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MONTHLY RECORD  
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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—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 life and culture—Rural education—Secondary education—Normal training—Teachers' salaries and professional status—Higher education—Research—School administration—School management—School buildings and grounds—School hygiene and sanitation—Physical training—Play and recreation—Social aspects of education—Child welfare—Moral and religious education—Manual and vocational training—Vocational guidance—Agriculture—Home economics—Commercial education—Medical education—Engineering education—Civic education—Americanization—Education of service men—Education of women—Negro education—Education of deaf—Exceptional children—Education extension—Libraries and reading—Bureau of education: Recent publications.

### NOTE.

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

The issues of the record for March and April, 1921, are combined in the present double number.

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.

237. Maryland state teachers' association. Fifty-third annual meeting. . . . Ocean City, Maryland, June 20-July 1, 1920. 111 p. 12". (Hugh W. Caldwell, secretary, Frederick, Md.)  
Contains: 1. L. S. Hawkins: Education in a democracy and democracy in education, p. 15-19. 2. Gonzales Lodge: A reasonable plea for the classics, p. 23-37. 3. E. V. McCollum: What to teach the public regarding food values, p. 37-47.

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238. Ohio. Department of public instruction. Report of proceedings Ohio schoolmen's conference, October 11-12, 1920. Issued under the direction of Vernon M. Riegel, superintendent of public instruction. Columbus, Ohio, The F. J. Heer printing co., 1920. 82 p. 8°.
- Contains: 1. H. B. Turner: The organization and administration of the junior high school, p. 11-14. 2. R. G. Jones: The junior high course of study, p. 16-22. 3. G. R. Tulas: School surveys, their uses and limitation, p. 43-49. 4. Helen T. Woolley: Intelligence tests in the public schools, p. 49-51. 5. Alfred Vivian: Education for culture, p. 59-63. 6. W. B. Bliss: Before and after testing, p. 67-78.

EDUCATIONAL HISTORY AND BIOGRAPHY.

239. Curoe, Philip B. V. Outline of the history of education. Part I. Ancient and mediæval times. New York, Globe book company [1921] v. 72 p. 12°.
240. Finney, Ross L. The American public school; a genetic study of principles, practices, and present problems. New York, The Macmillan company, 1921. xiv, 335 p. illus. 12°. (Modern teacher's series. ed. by W. C. Bagley.)
- A concise history of the American public school system for normal students.
241. Graham, Edward. The Harrow life of Henry Montagu Butler, D. D. Headmaster of Harrow school (1860-1885) Master of Trinity College, Cambridge (1886-1918) With an introductory chapter by Sir George O. Trevelyan. London, New York [etc.] Longmans, Green, and co., 1920. 433 p. front., plates, ports. 8°.
242. Kekewich, G. W. The education department and after. London, Constable and company, ltd. [1920] 358 p. 8°.
243. Old school-books. In The contributors' club. Atlantic monthly, 127: 422-24, March 1921.
244. Pulsifer, W. E. A brief account of the educational publishing business in the United States. Atlantic City, N. J., March 2, 1921. 36 p. 8°.
245. Smith, Edgar F. Priestley in America 1794-1804. Philadelphia, P. Blakiston's son & co. [1920] 173 p. 12°.
- An account by the former provost of the University of Pennsylvania of the final decade of the life of Dr. Joseph Priestley, spent at Northumberland, Pa.

CURRENT EDUCATIONAL CONDITIONS.

GENERAL AND UNITED STATES.

246. Alexander, Cartèr. Motives utilized in successful publicity campaigns for better school support. School review, 29: 292-304, April 1921.
- A study based on a questionnaire sent, in 1919, to many city superintendents throughout the United States relative to successful publicity campaigns for better school support.
247. Benner, Thomas E. A comparative study of the elementary schools, white and colored, of the 67 counties of Alabama. Montgomery, Ala., Brown printing co., 1921. 14 p. charts, tables. 8°.
- Reprinted from Alabama school progress for February, 1921.
248. Blakely, Paul L. Is the United States ninth in literacy? America, 24: 595-96, April 9, 1921.
- An examination into the table of percentages of illiteracy in foreign countries issued by the Bureau of the Census in 1915.

249. **Brown, Gilbert L.** Inequality of educational opportunity. *Journal of educational research*, 3: 195-200, March 1921.  
A study of the schools in a Michigan village.
250. **Bunker, Frank F.** The problem and the opportunity of the public school of Hawaii. *Educational review*, 61: 100-9, February 1921.  
Data based on a recent educational survey of Hawaii, conducted under the auspices of the U. S. Bureau of Education. Emphasizes the retarding effects of the language schools on the Americanization of pupils.
251. **Campbell, John C.** The Southern highlander and his homeland. New York, Russel Sage foundation, 1921. xxi, 405 p. plates, maps. 8°. Chapter XIII, p. 260-98, which is on Education, describes the school situation in the mountain districts. Bibliography of authorities consulted in preparing the book: p. 375-89.
252. **Clark, Harry.** Various accrediting agencies of the nation. *Journal of education*, 93: 115-17, February 3, 1921.
253. **Cobb, Stanwood.** A new movement in education. *Atlantic monthly*, 127: 227-34, February 1921.  
By the secretary of the Progressive education association, describing the new type of progressive school which gives the largest possible freedom to the child. The writer thinks the public schools should be reorganized on the progressive model.
254. **De Voss, J. C.** A mental inventory. *Tenching*, 5: 4-13, January 1921.  
Chapel address at the Kansas State normal school, Emporia.
255. **Elliot, Charles W.** Protection against ignorance. *Nation's business*, 9: 9-10, February 1921.  
Dr. Elliot here presents a definite program for making the American school system a foundation on which to build a clear-thinking electorate.
256. **Finegan, T. E.** Pennsylvania's educational program. *Pennsylvania school journal*, 69: 279-85, January 1921.  
Address before the Pennsylvania state education association, December 30, 1920.
257. **General education board.** Annual report. 1919-20. New York city, General education board [1921] x, 141 p. 12°.
258. **Hartwell, E. C.** Wise and responsible leadership. *Journal of education*, 93: 143-45, February 10, 1921.  
The paramount need in American education is the development of wise and responsible leadership.
259. **Illiteracy in the United States.** *American review of reviews*, 63: 220-21, February 1921.  
Comments on a synopsis of illiteracy in the United States published by Winthrop Talbot in the *Scientific American*.
260. **Institute for public service, New York.** Who's who and why in after-war education. New York, Institute for public service [1921] 432 p. 12°. Contains biographical sketches of educators, lists of educational associations, periodicals, tests and measurements, etc.
261. **James, Harlean.** Of, by, and for the people. *American review of reviews*, 63: 192-96, January 1921.  
Discusses the status of the various educational bills in Congress, also the maternity and infancy bill.

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262. King, Henry Churchill. A new mind for the new age. New York. Chicago [etc.] F. H. Revell company [1920] 192 p. 12".  
The Cole lectures for 1920 delivered before Vanderbilt university.  
Three chapters deal with the new age following the world war: its evidence; its perils; its values. Conversely three other chapters portray the new mind needed for the new age—the political, economic, and social challenge; the educational challenge; the moral and religious challenge.
263. Strayer, George D. A national point of view in education. American city, 24: 115-18, February 1921.  
Discusses financing education in the United States. Urges support of the Smith-Towner bill.
264. Thomason, John F. . . . School survey of York County; a study of school plants, costs and program. [Rock Hill, S. C., 1920] 87 p. illus. tables, diagrs. 8". (Bulletin of Winthrop College, no. 1, Sept., 1920, vol. xiv)
265. What is the real emergency? By a friend of the editor. Journal of education, 93: 199-203, February 24, 1921.  
Author says public ignorance of school problems and conditions is the chief cause of all the ills that afflict the schools.

FOREIGN COUNTRIES.

*Latin America.*

266. Pan American union. Section of education. Report submitted to the governing board of the Pan American union at the meeting of January 5, 1921, by the assistant director in charge of the section. Bulletin of the Pan American union, 52: 155-59, February 1921.  
Also issued as separate pamphlet.
267. The problem of national education in Cuba. American review of reviews, 63: 205-9, February 1921.  
Says that the educational system installed by the United States and turned over to Cuba in 1902 has greatly deteriorated. Gives the reasons assigned for this deterioration by Dr. Arturo Montori, also defects found in the private school system by Dr. Ismael Clark and a committee of four.
268. "Sovietizing" the schools in Mexico. Nation, 112: 216-18, February 9, 1921.  
Gives the text of the proposed Mexican education law, which was drawn up by José Vasconcelos, dean of the National university. Regarding it, there has been much newspaper discussion of the "sovietizing" of the schools through the appointment of local councils of education made up of representatives of parents, teachers, and the public authorities. There is also a provision that directors and faculties of high schools are to be nominated by the students and teachers in each institution and by independent scientific bodies.

*Europe.*

269. Hosc, J. F. The educational trend in Europe. Journal of the National education association, 10: 19-20, February 1921.

*Great Britain.*

270. Adams, John. The present educational position. Contemporary review, 119: 198-99, February 1921.  
Status of the Fisher educational bill in England. A review and criticism.
271. Aynard, Joseph. L'esprit d'observation dans l'éducation anglaise. Education, 12: 395-400, January 1921.



272. **Edwards, Alfred George, Archbishop.** National education. Nineteenth century, 89: 557-65, April 1921.  
A discussion of the English education act and religious instruction, by the Archbishop of Wales.
273. **Guest, L. Haden, ed.** The new education; a critical presentation of the education scheme of the London education authority, October, 1920. London, Hodder and Stoughton limited, 1920. 118 p. 12°. Treats the subject under the following headings: The new scheme of education for London, Nurse schools, Elementary education, Secondary education, Central schools, Continuation education.
274. **Woods, Alice.** Educational experiments in England. London, Methuen & co. ltd. [1920] viii, 255 p. 12°. Sketches the development of elementary education in England since 1850. Shows the growth of the ethical aspect of education and the progress of educational psychology. Describes a number of present-day experiments, and outlines a vision of the future.

*France.*

275. **Darlu, A.** Le conseil supérieur de l'instruction publique. Revue politique et parlementaire, 106: 237-44, February 10, 1921.  
Discusses a project for the reorganization of this council.
276. **Delobel, G.** Pour qu'on apprenne l'allemand. Education (Paris) 12: 299-304, November 1920.  
Reasons why French students should learn the German language.
277. **Dugas, L.** L'université nouvelle; les applications de la doctrine par les Compagnons. Education (Paris) 12: 252-62, October 1920.
278. [French normal schools; a series of articles] Revue pédagogique, vol. 78, no. 1, January, 1921.  
Contains: 1. A. Pézard: La pratique des nouveaux programmes des écoles normales en sciences naturelles, p. 1-17. 2. Les nouveaux programmes des sciences naturelles dans les écoles normales, p. 18-23. 3. Th. Simon: La psychologie expérimentale dans les écoles normales, p. 24-37. 4. La réforme des écoles normales (circulaire de M. le recteur de l'Académie de Rennes), p. 38-40.
279. **Gastinel, G.** L'enseignement secondaire: son objet et sa nature. Revue internationale de l'enseignement, 40: 397-414, 41: 44-57, November-December 1920, January-February 1921.
280. **Maucourant, B.** L'école enfantine en Alsace. Revue pédagogique, 78: 167-77, March 1921.
281. **Picavet, François.** L'éducation nouvelle: morale et éducation. Education, 12: 433-40, February 1921.

*Germany.*

282. **Fontagne, Julien.** Les idées du pédagogue munichois Kerschensteiner. Education (Paris) 12: 289-99, 337-47, November, December 1920.  
An analysis of the educational doctrines of George Kerschensteiner, of Munich, whom the writer calls the most authoritative representative of contemporary German pedagogy. Kerschensteiner holds that the fundamental object of education is to make the child a good citizen.
283. **Gaudig, Hugo.** Die problematik der schulreform. Zeitschrift für pädagogische psychologie und experimentelle pädagogik, 21: 241-46, September-November 1920.

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284. **Lehmann, Rudolf.** Educational tendencies in Germany at the beginning of the twentieth century. *School and society*, 13: 277-86. March 5, 1921.

Translated and composed by Dr. Ernst Riess from the report of Prof. Rudolf Lehmann, Breslau, in the *Jahrbuch des Zentralinstituts für erziehung und unterricht*, II, 1920.

285. Radical reform in the schools of Germany. *American schoolmaster*, 14: 91-95, March 1921.

Translated from *Neue bahnen* by Johanna Alpermann, State normal college, Ypsilanti, Michigan.

286. **Wittig, K.** Der einfluss des krieges und der revolution auf die kriminalität der jugendlichen und ihre behandlung im jugendgefängnis durch willensübungen. Langensalza, H. Beyer & söhne (Beyer & Mann), 1921. 60 p. 8°. (Beiträge zur kinderforschung und hellerschulung, heft 172).

*Holland.*

287. The new Dutch education act. (From a correspondent) *Times* (London) Educational supplement, 11: 81, February 24, 1921.  
See also *School and society*, 13: 465, April 16, 1921.

*Denmark.*

288. **Howe, Frederic C.** Denmark; a cooperative commonwealth. New York, Harcourt, Brace and company, 1921: x, 203 p. 12°.

Chapters VII-X, p. 75-125, of this book deal with education, as follows: VII. A prophet—Bishop Grundtvig; VIII. The people's high schools; IX. Making farming alluring; X. Elementary education.

*Czechoslovakia.*

289. **Mauer, Jean, ed.** L'enseignement dans la République tchécoslovaque. Notes présentées à nos amis de l'étranger par l'Institut pédagogique J. A. Komenský près le ministère de l'Instruction publique, Prague. Prague, Société d'édition "l'effort de la Tchécoslovaquie," 1920. 64 p. 8°.

*Russia.*

290. **Rostovtsev, M. I.** The plight of the Russian scholars. *Weekly review*, 4:358-59, April 20, 1921.

The author of this article, a Russian university professor, is now at the University of Wisconsin, under invitation to occupy the chair of ancient history there.

*Far East.*

291. **McKim, John Cole.** Some reflections on the ideogram. *Atlantic monthly*, 127: 400-504, April 1921.

Deals with the Chinese ideogram, which is the written language of China, Korea, and Japan. The use of the ideogram has a profound effect upon education in these countries. The author predicts that in Japan the ideogram will gradually give place to a phonetic system of writing.

292. **Sakamoto, Kiyoshi.** The Chugakko middle school of Japan. *National school digest*, 40: 420-22, March 1921.



EDUCATIONAL THEORY AND PRACTICE.

293. Cabot, Ella Lyman. Seven ages of childhood. Boston and New York; Houghton Mifflin company, 1921. xxxiv, 821 p. 8°. Mrs. Cabot divides childhood into the following seven ages: The dependent, dramatic, angular, and paradoxical ages; the ages of the gang, of romance, and of problems. The chief object of the book is to show how children may be taught adaptability to their surroundings, and to realize their duties to others.
294. Cattier, Fernand. La pédagogie de H. G. Wells d'après "La flamme immortelle." Revue pédagogique, 73: 100-13, February 1921. Discusses the educational views expressed in H. G. Well's Undying fire.
295. Douglas, C. E. Setting up school standards. Education, 41: 485-93, April 1921. Says that heredity and extra schoolroom activities often are of greater educational significance than the procedure of the schoolroom. No school standards can be set up regardless of these forces.
296. Mendenhall, Edgar. The need for a more scientific attitude in education. Education, 41: 381-87, February 1921.
297. National society for the study of education: Twentieth yearbook. Part I, Second report of the society's committee on new materials of instruction. Part II, Report of the society's committee on silent reading. Bloomington, Ill., Public school publishing company, 1921. 2 v. 8°. Part I comprises a collection of 285 projects compiled by the committee with the aid of various sub-committees from material submitted by the representatives of numerous school systems. Chapter VI, p. 189-221, is a bibliography of the project method, classified and annotated. Part II was prepared by the committee from material submitted by J. A. O'Brien, May Ayres Burgess, S. A. Courtis, C. E. Germane, W. S. Gray, H. A. Greene, Regina R. Heller, J. H. Hoover, J. L. Packer, Daniel Starch, W. W. Thelsen, G. A. Yonkum, and representatives of the school systems of Cedar Rapids, Denver, Iowa City, and Racine. Edited by G. M. Whipple.
298. O'Shea, M. V. Mental development and education. New York. The Macmillan company, 1921. 403 p. illus. 8°. Designed for teachers in service and for persons preparing to teach. Discusses dynamic factors in teaching, and education as adjustment to the individual's environment.
299. The Parent's library. Chicago, Frederick J. Drake & co. [1920] 9 v. illus., plates. 12°. CONTENTS.—1. First steps in child training, by M. V. O'Shea. 284 p.—2. The trend of the teens, by M. V. O'Shea. 281 p.—3. Faults of childhood and youth, by M. V. O'Shea. 286 p.—4. Everyday problems in child training, by M. V. O'Shea. 259 p.—5. Putting young America in tune; how to teach the child appreciation of music, by Henriette Weber. 203 p.—6. The home guide to good reading, by D. H. Stevens. 242 p.—7. The proper feeding of infants, by W. H. Galland. 296 p.—8. Diseases of infancy and childhood, by W. H. Galland. 348 p.—9. Maternity and child care, by W. H. Galland. 286 p.
300. Sleight, W. G. . . . The organisation and curricula of schools. London, E. Arnold, 1920. 264 p. 12°. (The modern educator's library. General editor—Prof. A. A. Cock) Bibliography: p. 257-60.
301. Stratton, George M. The mind as misrepresented to teachers. Atlantic monthly, 127: 366-74, March 1921.

