnosis of individual and class differences in arithmetical abilities. The first part of this paper presents a detailed answer to the criticisms that have been made of the scales. The second part will contain constructive suggestions."
49. **Weld county, Colo.** Juvenile department of the county court. The farm and the school. A résumé of a survey of the public schools of Weld county, Colorado. Greeley, Colo., Extension department of Colorado state teachers college, 1918. 63 p. 8°. (Colorado state teachers college bulletin, ser. 17, no. 6, September 1918)  
Pt. I. The survey and its application, by Herbert M. Baker.—Pt. II. Educational interpretation of the survey, by Edgar Donnington Randolph.—Appendix. Reprint and explanation of forms adopted for the enforcement of the compulsory education law in Weld county, Colorado.
50. **Wilds, Elmer Harrison.** The inspectorial function. *Wisconsin journal of education*, 51: 12-16, January 1919.  
The educational survey—how it should be conducted and some of its values.

## SPECIAL METHODS OF INSTRUCTION.

51. **Edison, Thomas A.** "One of the greatest things in the world." *Educational film magazine*, 1: 7-8, 20, January 1919.  
"The view of educational motion pictures expressed in an exclusive interview with the editor of *Educational film magazine*, by the greatest inventor in the world."
52. **Knowlton, Daniel C.** Current events through pictures. *Historical outlook*, 10: 24-28, January 1919. illus.
53. **Owen, William Bishop.** The problem method. *Chicago schools journal*, 1: 3-6, November-December 1918.
54. **Stevenson, John Alford.** The project in science teaching. *School science and mathematics*, 19: 50-63, January 1919.  
Also in *School and home education*, 38: 110-14, January 1919.  
A paper read before the joint session of science teachers, Illinois high school conference, held at Urbana, November 21-23, 1918.

## SPECIAL SUBJECTS OF CURRICULUM.

55. **Almack, John C.** A test in English composition—writing the friendly letter. *Oregon teachers monthly*, 23: 151-56, December 1918.  
Says that the Hillegas scale includes artificial compositions. Suggests a scale based on the friendly letter.



56. **Cram, Ralph Adams.** Education and the qualitative standard. English leaflet, 19:1-7, January 1919.  
A plea for the recognition of character-development as the prime object of education, and for the teaching of English after a fashion that will reveal great thoughts through the great art of English literature.
57. **Gehrken, Karl Wilson.** Music's place in our public schools. Musical America, 29:9, January 11, 1919.  
This is the first of three articles which are to appear in Musical America. Deals with the influence of music in training the mind, music as a socializing force, and music in connection with the worthy use of leisure.
58. **Gummere, Richard M.** The modern world and the Latin classroom. Nation, 108:13-14, January 4, 1919.  
Proposes a scheme which relates classroom work in Latin with the future profession of the student.
59. **Kugelmass, I. Newton.** The criteria in the declaration of chemical independence in the United States. Science, n. s. 48:608-12, December 20, 1918.  
Development of chemistry in the United States. Work of the college and university in this new age of scientific and industrial achievement.
60. **McCracken, William.** What should a student get from a beginning course in chemistry? School science and mathematics, 19:75-82, January 1919.  
Read before the physics and chemistry section of the Michigan schoolmasters club, March 1917.
61. **Mercier, Louis J. A.** Teaching to speak French in college. Educational review, 57:43-59, January 1919.  
Dwells on the psychological aspects of the subject—the establishing of "marginal habits of theideo-motor type."
62. **Merrill, Helen A.** Why students fail in mathematics. Mathematics teacher, 11:45-56, December 1918.  
How much of the failure is due to the subject itself, how much to those who teach it, how much to parents and friends of students, and how much to students themselves.
63. **Minnick, J. H.** Arithmetical errors made by high school pupils. Mathematics teacher, 11:80-89, December 1918.
64. **O'Neill, J. M.** Aims and standards in speech education. Quarterly journal of speech education, 4:345-65, October 1918.  
Delivered at the annual meeting of the Wisconsin state teachers' association, Milwaukee, November 2, 1917.  
The need for a reorganization of aims and standards in speech education. Speaks especially of conditions in Wisconsin.
65. **Parkard, Leonard O.** Geography and reconstruction in education. Journal of geography, 18:24-28, January 1919.
66. **The proposed classical league.** Reasons for forming it. Current education, 23:22, 24-29, January 1919.  
A plea for classical education. Gives suggestions showing that the formation of an American classical league is both important and opportune.
67. **Ruedde, Edwin C.** Der gegenwärtige stand des deutschen unterrichts an den colleges und universitäten der Vereinigten Staaten. Monatshefte für deutsche sprache und pädagogik, 19:200-63, December 1918.
68. **Shields, Thomas Edward.** Music in the elementary school. Catholic educational review, 17:17-27, January 1919.  
The place of music in the emotional life of the school. Quotes freely from The melodic method in school music, by David C. Taylor.

