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

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

NOTE.

This office can not supply the publications listed in this bulletin, other than those expressly designated as publications of the Bureau of Education. Books, pamphlets, and periodicals here mentioned may ordinarily be obtained from their respective publishers, either directly or through a dealer, or, in the case of an association publication, from the secretary of the issuing organization. Many of them are available for consultation in various public and institutional libraries.

Publications intended for inclusion in this record should be sent to the library of the Bureau of Education, Washington, D. C.

PROCEEDINGS OF ASSOCIATIONS.

1. **Alabama educational association.** Official proceedings of the thirty-fifth annual convention . . . held at Birmingham, April 6-8, 1916. Gadsden, published by the Association, 1916. 157 p. 8°. (Bulletin, vol. 35, no. 1, June, 1916) (Roy Dimmitt, secretary, Ensley-Birmingham)

Contains: 1. C. C. Thach: President's address (Technical, or industrial, or vocational education) p. 32-39. 2. O. P. Ford: Local taxation, p. 40-44. 3. S. J. Bowie: Local taxation, p. 44-54. 4. W. S. Currell: The efficient man, p. 54-60. 5. J. B. Eills: Illiteracy in Alabama—let's remove it, p. 60-62. 6. H. J. Willingham: Alabama's educational progress, p. 62-64. 7. L. C. Palmer: The literary value of Bible study, p. 64-69. 8. J. R. McLure: Some means of measuring the efficiency of a school system, p. 70-73. 9. E. S. Pugh: Decentralization in public education, p. 76-79. 10. C. C. Moseley: The field and function of students' organizations, p. 79-81. 11. M. E. Head: The superintendent's responsibility for the training of teachers in service, p. 81-83. 12. B. L. Balch: The superintendent's responsibility for training teachers in service, p. 83-86. 13. The junior high school, p. 85-88.

2. **Arkansas state teachers' association.** Proceedings of the forty-eighth annual session . . . Little Rock, April 6-8, 1916. Conway, Ark. Arkansas teacher publishing company, 1916. 332 p. 8°. (Educational bulletin, vol. 1, no. 1, June 1916) (W. E. Laeeter, secretary, England)
 Contains: 1. Sidney Pickens: The forward movement in education, p. 49-53. 2. G. B. Cook: Progress of education in Arkansas, p. 54-60. 3. Mrs. Frank Peel: Homes for rural teachers, p. 61-63. 4. B. R. Payne: Problems of the Southern teacher, p. 67-70. 5. J. C. Muerman: Some rural school problems, p. 74-80. 6. E. O. Lovett: The university and the age, p. 81-83. 7. D. B. Johnson: The efficient country school, p. 89-93. 8. M. P. Shawkey: The use of suggestion in teaching, p. 99-100. 9. O. L. Dunaway: The six and six plan, p. 131-34. 10. U. F. Jobe: The magazine in the high school course of study, p. 139-42. 11. Alice Jenkins: The value of contemporary literature in the high school course, p. 152-57. 12. Leo M. Favrot: The dully program of the one-room rural school, p. 173-79. 13. E. H. White: Comparative study of texts and methods in general science in secondary schools, p. 208-12. 14. H. K. Sanders: Club work for boys, p. 254-59. 15. Emma Archer: Club work for girls, p. 260-62. 16. G. A. McLain: What does the business man expect of the business course graduate? p. 273-78. 17. J. P. Robertson: The Gary plan for religious instruction in cooperation with public schools, p. 294-97. 18. J. H. Miller: The education for a democracy, p. 298-309.
3. **Congrès d'éducation populaire, Milan, 1916.** Papers presented by the French minister of public instruction. *Revue pédagogique*, 68: 453-533, November 1916.
 CONTENTS.—I. L'école primaire. 1. Pauline Kergomard: L'école maternelle française, p. 453-62. 2. G. Quéroux: La réforme de l'enseignement du dessin, p. 463-69. 3. Dollidon: L'éducation ménagère à l'école primaire, p. 470-78. II. Le cours populaire. 1. Edouard Petit: L'instruction populaire en France, p. 479-87. 5. E. Rocheron: Que fera-t-on dans les cours professionnels obligatoires? p. 488-97. 6. J. Baudrillard: Un cours complémentaire de jeunes filles, p. 498-501. III. L'école et la guerre. 7. A. E. André: L'école primaire française et la guerre, p. 502-18. 8. Forsant: L'école primaire à Reims pendant le bombardement, p. 519-29.
4. **Missouri state teachers' association.** Official proceedings and addresses of the Kansas City meeting, November 4-6, 1915. Bulletin Missouri state teachers' association, 2: 1-188, January 1916. (E. M. Carter, secretary, Columbia.)
 Contains: 1. A. R. Hill: President's annual address (Education in Missouri) p. 24-29. 2. J. F. Holic: Waste in education, p. 31-40. 3. S. D. Fess: National aid to vocational education, p. 40-45. 4. Mary Antin: The public school as a test of American faith, p. 55-61. 5. P. B. Wright: The librarian as teacher, p. 99-100. 6. Report of the Committee on the junior high school plan, p. 167-79. 7. Teachers' and pupils' reading circles, p. 179-84.
5. **New England association of colleges and secondary schools.** Papers presented at the 31st annual meeting, Cambridge, Mass., November 10-11, 1916. *Education*, 37: 273-324, January 1917.
 Contains: 1. T. H. Briggs: Possibilities of the junior high school, p. 279-89. 2. M. L. Burton: The new admission system of Mt. Holyoke, Smith, Vassar, and Wellesley colleges, p. 290-301. 3. R. N. Corwin: Comprehensive examinations of the college entrance examination board, p. 302-11. 4. E. C. Moore: The doctrine of general discipline, p. 312-24.
6. **Southeast Missouri teachers' association.** Forty-first annual meeting . . . Proceedings and addresses, Cape Girardeau, Mo., October 26-28, 1916. 81 p. 8°. (A. C. Magill, secretary, Cape Girardeau.)
 Contains: 1. Nathaniel Butler: The place and function of non-vocational education, p. 20-27. 2. A. O. Thomas: Conserving rural life through the improvement of the rural schools, p. 27-35. 3. W. A. Denecke: The school as a social center, p. 41-45. 4. B. F. Melcher: Social sciences in the high school, p. 45-49. 5. W. S. Brown: The modern curriculum: how it should be made, p. 49-53. 6. Cora G. Lewis: The teacher as a citizen, p. 59-66. 7. Cora G. Lewis: The rural school of the future, p. 66-73.