## EDUCATIONAL PSYCHOLOGY; CHILD STUDY.

302. **L'année psychologique**; fondée par Alfred Binet; publiée par Henri Piéron. Vol. 21, 1914-1919. Paris, Masson et cie., 1920. xii, 522 p. 8°.  
 Contains: 1. Mlle. Morand: Qu'est-ce que l'attente, p. 1-78. 2. B. Bourdon: Recherches sur les perceptions spatiales auditives, p. 79-109. 3. Henri Piéron: Recherches comparatives sur la mémoire des formes et celle des chiffres, p. 119-48. 4. Mlle. Ot. Viaicou: Capacité d'appréhension; rapidité d'acquisition et puissance de rétertion de souvenirs bruts; recherches de corrélation, p. 171-80. 5. Mlle. Marie Grzegorzewska: Les types d'idéation esthétique, p. 190-208. 6. Notes et revues, p. 209-61. 7. Analyses bibliographiques, p. 263-512. 8. Chronique, p. 513-17.
303. **Averill, Lawrence Augustus.** Psychology for normal schools. Boston, New York [etc] Houghton Mifflin company [1921] xx, 362 p. 12°.  
 (Riverside textbooks in education, ed. by E. P. Cubberley)  
 An introductory textbook in psychology for teachers in training schools. It first studies, through the child's behavior, his original equipment of instincts and capacities; then follows a study of the child's heredity, and his capacity for learning; and the final division of the volume treats the differences between individuals, the causes for them, and the effect of these differences on the problem of child training. Directions for the study of children by direct observation are included.
304. **Baudouin, Charles.** Suggestion and autosuggestion; a psychological and pedagogical study based upon the investigations made by the New Nancy school. Tr. from the French by Eden and Cedar Paul. New York, Dodd, Mead and company, 1921. 349 p. 8°.  
 In conjunction with the teachings of psychoanalysis, the psychology of the New Nancy school, founded by Coué, deals with the domain of the subconscious. The practical discoveries of the school are believed to have great significance for educational work as well as for therapeutics.
305. **Dunbar, Olivia Howard.** Spring of the year. Yale review, 10:565-75, April 1921.  
 Discusses the characteristics and needs of adolescents in regard to their mental and spiritual development.
306. **Gates, Arthur I.** Educational psychology at the Chicago meetings of scientific societies. Journal of educational psychology, 12:63-71, February 1921.  
 A résumé of the proceedings of the joint meetings of the American psychological association, Section I (psychology); and Section Q (education), of the American association for the advancement of science, at the University of Chicago, December, 1920.
307. **Mulford, Henry J.** The child mind. American journal of psychology, 32: 179-95, April 1921.
308. **Pechstein, L. A.** Massed vs. distributed effort in learning. Journal of educational psychology, 12: 92-97, February 1921.
309. **Skaggs, E. B.** The relative value of grouped and interspersed recitations. Journal of experimental psychology, 3: 424-46, December 1920.  
 This study is largely an outgrowth of the experiments performed by a number of workers along the line of recitation work in learning.
310. **Vendrell, Maria.** . . . La timidez en los niños Cubanos. [Habana] Universidad de la Habana, laboratorio de paidología, 1921. 31 p. 8°.  
 (Monografías paidológicas—Director: Dr. A. M. Aguayo, no. 2)
311. **Watts, Frank.** Abnormal psychology and its educational applications. London, G. Allen & Unwin ltd., [1921] 191 p. 12°.  
 "First published in 1918 as Echo personalities. Enlg. and reset in 1921."



## EDUCATIONAL TESTS AND MEASUREMENTS.

312. **Conference on educational measurements.** Seventh annual conference on educational measurements, held at Indiana university, Bloomington, Ind., Friday and Saturday, April 18 and 19, 1920. Pub. by the Extension division of Indiana university, 1920. 85 p. tables, diagrs. 8° (Bulletin of the Extension division, Indiana university, vol. VI, no. 1, September 1920)
- Contains: 1. E. L. Thorndike: The task of the elementary school, p. 4-13. 2. E. L. Thorndike: The standardization of instruments of instruction, p. 14-24. 3. W. F. Book: Preliminary report on the state-wide mental survey of high school seniors, p. 31-67. 4. Luella Cole-Prossey: The relation of intelligence to achievement in the second grade, p. 68-77. 5. H. G. Childs and E. E. Kveener: Symposium on educational measurements, p. 81-85.
313. **Anderson, John E.** A mental survey of the Connecticut industrial school for girls. *Journal of delinquency*, 6: 271-82, January 1921.
- The Yerkes-Bridges point scale and the Army test alpha were used in the survey. A study was made of the relation of grade location to mental age and chronological age.
314. **Belk, J. Carleton.** Group tests of intelligence: an annotated list. *Journal of educational psychology*, 12: 103-8, February 1921.
315. **Brooks, Samuel S.** Conditions revealed by the use of standardized tests in rural schools. *Journal of educational research*, 3: 13-22, January 1921
- Fourth article on the general topic "Putting standardized tests to practical use in rural schools."
316. **Buckingham, B. R.** Suggestions for procedure following a testing program—I. Reclassification. *Journal of educational research*, 2: 787-801, December 1920.
- Writer says that the purpose of his study is "to suggest a method of interpreting test results which will have obvious bearing on reclassification, and to point out the advantages in the same connection of a testing program which includes both intelligence and educational tests." To be continued.
317. **Burt, H. E. and Arps, G. F.** Correlation of army alpha intelligence test with academic grades in high schools and military academies. *Journal of applied psychology*, 4: 289-293, December 1920.
- Concludes that "the low correlation generally found between intelligence tests and academic marks may be to a considerable extent due to the fact that methods of school instruction do not hold students to their maximum efficiency."
318. **Calihan, T. W.** An experiment in the use of intelligence tests as a basis for proper grouping and promotion in the eighth grade. *Elementary school journal*, 21: 465-69, February 1921.
- Study based on test given all the pupils in the seventh grade of the schools of Galesburg, Ill., who were going into the eighth grade. The test used was the Illinois edition of the Buckingham intelligence and silent reading test. "The results of the study," says the writer, "seem to support the conclusion that intelligence tests are a valuable aid to administrators, teachers, and pupils, inasmuch as they assist greatly, not only in diagnosing individual cases, but also in the reliable grouping of pupils on the basis of ability."
319. **Chambers, George G.** Intelligence examinations and admission to college. *Educational review*, 61: 128-37, February 1921.
- Says that the most valuable use of intelligence examinations for educational purposes is in connection with the guidance work of the schools.
320. **Chapman, J. Crosby.** A group intelligence examination without prepared blanks. *Journal of educational research*, 2: 777-86, December 1920.

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321. **Chassell, Clara F. and Chassell, Laura M.** A survey of the three first grades of the Horace Mann school by means of psychological tests and teachers' estimates, and a statistical evaluation of the measures employed. *Journal of educational psychology*, 12: 72-81, February 1921.  
Concludes that no perfect method of classification and promotion has as yet been devised. The problem is still in the experimental stage.
322. **Clarke, W. F.** Writing vocabularies. *Elementary school journal*, 21: 340-51, January 1921.  
The vocabularies used for investigation in this study were the Ayres list of one thousand words and the lists given in the Every-day speller.
323. **Colvin, Stephen S.** Some recent results obtained from the Otis group intelligence scale. *Journal of educational research*, 3: 1-12, January 1921.  
Test made of 2,588 children and older pupils in various schools in Massachusetts and Rhode Island during the school year of 1919-20. Says that the tests serve a useful purpose in determining the comparative intelligence of children, but are misleading as measures of absolute intelligence.
324. **Courtis, S. A. and Shaw, Lena A.** Courtis standard practice tests in handwriting. Yonkers-on-Hudson, N. Y., World book company, 1921.  
The set includes teacher's manual, student's lesson book, instructions, records, scales, etc.
325. **Derrick, S. M.** A comparative study of the intelligence of 75 white and 55 colored college students by the Stanford revision of the Binet-Simon scale. *Journal of applied psychology*, 4: 316-20, December 1920.  
Describes a study made at the University of South Carolina, of which the results show that the Negro is better in memory and in concrete and routine problems than in those that involve mental abstraction and reconstruction.
326. **Dickson, Virgil E. and Norton, John K.** The Otis group intelligence scale applied to the elementary school graduating classes of Oakland, California. *Journal of educational research*, 3: 106-15, February 1921.  
Study based on tests of 1,043 day elementary school pupils who completed the eighth grade in Oakland, January 1920. Says that the results of the tests are not as reliable in the measurement of individuals as in the measurement of classes.
327. **Edmondson, Margaret B.** A mental survey of first-grade school pupils. *Pedagogical seminary*, 27: 354-70, December 1920.  
Study based on individual tests of the 183 first-grade pupils of the public schools of Eugene, Oreg. The Stanford revision of the Binet-Simon scale was used.
328. **Germane, Charles E.** The value of the corrected summary as compared with the rereading of the same article. *Elementary school journal*, 21: 461-64, February 1921.  
An experiment conducted in grades v-ix inclusive of the elementary and junior high schools of the State university of Iowa.
329. ——— The value of the written paragraph summary. *Journal of educational research*, 3: 116-23, February 1921.  
The problem is: "What is the relative value of a written paragraph summary of an article, compared with the rereading of the same article for the same length of time?" Concludes that the rereading of an article is a more economical method of study than the written paragraph summary, when each group studies the same amount of time. An experiment conducted in the public schools of Des Moines, Iowa, grades 6, 7, and 8.
330. **Gray, P. L. and Marsden, E. E.** An application of intelligence tests. *Journal of experimental pedagogy* (London) 6: 33-38, March 5, 1921.  
An effort, among other things, to obtain some idea of the range of mental ability found in elementary school classes in England.

331. **Henmon, V. A. C.** An experimental study of the value of word study. *Journal of educational psychology*, 12: 96-102, February 1921.  
An experiment conducted in the Madison (Wis.) high school in 1919-20, with a part of the sophomore class.
332. ——— The measurement of intelligence. *School and society*, 13: 151-58, February 5, 1921.  
Address of vice-president of Section V.—Education, American association for the advancement of science, Chicago, 1920.
333. ——— Standardized vocabulary and sentence tests in French. *Journal of educational research*, 3: 81-105, February 1921.  
The method and technic of these tests are the same as used in developing the Henmon vocabulary and sentence tests in Latin, as set forth in the *Journal of educational psychology*, 8: 315-38, 589-99, November, December 1917; 11: 121-36, March 1920.
334. **Herrig, Anna B.** Promotions in the practice school as determined by the use of standard tests and educational measurements. *Educational administration and supervision*, 7: 217-25, April 1921.
335. **Hilliard, Edmund B.** The importance of physical and mental examinations as an aid to treatment and training in a reform institution. *Journal of delinquency*, 6: 347-54, March 1921.
336. **Hudelson, Earl.** Hudelson English composition scale. Yonkers-on-Hudson, N. Y., World book company, 1921. 46 p. 1<sup>st</sup>.
337. Intelligence and its measurement—a symposium. *Journal of educational psychology*, 12: 123-47, 195-216, March, April 1921.  
Contributors to first article are E. L. Thorndike, p. 124-27; L. M. Terman, p. 127-33; F. N. Freeman, p. 133-36; S. S. Colvin, p. 136-39; Rudolf Piatner, p. 139-43; B. Ruml, p. 143-44; and S. L. Pressey, p. 144-47. The following topics are discussed: (1) The writer's conception of "intelligence," and the best means for measuring intelligence by group tests; (2) What are the most crucial "next steps" in research?  
The following authors appear in the April symposium: V. A. C. Henmon, p. 195-98; Joseph Peterson, p. 198-201; L. L. Thurstone, p. 201-7; Herbert Woodrow, p. 207-10; W. F. Dearborn, p. 210-12; M. E. Haggerty, p. 212-16.
338. **Keener, E. E.** The use of measurements in a small city school system. *Journal of educational research*, 3: 201-6, March 1921.  
Discusses the work of a department of measurements which was established in the public schools of Richmond, Indiana, in 1919. The aim of the department is to make standard tests available for the classroom teacher.
339. **Kohs, S. C.** The block-design tests. *Journal of experimental psychology*, 3: 357-76, October 1920.  
"These tests," says the writer, "fall into the category of 'performance tests' and have been standardized to measure intelligence. They have been purposely devised to eliminate the factor of language." Gives directions for applying tests. Illustrated.
340. **MacDonald, Arthur.** Physical and mental examination of American soldiers. *Modern medicine*, 3: 129-33, February 1921.  
Describes the mental and physical tests used in the Army to determine the fitness of soldiers in the initial selective draft of 1917. A statistical and social study.
341. **Madsen, I. N.** Group intelligence tests as a means of prognosis in high school. *Journal of educational research*, 3: 43-52, January 1921.  
Possibilities of using the Alpha army test, which was given to about one and a half million men in the army and became available for public use at the close of the war. The study is based on results obtained from the high schools at Madison, Wis.; Rockford, Ill.; and Sioux City, Iowa; and from three high schools at Omaha, Neb.



#### 14 MONTHLY RECORD CURRENT EDUCATIONAL PUBLICATIONS.

342. Mead, Arthur B. Tendencies in educational measurements. Educational review, 61: 117-27, February 1921.  
Discusses the essential features of the principal educational measurements. Says that to be scientific we will do best to make claims on the basis of data, and not endeavor to measure all human mental functions with a test devised to measure but a few.
343. Mensenkamp, L. E. Tests of mathematical ability and their prognostic values. A discussion of the Rogers tests. School science and mathematics, 21: 150-62, February 1921.
344. Morton, R. L. The value of a handwriting scale to an untrained teacher. Journal of educational research, 3: 133-37, February 1921.
345. Nifenecker, Eugene A. Grade norms for the New York city penmanship scale. Journal of educational research, 2: 808-37, December 1920.  
The scale represents the muscular-movement method of writing, adopted by the New York schools. The scale is constructed from the product of this system of penmanship.
346. O'Brien, Francis J. A quantitative investigation of the effect of mode of presentation upon the process of learning. American journal of psychology, 32: 249-83, April 1921.  
In the first half of the investigation significant words were used; in the second half, nonsense-syllables. A study made in the psychological laboratory of Clark university.
347. O'Hern, Joseph P. The development of a chart for attainments in reading. Journal of educational research, 3: 180-94, March 1921.  
A study based on an investigation made in the elementary schools of Rochester, New York. The tests revealed that practically no special attention was being given to the matter of correct "interpretation" of the material read.
348. Peterson, Joseph. The growth of intelligence and the intelligence quotient. Journal of educational psychology, 12: 148-54, March 1921.  
A general criticism of intelligence tests and their interpretation. This article is followed by a reply by F. N. Freeman, p. 155-58.
349. Pintner, Rudolf and Marshall, Helen. Results of the combined mental-educational survey tests. Journal of educational psychology, 12: 82-91, February 1921.  
An effort to solve the practical problems of classification in the school.
350. ——— and Reamer, Jeannette. Individual differences measured by psychological tests. American annals of the deaf, 66: 108-81, March 1921.  
A comparison between the congenitally and the adventitiously deaf, between the two sexes, and between the deaf and the hearing child.
351. Pressey, L. C. and Skeel, H. V. A group test for measuring reading vocabulary in the first grade. Elementary journal, 21: 304-9, December 1920.
352. Rogers, Agnes L. Intelligence tests and educational progress. Educational review, 61: 110-16, February 1921.  
Discusses the value of intelligence tests, and says that only by combining tests of general intelligence with tests of the specific abilities demanded by the college curriculum shall we secure an ideal student body in our higher institutions.
353. Ruml, Beardsley. Reconstruction in mental tests. Journal of philosophy, 18: 181-85, March 31, 1921.  
Says that the need of to-day is for a clarification of the concepts and hypotheses underlying the mental test field; which may in time lead to the development of a theory of measurement that will be consistent with our best knowledge of mental life.