69. **Valentine, C. W.** Classics, history, and the training of the reason. *Journal of experimental pedagogy and training college record* (London) 4: 280-89, December 5 1918.  
A criticism of humanistic studies. An argument against the compulsory study of Latin and Greek as advocated by Cyril Robinson of Winchester college, England.
70. **Vestal, G. L.** The new physics. *School science and mathematics*, 19: 66-74, January 1919.  
Suggests changes that should be made in the equipment, teaching method, texts, etc., in the teaching of physics.
71. **Webb, Hanor A.** Chemistry, a trade or a profession? [Garrison, N. Y.] The Science press, 1918. p. 530-34. 8°.  
Reprinted from the *Scientific monthly*, December, 1918.  
The advantages of college training for chemists over experience only.
72. **White, C. E.** Mathematics and anti-mathematics. *School science and mathematics*, 19: 29-37, January 1919.  
A defense of mathematics.

#### KINDERGARTEN AND PRIMARY SCHOOL.

73. **Curtis, Fanniebelle.** Tentative syllabus in kindergarten extension for the elementary schools of the city of New York. Kindergarten and first grade, 4: 11-13, January 1919.
74. **Grant, Emma M.** The kindergarten-primary grade. *Primary education*, 27: 6-8, January 1919.  
The unification of kindergarten and primary education.
75. **Krackowizer, Alice M.** Projects in the primary grades. A plan of work for the primary grades and the kindergarten. Philadelphia and London, J. B. Lippincott company [1919] 224 p. front., plates. 12°. (Lippincott's school project series, ed. by W. F. Russell)
76. More kindergartens a necessity. *Outlook*, 120: 580-81, December 11, 1918. illus.  
The information contained in this article was obtained from Miss Beale Locke, chief of the kindergarten division of the United States Bureau of education.
77. The relation between initiative and organization. *Kindergarten and first grade*, 4: 4-10, January 1919.  
Initiative and organization in the kindergarten. The first article is by Catharine R. Watkins, the second by Caroline D. Aborn, and the third by Grace E. Mix. A discussion which took place at the meeting of the International kindergarten union in Chicago.
78. **Vinal, William Gould.** First grade readers. *Nature-study review*, 14: 371-79, December 1918.  
A survey and criticism of first grade readers showing the nature content of thirty-three of the best and most used first-grade readers.
79. **White, Jessie.** Misconceptions of the Montessori method. *School guardian* (London) 41: 29-31, December 21, 1918.  
Says that nothing could be more penetrated by religion than Dr. Montessori's view of life. Deals with the misconceptions that have arisen regarding the Montessori system.

#### RURAL EDUCATION.

80. **Lewis, Howard.** The rural school and the community; a study of the methods and application of the social survey. Boston, R. G. Badger [1918] 91 p. 12°. (Library of educational methods)  
Bibliography: p. 85-88.
81. **Stimson, Rufus W.** Effect of rural continuation school on agricultural efficiency. *American education*, 22: 208-11, January 1919.  
Deals particularly with the home project plan of teaching agriculture.