354. Sayrs, W. C. What should be the character of an English test? Educational review, 61: 138-47, February 1921.  
The test should be a test of memory; it should find out something of the pupils' power of generalisation; and it should offer the pupil an original problem which shall determine approximately the wealth of his "spiritual storehouse."
355. Schwegler, R. A. A comparative study of the intelligence of white and colored children. Journal of educational research, 2: 838-48, December 1920.  
Results of a study of 116 pupils drawn from the seventh and eighth grades of the Junior high school of Lawrence, Kansas. Writer says: "In all functions that involve intensive concentration of attention on complex subjective activities of a rational type the white group has a distinctly greater ability."
356. Smith, L. O. Mental tests in primary grades. Middle-west school review, 13: 6-7, February 1921.
357. Terman, Lewis M. and Whitmire, Ethel D. Age and grade norms for the national intelligence tests, scales A and B. Journal of educational research, 3: 124-32, February 1921.  
An experiment tried in the public schools of Vallejo, California, on pupils between the ages of 8 and 15 inclusive.
358. Valentine, P. F. A study in intelligence and educational correlations. Journal of education, 3: 207-17, March 1921.  
A study carried out with a unit group of seventh-grade pupils in one of the public schools of Fresno, California. An experiment made to test the validity of the intelligence scale as an instrument in the regrading and regrouping of pupils.
359. Witham, E. C. Witham's standard geography tests. Cambridge, Mass., J. L. Hammett company [1921] Directions and 8 pams. 8°.

## SPECIAL METHODS OF INSTRUCTION.

## PROJECT METHOD.

360. Grinstead, Wren Jones. The project method in beginning Latin. Classical Journal, 16: 368-98, April 1921.  
Writer is from the Eastern Kentucky state normal school. His paper was delivered as an address before the foreign language section of the Southwestern Ohio teachers' association at Cincinnati, October 29, 1920.
361. Hendricks, B. Clifford. The project as a teaching unit in high-school physics. School science and mathematics, 21: 163-72, February 1921.  
Says that the subject matter should be drawn from the community life or be closely related to it though not neglecting the subjects relating to the more general world community.
362. Stevenson, John Alford. The project method of teaching. New York, The Macmillan company, 1921. xvi, 305 p. 12°. (Modern teacher's series, ed. by W. C. Bagley)  
Considers from a new point of view a method of teaching which is attracting great attention at present.
363. Trafton, G. H. Project teaching in general science. School science and mathematics, 21: 315-22, April 1921.  
Gives an outline of projects in field and laboratory work.

16 MONTHLY RECORD CURRENT EDUCATIONAL PUBLICATIONS.

364. Wells, Margaret Elizabeth. A project curriculum; dealing with the project as a means of organizing the curriculum of the elementary school. Philadelphia and London, J. B. Lippincott company [1921] xi, 338 p. plates. 12°. (Lippincott's school project series, ed. by W. F. Russell.)

This book presents details of an interpretation of the project method worked out by the author in the State normal school at Trenton, N. J. Her system comprises a major project for each grade of the elementary school, large enough to provide a basis for most of the work of that grade throughout the year. Within each major project there are minor related projects which provide the immediate activities making up the daily school work. For use where the proposed organization is not adopted as a whole, the book suggests many ways of connecting the life interests and environing activities of children with the subject matter of the usual school studies.

VISUAL INSTRUCTION.

365. Balcom, A. G. The place of motion pictures in education. Moving picture age, 4: 12, 18, February 1921.
366. Egner, Russell F. A suggestion for a national educational film service for educational institutions. Visual education, 2: 27-31, 45, 56, 58, 60, 62, February 1921.
367. Hultgren, C. L. Teaching English to foreigners through motion pictures. Visual education, 1: 25-28, September-October 1920.
368. Jordan, Riverda Harding. Visual aids and class room methods. Visual education, 2: 22-25, January 1921.
369. Orndorff, Marguerite. A motion picture project. Visual education, 2: 11-19, 52, March 1921.  
Describes a method employed by the writer in the Indianapolis public schools.
370. Poffenberger, A. T. Motion pictures and crime. Scientific monthly, 12: 336-39, April 1921.  
Says that the purely commercial spirit of motion picture production should be tempered by a spirit of social welfare and education. Shows the effects of motion pictures on the youthful mind.

OTHER METHODS.

371. Goodlander, Mabel B. Education through experience; a four year experiment in the Ethical culture school. Pub. by the Bureau of educational experiments in co-operation with the Parents and teachers association, Ethical culture school. New York, 1921. 36 p. illus. 8°. (On cover: Bureau of educational experiments. Bulletin no. 10.)

SPECIAL SUBJECTS OF CURRICULUM.

READING.

372. Anderson, C. J. and Merton, Elda. Remedial work in silent reading. Elementary school journal, 21: 336-48, January 1921.  
Discusses the methods and materials used in an attempt to individualise classroom teaching in reading so that the pupils could be given remedial treatment according to their particular needs.

373. Burgess, May Ayres. The measurement of silent reading. New York city, Department of education, Russell Sage foundation [1921] 163 p. diagrs. tables. 12°.

This study arises from a recognition of the need of reliable measurements of ability in reading, which is the most important single subject to be learned by a child. The book describes a new scale for silent reading, Picture supplement scale 1, which has been devised by the Department of education of the Russell Sage foundation. The experiments upon which the scale is based, are narrated, with a brief statement of the principles involved. It is believed that this scale is well adapted for testing the exact ability to be measured, and is comparatively free from extraneous elements, which might vitiate the results.

374. Buswell, G. T. The relationship between eye-perception and voice-response in reading. *Journal of educational psychology*, 12: 217-27, April 1921.
375. Kaufmann, Myrtle L. Planning the use of varied reading materials. *Elementary school journal*, 21: 380-89, January 1921.  
Work of primary teacher in the public schools of Springfield, Illinois.
376. O'Brien, John Anthony. Silent reading, with special reference to methods for developing speed. A study in the psychology and pedagogy of reading. New York, The Macmillan company, 1921, xvii, 280 p. charts, tables. 12°.
377. Waldman, Bessie. Definite improvement of reading ability in a fourth-grade class. *Elementary school journal*, 21: 273-80, December 1920.  
Study was made as a part of class work in a course entitled "Special problems in teaching," given at the University of Cincinnati by Miss Frances Jenkins. Members of the class were experienced teachers. The main problem was: How to accelerate the silent-reading rate of a selected number of poor readers.

## ENGLISH AND COMPOSITION.

378. National council of teachers of English. Proceedings of the tenth annual meeting, Chicago, November 25-27, 1920. (W. Wilbur Hatfield, secretary, Chicago normal college, Chicago, Ill.) *English journal*, 10: 39-60, January 1921.
379. Duddy, Edward A. A cooperative course in English composition for students in technical courses. *English journal*, 10: 201-7, April 1921.  
Describes the operation of a cooperative course in English composition in the freshman and sophomore classes at the Montana state college. The objects of the course are: (1) "To relate the work done in English to the work done in the student's technical courses; (2) to secure close cooperation between the English department and the technical departments in planning the course, and in the business of criticism and correction of the work done; (3) to make the work effective for the student by supplying, whenever possible, an actual audience for him to address."
380. Hickman, Lucian G. The teaching of composition and literature in the high schools of Indiana. *English journal*, 10: 142-59, March 1921.  
Discussed under three heads: (1) Course of study; (2) preparation of teachers; and (3) work of the teacher.
381. Hosc, James F. The National council of teachers of English. *English journal*, 10: 1-10, January 1921.  
Presidential address, delivered before the Council, November 26, 1920. Gives an historical résumé of the work accomplished by the Council.
382. McGregor, A. Laura. Supervised study in English for junior high school grades. New York, The Macmillan company, 1921. xii, 220 p. 12°.  
Illustrates a technic for the treatment of the English lesson in junior high schools where the lengthened period of 60, 70, or 80 minutes prevails.

383. **Payne, Althea A.** Education for leisure as well as for vocation. *English Journal*, 10: 208-10, April 1921.  
Limits the discussion to the field of English.
384. **Found, Louise.** What should be expected of the teacher of English. *English Journal*, 10: 179-86, April 1921.  
Discusses the subject under the following topics: (1) The teacher and "out-side reading"; (2) the pupils and the "classics"; and (3) the teacher and "citizenship."
385. **Sleezer, Margaret M.** A truly democratic school paper. *English Journal*, 10: 193-200, April 1921.  
Activities of the high school journal in the Seun high school, Chicago, Ill.
386. **Wilson, G. M.** Locating the language errors of children. *Elementary school journal*, 21: 290-96, December 1920.  
Conclusions drawn from the studies made in the schools of Connersville, Kansas City, Boise, Cincinnati, etc. The Connersville study, for example, showed that if "the ten most common errors were corrected, 51 per cent of all oral language mistakes made by children would be eliminated." Writer gives the ten most common mistakes from five studies.

## LITERATURE.

387. **Blair, F. H.** On the teaching of literature. *English Journal*, 10: 187-92, April 1921.  
Although recognizing the importance of the oral emphasis, the author says that the dynamic teaching of literature is "the very heart of the English teaching process."
388. **Clark, A. Bess.** Another observation from problem English teaching. *Education*, 41: 371-80, February 1921.  
Cultivation of an appreciation of poetry. Method used in Chisholm high school, Minnesota, described.
389. **McMurphy, Susannah J.** Backgrounds for a survey course. *English Journal*, 10: 68-79, February 1921.  
High school course in the history of English literature.
390. **Smith, Reed.** . . . Poetry in the high school. Columbia, S. C. The University, 1921. 79 p. 8°. (Bulletin of the University of South Carolina, no. 94. Jan., 1921)
391. **Yeomans, Edward.** Literature in the grades. *Atlantic monthly*, 127: 328-37, March 1921.

## ANCIENT CLASSICS.

392. **Brackett, Haven D.** Shall it be Latin or Greek? *Educational review*, 61: 334-45, April 1921.  
A study based on statistics collected from the 26 New England liberal arts colleges, showing how many students in the first semester of the academic year 1919-20 were enrolled in courses in Greek and Latin respectively. A plea for Greek as well as Latin.
393. ———. Statistics of Latin and Greek in the New England colleges. *Classical journal*, 16: 363-65, March 1921.
394. **Cobbs, Mary L.** Latin, one of the essentials of the new curriculum. *Education*, 41: 301-66, February 1921.  
A plea for the classics. Quotes the opinions of eminent men as to the value of Latin and Greek in the curriculum.
395. **Committee on the junior high school syllabus in Latin.** Report. [Albany] University of the state of New York [1920] 73 p. 8°.  
Members of committee: T. A. Miller, Rochester, N. Y.; A. T. Otis, White Plains, N. Y.; T. H. Briggs, Columbia University; M. D. Gray, Rochester, N. Y.

396. Greene, William C. The study of classics as an experience of life. *Classical Journal*, 16: 280-88, February 1921.  
Dwells on the political, social and ethical development of the Greeks and Romans. Supplementary studies aside from grammar and translation exercises.
397. Sauzé, E. B. de. Problems of first-year Latin. *Classical Journal*, 16: 339-45, March 1921.  
Presents the fundamental principles of the first-year Latin course, in the curriculum of the Cleveland public schools.
398. Wier, M. C. Latin and Greek as aids to English composition. *Classical Journal*, 16: 326-38, March 1921.  
The grammatical and rhetorical advantages of the classics discussed.

#### MODERN LANGUAGES.

399. Bronk, Isabelle. Attainable aims in modern language teaching in colleges; or, what may we safely hope to accomplish in modern language courses in college. *Modern language journal*, 5: 179-85, January 1921.  
Urges among other things the importance of free composition in the modern foreign language departments.
400. Denbigh, John H. Foreign languages in American high schools. *Modern language journal*, 5: 237-48, February 1921.  
Advocates the proper preparation and the employment of American-born teachers for secondary school foreign language work—but they should be in almost every case prepared in part by residence abroad.
401. Heuser, Frederick W. J. Regents' examinations in German. *Modern language journal*, 5: 186-99, January 1921.  
Discusses the improvement in modern language instruction in the high schools of New York state.
402. Walker, Blanche. What we can learn from the French methods of teaching French. *English leaflet*, 221: 2-10, February 1921.  
Describes the French method of teaching language.
403. Warshaw, J. Teachers' courses in Spanish. *Modern language journal*, 5: 200-9, January 1921.
404. Wilkins, Lawrence A. Spanish in the high school; a handbook of methods with special reference to the junior high schools. 2d ed., rev. Chicago, New York [etc.] B. H. Sanborn & co., 1921. x, 284 p. 12°.
405. Williams, C. Scott. Visualizing the verb forms in Spanish. *Modern language journal*, 5: 317-19, March 1921.

#### MATHEMATICS.

406. Brown, J. C. The geometry of the junior high school. *Mathematics teacher*, 14: 64-70, February 1921.  
Says that the mathematics of the school has not been sufficiently related to the mathematics of life outside the school. Argues that the course in mathematics in the junior high school should be a unit; the best possible course for the pupil whether he does or does not continue through the senior high school.
407. Buckingham, B. B. Mathematical ability as related to general intelligence. *School science and mathematics*, 21: 205-15, March 1921.  
Concludes that mathematical ability is in no small degree *in genereis*. Submits data drawn from the files of the Bureau of educational research regarding intelligence tests in mathematics made in the schools of Urbana, Ill., and Chicago, Ill., also the University of Chicago.



20 MONTHLY RECORD CURRENT EDUCATIONAL PUBLICATIONS.

408. Henderson, Archibald. The teaching of geometry. Chapel Hill, N. C. [The University] 1920. 49 p. 8°. (The University of North Carolina record, Oct., 1920. no. 181. Extension series no. 39.)
409. Myers, G. W. Outstanding pedagogical principles now functioning in high school mathematics. Mathematics teacher, 14: 57-63, February 1921.
410. Overman, James Robert. Principles and methods of teaching arithmetic. Chicago, New York, Lyons and Carnahan [1920] v. 340 p. 12°.
411. Schmitt, Clara. Extreme retardation in arithmetic. Elementary school Journal, 21: 529-47, March 1921.  
Says that the number defects of children discovered in an investigation by the writer were largely the results of defects in the educational process rather than defects in the innate mental make up of the pupils.
412. Symposium of discussion on the National committee report on junior high school mathematics. Mathematics teacher, 14: 16-41, January 1921.  
Reprints of parts 4, 5, and 6 of the National committee report on junior high school mathematics, followed by discussions. The complete report is published by the U. S. Bureau of education, Secondary school circular, 1920, no. 6.
413. Thorndike, E. L. The psychology of drill in arithmetic. Journal of educational psychology, 12: 183-94, April 1921.
414. Van Denberg, Joseph K. Articulation of junior and senior high school mathematics. Mathematics teacher, 14: 88-94, February 1921.  
Says that the unity and continuity in and between senior and junior schools can be successfully secured by compelling the teachers of the two schools to become acquainted with each other's work.
415. Young, J. W. The work of the National committee on mathematical requirements. Mathematics teacher, 14: 5-15, January 1921.  
The National committee, organized in 1916 under the auspices of the Mathematical association of America, was instructed to investigate the whole field of mathematical education, and to make recommendations for improvement of courses of study and methods of teaching.

SCIENCE.

416. Caldwell, Otis W. Contribution of biological sciences to universal secondary education. School science and mathematics, 21: 103-15, February 1921.  
Contends that biological studies for universal secondary education should be largely social in their objective.
417. Downing, Elliot B. The scientific basis of science teaching. Science, n. s. 53: 250-52, March 18, 1921.  
Among other things recommends that the science teachers of the country be organized into a national association.
418. Osborne, C. E. How may local interest in chemistry be increased? School science and mathematics, 21: 128-34, February 1921.  
Presents an outline for a chemistry exhibit. Work accomplished in popularizing chemistry at the Oak Park and River Forest township high school, Oak Park, Ill.
419. Powers, S. B. The achievement of high school and freshman college students in chemistry. School science and mathematics, 21: 366-77, April 1921.
420. Slosson, Edwin E. A new agency for the popularization of science. Science, 53: 321-23, April 8, 1921.  
Discusses the dissemination of scientific information among schools and colleges by a new institution, the Science service, which has been established at Washington, D. C.



421. Van Buskirk, E. F. Aspects of biology in general science and the aims to be attained. *School science and mathematics*, 21: 307-15, April 1921.  
Discusses the importance of biology in the high school curriculum as an agency in sex education.

## GEOGRAPHY.

422. Atwood, W. W. The new meaning of geography in American education. *School and society*, 13: 211-218, February 19, 1921.  
Inaugural address given at the installation of the president of Clark university. The author says that geography is a science and is concerned with the interpretation of the world's present condition.
423. Boulger, Martha L. The physiography of northern Italy. *Journal of geography*, 20: 55-66, January 1921.  
Illustrates "a type of humanized geography, i. e.—a type that establishes the relation of physical features to human efforts and interests." Includes a series of lessons for ninth year students in either junior or senior high school.
424. Brown, Robert M. Home introduction to regional geography: Rhode Island. *Journal of geography*, 20: 41-54, February 1921.  
Discusses the factors making for success in the teaching of regional geography.
425. Horn, John Louis. A method of teaching map geography. *Journal of geography*, 20: 105-10, March 1921.

## HISTORY.

426. Bullough, Edward. The relation of literature to history. *Modern languages (London)*, 2: 37-47, February 1921.  
Urges the abandonment of the teaching of literary history in schools, because of its "infinite complexity and constant flux." Says that it is outside the range of interests and ideas of children and even of adolescents.
427. Gullander, Magnhilde. The "socialized" recitation in high school history. *High school journal*, 4: 7-8, 17-19, January 1921.
428. Latourette, K. S. A history teacher's confession of faith. *Ohio history teachers' journal*, Bulletin no. 19, November-1920, p. 177-82.  
Delivered at the Joint session of the Ohio teachers' association, October 16, 1920.
429. Tryon, Bolla Milton. The teaching of history in junior and senior high schools. Boston, New York [etc.] Ginn and company [1921] v, 204 p. 12°.

## MUSIC.

430. Music supervisors' national conference. *Journal of proceedings of the thirteenth annual meeting . . . Philadelphia, Pennsylvania, March 22-26, 1920.* 243 p. 8°. (Miss E. Jane Wisenall, secretary, Cincinnati, Ohio.)  
Contains: 1. S. L. Williams: Music appreciation in the elementary grades. Introductory address by the chairman, p. 44-51. 2. I. F. Damon: Public school piano classes as I have known them, p. 69-72. 3. D. R. Gebhardt: Normal school and teachers' college training for supervisors, p. 85-87. 4. G. M. Tindall: Music appreciation in the high school, p. 99-102. 5. J. W. Beattie: Instrumental classes in the public schools. An introduction to discussion, p. 102-108. 6. J. P. Marshall: Status of outside credit in Boston and other Massachusetts cities.
431. Weaver, Paul John. Music in the public schools. Chapel Hill, N. C., The University, 1921. 11 p. 8°. (University of North Carolina. Extension leaflets. vol. IV, no. 6, February 1921)

ART.

432. Christensen, Erwin O. Points of approach in the teaching of art history. Quarterly journal of the University of North Dakota, 11, 127-33, January 1921.
433. Winslow, L. B. Will H. Low's paintings in the New York state education building. American magazine of art, 12: 41-50, February 1921.  
Article is illustrated with pictures of Low's paintings in the New York state education building.

ELOCUTION.

434. Martin, Frederick. The prevention and correction of speech defects. English Journal, 10: 20-27, January 1921.
435. Reeves, J. Walter. Report of the committee on college entrance credit. Quarterly journal of speech education, 7: 57-64, February 1921.  
Discusses college entrance credit for work in public speaking done in secondary schools. Presents recommendations which were adopted by the National association of teachers of speech.
436. Weaver, Andrew T. The content of a high school course in speech. Quarterly journal of speech education, 7: 6-12, February 1921.  
Says that the determining factor in the choice of the subject matter for any course must be its objective,—what we are designing the course to accomplish.

DRAMATICS.

437. Baker, George P. The 47 workshop. Century, 101: 417-25, February 1921.  
The course in play-writing at Harvard university.

TEMPERANCE.

438. Stoddard, Cora F. Scientific temperance instruction in the schools of the United States. Scientific temperance journal, 20: 211-21, December 1920.

SAFETY.

439. Connecticut. State department of health. Health and safety manual for schools; a guide for teachers. Hartford, 1920. 50 p. illus. 8°.

KINDERGARTEN AND PRIMARY SCHOOL.

440. Blackburn, Mary. Montessori experiments in a large infants' school. With an introduction by Edmond Holmes. London, Constable and company limited, 1920. 143 p. front., plates. 12°.  
The author is from Kirkstall road council school, demonstration school for city training college, Leeds, Eng.
441. Groszmann, W. H. Childhood problems. Kindergarten and first grade, 6: 48-53, February 1921.  
Briefly enumerates the problems of childhood.
442. Owen, Grace, ed. Nursery school education. London, Methuen & co., ltd. [1920] 176 p. plates. 12°.
443. Pratt, Mary B. Kindergarten primary education. Education, 41: 388-97, February 1921.  
"A suggestive course of study for experienced teachers or for mature students in normal schools; psychologically interpreted."

444. **Wheelock, Lucy, ed.** The kindergarten children's hour. In five volumes. Boston, New York, Houghton Mifflin company [1920] 5 v. illus. 12°. CONTENTS: v. I. Stories for little children, comp. by Susan S. Harriman.—v. II. Children's occupations, by Maude C. Nash.—v. III. Talks to children, by Alice Packard.—v. IV. Talks to mothers, by Lucy Wheelock.—v. V. Songs with music, comp. by Alice M. Wyman.
445. **Worst, Edward F.** Construction work for the primary grades. Milwaukee, Wis., The Bruce publishing co. [1920] 291 p. illus. 12°.
446. **Wright, A. Vera G.** The unrelated family; being an account of a woman's experiment in child education. With a foreword by the Rev. W. Hume Campbell. London, Jarrolds, ltd. [1920] 144 p. front., plates. 12°.

## RURAL LIFE AND CULTURE.

447. **Boyle, James E.** Rural problems in the United States. Chicago, A. C. McClurg & co., 1921. 6 p. l., 142 p. 12°. (National social science series, ed. by F. L. McVey)  
This book first considers the basic rural problem—the question of the food supply of this nation. Rural conditions and rural needs are next taken up. Then follows a discussion of rural institutions, especially the home, school, church, country store, country bank, and country weekly newspaper, together with a seventh new institution—the county farm and home bureau. The closing chapter calls attention to the soul of the rural community, and suggests means for awakening and fostering community spirit and supplying art, music, literature, and recreation to country residents.
448. **Phelan, John.** Readings in rural sociology. New York, The Macmillan company, 1920. xiv, 632 p. 8°. Contains: Chap. XIII, The country school, p. 337-76.—Chap. XIV, Other educational agencies, p. 377-419.—Chap. XV, The country church, p. 411-54.
449. **U. S. Department of agriculture.** Plans of rural community buildings. W. C. Nason, assistant in rural organization, under the direction of C. J. Galpin, economist. Washington, D. C., 1921. 38 p. illus. 8°. (U. S. Department of agriculture, Farmers' bulletin 1173)

## RURAL EDUCATION.

450. **Bagley, W. C.** The aims of rural education. School and home education, 40: 128-31, March 1921.
451. **Butterworth, J. E.** What should be the function of the rural community in school control? Journal of the New York state teachers' association, 8: 4-11, February 1921.
452. **Gosling, Thomas Warrington.** The duty of Wisconsin to her rural schools. Wisconsin journal of education, 53: 36-39, February 1921.
453. **Lathrop, Edith A.** Dormitories in connection with public secondary schools. School review, 29: 305-9, April 1921.
454. **Nebraska. Department of public instruction.** Nebraska rural school standards. Lincoln, State of Nebraska, Department of public instruction [1920] 20 p. illus. 8°.
455. **Oirich, Mabel S.** Health and the rural teacher. Survey, 45: 727, February 19, 1921.  
Work of the Health service of the northern division of the Red Cross in studying health conditions of rural-school teachers. Gives statistics of results obtained.
456. **Schools and rural life.** Survey, 46: 57-58, April 9, 1921.  
Work in Weld county, Colorado, described.

## SECONDARY EDUCATION.

457. High school conference, Urbana, Ill. Proceedings of the High school conference of November 18, 19 and 20, 1920. Issued from the High school visitor's office. Urbana, University of Illinois, 1921. 307 p. 8°. (University of Illinois bulletin, vol. 18, no. 14, December 6, 1920)

Contains: 1. H. A. Hollister: Why is a conference, p. 9-15. 2. David Felmley: Report of the Committee on the training of teachers, p. 15-19. 3. O. W. Caldwell: Contribution of biological sciences to universal secondary education, p. 26-33. 4. D. W. Potts: Synopsis of report on part-time schools—finance, p. 34-39. 5. T. J. McCormack: Civic education, p. 43-51. 6. H. G. Schmidt: An analysis of wealth as an objective in education, p. 64-71. 7. Reports from colleges and universities regarding the acceptance of general science as a college entrance subject, p. 68-94. 8. C. W. Odell: Latin tests, p. 113-18. 9. A. L. Nichols: Commercial geography material and its use, p. 127-33. 10. P. E. Beltling: The development of high school spirit as a factor in supervision, p. 135-40. 11. Esale Chamberlain: Literary attitudes and reactions of boys and girls, p. 149-57. 12. C. H. Dalton: Libraries for the manual art teacher and class, p. 192-97. 13. L. E. Wensenkamp: Tests of mathematical ability and their prognostic value—a discussion of the Rogers tests, p. 201-11. 14. H. P. Pettit and Flora E. Balck: What are reasonable things which the colleges may expect from high schools in mathematics, p. 215-21. 15. A. W. Clevenger: Observations on the high school teaching of foreign languages, p. 224-30. 16. A. A. Harding: The high school band: its personnel and organization, p. 246-54. 17. P. E. Beltling: The educational value of physical education, p. 256-60. 18. Henry Crew: The bearing of recent research on the teaching of elementary physics, p. 268-72.

458. National association of secondary school principals. Fourth yearbook. Pub. by the Association, 1920. 114 p. 8°. (H. V. Church, secretary, Cicero, Ill.)

Contains: 1. O. W. Caldwell: Some factors in training for leadership, p. 2-13. 2. E. W. Butterfield: The program of the small high school, p. 17-22. 3. Report of the committee on social studies in the high school, p. 29-43. 4. C. O. Davis: Training for citizenship in the North central association of secondary schools, p. 45-64. 5. C. O. Ruggles: Social and business studies in secondary schools, colleges, and universities, p. 71-80. 6. W. D. Reeve: Homogeneous grouping of high school students by means of psychological tests, p. 81-94. 7. A. Wanner: The industrial co-operative course of study in the York high school, York, Pennsylvania; its scope and character, p. 94-96.

459. Bobbitt, Franklin. The actual objectives of the present-day high school. School review, 29: 256-72, April 1921.

A study based on the daily programs of classes, conducted during the first semester of the school year 1920-21, of 51 high schools in various parts of the United States. Discusses the amount of effort made to achieve vocational, civic, and health objectives, and the worthy use of leisure.

460. Edmonson, J. B. Some tentative standards for junior high schools, with criticisms. American school board journal, 62: 33-34, February 1921.

Reports on the work of the Committee on the classification of six-year, senior and junior high schools of the North central commission on secondary schools.

461. Foster, Herbert H. Principles of teaching in secondary education. New York, Chicago [etc.] Charles Scribner's sons [1921] xviii, 367 p. 12°.

Makes a protest against formalism and mechanism, on the one hand, and unsympathetic procedure on the other. The point of view is functional, in that in each step there is a procedure from discovery of aim to adaptation of process to aim. Holds that certain general principles of method are valid in all of the studies of the high school curriculum.

462. Lull, Herbert G. and Wilson, H. B. The redirection of high-school instruction. Philadelphia, London [etc.] J. B. Lippincott company [1921] 286 p. tables, diagrs. 12°. (Lippincott's school project series, ed. by W. F. Russell)

The central problem announced for this book is to discover and organize the functional elements of high-school instruction. The view that the school is an instrument of social interpretation, social adjustment, and social control is maintained throughout.



463. Morrison, Henry C. Studies in high school procedure: II. Half learning; III. Mastery. *School review*, 29: 106-18, 182-97, February, March, 1921.  
 No. II discusses the theory upon which the various high-school courses are set and administered. Contends that the whole process of administration tends to be a thing apart from teaching and learning. The final paper of the series emphasizes the value of the concept of mastery, the old notion that what is worth doing at all is worth doing well.

464. Mort, Paul R. and Derricks, Robert K. An accounting of general values in the small high school curriculum. *School review*, 29: 119-34, February 1921.  
 A study based on replies from a questionnaire sent in 1916-17 to the 874 graduates of the 10 township high schools in Wabash county, Indiana. Emphasizes the effects of social affairs, athletics, association with teachers and students, citizenship trend of the system of school government, scholarship contests, and good will tendency of grading and recitation systems.

NORMAL TRAINING.

465. Allen, Bessie M. A two year normal school curriculum for the training of teachers of home economics. *Educational administration and supervision*, 7: 85-90, February 1921.

466. Almack, John C. Teacher training in Oregon high schools. Eugene, Oreg., University of Oregon, 1921. 61 p. charts, tables, S. (Commonwealth review of the University of Oregon, n. s. vol. III, no. 1, January 1921)

467. Bagley, William C. The nation's debt to the normal schools. *Educational administration and supervision*, 7: 195-204, April 1921.  
 Address at a dinner given by the National council of normal-school presidents and principals to Members of Congress, February 24, 1921.  
 A plea for the establishment and extension of normal schools.

468. Beatty, Willard W. A normal school course in sociology introductory to work in the social studies. *American journal of sociology*, 26: 573-90, March 1921.  
 Course in civic sociology used in the State normal school, San Francisco, Calif.

469. Burgess, W. Randolph. The education of teachers in fourteen states. *Journal of educational research*, 3: 161-72, March 1921.  
 A comparison of the records of 14 states for 1918 shows that Massachusetts has the largest per cent of trained teachers. The eastern states in general show high records and the southern and middle western states lower records.

470. Burnham, William H. A survey of the teaching of mental hygiene in the normal schools. *Mental hygiene*, 5: 19-45, January 1921.  
 Study based on replies to a questionnaire sent by the National-committee for mental hygiene to the public and private normal and training schools throughout the country. Gives suggestions for a course, and emphasizes its importance to the teacher.

471. Fontaine, Mary B. A program for the training of teachers of English composition for junior high schools. *Educational administration and supervision*, 7: 205-16, April 1921.  
 Proposes to separate the teaching of composition from the teaching of literature.

472. Gray, William S. The use of a time-record blank in the standardization and supervision of student-teaching courses. *Educational administration and supervision*, 7: 121-32, March 1921.  
 Emphasizes the value of time-record blanks to general supervisors.

473. Hall-Quest, Alfred L. The training of teachers to supervise study. *Educational administration and supervision*, 7: 160-65, March 1921.  
 Describes the methods of cooperative training of teachers in the University of Cincinnati; a plan whereby fifth-year students, that is, students who have received their A. B. degree, are assigned to half-time teaching in the elementary and high schools of the city.

474. **Jacobs, Charles L.** An evening course for the training of trade teachers. Educational administration and supervision, 7: 28-38, January 1921.

475. **Kirkley, J. A.** Virtues and defects of normal school training as seen by graduates of two, five, and ten years' service. Educational administration and supervision, 7: 103-10, February 1921.

Sums up the outstanding points of weakness in normal-school training as follows: (a) Teaching the principles of education too abstractly; (b) giving courses in a superficial manner; (c) devoting relatively too much time to *how* to teach and not enough time to *what* to teach; (d) a failure to make such differentiations in the work as will prepare the teacher to teach expertly well in some one field.

476. **Manchester, O. L. and Blair, Francis G.** The normal school crisis. Issued by Francis G. Blair, superintendent of public instruction. Springfield, Ill., 1921. 34 p. diags. 8°.

477. **Patterson, Herbert.** The place of observation in practice-teaching courses. Educational administration and supervision 7: 190-94, April 1921.