## SECONDARY EDUCATION.

82. **Andrews, W. E.** Correlation of high school science courses. *School review*, 27: 1-12, January 1919.  
Says that the recent vocational pressure has increased "the number of studies rather than the number of natural sciences". Presents a plan for high school program for year-courses.
83. **Cade, George N., and Gray, William S.** Objective studies of the achievements of training-school and public-school pupils in the freshman year of the high school. *Elementary school journal*, 19: 291-310, December 1918.  
A study to determine the relative efficiency of teaching in elementary training schools which are connected with normal schools and in elementary public schools.
84. **Ferguson, H. O.** The high school chorus—its importance and organization. *Nebraska teacher*, 21: 217-20, January 1919.  
Part I appeared in the December issue.
85. **Haisley, Otto W.** A type of high school administration. *American school board journal*, 58: 34, 77, January 1919.  
Shows how a high school in a small city gets along without a principal by giving the clerical work over to the commercial department to be handled and by putting the disciplinary problems into the hands of the teachers who are appointed as special advisers.
86. **Jerusalem, William.** Problems of the secondary teacher; authorized translation by Charles E. Sanders. Boston, R. G. Badger [1918] 253 p. 8°. (Library of educational methods)  
The translator gives as his reason for offering this book in English dress, "its splendid success in the effort to furnish insight into the problems of the secondary school from the profound viewpoint of the fundamentals of human nature and of human society."
87. **Joliet, L.** Les deux écoles. *Revue universitaire*, 27: 235-44, November 1918.  
The two schools whose views are discussed in this article are those who hold that secondary education should be open to all pupils wishing it, and those who would admit to secondary institutions only specially qualified candidates.
88. **Kuhn, Paul.** Les arts mécaniques dans l'enseignement secondaire. *Revue universitaire*, 27: 245-52, November 1918.  
Criticizes secondary education in France for hitherto devoting its attention too much to training the intellect alone. Favors recognition of the manual arts by the new education which is to follow the war.
89. **Lull, Herbert G.** Administration of junior and senior high school curricula. *American schoolmaster*, 11: 440-46, December 15, 1918.  
Examples.—Junior and senior training high schools. Kansas state normal, Emporia.
90. **Morrison, Henry C.** The supervision of high school teaching. *School review*, 27: 13-23, January 1919.  
Emphasizes the importance of technique. Says that technique comes through observing technique in others and practicing it under the observation of those who possess it.
91. **Patterson, Herbert.** The high-school curriculum; a statistical study of accredited four-year high schools in South Dakota. *School and society*, 8: 770-80, December 28, 1918.  
This study shows what is actually being taught in our high schools at the present time and notes the emphasis given to the different subjects.



92. **Borem, S. O.** Measuring East junior high school of Sioux City, Iowa. School review, 27: 44-55, January 1919.  
Deals with entrance requirements, housing, kinds of courses, departmentalized instruction, preparation of teachers, the student advisory system, supervised study, etc.
93. **White, Robert J.** Cost of high-school instruction in Washington. American school board journal, 58: 25-26, 78, January 1919.
94. **Wilcox, George M.** Cost of high school instruction. Method of computing cost of instruction and its application to thirty high schools in South Dakota and to three high schools in Des Moines. Educational administration and supervision, 4: 445-66, November 1918.  
Bibliography on cost in relation to education, p. 464-66.
95. **Yoder, C. M.** "The funds of high school organizations." Wisconsin journal of education, 51: 16-20, January 1919.  
Suggests plan and forms for caring for the finances of high school organizations.

#### TEACHERS: TRAINING AND PROFESSIONAL STATUS.

96. **Aretz, C. W.** A point scale method for the rating of elementary school teachers. Current education, 23: 3-8, January 1919.
97. **Balliet, Thomas M.** A critique of normal school curricula. Journal of the New York state teachers' association, 5: 237-59, November 1918.  
Says that normal schools are strong on the practical side of their work and that their weakest point is their academic training.
98. **Cattell, J. McKeen.** The "policies" of the Carnegie company. School and society, 9: 10-23, January 4, 1919.  
Gives extracts from statements from a number of professors showing the widespread discontent with the Carnegie plans for life insurance and annuity policies for teachers, and compares the rates of the Carnegie company with the rates of the two largest American insurance companies.
99. **Johnson, Alvin.** More educational inquisition. New republic, 17: 305-7, January 11, 1919.  
Discusses the case of a teacher who was dismissed for disloyalty from the Manual training high school of Brooklyn, N. Y.
100. **Lull, H. G.** The redirection of teacher training in normal schools. Educational administration and supervision, 4: 483-92, November 1918.
101. **MacCaughy, Vaughan.** The teaching profession in Hawaii. Sierra educational news, 15: 15-17, January 1919.  
A brief outline of the important facts concerning teachers and teaching in Hawaii.
102. **Madden, Martin B.** Pay of teachers. Journal of education, 89: 47, January 9, 1919.  
An address by Congressman Madden in Congress when discussing the bill for higher salaries in Washington, D. C.
103. **Martin, A. S.** Teachers' salary-increase in Pennsylvania paramount to the welfare of the children and the state. American school board journal, 58: 22, 78, January 1919.  
Shows the need for a radical readjustment of salaries in Pennsylvania and also for a liberal increase in order that the teachers may live within the profession above the poverty line.