Says that the preparation of teachers should be in accord with the psychology taught in our classrooms and laboratories.

478. **Pickett, Lalla H.** Observation and student teaching in summer sessions. Educational administration and supervision, 7: 39-50, January 1921.

Says that adequate facilities should be provided for doing work of as high standard and under as typical school-room conditions as the practice teaching of the regular year.

479. **Prichard, Mahala D.** A suggested course of lessons in social relations for prospective teachers. Educational administration and supervision, 7: 175-80, March 1921.

480. **Symonds, Percival M.** Subject matter courses in mathematics for the professional preparation of junior high school teachers. Educational administration and supervision, 7: 61-76, February 1921.

Presents a constructive program in mathematics, together with the present status of the mathematical preparation of teachers in normal schools in various parts of the country.

#### TEACHERS' SALARIES AND PROFESSIONAL STATUS.

481. American association of university professors. Annual meeting. Constitution and list of members. Report on Washburn college. Boston, Mass., American association of university professors, 1921. 137 p. 8°. (*Its Bulletin*, vol. VII, nos. 1-2, January-February 1921) (H. W. Tyler, secretary, 222 Charles River road, Cambridge, Mass.)

482. **Arnett, Trevor.** Teachers' salaries in certain endowed colleges and universities in the United States. New York city, General education board, 1921. 42 p. chart, tables. 8°. (Publications of the General education board. Occasional papers, no. 7)

An investigation of the amount of salaries paid to teachers in 1919-20 in 249 institutions of higher education, as compared with salaries paid in the same institutions in 1914-15.

483. Carnegie foundation for the advancement of teaching. Fifteenth annual report of the president and of the treasurer. New York city, 1920. vi, 171 p. 4°. (Clyde Furst, secretary, 522 Fifth avenue, New York)

Contents.—Pt. I. The financial administration of the trust.—Pt. II. The work of the year.—Pt. III. The development of the contractual plan of old age annuities.—Pt. IV. Action of various colleges and universities.—Pt. V. Development of pension systems and progress of pension legislation.—Pt. VI. Educational enquiry.—Pt. VII. De mortuis.

Pt. III comments on the report of the committee of the Harvard university faculty upon the Teachers insurance and annuity association of the Carnegie foundation.



484. Chamberlain, Arthur H. Urgent financial needs of California school system as related to teacher-training facilities and the office of county superintendent of schools. [San Francisco, Calif., 1921] 11 p. graphs, tables. 8°. (Bulletin of the California teachers' association, January 1921)  
Advance reprint from Sierra educational news for February 1921.
485. Cook, William A. Rise and significance of the American federation of teachers. Elementary school journal, 21: 444-60, February 1921.  
An historical and critical study of the American federation of teachers.
486. ——— Uniform standards for judging teachers in South Dakota. Educational administration and supervision, 7: 1-11, January 1921.  
Evaluating the services of teachers by means of rating cards. Gives samples of cards.
487. Hill, C. W. The efficiency ratings of teachers. Elementary school journal, 21: 438-43, February 1921.  
Study based on rating scales in use in various cities of the United States. Says that an increasing number of school administrators are making use of some definite rating plan.
488. Kent, Raymond A. What should teacher-rating schemes seek to measure? Journal of educational research, 2: 802-7, December 1920.  
Presents a plan for measuring a teacher's merit as a professional worker.
489. Malloch, J. M. What is really the matter with the teaching profession? Western journal of education, 27: 1-2, January 1921.  
The trouble with the teaching profession is the lack of a standard of achievement.
490. National Catholic welfare council. Bureau of education. . . . Laws and regulations relative to certification of teachers. Washington, D. C., 1921. 10 p. 75 fold. tables. 8°. (Bulletin, 1921, no. 1)  
Abridged from a manuscript prepared by Katherine M. Cook, of the United States Bureau of Education.
491. Wagner, C. A. The construction of a teacher rating scale. Elementary school journal, 21: 361-66, January 1921.  
A criticism of the scale prepared by Prof. H. O. Rugg, in Elementary school journal for May 1920; and the presentation of an alternative scale by the writer. Emphasizes the use of "suggestions" as the unit for the measurement of teaching qualities.
492. Webb, L. W. Educational research and statistics. One element to be considered in measuring effective teaching. School and society, 13: 206-09, February 12, 1921.  
Presents data to prove that the habits and methods by which students work should be considered in measuring effective teaching.
493. Williams, L. A. Teaching as a profession. High school journal, 4: 31-33, February 1921.  
The writer shows how there is no sphere of human activity which teaching does not touch.

## HIGHER EDUCATION.

494. Association of American colleges. The preliminary report of the Association commission on the organization of the college curriculum. Chicago, Ill., 1921. 60 p. charts. 8°. (Association of American colleges bulletin, vol. VII, no. 2, March 1921) (R. L. Kelly, executive secretary, 111 Fifth avenue, New York city)  
Contains: 1. Samuel Lough: Introductory statement, p. 5-8. 2. Clyde Furst: College entrance requirements, p. 9-31. 3. R. L. Kelly: The college curriculum, p. 31-60.  
Dr. Kelly's paper is also published in Christian education, 4: 17-46, March 1921.

495. **Association of American universities.** Journal of proceedings and addresses, of the twenty-second annual conference, held at Columbia university November 18 and 19, 1920. [Chicago, Ill.] Pub. by the Association [1921] 95 p. 8°.
- Contains: 1. C. H. Haskins: Cooperation in research in the humanities, p. 35-40. Discussion, p. 40-44. 2. Frank Aydelotte: The record of the American Rhodes scholars, p. 44-48. 3. John Johnston: Cooperation between universities and industry, p. 51-60. 4. F. B. Jewett: Cooperation in research with private enterprises from the standpoint of industry, p. 60-68. Discussion, p. 68-70. 5. F. J. E. Woodbridge: The social environment of the graduate student, p. 71-78. Discussion, p. 78-81. 6. A. H. Lloyd: Fellowships—with special consideration of their relation to teaching, p. 82-91.
496. **National conference committee on standards of colleges and secondary schools.** Minutes of the fourteenth conference . . . held at New York, N. Y., March 10, 1921. [Middletown, Conn., Press of Pelton & King, inc., 1921] 10 p. 8°. (Frank W. Nicolson, secretary, Wesleyan university, Middletown, Conn.)
497. **Athena; a year-book of the learned world.** The English speaking races. Ed. by C. A. Ealand. London, A. & C. Black, Ltd., 1920. viii, 392 p. 8°.
498. **Boston university.** Boston university world war record. [Boston] The Trustees of the University [1920] 347 p. ports. 8°.
499. **Boyd, P. F.** Extra-curricula activities and scholarship. School and society, 13: 158-66, February 5, 1921.
- Activities of a student outside of the classroom can be directed so as to increase his possibilities as a scholar, a citizen, and a man.
500. **Bruce, Philip Alexander.** History of the University of Virginia, 1819-1919; the lengthened shadow of one man. Centennial ed. Vol. 3-4. New York, The Macmillan company, 1921. 2 v. fronts. 8°.
- These volumes record the history of the University of Virginia during the period 1842-1904.
501. **Burgess, R. W.** The record of the American Rhodes scholars. American Oxonian, 8: 1-36, January 1921.
- The type of men who have been selected; their record at Oxford; and what they have done since their return home.
502. **Capen, Samuel P.** The dilemma of the college of arts and science. Educational review, 61: 277-85, April 1921.
- Criticizes the prevailing methods of instruction, and emphasizes the necessity of vitalizing the college subjects. In place of the devices now in vogue relating to entrance requirements, the writer would substitute as fast as possible searching individual examinations designed to test the capacity, achievement, and intellectual power of the student.
503. ———. Preliminary suggestions for a self-survey of state universities. Lexington, Ky., Office of the secretary-treasurer, F. L. McVey, University of Kentucky, 1921. 12 p. 8°. (Bulletin of National association of state universities, March 1921)
504. **Clark, Thomas Arkle.** Discipline and the derelict; being a series of essays on some of those who tread the green carpet. New York, The Macmillan company, 1921. 208 p. 12°.
- Some experiences of a dean of men in dealing with college undergraduates.
505. **Judd, Charles H.** The American experiment of free higher education. School review, 29: 94-105, February 1921.
- Says that America has launched in its program of a tax-supported higher education an experiment of such magnitude that there is some difficulty in seeing it through. Suggests that the privileges of the high school be steadily curtailed in the cases of all students who cannot be induced to make serious use of them.

506. Lennard, Reginald. Some problems of university education. Nineteenth century, 89: 301-6, February 1921.  
A critical study of higher education as revealed in the Universities of Oxford and Cambridge, England.
507. Magruder, William T. The junior college as a relief. Educational review, 61: 286-97, April 1921.  
A study based on bulletin 1919, no. 35, of the U. S. Bureau of Education, entitled "The junior college," by F. N. McDowell.
508. Meiklejohn, Alexander. The liberal college. Boston, Marshall Jones company, 1920. ix, 165 p. 8°.   
First of a series of volumes by Amherst men, to be known as "The Amherst books," issued in connection with the centenary of Amherst college in 1921.  
A collection of papers and addresses dealing with the liberal college, and expressing the conviction that liberal study strengthens and enriches the lives of individual men and of groups of men.
509. Miller, William O. Administrative coordination. Educational review, 61: 310-19, April 1921.  
Discusses the development of scientific business practices in our colleges and universities. Says that it is essential "to relieve educational administration of all duties incident to operation, and that within operation itself, accounting, office practice, and other classifiable duties and responsibilities should be properly segregated."
510. Myers, Joseph S. Present day college problems. Educational review, 61: 320-33, April 1921.
511. Mendenhall, Thomas C., ed. History of the Ohio state university. Vol. I, 1870-1910, by Alexis Cope. Columbus, The Ohio state university press, 1920. xxix, 612 p. plates. 8°.   
To be completed in three volumes.
512. North Carolina. University. The state university and the new South; being the proceedings of the Inauguration of Harry Woodburn Chase as president of the University of North Carolina. Chapel Hill, N. C., April 28, 1920. 104 p. 8°.   
Contains: 1. A. L. Lowell: Formalism in education, p. 26-35. 2. J. G. Hibben: Idealism in education, p. 36-39. 3. C. R. Mann: Professional training and service, p. 40-50. 4. H. W. Chase: Inaugural address, p. 52-68.
513. Pyre, James F. A. Wisconsin. New York [etc.] Oxford university press, 1920. 419 p. plates. 8°. (American college and university series)
514. Schoell, Franck L. L' université de Chicago. Revue internationale de l'enseignement, 41: 20-43, January-February 1921.
515. Showerman, Grant. Intellect and the undergraduate. School and society, 13: 241-51, February 26, 1921.
516. ———. The university brickyard. Weekly review, 4: 120-27, February 9, 1921.  
Discusses academic freedom.
517. The University of Chicago in 1921. Chicago, Ill.; University of Chicago press [1921] 82 p. plates. 12°.   
A descriptive booklet intended as a statement to the alumni, having as preface "A message from the president," Harry Pratt Judson.
518. Vincent, George E. Yale's new president and his task. American review of reviews, 68: 399-402, April 1921.  
A sketch of James Rowland Angell in relation to the duties which will devolve upon him as president of Yale university.

519. **Walters, Raymond.** Statistics of registration of thirty American universities for 1920. *School and society*, 13: 121-28, January 29, 1921.  
A detailed account of the large enrollments of thirty American universities.
520. **Warren, Sir Herbert.** The modern humanities at Oxford. *Nineteenth century*, 89: 354-63, February 1921.  
Defines the word "humanities" as regards its implications in higher education. Discusses the field covered by the modern humanities.
521. **West, Paul V.** What do college students know? *Atlantic monthly*, 127: 391-93, March 1921.

## RESEARCH.

522. **Evans, John W.** Scientific research and the universities. *Contemporary review*, 119: 346-53, March 1921.  
The English universities and scientific research work described.

## SCHOOL ADMINISTRATION.

523. **Alexander, Carter.** Comparative state school aids. *Elementary school journal*, 21: 522-28, March 1921.  
Says that the poorest way to distribute state school revenue is on a school-census basis. Far better results will be secured by extending the special state aid provisions already in vogue in five states of the Union.
524. **Ayres, Leonard P.** The increasing efficiency of our city school systems. *Elementary school journal*, 21: 416-23, February 1921.  
Study based on data gathered by the Russell Sage foundation in 1920. The results show the general improvement that has taken place in the effectiveness of school systems in carrying their pupils through the grades. The proportion of pupils reaching the eighth grade is larger than it was in 1911, when a similar study was undertaken by the Foundation.
525. **Bagley, W. C.** Reports on the New Mexico state educational institutions and the general education system of New Mexico. With letters from Prof. E. P. Cubberley and Prof. Geo. D. Strayer to the New Mexico special revenue commission. Santa Fe [Printed by The Santa Fe New Mexico pub. corp.,] 1921. 62 p. 8°.
526. **Bliss, Don C.** Local school surveys. *Educational review*, 61: 93-99, February 1921.  
Contents that the best results are attained when the school survey is initiated by those upon whom the responsibility rests for initiating the necessary steps to accomplish the desired changes. Discusses methods for determining efficiency of school system.
527. **California. Legislature.** Report of the special Legislative committee on education, as authorized by Senate concurrent resolution no. 21 by the forty-third session of the Legislature of California. Sacramento, California state printing office, 1920. 96 p. charts, maps. 8°.  
Chairman of committee: Herbert C. Jones.  
Following an introduction, the report is presented under the following headings: 1. State educational organization. 2. County educational organization. 3. The problem of teacher training. 4. High school and junior college. 5. A better equalization of funds. The pamphlet concludes with a Summary of needed legislation.
528. **Churchill, Thomas W.** Financial independence of school systems. *Journal of the New York state teachers' association*, 7: 263-71, January 1921.  
Read before Associated school boards and trustees, Utica, December 3, 1920.
529. **Claxton, P. P.** The county superintendent of schools. *School life*, 6: 3-4, February 15, 1921.  
Gives a table of salaries of county superintendents for 1920.



530. **Claxton, P. P.** Educational inequalities in a typical district-unit state. *School life*, 6: 3-4, February 1, 1921.  
Discusses variation in Missouri counties in tax rate, school term, salaries, and qualifications of teachers, and suggests remedies.
531. ——— Organization of state departments of education. *School life*, 6: 1-2, 10-11, January 15, 1921.  
Accretion is usual process of growth. Nonpartisan board of education should perform legislative functions.
532. Legislative suggestions approved by State superintendent of schools, representatives of the Missouri state teachers' association, and program committee of the conference on education called by Gov. Arthur M. Hyde, January 6 and 7, 1921. Jefferson City, Mo. 43 p. 8°.
533. **Russell, William F.** One step toward a scientific method in the distribution of school funds. *Educational administration and supervision*, 7: 181-89, April 1921.  
Says that the purpose of the paper is to show that the distribution of school funds for specific purposes is necessary to establish state control. Once established it may be used for other purposes.
534. **Sears, J. B.** The literature and problems of public school finance. *Educational administration and supervision*, 7: 133-50, March 1921.  
Contains an elaborate and valuable bibliography of the subject in all its phases. p. 139-50.
535. **Texas.** Department of education. Report on education in Texas and recommendations made to the governor and the thirty-seventh Legislature, by Annie Webb Blanton, state superintendent of public instruction. [Austin] The Department of education, state of Texas [1921] 60 p. 8°.  
CONTENTS.—Measures recommended by the governor's committee on education.—Measures for which the endorsement of the committee on education was not asked.—Brief discussion of the necessity for measures recommended.—Report of governor's committee on education.—Statistical reports.
536. **Washington (State) Public school administrative code commission.** Report of the Public school administrative code commission of the state of Washington, delivered to the governor and the legislature at Olympia, Wash., January 11, 1921. Designed to accompany Senate bill no. 10. Olympia, F. M. Lamborn, public printer, 1921. 118 p. diagrs., maps, tables. 8°.  
Members of the Public school administrative code commission: W. J. Sutton, chairman; A. S. Burrows, secretary; W. M. Kern, Alfred Lister, Mrs. Mark E. Reed.

## SCHOOL MANAGEMENT.

537. **Church, H. V.** Attendance procedure. *School review*, 29: 273-77, April 1921.  
Describes an attendance card used in the J. Sterling Morton high school, Cicero, Ill.
538. **Cranor, Catherine T.** A self-scoring card for supervisors as an aid to efficiency in school work. *Educational administration and supervision*, 7: 91-102, February 1921.  
The aim of this score-card is not to measure the efficiency of the supervisor's work, but to call to her attention certain desirable qualifications that may result in higher ideals and standards of educational efficiency among supervisors. Gives a bibliography.