104. **New Jersey. Bureau of state research.** Teachers' retirement systems in New Jersey. Their fallacies and evolution. Parts II and III. Present condition and practical remedies. Newark, Bureau of state research, 1918. p. 53-87. 8°. (State research, section 2, vol. 6, no. 1, October 1918. Consecutive no. 12)

Part I, "Evolution of the systems," was published as Consecutive no. 10.

105. **Wilson, Lester M.** Psychology in teacher training courses. *Educational administration and supervision*, 4: 467-78. November 1918.

The content, method, etc., of courses in psychology.

106. **Withers, John W.** The training of teachers in service. *Elementary school journal*, 19: 268-78. December 1918.

Second article of series. Delivered on July 17, 1918, as one of a series of lectures given during Superintendents' week, at the University of Chicago. Urges the cultivation of more intimate relations between institutions of higher education and city systems.

107. **Wright, John D.** Normal training of teachers. *Volta review*, 20: 727-29. December 1918.

Training of teachers of the deaf. Discusses qualifications of candidates.

#### HIGHER EDUCATION.

108. **Boas, Franz.** Freedom to teach. *Nation*, 108: 88-89, January 18, 1919.

Writer thinks that university faculties should not be closed corporations, and that university research and instruction should not be monopolized by the appointees of university boards of trustees. He advocates a system which will give properly qualified volunteer instructors an opportunity to teach.

109. **Bolton, Frederick E.** What should constitute the curriculum of the junior college or extended high school? *School and society*, 8: 726-30. December 21, 1918.

110. **Heckel, Albert Kerr.** The war aims course in the colleges. *Historical outlook*, 10: 20-22. January 1919.

111. **Le Boutillier, Philip.** The Princeton A. B. degree. *Princeton alumni weekly*, 10: 260-61, 278-79, January 8, 15, 1919.

Deals with the proposed readjustment of the A. B. curriculum, and the position of Princeton as regards classical education, the effect her championship of it had on pre-war development and the probable effect of it on her post-war development.

112. **Milburn, J. B.** The University of Louvain. *Catholic educational review*, 17: 3-16. January 1919.

A brief history of the University of Louvain and its library, which were reduced to ruins and ashes in 48 hours by the Germans.

This article was written in May 1916, "but the whole world was so absorbed in the struggle then going on and in the rapid succession of the terrible events of the war that it was deemed wiser to hold it for calmer times."

113. **National scholarships.** *New republic*, 17: 329-30, January 18, 1919.

An editorial advocating a system of national scholarships for selecting from the common schools, and training for national service, a sufficient number of young men.

114. **Schurman, Jacob G.** Twenty-sixth annual report by President Schurman. 1917-1918. Ithaca, N. Y., Cornell university, 1918. 63, xii p. 8°.

Among the topics treated in this report—the following seem worthy of special mention: Compulsory and free study. The university and democracy. The humanities and humanity. The cultivation of science. Federal subventions for research. The crisis in medical education.

115. **ShIPLEY, Arthur Everett.** An English university in war time. *Outlook*, 121: 62-63, January 8, 1919.  
Writer is master of Christ's college, Cambridge.
116. **SMITH, Henry Louis.** "Working one's way" through college. *Lexington, Va., Washington and Lee university*, 1918. 16 p. 12°. (Washington and Lee university bulletin, vol. 17, no. 19, December 15, 1918).  
For the guidance and encouragement of young men who are richer in brains, energy, and character than in available cash.
117. **Southern association of college women.** Bulletin for the joint committee of the Association of colleges and secondary schools of the Southern states and the Southern association of college women to secure legislation restricting the granting of charters with degree-conferring privileges. Pub. by the Southern association of college women, 1918. 31 p. 8°.
118. **Stokes, Anson Phelps.** University reorganization problems and policies. *Yale alumni weekly*, 28: 429-35, January 17, 1919.  
Abstract of address at a New York Yale club mass meeting January 18, 1919.

## SCHOOL ADMINISTRATION.

119. **National association of school accounting and business officials of public schools.** Report of the 7th annual meeting, May 21, 22, and 23, 1918. Rochester, N. Y. 79 p. 8°. (E. C. Baldwin, secretary, Boston, Mass.)  
Contains: 1. William Dick: School administration, p. 7-13. 2. Arthur Kinkead: Efficiency in school business management, p. 13-23. 3. L. C. Powers: Uniformity in the classification of school expenditures, p. 24-30. 4. E. M. Brown: Purchase of supplies and award of contracts, p. 30-35. 5. H. R. Bonner: Collecting and compiling high school statistics, p. 36-37. 6. G. W. Gerwig: The high cost of ignorance, p. 39-43. 7. J. D. McCollister: The secretary in the small city—his relations to the school board, the employees and the citizens, p. 43-46. 8. H. L. Patterson: Economy in schoolhouse construction, p. 46a-46f. 9. G. F. Womrath: Ventilation of school rooms and systems in use, p. 47-62. 10. R. H. Thomas: Fire insurance, p. 62-70.
120. **Spenschied, F.** Helpful supervision. *Ohio educational monthly*, 68: 15-18, January 1919.  
A few suggestions that will aid superintendents to make their work more helpful to the teachers.
121. **Jernegan, Marcus.** Compulsory education in the American colonies. *School review*, 27: 21-43, January 1919.  
Continued from December number. Resumes consideration of compulsory education in New England colonies.
122. **Mirick, George A.** Administration and supervision. *Elementary school journal*, 19: 285-90, December 1918.  
Says that the time has arrived "in the evolution of education when administration and supervision of instruction should be entirely separated from the kindergarten through the high school."
123. **Weeks, Arland D.** Apportionment of state school funds. *Quarterly journal of the University of North Dakota*, 9: 122-28, January 1919.
124. **Wiener, William.** Record control. *American school board journal*, 58: 43-45, January 1919.  
Gives samples of a number of record forms used by the Central commercial and manual training high school of Newark, N. J.

## SCHOOL MANAGEMENT.

125. **Bonsery, Frederick G.** School work and spare time. Cleveland, O., The Survey committee of the Cleveland foundation, 1918. 176 p. 12°. ((Cleveland foundation. Publications) 28)  
One of the seven sections of the report of the Recreation survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1917.

126. **Hall-Quest, Alfred L.** Supervised study for all pupils. *American education*, 22: 204-7, January 1919.
127. **Lappin, John C.** Supervised study. *Ohio educational monthly*, 68: 3-7, January 1919.  
To be concluded next month.
128. **Linscheid, A.** Supervised study. *Oklahoma school herald*, 26: 333-36, December 1918.  
Bibliography: p. 336.
129. **Maxwell, C. B.** The selection of text-books. *School and society*, 9: 44-52, January 11, 1919.  
Deals with the prevailing standards of selection and justifiable standards for selections.
130. **Reavis, W. C.** The duties of the supervising principal. *Elementary school journal*, 19: 279-84, December 1918.  
Declares the purpose of the article to be a presentation of the duties of the supervising principal in their entirety, rather than a consideration of the merits or demerits of the different types of principal.
131. **Sumner, S. Clayton.** Supervised study in mathematics. *Journal of the New York state teachers' association*, 5: 270-75, November 1918.

## SCHOOL ARCHITECTURE.

132. **Challman, S. A.** What type of high school building is the best all-around investment? *American school board journal*, 57: 45, 73, 75: 58: 28-29, 78, December 1918, January 1919.  
Part I: The home desk study room type. Part II: The combined study and recitation room type.

## SCHOOL HYGIENE AND SANITATION.

133. **Brincker, J. H.** Laboratory methods in school hygiene. *School hygiene (London)*, 9: 51-60, November 1918.  
Also in *American journal of school hygiene*, 2: 142-51, December 1918.
134. **Holder, Arthur E.** What is the relation of wages to public health? *American journal of public health*, 8: 888-94, December 1918.  
An interesting study by a member of the Federal board for vocational education. Emphasizes health inspections in public schools, etc.
135. **Priestley, John.** The benefits of medical inspection. *School hygiene (London)*, 9: 46-50, November 1918.

## PHYSICAL TRAINING.

136. **Benson, Ruth.** Value of physical training. *South Dakota educator*, 32: 14-15, January 1919.
137. **Stecher, William A.** Lessons from the first draft for soldiers under the selective service act. *Mind and body*, 25: 321-29, December 1918.  
The need for definite vigorous physical activity as shown in the results from the draft, and what the schools are going to do to decrease the amount of physical unfitness. Speaks particularly of conditions in Philadelphia.
138. **Walsh, James J.** Abuses in college athletics. *America*, 20: 360-62, January 18, 1919.  
Speaks of some of the unfortunate tendencies that in recent years have been so much in evidence in college athletics.

## SOCIAL ASPECTS OF EDUCATION.

139. **Holmes, Henry W.** Scouting and the schools. *Educational standards*, 7: 41-44, December 1918.  
Speaks particularly of the cooperation which should exist between the scouts and the schools.