539. Johnson, Franklin W. The schedule of recitations. School review, 29: 216-28, March 1921.
540. McClure, Worth. The functions of the elementary school principal. Elementary school journal, 21: 500-14, March 1921.  
Study based on replies to questionnaires sent to the elementary school principals of Seattle, and to university professors of administration, etc. The purpose of the investigation was to answer two questions: (1) What are the functions of the elementary school principal in theory and in practice? (2) What is their relative importance in theory and in practice?
541. Müncheberg, G. Die schüler selbstverwaltung. Monatschrift für höhere schulen, 20: 30-38, January-February 1921.  
On student self-government in present-day Germany.

## SCHOOL BUILDINGS AND GROUNDS.

542. Architect and engineer, San Francisco, Calif. vol. LXIV, no. 3, March 1921.  
Contains: 1. C. K. Sumner: Some neglected aspects of school architecture, p. 47-56. Views and plans of typical California school buildings, p. 57-67. 2. J. J. Donovan: Architecture, planning, and construction of schools, p. 68-97.  
These articles are both fully illustrated. The second is an advance proof of Chapter II of Mr. Donovan's new book on School architecture, just published by the Macmillan company.
543. Hartwell, E. C. The Buffalo school building program. American school board journal, 62: 52-58, February 1921.  
Description of eighteen new school buildings to be built.
544. National committee for chamber of commerce cooperation with the public schools. Know and help your schools. Second report. An interpretation of inquiry no. 11 relating to school buildings and grounds, enrollment and size of classes in the national survey of urban public schools, directed by the National committee for chamber of commerce cooperation with the public schools and the American city bureau. New York, Chicago [etc.] American city bureau, 1921. 63 p. charts, tables. 8".  
Executive secretary of National committee: Fred A. Richardson, secretary American city bureau, New York, N. Y.
545. Williams, L. A. . . . The construction of schoolhouses. Chapel Hill, 1920. 46 p. 8". (The University of North Carolina record, Sept., 1920, no. 180. Extension series no. 38)  
A companion volume to the above is Design and improvement of school grounds, by W. C. Coker and Eleanor Hoffmann, published by the University of North Carolina, Chapel Hill, N. C., 1921. 48 p. illus., plates. 8". (Bureau of extension bulletin. Special series no. 1)

## SCHOOL HYGIENE AND SANITATION.

546. American school hygiene association. Proceedings of the twelfth congress. . . . Vol. VIII. Cleveland, February 24-27, 1920. 212 p. 8". (Harry B. Burns, secretary, Pittsburg, Pa.)  
Contains: 1. Edith M. Walker: Health education in normal schools, p. 19-25. 2. Hiram Byrd: Democratization of hygiene, p. 26-34. 3. Walter J. Multer: Junior Red Cross and school dental ambulance service in rural communities in Nassau county, New York, p. 40-46. 4. H. J. Burkhart: Children's work in the Rochester dental dispensary and schools of Monroe county, p. 46-49. 5. Helen MacMurphy: School health education in Canada, p. 55-60. 6. H. H. Mitchell: The health of working children, p. 60-66. 7. P. A. Surgeon and H. T. White: A suggested plan for systematic sex instruction of the child, p. 77-83. 8. C. W. Crampton: How can physical training be correlated with medical inspection of



- schools, p. 88-95. 9. G. E. Jones: What is physical education?, p. 96-109. 10. W. S. Cornell: Modern interpretation and application of school medical inspection, p. 118-127. 11. L. A. Wilkes: Health education in the schools of Bridgeport, Conn., p. 127-131. 12. Emma Smedley: The school lunches in Philadelphia, p. 171-176. 13. K. A. Fisher: School lunches in rural communities, p. 192-198. 14. G. N. Child: Health education in the public schools of Utah, p. 199-201. 15. J. E. Browne: Health education in the schools of Saskatchewan, p. 202-206.
547. Benedict, Francis G. and Hendry, Mary F. The energy requirements of girls from 12 to 17 years of age. Boston medical and surgical journal, 184: 217-22, 257-62, 282-86, 297-300, 329-34, March 3-31, 1921.  
Work of the nutrition laboratory of the Carnegie institution of Washington. A study based on experiments made on groups of girls of constant age, selected from various troops of Girl scouts.
548. Bliss, D. C. Malnutrition, a school problem. Elementary school journal, 21: 515-21, March 1921.  
Work of the Montclair, N. J., public schools. Open-air classes, school lunches, and campaigns of education as factors in solving the problem of malnutrition.
549. Burgerstein, Leo. Schulhygiene. 4te Aufl. Leipzig und Berlin, B. G. Teubner, 1921. 125 p. illus. 12°. (Aus natur und geisteswelt. 96. band)
550. Christian, Eula G. Health supervision in public schools. American journal of nursing, 21: 454-60, April 1921.
551. Clark, Taliaferro and Butler, Harry B. Children's teeth, a community responsibility; a practical plan for organizing protective and remedial measures. Washington, Government printing office, 1920. 19 p. plates. 8°. (Reprint no. 622 from the Public health reports. November 10, 1920)
552. Douglass, Aubrey A. Health education in the junior high school. Educational administration and supervision, 7: 12-21, January 1921.  
Says that a comprehensive program of health should include training in personal hygiene and in community hygiene.
553. Fones, Alfred C. Mouth hygiene for school children. Modern medicine, 3: 119-22, February 1921.  
Work of the school dental clinics of Bridgeport, Conn.
554. Froeberg, Sven. Effects of smoking on mental and motor efficiency. Journal of experimental psychology, 3: 334-46, October 1920.  
Study based on examination of students of elementary psychology at the University of Michigan. Comes to conclusion that except when used in excess, by adolescents, or persons suffering with certain nervous troubles, there is no scientific evidence that the moderate use of tobacco in smoking produces any other beneficial or injurious mental effect sufficiently great to be measured.
555. Green, John. Hygiene of the eye. Modern medicine, 3: 149-54, March 1921.  
Among other things discusses myopia and education, examination of eyes of school children, etc.
556. Greig, Mary. Dietary hygiene as taught by museum methods. Modern medicine 3:111-15, February 1921.  
Describes the traveling loan exhibit of dietary hygiene, prepared by the American museum of natural history, New York city, for the use of public schools in New York. Illustrated.
557. Irwin, B. B. Sight-saving classes in the public schools. Cambridge, Mass., Harvard university [1920] 31 p. illus. 8°. (Harvard bulletins in education, no. 7, November 1920)

#### 84. MONTHLY RECORD CURRENT EDUCATIONAL PUBLICATIONS.

558. Rich, Katherine B. Nutritional work in public schools. *Journal of the American medical association*, 76: 998-99, April 9, 1921.  
"Final report of experimental work done under the supervision of the board of education in the public schools of Chicago." Fifty per cent of the school children that were weighed and measured were found to be below normal in height and weight for age, or in weight for height.
559. Strode, George K. Pennsylvania essays to prevent dental caries in the school child. *Modern medicine*, 3: 50-52, January 1921.  
Dental clinics in public schools of Pennsylvania. Illustrated.
560. Symposium on health supervision in colleges. *American journal of public health*, 11: 300-51, April 1921.  
Contains: 1. H. Emerson, L. B. Chenoweth, F. C. Balderry and C. E. Case: Education in health at Cornell university, 1919-1920, p. 300-26. 2. John Sundwall: Supervision of health in colleges and universities, p. 327-34. 3. R. T. Legge: Students' infirmary, University of California, p. 335-38. 4. P. K. Holmes: Department of hygiene and public health at the University of Kentucky, p. 338-40. 5. F. E. Williams: Mental hygiene and the college student, p. 341-51.

#### PHYSICAL TRAINING.

561. American physical education association, western district. Proceedings of the third annual convention, Berkeley and Oakland, California, July 14-17, 1920. *Mind and body*, 27: 411-26, February 1921.
562. National collegiate athletic association. Proceedings of the fifteenth annual convention, held at Chicago, Ill., December 29, 1920. 100 p. 8". (Frank W. Nicolson, secretary-treasurer, Wesleyan university, Middletown, Conn.)  
Contains: 1. P. E. Pierce: President's address, p. 53-59. 2. J. L. Knorr: Scouting, p. 60-67. 3. H. J. Koehler: The new athletic system at West Point, p. 68-75.
563. Affleck, G. B. A minimum set of tentative physical standards for children of school age. *Pedagogical seminary*, 27: 324-53, December 1920.  
A study dealing with height, weight, nutrition, teeth, motor development, lung capacity, and forearm strength of children of school age. Bibliography: p. 347-53.
564. Aims, scope, and relations of physical training. *School life*: 6: 1-2, 15, February 1, 1921.
565. Hoernig, Lena. Corrective physical activities. *Mind and body*, 27: 401-10, February 1921.  
Read at the Physical training section, State educational association of Missouri, Kansas City, Mo., November 1920. The scope of the paper concerns the application of physical activities to pathologic conditions of school children.
566. Naylor, Herbert E. and Temple, Mollie. Modern physical education including exercises with and without apparatus, marching, games, etc. With series of tables and over 200 illustrations. London: A. Melrose Ltd., 1920. 317 p. illus. 12".
567. Sargent, D. A. The physical test of a man. *School and society*, 13: 123-35, January 29, 1921.  
The article describes the new test of estimating man power.
568. Todd, Ernest McC. Provision in the high school curriculum for correcting physical defects. *Journal of educational research*, 3: 23-34, January 1921.  
Work accomplished in the Country day school of Kansas City, Mo. Presents a course of study in physical education.

## PLAY AND RECREATION.

569. Cleveland foundation. Survey committee. Cleveland recreation survey. A community recreation program. Cleveland, Ohio, The Cleveland foundation committee [1920] 116 p. 12°. Contains: Introduction, Origin and scope of the recreation survey; Summary of the survey reports; An interpretation of the survey; A community recreation program for Cleveland.
570. Dymond, J. A. G. Scouting and the adolescent, with special reference to secondary schools. Manchester, At the University press; London, New York [etc.] Longmans, Green & co., 1920. xiv, 81 p. 12°. Includes a foreword by Prof. J. J. Findlay, and a memoir of the author by F. J. Stafford. Bibliography: p. 79-81.
571. Jessop, Gilbert and Salmond, J. B., ed. The book of school sports. London, Edinburgh and New York, T. Nelson and sons, ltd. [1920] 291 p. front., illus., plates. 12°.
572. Playground and recreation association of America. Officers of recreation commissions, boards, and associations, and tables showing playground and recreation center statistics for 1920: Playground, 15: 21-59, March 1921.
573. Shreves, Rolland M. Play and education. Education, 41: 349-60, February 1921. Discusses play in Greek and Roman education, scholasticism and the play spirit, play in present day education, and the playground as an integral part of the schools. Gives helpful list of references.
574. Trevelyan, Janet Penrose. Evening play centres for children; the story of their origin and growth. With a preface by Mrs. Humphry Ward. London, Methuen & co., ltd. [1920] 183 p. front., plates. 12°.

## SOCIAL ASPECTS OF EDUCATION.

575. Charters, W. W. and Greene, James H. A study of the factors in the efficiency of boys' and girls' clubs. School science and mathematics, 21: 335-41, April 1921. Statistical studies of boys' and girls' clubs in Illinois made during the club seasons of 1917 and 1918.
576. Corson, H. K. The right kind of parent-teachers' association. American school board journal 62: 48-49, 121, February 1921. Description of the work done by the parent-teachers' association connected with the Henry L. Dawes school at Pittsfield, Mass.
577. Harrison, Shelby M. Social conditions in an American city; a summary of the findings of the Springfield survey. New York, Russell Sage foundation, 1920. xii, 439 p. front., illus. 8°. Summary of report on the public schools of Springfield, Ill., by Leonard P. Ayres: p. 35-73.
578. Hart, Joseph K. Minority opinion in education. Survey, 45: 761-62, February 26, 1921. Discusses academic freedom among teachers. Reviews the debate between Prof. David Snedden, of Teachers' college, and Prof. Scott Nearing, of the Rand school, both of New York city; the subject of which was "Freedom of teaching in the social sciences." This debate, held in New York, on January 5, was arranged by the New York academy of public education.
579. Kelly, M. Clyde. The community capitol; a program for American unity. Pittsburgh, The Mayflower press, 1921. 325 p. plates. 12°. The community capitol which is the theme of this book is to be effected by the coordination of the neighborhood-uniting public school with the world-integrating postal system.

**36 MONTHLY RECORD CURRENT EDUCATIONAL PUBLICATIONS.**

580. **Page, Frank B.** The school and the community. Elementary school journal, 21: 297-303, December 1920.  
Relating the school to the industrial activities of a community.
581. **Smith, C. F. and Fretwell, E. K.** Horace Mann studies in elementary education. Clubs for young boys. Teachers college record, 22: 12-30, January 1921.  
Gives the programs of the clubs of the Horace Mann Elementary school as they have been developed by the boys themselves.
582. **Snedden, David.** Liberty of teaching in social sciences. School and society, 13: 181-91, February 12, 1921.  
From an address made before the New York Academy of public education, January 5, 1921.
583. ——— Sociological determination of objectives in education. Philadelphia and London, J. B. Lippincott company [1921] 322 p. 12°.   
The writer of this book has undertaken in each chapter to do at least three things—first, to search for certain sources in the social sciences or in experience from which to derive standards of examination for the "faith objectives" now controlling in the department dealt with; second to criticize those faiths which have probably come to have the injurious characteristics of superstitions; and third, to propose, tentatively, certain new objectives for examination.
584. **Steiner, Jesse F.** Education for social work. American journal of sociology, 26: 475-518, 601-17, January, March 1921.  
Discusses the nature of social work; educational preparation and basis; technical courses of instruction, etc. Second paper emphasizes the importance of the case method in schools of social work. Discusses the place of field work in the course of study. To be continued.
585. **Sterry, Nora.** The civic background of a school. Survey, 45: 500-601, January 22, 1921.  
A discussion of the causes of retardation that lie outside the classroom. A survey made during the year 1919-20 of the pupils of the Macy street school of Los Angeles, California.
586. **Williams, Joseph T.** Education in recent sociology. Education, 41: 421-31, 500-9, March, April 1921.  
First and second papers in a series of five which are to discuss the writings of four American sociologists—Lester F. Ward, Charles H. Cooley, Arthur J. Todd, and Charles A. Ellwood. One article is to be devoted to each of these four men, and a fifth will deal with a summary and some suggestions for an educational sociology.

**CHILD WELFARE.**

587. **Bary, Helen V.** The trend of child welfare work. North American review, 213: 404-501, April 1921.  
Says that the most serious problem of child labor today is that of agricultural work. "Rural child labor in vast areas of the United States today carries with it the virtual denial of education."
588. **Koch, F. J.** Little Jack Roosa comes home from school. Child-welfare magazine, 10: 124-26, February 1921.  
A unique course introduced in the Mid-West public schools for giving children new interest in home.
589. **Loeb, Sophie Irene.** Everyman's child. New York, The Century co., 1920. 286 p. front, plates. 12°.
590. **Milnes, Nora.** Child welfare from the social point of view. London & Toronto, J. M. Dent & sons, Ltd., 1920. 243 p. 12°.

## MORAL AND RELIGIOUS EDUCATION.

591. **Catholic educational association.** Report of the proceedings and addresses of the seventeenth annual meeting. New York, N. Y., June 28-July 1, 1920. Columbus, Ohio, Catholic educational association [1920]. 043 p. (Catholic educational association bulletin, vol. 17, no. 1, November 1920) (Rev. Francis W. Howard, secretary, 1651 East Main street, Columbus, Ohio)  
 Contains: 1. W. D. Guthrie: The federal government and education, p. 35-45. 2. J. A. Burns: A constructive policy for Catholic higher education, p. 46-56. 3. W. J. Keiby: The teaching of sociology in Catholic women's colleges, p. 153-8: Discussion, p. 158-60. 4. E. J. McGoldrick: Our rural schools and their maintenance, p. 202-10. 5. E. V. O'Hara: The rural problem in its bearing on Catholic education, p. 232-39. 6. J. A. Waldron: Standards or tests by which the superintendent may judge of the efficiency of his schools, p. 293-95. 7. E. A. Pace: Development of the Catholic sense, p. 354-63.
592. **Bieler, Blanche.** Religious education in France. Church school, 2: 259-61, March 1921.  
 Describes the three institutions of French Protestant religious education: the Sunday school; the Thursday school; and the Catechumen class.
593. **Crawford, Leonidas W.** Vocations within the church. New York, Cincinnati, The Abingdon press [1920]. 211 p. 8°. (The Abingdon religious education texts. Weekday school series)
594. **Fitch, Albert Parker.** What is the present attitude of college students toward organized religion? Journal of religion, 1: 113-28, March 1921.  
 Says that the attitude of college students toward organized religion is very far from what we should like it to be, but the responsibility for this is mostly with our own organization. Gives a detailed analysis of the present situation showing that the facts support his position.
595. **Haviland, Mary S.** Character training in childhood. Boston, Small, Maynard & company [1921]. 296 p. plates. 12°.
596. **Hayward, Percy R.** Defective training for pre-adolescent boys. Religious education, 16: 19-22, February 1921.  
 Discusses some of the maladjustments in adolescence due to faulty methods of training in pre-adolescence. Cooperative work between Sunday school and day school in the ethical education of children.
597. **Hunter, Marie C.** The actual social reactions of children under twelve. Religious education, 16: 10-15, February 1921.  
 Data taken from "real life." Presents some of the proper social attitudes for children under twelve.
598. **Knapp, E. C.** The Sunday school between Sundays. New York, Chicago, F. H. Revell company [1920]. 143 p. 12°.
599. **Krumbine, Miles H.** A church summer school. Religious education, 16: 87-100, April 1921.  
 Work of the summer school conducted by the First Lutheran church, Dayton, Ohio. Discusses among other things the value of week-day religious teaching.
600. **McGiffert, Arthur C.** A teaching church. Religious education, 16: 3-9, February 1921.  
 Discusses the teaching function of the church, and the need of teachers who are thoroughly equipped for their work.
601. **Micou, Paul.** Reorganization of religious education in the Episcopal church. Christian education, 4: 3-6, March 1921.  
 All the activities of the old boards are now being carried on by departments of the Presiding Bishop and Council.



**38 MONTHLY RECORD CURRENT EDUCATIONAL PUBLICATIONS.**

602. Munkres, Alberta. . . . Primary method in the church school. New York, Cincinnati, The Abingdon press [1921] 242 p. front., plates, illus. 12°. (The Abingdon religious education texts. Community training school series)
603. On week-day religious instruction—sources of information. Religious education, 10: 37-41, February 1921.
604. Poteat, Edwin M. Christianity and learning. Biblical review, 6: 36-49, January 1921.
605. Stewart, Joseph S. Religious life in state institutions of the South. High school quarterly, 9: 68-74, January 1921.  
Presents extracts from letters received by the editor from the presidents of leading state educational institutions in the South, showing that the religious spirit dominates their faculties and student bodies. Study continued by J. R. Stewart for 44 state institutions in various parts of the country in High school quarterly, 9: 173-76, April 1921.
606. Sweet, Louis Matthews. Academic standards in religious education. Biblical review, 6: 50-71, January 1921.  
Says that religious education must raise up religious educators who at once realize and transcend all academic measurements. Man can not live by mind alone.
607. Tracy, Frederick. The psychology of adolescence. New York, The Macmillan company, 1921. xi, 246 p. 8°. (Handbooks of moral and religious education, ed. by E. H. Sneath)  
The books of this series are designed to serve as manuals for teachers in the field of moral and religious education. The present work gives an up-to-date summary of investigations of boy and girl nature during adolescence.

**MANUAL AND VOCATIONAL TRAINING.**

608. Alltucker, Margaret M. . . . Coordination in part-time education. Issued by the University of California in cooperation with the state board of education. Berkeley, Cal., 1921. 44 p. 8°. (Part-time education series, no. 4. Bulletin no. 3)  
At head of title: University of California. Division of vocational education. Research and service center for part-time schools.
609. Carpenter, J. E. Local administration of vocational education. Educational administration and supervision, 7: 226-30, April 1921.  
Presents a plan for the administration of vocational education. Says that the initiation of a program should be in the hands of the superintendent of the school system.
610. Daniel, Hawthorne. Arthur E. Morgan's new type of college. World's work, 41: 405-9, February 1921.  
"A civil engineer's revolutionary experiment with Antioch College to produce graduates who will become employers and not employees."
611. Eaves, Lucile. Training for store service; the vocational experiences and training of juvenile employees of retail department, dry goods and clothing stores in Boston. Report of investigations made in the research department of the Women's educational and industrial union. Boston, R. G. Badger [1920] 143 p. 8°. "Select bibliography": p. 135-139.
612. Educational review, Moncton and Fredericton, New Brunswick. December, 1920. Vocational education number.  
Contains: 1. R. B. Vaughan: Technical education in Manitoba. 2. F. E. Sexton: Technical education in Nova Scotia—History of thirty years' development. 3. G. A. Boate: Needs of secondary technical education in Nova Scotia. 4. Fletcher Peacock: Vocational education in New Brunswick.



613. Fitzpatrick, Alfred. The university in overalls; a plea for part-time study. Toronto [Press of The Hunter-Rose co., limited] 1921. xvi, 150. xxxi p. plates. 12°.
614. Fuller, Logan B. Manual arts based on home repair. Journal of educational research, 3: 173-79, March 1921.  
"A study "to determine what problems and processes would be involved in a manual arts course, based upon work which is done or may be done around the home by a handy man with a common carpenter's and painter's tools."
615. Gibson, Carleton B. Industrial education survey, Charleston, S. C. Carleton B. Gibson, director. Charleston, S. C., Walker, Evans & Cogswell co., 1920. 174 p. 8°.  
In making this survey, Carleton B. Gibson, the director, was assisted by Charles H. Winslow, as chief executive in charge of the industrial survey; by Paul S. Long, as chief executive in charge of the commercial survey; by Mrs. Henry I. Beck as chief executive in charge of the housekeeping survey. Cooperation in the work was also rendered in an auxiliary and advisory capacity by a general survey committee composed of 21 citizens of Charleston, and by a local sub-committee in each of the three branches of the survey.
616. Goddard, H. N. The portion of the high school program that may advantageously be given to vocational work. School review, 20: 278-91, April 1921.  
Contents that undue emphasis should not be laid on vocational studies. It is more important for the student to obtain a broad culture. Says that deficiency in general education is a far more serious handicap to a pupil who leaves high school to enter industrial and commercial pursuits than a lack of vocational efficiency. The latter can be made up without much difficulty.
617. Harmon, Selene A. Why Theodore N. Vall backed O. H. Benson. World's work, 41: 517-20, March 1921.  
Says that the child should take part in the business of production in his home community. Vocational and industrial education.
618. McKinney, James. The high school manual training teacher and his job. Manual training magazine, 23: 243-46, February 1921.
619. Payne, Arthur Frank. Organization of part-time schools and classes. Minneapolis, Minn., University of Minnesota, 1921. 24 p. 8°. (Bulletin of the University of Minnesota. General extension division. vol. XXIV, no. 1, January 5, 1921)
620. Robison, Emily, comp. Vocational education. 2d and rev. ed. by Julia E. Johnson. New York, The H. W. Wilson company, 1921. lxx, 359 p. 12°. (The handbook series)
621. Sindell, L. J. The evening school in trade or industrial subjects which may be established under the Smith-Hughes act. Educational administration and supervision, 7: 22-27, January 1921.  
Advocates the "short-unit" course. Develops a philosophy of evening class organization.
622. Vaughn, S. J. Some overlooked opportunities in education. School and home educator, 11: 118-16, January-February 1921.  
Industrial education offers opportunities and substantial promises for ambitious young men.

## VOCATIONAL GUIDANCE.

623. Uhrbrock, Richard S. Vocational psychographs. Education, 41: 510-16, April 1921.  
Defines "psychography" as the science of making graphic records of mental traits. Emphasizes the importance of mental tests.

## AGRICULTURE.

624. Boyle, James E. Agricultural economics. Philadelphia, London [etc.] J. B. Lippincott company [1921] ix, 448 p. illus. 8°. (Lippincott's college texts. Agriculture)
625. Snedden, David. Our national program for agricultural education: its aims, progress to date, chief of weaknesses, chief strengths. Educational administration and supervision, 7: 151-59, March 1921.  
Emphasizes the value of vocational training for the farming callings, and the importance of the home-project method.
626. Storm, Ashley V. and Davis, Kary C. How to teach agriculture; a book of methods in this subject. Philadelphia and London, J. B. Lippincott company [1921] vii, 434 p. front., illus. 8°.

## HOME ECONOMICS.

627. Dickinson, May B. Mother craft instruction for school girls. American journal of public health, 11: 199-202, March 1921.
628. Dodge, B. F. The high school cafeteria as a home economics project. Journal of home economics, 13: 54-58, February 1921.  
A description of the plan tried at Wisconsin university high school.
629. Trilling, Mabel B. . . . Home economics in American schools. Chicago, Ill., The University of Chicago [1920] 122 p. xi pl. diagsr. 8°. (On cover: Supplementary educational monographs pub. in conjunction with The School review and The Elementary school journal. Vol. II, October 1920. no. 6, Whole no. 14)  
Ethelwyn Miller, Leona F. Bowman, Florence Williams, Clara B. Knapp, Viola M. Bell, Bertha M. Rugg, joint authors, with the collaboration of Harold O. Rugg.

## COMMERCIAL EDUCATION.

630. Cody, Sherwin. A new message on the teaching of business English. Education, 41: 432-39, March 1921.
631. Montgomery-Campbell, M. National copartnership in commerce and industries. Nineteenth century, 89: 536-49, March 1921.  
A sketch of commercial and industrial education in the United States and Europe.
632. National-foreign trade convention. Official report of the seventh National foreign trade convention, held at San Francisco, Cal., May 12-15, 1920. New York City, 1920. 863 p. 8°. (O. K. Davis, secretary, India House, Hanover square, New York, N. Y.)  
Contains: 1. E. L. Bogart: How and why economics should be taught in the high schools, p. 91-99. 2. E. A. Walsh: Adequate school training in commercial history, p. 99-109. 3. Emerson Lucas: Foreign trade geography in our schools and colleges, p. 110-15; Discussion, p. 115-31.

## MEDICAL EDUCATION.

633. American institute of dental teachers. Proceedings of the twenty-seventh annual meeting . . . held at Detroit, Michigan, January 27-29, 1920. 148 p. 8°. (Abram Hoffman, 381 Linwood Avenue, Buffalo, N. Y.)  
Contains: 1. B. W. Bunting: Principles of education as applied to dental teaching, p. 12-17. 2. J. B. Edmondson: Effective teaching from the dental students' standpoint, p. 29-34. 3. S. A. Curtis: Principles of education as brought out by the teaching demonstrations, p. 35-42. 4. Alfred Owre: The necessity for, and the scope of the pre-dental year, p. 56-59.

634. Association of American medical colleges. Proceedings of the thirteenth annual meeting held at Chicago, March 1-3, 1920. 199 p. 8°. (Fred C. Zapffe, 3431 Lexington Street, Chicago, Ill.)  
Contains: 1. George Blumer: The general practitioner's view of the defects of medical education, p. 5-15. 2. Report on the teaching of physiology, p. 69-82. Supplementary report on the teaching of physiology: Pt. 1. Analysis of replies to questionnaire; Pt. 2. Bibliography on physiology teaching, p. 83-106. 3. Report on the teaching of pathology, p. 136-50.
635. National league of nursing education. Proceedings of the twenty-sixth convention held at Atlanta, Georgia, April 12 to April 17, 1920. Baltimore, Williams & Wilkins, 1921. 343 p. 8°. (Alice H. Flash, secretary, Letterman general hospital, Presidio of San Francisco, California)  
Contains: 1. S. Lillian Clayton: President's address, National league of nursing education, p. 78-88. 2. Katherine Ink: What can be done to stimulate interest in class-work and keep the student up to a good standard of work, p. 124-29. 3. Kate Douglas: State board examinations: What are their common defects and how can they be improved, p. 140-51. 4. Conference on problems of administration, p. 182-88, 284-41. 5. Jean I. Gunn: Student government, p. 275-81. 6. C. G. Parnall: The national problem of demand and supply of nursing service, p. 283-89. 7. M. Adelaide Nutting: The outlook in nursing, p. 309-23.
636. Fleischer, M. B. S. History of dental section, Medical college A. E. F. university, Beaune, Côte d'Or, France. Dental cosmos, 63: 154-60, February 1921.  
Establishment and activities of the dental section. Gives branches taught and names of faculty.
637. Hough, Theodore. The proper location of the state-supported medical school in Virginia. Charlottesville, Va., The University of Virginia press, 1921. 80 p. illus., plates. 8°. (Alumni bulletin of the University of Virginia. 3d series, vol. xiv, no. 1, January 1921).  
A summary of the argument for university location of the single state-supported medical school: p. 71-80.
638. Mills, C. A. A course in chemistry for student nurses. American journal of nursing, 21: 461-66, April 1921.
639. Robertson, John D. Who shall nurse the sick. American journal of public health, 11: 108-12, February 1921.  
Work of the Chicago training school for home and public health nursing. The faculty is selected from the staff of the health department of Chicago.
640. Selden, Elizabeth. Hospital and training school administration. American journal of nursing, 21: 399-402, March 1921.  
A discussion of the feasibility of the plan in cities where there are universities and medical schools.
641. Smith, Winford H. Address to the graduating class, Training school for nurses, Peter Bent Brigham hospital (Boston, Mass.). Boston medical and surgical journal, 184: 367-71, April 14, 1921.  
Emphasizes the shortage in the number of graduate nurses. Discusses the trend of nurses' education.
642. Stewart, Isabel M. What are the aims of nursing education. American journal of nursing, 21: 308-13, February 1921.  
Reviews the history and activities of nursing education.

## ENGINEERING EDUCATION.

643. Johnston, Clarence T. The teaching of surveying. Engineering education, 11: 257-70, January 1921.  
Incidentally discusses the lack of cultural values in engineering courses. Says that engineers are not given proper or adequate recognition in the formulation and administration of laws which relate to the engineering phases of public business.

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644. Taylor, Knox. The engineer and modern engineering education. Princeton alumni weekly, 21: 524-5, March 23, 1921.  
The true engineer needs all the study and teaching the best college can give for from five to eight hard years.
645. Wadsworth, Marshman E. The Michigan college of mines in the nineteenth century. Engineering education, 11: 230-56, January 1921.  
Interesting historical sketch, with bibliography.
646. Walters, Raymond. The scholastic training of eminent American engineers; a study of a professional group. [New York, 1921] 17 p. tables. 8°.  
Reprinted from School and society, 13: 322-29, March 12, 1921.  
A study authorized by the American association of collegiate registrars at its 1919 meeting. It represents cooperation of the registrars of 75 colleges, technical schools, and universities in finding the class standing upon graduation of 392 eminent engineers. The results supply evidence of a close correspondence between good scholarship in college and eminence in engineering fields.

CIVIC EDUCATION.

647. Beatty, Willard W. An experiment in applied sociology. Elementary-school journal, 21: 367-74, 424-37, January, February 1921.  
A method in the San Francisco normal school for democratizing the elementary school. Second paper gives examples of replies by pupils to questions regarding ideals of good citizenship.
648. Davis, Calvin O. Citizenship and the high school. Educational review, 61: 214-23, March 1921.  
Discusses the various types of student self-governing agencies and their influence on citizenship. The place of social sciences in the curriculum of secondary schools, etc.
649. Henderson, Ruth E. Americanizing through local history. English journal, 10: 61-67, February 1921.  
Says that the primary object in drawing upon local color for work in high school English is "to develop in pupils the ability to express themselves about those things of life which are nearest to them in time, place, and interest."
650. Hobbs, William H. History teaching and American citizenship. Educational review, 61: 195-200, March 1921.  
A critical study of some post war history texts and their implications.
651. Hunt, Rockwell D. Political science and practical citizenship. Educational review, 61: 185-94, March 1921.  
Offers a series of constructive suggestions for teaching civics, having reference and applicability to the instruction of college undergraduates, summed up under the following heads: (1) Stress fundamental principles; (2) teach social sciences through social service; (3) preach and practice political idealism; (4) restore a new type of Puritanism; (5) put principle before expediency; (6) exalt the spiritual meaning of life.
652. Kilpatrick, William H. Our schools and war. Educational review, 61: 201-13, March 1921.  
"Since it is conceded," says the writer, "that wars need not be inevitable, what can the schools do to help avert them." Discusses what teachers (and other adults) in our higher institutions of learning, and pupils in our elementary and secondary schools should be taught.
653. Sisson, E. O. Education for politics. School and society, 13: 837-45, March 19, 1921.  
The article is a plea for the paying of far greater attention in schools to American culture and ideals, and to the fostering of the habit of intelligent thinking on all questions.