140. The training school of psychiatric social work at Smith College. *Mental hygiene*, 2: 582-94, October 1918.  
A symposium, as follows: (1) Educational significance of the course, by W. A. Neilson. (2) A lay reaction to psychiatry, by E. M. Southard. (3) The course in social psychiatry, by Edith R. Spaulding. (4) A scientific basis for training social workers, by F. S. Chapin. (5) An emergency course in a new branch of social work, by Mary C. Jarrett.
141. Westerman, Frieda Wuerfel. Social activities for high school girls: the camp fire girls. *American schoolmaster*, 11: 433-39, December 15, 1918. Bibliography: p. 439.

## CHILD WELFARE.

142. National child labor committee. Fourteenth annual report. . . .  
*Child labor bulletin*, 7: 149-223, November 1918.  
Contains: 1. Ruth McIntire: American children and the war, p. 178-84. 2. Lucile Eaves: War-time child labor in Boston, p. 185-97. 3. R. G. Fuller: A national children's policy, p. 198-206. 4. R. G. Fuller: A quest of constitutionality, p. 207-14. 5. G. P. Barth: Why have health supervision of the working child? p. 215-17.
143. Slingerland, William H. Child placing in families; a manual for students and social workers. New York, Russell Sage foundation, 1919. 261 p. plates. 8°.

## MORAL EDUCATION.

144. McCormack, T. J. Morality code for the young. School and home education, 38: 103-9, January 1919.  
Published with the consent of the National Institution for moral instruction, Washington, D. C.

## RELIGIOUS EDUCATION.

145. Cope, Henry F. Democratic training through the church. *Religious education*, 13: 401-11, December 1918.
146. Drake, Durant. Religious education after the war. *Religious education*, 13: 387-97, December 1918.  
An address delivered at the Unitarian general conference at Montreal, in September, 1917, reprinted with slight modifications.
147. Weigle, Luther Allan. The effect of the war upon religious education. *In Religion and the war; by members of the faculty of the School of religion, Yale university; ed. by E. Hershey Sneath.* New Haven, Yale university press, 1918. p. 105-21.  
Says that religious education after the war will be more democratic, more immediately concerned with life, more fully Christian.

## MANUAL AND VOCATIONAL TRAINING.

148. Bennett, Charles A. *Wabton*: a national school of industrial art. *American magazine of art*, 10: 85-88, January 1919.  
Outlines a scheme for an advanced school of industrial arts which would be for the art industries what post-graduate courses in the universities are to the professions.
149. Cummings, John. The new apprenticeship. *Vocational summary*, 1: 10-11, December 1918.
150. Guillet, Léon. *Enseignement technique supérieur à l'après-guerre.* Paris, Payot et cie, 1918. 204 p. 12°. (Bibliothèque politique & économique)



151. Hoyer, John W. The attitude of organized labor with respect to industrial education. *Manual training magazine*, 20: 162-66, January 1919.
152. Kelly, F. J. The general or composite industrial school in the city of less than twenty-five thousand population. *School and society*, 8: 721-26, December 21, 1918.  
The function of the composite industrial school, its course of study and the teachers.
153. Leavitt, Frank M. Outlining a manual arts course for the first eight grades. *Industrial arts magazine*, 8: 1-6, January 1919.
154. Ross, Denman W. On art education in the public schools. *Educational standards*, 7: 61-67, January 1919.  
Putting the teaching of art upon a more scientific basis.
155. Snedden, David. Vocational education after the war. *School and society*, 8: 751-58, December 28, 1918.  
Notes of an address delivered before the Regents' convocation of the state of New York, December 12, 1918.
156. U. S. Federal board for vocational education. Second annual report, 1918. Washington, Government printing office, 1918. 172 p. 8°.

## VOCATIONAL GUIDANCE.

157. Bishop, Avarad Longley and Keller, Albert Galloway. Industry and trade: historical and descriptive account of their development in the United States. Boston, New York [etc.] Ginn and company [1918] 426 p. illus. 12°.  
The purpose of this book is to prepare the boys and girls in our schools for efficient citizenship and for material success as well, by teaching them the industrial and commercial situation in our country today. It will be useful in vocational direction work.
158. Clark, Harry. Vocational guidance. *High school journal*, 2: 6-8, January 1919.  
The value of vocational guidance to the teacher, the employer, the parent, and the student.
159. Wilson, Ida M. The employment manager and applied vocational guidance. *Annals of the American academy of political and social science*, 81: 144-47, January 1919.  
Says that one should go to living sources for vocational information: to office, factory, and field.