654. Snedden, David. Experimental and other forms of research in civic education. *School and society*, 13: 361-72, March 26, 1921.  
A memorandum prepared for the New York society for the experimental study of education.

## -AMERICANIZATION.

655. Berry, Charles S. Some problems of Americanization as seen by an army psychologist. *School and society*, 13: 97-104, January 22, 1921.
656. Clark, Walter E. The stranger within our gates. *Journal of the National education association*, 10: 21-23, February 1921.  
Discusses the problem of Americanization. Address before the National education association, July 6, 1920.
657. Crist, Raymond F. Citizens in the making. *Independent*, 105: 134-35, 146-48, February 5, 1921.  
Americanization work of the Federal Government described.
658. Gray, Robert F. The training of Americanization teachers. *Educational review*, 61: 22-29, March 1921.  
Says that the teacher must be trained in the needs of the alien and how to meet these needs both in method and technique. Two types of Americanization workers must be trained,—the leader or organizer, and the teachers of immigrants and of adult illiterates, whether in industry, home, or school.
659. Johnston, Esther. Readers of a foreign neighborhood. *Survey*, 46: 7-9, April 2, 1921.  
Work of the 43 branches of the New York public library in the foreign neighborhoods of New York city.
660. Jordan, Riverda H. The retention of foreign language in the home. *Journal of educational research*, 3: 35-42, January 1921.  
Emphasizes the necessity of English in the home of the immigrant.
661. La Bella, Louise B. The spirit of Americanization. *Education*, 41: 494-99, April 1921.  
Presents various conceptions of Americanization work.
662. Manchester, E. E. Teaching Americanism. *Journal of education*, 93: 87-89, January 27, 1921.  
Americanism is faith in America and is not to be taught as history might be taught.

## EDUCATION OF SERVICE MEN.

663. Bigwood, George. The soldier as student. *Nineteenth century*, 89: 721-26, April 1921.  
Education in the English army. Work of the Army educational corps, which has been recently established and whose duties are exclusively educational.
664. Harbord, James G. The poor man's university. *World's work*, 41: 443-45, March 1921.  
Educational work of the U. S. Army.
665. Messer, William S. The ex-service undergraduate. *Educational review*, 61: 298-309, April 1921.
666. Monroe, James P. A university for the wounded. *Outlook*, 127: 145-46, January 26, 1921.  
Rehabilitation work of the Federal board for vocational education. Utilization of existing schools, colleges, industrial plants, etc. Illustrated.
667. Myers, Garry C. The first missionary school of Americanism. *Educational review*, 61: 230-36, March 1921.  
Work of the Recruit educational center in the Army camps.



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668. Powell, E. Alexander. Training the soldier for peace. Harper's magazine, 142: 619-29, April 1921.
669. Wisconsin. State board of education. . . . The rehabilitation of the handicapped. Madison, 1921. 31 p. 8°. (Wisconsin's educational horizon, vol. 3, no. 4)

EDUCATION OF WOMEN.

670. Doerschuk, Beatrice. Women in the law; an analysis of training, practice and salaried positions . . . New York city, The Bureau of vocational information, 1920. 138 p. 8°.
671. Hulet, Myra M. Mortality rates of college women. Quarterly publication of the American statistical association, 17: 599-605, March 1921, n. s. no. 133.  
Also separately reprinted.  
A study of 15,561 graduates from Vassar, Wellesley, and Smith, from the founding of these colleges through the class of 1914.
672. McKinney, A. H. Guiding girls to Christian womanhood. New York, Chicago [etc.] F. H. Revell company [1920] 214 p. 12°. (Symth lectures delivered at Columbia theological seminary, Columbia, South Carolina.)
673. Moberly, Winifred H. The Oxford women's colleges. Contemporary review, 119: 385-88, March 1921.  
History and growth of the Oxford women's universities described.
674. Pierce, Anna E., comp. Catalog of literature for advisers of young women and girls. New York, The H. W. Wilson company, 1921. 85 p. 8°. An annotated list of about two thousand titles of the most representative and useful books and periodical articles for the use of deans and advisers of women and girls; heads of women's schools; instructors of young women; women principals of mixed schools; household economics teachers; Young women's Christian association secretaries and workers; deaconesses and other similar religious workers; settlement workers; national and local sorority officers; social directors and workers; physical directors and supervisors of athletics; leaders of girl scouts and campfire girls; women's clubs; directors of industrial relations in charge of women workers; parents of adolescent girls.
675. Sturtevant, S. M. The function of the adviser of girls in high schools. University high school journal (Oakland, Calif.) 1: 47-53, January-1921.  
An address given before the deans' conference, California teachers' association, October 28, 1920.

NEGRO EDUCATION.

676. Buck, J. L. B. Builders of a community. Southern workman, 50: 172-77, April 1921.  
The story of the prosperous Negro colony in Suffolk, Va. Illustrated.
677. Maltby, Frances. The movable school. Survey, 45: 888-89, March 19, 1921.  
Work among Negro farmers in Madison county, Ala., described. The U. S. Department of agriculture, in cooperation with the Agricultural and home economics extension work of the Alabama polytechnic institute, has been making an extensive campaign among the Negroes of rural communities in the South through the medium of the movable school.

## EDUCATION OF DEAF.

678. Andrews, Harriet U. The diary of a deaf child's mother. *Volta review*, 23: 112-37, March 1921.
679. Brown, J. The improved development and use of language by our deaf pupils. *Volta review*, 23: 78-82, February 1921.  
Paper read before the National college of teachers of the deaf, Birmingham, England, 1920. Discusses combined advantages of lip-reading and figure-spelling methods, etc.
680. Roe, W. Carey. Some observations on the psychology of the deaf child. *Volta review*, 23: 52-59, February 1921.  
A discussion confined to observations on the child who is born deaf or becomes deaf at an age when auditory impressions can have no effect on the mind.
681. Steed, Lyman, comp. Report on industrial training in the Pennsylvania institution for the deaf and dumb. *American annals of the deaf*, 66: 121-36, March 1921.
682. Willard, Charlotte B. Simplifying the simple. *American annals of the deaf*, 66: 147-64, March 1921.  
Developing language among the deaf.

## EXCEPTIONAL CHILDREN.

683. Anderson, V. V. Education of mental defectives in state and private institutions and in special classes in public schools in the United States. *Mental hygiene*, 5: 85-122, January 1921.  
An historical and statistical study. Concludes that the dominant note of the state institution is becoming less and less custodial and more and more medical and educational. Illustrated.
684. Bryant, Edythe K. The "will-profile" of delinquent boys. *Journal of delinquency*, 6: 294-300, January 1921.  
A test of 100 delinquent boys at the Whittier state school, Whittier, Calif., made with the will-profile scale.
685. Carlisle, Chester L. A survey of conduct in community and school. *Elementary school journal*, 21: 375-79, January 1921.  
Describes work of the Oregon state survey of mental defect, delinquency, and dependency.
686. Doll, Edgar A. Education of juvenile delinquents. *Journal of delinquency*, 6: 331-46, March 1921.  
Describes a system of clinical psychology examining at the State home for boys at Jamesburg, N. J.
687. Hoyt, Franklin Chase. *Quicksands of youth*. New York, C. Scribner's sons, 1921. xii, 241 p. 12".  
Author is judge of the Children's court, New York city. His book tells what the juvenile court is doing in making good citizens out of the boys and girls who come before it.
688. Katherine, Sister. Advisability of organizing special classes for unusual children. *Modern medicine*, 3: 135-38, 199-202, February, March 1921.  
Paper read before the National conference of Catholic charities, Washington, D. C., September, 1920. Illustrated with statistical graphs.
689. Lapage, C. Paget. *Feeble-mindedness in children of school-age*. With an appendix on treatment and training by Mary Denby. 2d ed. Manchester. The University press; London, New York [etc.] Longmans, Green & co., 1920. 309 p. 12". (Added t-p.: Publications of the University of Manchester. Medical series, no. XIII)

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690. **Levinson, A.** Mentally defective children. *Modern medicine*, 3: 81-82, February 1921.  
Emphasizes the importance of detecting mental deficiency much earlier than at the school period. Says that it is unfortunate that to this day no standards of mentality have been worked out for infants.
691. **Lundberg, Emma O.** The school and the juvenile court. *Survey*, 45: 703-4, February 12, 1921.  
Cooperative work between the school and the juvenile court: what has been accomplished by the school departments of Los Angeles, Minneapolis, Seattle, and St. Louis in this regard.
692. **Martin, Henry P.** Philadelphia's disciplinary school for boys. *Current education*, 25: 47-52, February 1921.  
An account of this school's successful dealings with the disciplinary boy.
693. **Merrill, Lilburn.** The public schools and the treatment of delinquent children. *Journal of delinquency*, 5: 207-14, November 1920.  
Recommends the establishment of a department of adjustment to be organized as a clinical agency to which all children should be referred whose behavior or whose social tendencies make them misfits in the group organization, etc.
694. **Smith, Leon O.** The menace of the feeble-minded. *Middle-west school review*, 13: 5-6, March 1921.  
By the assistant superintendent of schools, Omaha, Neb.

EDUCATION EXTENSION.

695. **Bazeley, E. T.** Two experiments in voluntary continuation schools. *Journal of experimental pedagogy* (London) 6: 20-26, March 5, 1921.  
The field of the experiment was an English manufacturing town, where two prominent firms had invited the local authority to open a continuation school.
696. **Gleason, Arthur.** Workers' education; American and foreign experiments. New York, Bureau of industrial research, 280 Fourth avenue [1921] 62 p. 8°.  
A study of experiments in education under working class direction and control in the United States, Great Britain, Belgium, and Germany. Bibliography on workers' education: p. 52-55.
697. ———. Workers' education. *New republic*, 26: 235-37, April 20, 1921.  
Says that the educational movement among American workers will not go very far until something comparable to the British Fabian society exists.
698. **Man, Henry de.** Labor's challenge to education. *New republic*, 26: 16-18, March 2, 1921.  
Describes the creation, in a number of cities, of a network of educational institutions by the labor movement. Experiences in foreign countries.
699. **Parry, E. St. John, ed.** Cambridge essays on adult education. Cambridge. At the University press, 1920. viii, 230 p. 8°.  
The essays comprised in this volume take up first the purpose and meaning of adult education, and survey its history and organization. The subjects next presented are adult education, in its relation to democracy, labor, and women respectively. The university extension and tutorial class movements are then described, and the book closes with a student's experience related by himself. The object of the book is to bring before the public some of the principal subjects which are dealt with in the report of the British Committee on adult education.
700. **Yeaxlee, Basil A.** An educated nation. London, New York [etc.] Humphrey Milford, Oxford university press, 1920. 80 p. 12°. (The world of to-day, ed. by Victor Gollancz)  
In this book, the author, a member of the Adult education committee of the British Ministry of reconstruction, presents a survey of the whole group of problems connected with adult education. The volume briefly gives the substance of the report of the Adult education committee.

LIBRARIES AND READING.

701. **American library association.** Papers and proceedings of the forty-second annual meeting . . . held at Colorado Springs, Colo., June 2-7, 1920. Chicago, Ill., American library association, 1920. p. 133-360. 4°. (*Its Bulletin*, vol. 14, no. 4, July 1920) (Carl H. Millam, secretary, 78 East Washington street, Chicago, Ill.)
702. **Baker, Ernest A.** Public libraries under the new act. Fortnightly review, n. s. 108: 321-33, February 1921.  
Establishment of public libraries in Great Britain and their relations to education.
703. **The booklovers of tomorrow.** Bookman, 52: 500-5, February 1921.  
A series of brief reports on the use of their respective libraries by the librarians of the following: Public library of the District of Columbia, Carnegie library of Atlanta, St. Louis public library, Yale university, University of Chicago, University of Michigan. In most cases the number of readers using these libraries seems to be increasing.
704. **Bostwick, Arthur E.** Library essays; papers related to the work of public libraries. New York, The H. W. Wilson company, 1920. x, 432 p. 8°.
705. **Brame, S. M.** The high school library. Southern school work, 9: 237-41, February 1921.  
Gives a list of worth-while books and bibliographies.
706. **Conner, Martha.** The library and the school. Education, 41: 440-48, March 1921.
707. **Drake, Ruth B.** An experiment in library work in a hospital for mental disease. Mental hygiene, 5: 130-38, January 1921.  
Discusses library work in psychopathic hospitals before and after the war, more particularly at St. Elizabeth's hospital, Washington, D. C.
708. **Frank, Mary.** Caravanning with books. Bookman, 52: 531-36, February 1921.  
Describes the "book caravan" sent out to tour New England by the Woman's educational and industrial union of Boston.
709. **Friedel, J. H.** . . . Training for librarianship; library work as a career. Philadelphia and London, J. B. Lippincott company [1921] 224 p. front. plates. 12°. (Lippincott's training series)
710. **Glenn, Earl R.** Past and present practice in high school library book selection from the viewpoint of a science teacher. School science and mathematics, 21: 217-37, March 1921.  
Also in Library Journal, 46: 247-51, 297-300, March 15, April 1, 1921.  
Gives a comparison of past and present practice in book selection, and makes some constructive suggestions for the improvement of high school libraries. Illustrated with graphs.
711. **Howard, Clara E.** An effective high school library. Public libraries, 26: 221-23, April 1921.  
A description of the Schenley high school library of Pittsburgh, Pa., read before the State teachers' meeting at Harrisburg, Pa., January 4, 1921, by Superintendent W. M. Davidson, of Pittsburgh.
712. **Mason, Anna P.** A library play contest. Library Journal, 46: 201-5, March 1, 1921.  
In this article, the librarian of the Carondelet branch, St. Louis public library, tells of a play writing contest which was held by the library this year as its contribution to the annual school picnic of five large schools in its vicinity.

**48 MONTHLY RECORD CURRENT EDUCATIONAL PUBLICATIONS.**

713. **Mississippi valley historical association. Committee.** Report on standardizing library work and library equipment for history in secondary schools. *School review*, 29: 135-50, February 1921.  
Thirteen states in the Mississippi valley were included in the survey. Gives lists of books recommended for intensive readings in American and European history.
714. **Wilson, Martha.** School library management. New York, The H. W. Wilson company, 1920. 142 p. 12°.  
This manual is the 2d revised edition of School library management, published by the Minnesota Department of education in 1917.

**BUREAU OF EDUCATION: RECENT PUBLICATIONS.**

715. **Agriculture in secondary schools; a report of the Commission on the re-organization of secondary education, appointed by the National education association.** Washington, 1921. 32 p. (Bulletin 1920, no. 35)
716. **The curriculum of the college of agriculture; by Carl R. Woodward.** Washington, 1921. 86 p. (Bulletin, 1920, no. 40)
717. **Educational survey of Wheeling, W. Va. Summary of conclusions and recommendations.** Washington, 1921. 53 p.  
A digest of the report of a survey of the public schools of the independent school district of Wheeling, W. Va., made at the request of the Board of school commissioners, under the direction of the United States Commissioner of education.
718. **Organization of state departments of education; by L. A. Kalbach and A. O. Neal.** Washington, 1921. 48 p. (Bulletin, 1920, no. 46)
719. **The problem of summer teaching in connection with project supervision; by Aretas W. Nofan.** Washington, 1920. 6 p. (Secondary school circular no. 7, November 15, 1920)
720. **Schools in the bituminous coal regions of the Appalachian mountains; by W. S. Deffenbaugh.** Washington, 1920. 31 p. (Bulletin, 1920, no. 21)
721. **Statistics of city school systems, 1917-18; prepared by the Statistical division of the Bureau of education, under the supervision of H. R. Bonner.** Washington, 1920. 477 p. (Bulletin, 1920, no. 24)
722. **Survey of the schools of Wilmington, Delaware. Part 1.** Washington, 1921. 132 p. (Bulletin, 1921, no. 2)
723. **Survey of the schools of Winchester, Massachusetts.** Washington, 1921. 193 p. (Bulletin, 1920, no. 43)
724. **Treasure hunting of today and chemistry in our schools; by Robert E. Rose.** Washington, 1920. 35 p.
725. **Your opportunity in the schools; by L. Emmett Holt.** Washington, 1921. 14 p. (Health education no. 9)

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