## AGRICULTURAL EDUCATION.

160. Mead, Elwood. Summary of soldier settlements in English-speaking countries. Washington, Government printing office, 1918. 28 p. 8° (At head of title: Department of the Interior. Franklin K. Lang, secretary).  
Includes the subject of training the soldiers by agricultural courses and otherwise, for working the lands allotted to them.

## COMMERCIAL EDUCATION.

161. Bishop, Avarad L. A plan for a scientific course in preparation for business. *Yale alumni weekly*, 28: 384-85, January 6, 1919.
162. Bush, Mrs. Hinton. The present need of shorthand and typewriting in the high schools. *Mississippi educational advance*, 8: 19-26, November 1918.
163. Reed, James C. Practical course in salesmanship and advertising for high schools. *Business educator*, 24: 22-24, January 1919.

## CIVIC EDUCATION.

164. **Junior civic and industrial league, Lincoln, Nebr.** The junior citizen. An account of the activities of the Junior civic and industrial league. Lincoln, Nebraska, 1917-18. Pp. jointly by the Lincoln commercial club, the Lincoln city government, and the Board of education. [Lincoln 1919?] 47 p. illus. 8°.

## AMERICANIZATION OF IMMIGRANTS.

165. **Lape, Esther Everett.** Americanization in Delaware. A state policy initiated by the Delaware state council of defense. [Dover, Del., 1918] 48 p. 8°.
166. **National efficiency quarterly**, vol. 1, no. 3, November 1918. (Americanization)
- Contains: 1. Sarah Elkus: Education in English language promotes efficiency. p. 110-49. 2. Joseph Mayer: Flag day in America. p. 152-64. 3. Frank Trumbull: The progress of Americanization. p. 179-86. 4. Anne Rhodes: Americanizing an industrial city. p. 186-96. 5. A. J. Beatty: Effective Americanization program. p. 196-203. 6. Bessie Locke: The kindergarten a vital Americanizing agency. p. 204-13.
167. **Wilson, H. B.** The Americanization of education. *Western journal of education*, 24: 1-2, December 1918.
- Extracts from an address delivered before the California schoolmasters' club. Discusses the establishment of an educational system in the United States which is definitely adapted to serve the present and future needs of our nation; a system adapted to realize our present and gradually evolving ideals; a system adapted to preserve, enlarge, and improve our democratic American institutions.

## MILITARY TRAINING.

168. **Chancellor, William Estabrook.** S. A. T. C. reflections of a college professor. *Journal of education*, 89: 31-33, January 9, 1919.
169. **Sanford, S. V.** The S. A. T. C. in college view. *High school quarterly*, 7: 95-103, January 1919.
- The organization of the S. A. T. C. at the University of Georgia, some of the defects of the system, and lessons to be learned from it.
170. **Stowe, A. Monroe.** The S. A. T. C. idea, a possible solution of some of the social and military problems of democracy. *School and society*, 8: 758-62, December 28, 1918.
171. **Thorndike, Edward L.** Scientific personnel work in the army. *Science*, n.s. 49: 53-61, January 17, 1919.
172. **Thwing, Charles F.** The duties of the soldier-student. *Educational review*, 57: 1-4, January 1919.
- Sums up the duties as follows: Obedience; whole-heartedness and enthusiasm; unity of purpose; and patriotism. In other words, "the duty of obedience; the duty of giving your best self to the cause you serve; the duty of remembering that you are a part of a great whole; the duty of love for your country and for the world."

## REEDUCATION OF WAR INVALIDS.

173. **Bennett, Helen Christine.** Helping the wounded to help themselves. *For social review*, 20: 6-7, 03, February 1919. illus.
- Uncle Sam's wonderful reconstruction work, both physical and vocational, is making our disabled soldiers self-supporting.
174. **Drexel, Constance.** Rehabilitation and vocational training of war cripples. *American labor legislation review*, 8: 308-10, December 1918. illus.

175. Hill, David S. Valid uses of psychology in the rehabilitation of war victims. *Mental hygiene*, 2: 611-28, October 1918.  
An examination of the Canadian system; question of mental tests, etc.

## EDUCATION OF SOLDIERS.

176. Stockbridge, Frank Parker. The khaki university. *World's work*, 37: 332-39, January 1919. illus.  
Fitting our soldiers for civilian life; the biggest educational institution in the world; every soldier to be given an equal opportunity for education and special training for civilian employment; keeping up with the stay-at-homes.

## EDUCATION OF DEAF.

177. Andrews, Harriet A. The diary of a deaf child's mother. A prize essay. *Volta review*, 20: 730-43, December 1918.  
Continued from November number.
178. Bartlett, Bertha L. How a mother taught herself how to train her deaf child. *Volta review*, 20: 733-38, December 1918.  
Continued from November number.
179. Pintner, Rudolf. The measurement of language ability and language progress of deaf children. *Volta review*, 20: 755-66, December 1918.  
Emphasizes the need for greater coordination among deaf schools, for a more uniform system of grading; also for a better classification of the pupils according to their abilities in each subject.

## EXCEPTIONAL CHILDREN.

180. Michigan. Department of public instruction. Backward and deficient children. A study of sub-normal children in the rural schools of Michigan. [Lansing] The superintendent of public instruction, 1918. 22 p. tables. S. (Bulletin no. 25)

## LIBRARIES AND READING.

181. American library association. Papers and proceedings of the fortyeth annual meeting . . . held at Saratoga Springs, N. Y., July 1-6, 1918. Chicago, Ill., American library association, 1918. p. 43-333. (*Its Bulletin*, September 1918.) (George E. Utley, secretary, 78 East Washington street, Chicago, Ill.)  
Contains: 1. A. E. Bostwick: The future of library work, p. 60-57. 2. F. K. Walter: The war and library training, p. 98-103. 3. Herbert Putnam: The library war service, p. 103-5. 4. J. C. M. Hanson: What the university library is doing to help win the war, p. 192-96. 5. M. S. Dudgeon: What men read in camps, p. 221-22. 6. School libraries section, p. 306-7.
182. Braisted, William C. Books every boy should read. *American boy*, 20: 10, January 1919.  
The Surgeon general of the U. S. Navy gives a list of books which boys should read. He says that "Good books give something more than entertainment and instruction—they give power."
183. Kerry, Willis H. Library promoting. *School and society*, 9: 79-83, January 18, 1919.  
Address before the New York state library association, Lake Placid club, N. Y., September 27, 1918.  
Points out some of the methods of library promoting used successfully in the emergency of war in the camp libraries.

## BUREAU OF EDUCATION: RECENT PUBLICATIONS.

184. American agricultural colleges. A study of their organization and their requirements for admission and graduation. By Chester D. Jarvis. Washington, 1918. 125 p. (Bulletin, 1918, no. 29).
185. Constitution of a community association. Washington, 1919. 12 p. (Community center circular no. 3, January, 1919).
186. Facilidades ofrecidas a los estudiantes extranjeros en los colegios y universidades de los Estados Unidos de la America del Norte; por Samuel Paul Capen. Washington, 1919. 222 p. plates. (Bulletin, 1918, no. 16).
187. Resources and standards of colleges of arts and sciences. Report of a committee representing the associations of higher educational institutions; prepared by Samuel Paul Capen. Washington, 1918. 79 p. Bulletin, 1918, no. 30).
188. The Spring manual of the United States school garden army. Washington, 1919. 31 p.
189. Vocational guidance and the public schools; by W. Carson Ryan, Jr. Washington, 1919. 151 p. (Bulletin, 1918, no. 24).

## NEW PERIODICALS.

- Americanization. Vol. 1, no. 1, September 1918. Published monthly. Bureau of education, Washington, D. C.
- Carry On: a magazine on the reconstruction of disabled soldiers and sailors. Vol. 1, no. 1, June 1918. Published monthly. Office of the Surgeon General, Washington, D. C.
- Chicago schools journal. Vol. 1, no. 1, September 1918. Published monthly, from September to June. Board of education, Chicago, Ill.
- Educational film magazine. Vol. 1, no. 1, January 1919. Published monthly. 33 West 42d Street, New York, N. Y.
- El estudiante latino-americano. Vol. 1, no. 1, July 1918. Published bi-monthly. Committee on friendly relations among foreign students, 347 Madison avenue, New York, N. Y. (J. M. Hernandez, editor; Ann Arbor, Mich.)
- National school service. Vol. 1, no. 1, September 1918. Published semi-monthly. Department of the Interior, Washington, D. C.
- School life. Vol. 1, no. 1, August 1, 1918. Published semi-monthly. Bureau of education, Washington, D. C.
- Vocational summary. Vol. 1, no. 1, May 1918. Published monthly. Federal board for vocational education, Washington, D. C.