EDUCATIONAL HISTORY AND BIOGRAPHY.

7. **Littell, Harold.** Development of the city school system of Indiana—1851-1880. *Indiana magazine of history*, 12: 299-325, December 1916.
 Concluding article of series.
8. **Poe's student days at the University of Virginia.** *Bookman*, 44: 517-25, January 1917.

The facts furnished by earlier investigators and by students have, so far as possible, been verified as a basis for this sketch, which also contains "other material, procured by a minute examination of all university records and by personal interviews."

CURRENT EDUCATIONAL CONDITIONS.

9. **Belisle, Hector L.; Owen, Lincoln, and Van Sickle, James H.** Educational progress in Massachusetts. *Journal of education*, 84 : 647-49, December 28, 1916.
"The report, necessarily limited in length, discusses with some freedom the trend of thought, whether conflicting or unanimous, concerning a few phases of comparatively recent progressive development in the educational field."
10. **Committee for the study of educational conditions in Mexico.** A study of educational conditions in Mexico and an appeal for an independent college. Cincinnati, Ohio, Published for the Committee, 1916. 93 p. 8°.
1. **Craig, Austin.** Japan's progress through popular education. *Texas school journal*, 34 : 22-23, 31-32, January 1917.
The growth of Japan's educational system.
12. **Fisher, Herbert A. L.** What England has learned from the war. *Outlook*, 115 : 22-23, January 3, 1917.
Modernizing of educational curriculum under the influences of the war.
13. **Hall, Edwin H.** Notes sur l'enseignement aux États-Unis. *Revue internationale de l'enseignement*, 36 : 443-56, November-December 1916.
To be continued. For first number see item 1448, 1916 series of this record.
14. **McIntosh, Daniel C.** Educational survey of Greene County, Indiana. [Workington? Ind.] 1916. 110 p. fold map. 8°.
Thesis (M. A.)—Indiana university, 1916.
15. **Michigan. Department of public instruction.** Seventy-ninth annual report of the superintendent of public instruction of the state of Michigan with accompanying documents for the year 1915-1916. Lansing, Mich., Wynkoop Hallenbeck Crawford co. state printers, 1916. 315 p. 8°.
Contains: 1. W. B. Shaw: James Burrill Angell and the University of Michigan, p. 25-31. 2. Progress in school building in Michigan (illus.), p. 31-56. 3. C. S. Berry: A study of retardation, acceleration, elimination, and repetition in the public elementary schools of 225 towns and cities of Michigan, p. 70-97.
16. **Pearse, C. G.** Denver and its schools. *American school*, 2 : 360-62, December 1916.
Editorial correspondence concerning the schools and school history of Denver.
17. **Petit, Édouard.** De l'école à la guerre. Paris, F. Alcan, 1916. 304 p. 12°.
Services of French school men in the world war.
18. **Sadler, Michael E.** The future of English education. *Educational review*, 53 : 87-93, January 1917.
Discusses the defects of education in England, etc.
19. **Spring, Frank E.** Some changes suggested in our public school system so as to prepare the students for real life activities. *School news of New Jersey*, 6 : 1-3, January 1917.
Gives some of the reasons for the criticisms of the public schools and says that what we most need is a vocational selection so as to train according to natural bent or inclination and not according to mental phase alone.
20. **Tamayo, Alfredo Espinosa.** El problema de la enseñanza en el Ecuador. Editado por la Oficina de fomento de instrucción primaria. Quito, Imprenta y encuadernación nacionales, 1916. 198 p. 8°.

EDUCATIONAL THEORY AND PRACTICE.

21. **Baker, Thomas S.** What is the matter with the modern boy? *Southern school journal*, 27 : 14-18, December 1916.
From the *New York Times*.
The writer says that the modern boy knows about practical, every-day matters and about almost everything except those things a knowledge of which can be gained only from books. It is to be feared that the American boy of to-day is receiving the kind of instruction and is pursuing the kind of diversions that lead to mental degeneracy and national incompetency.

22. **Chrysostom, Brother.** Development of personality; a phase of the philosophy of education. Philadelphia, J. J. McVey [1916] 379 p. 12°. Bibliography: p. 345-363.
23. **Ellis, A. Caswell.** The pedagogue and preparedness. School and society, 4: 948-52, December 23, 1916.
An address delivered at the autumn convocation of the department of education of the University of Texas, October 19, 1916.
24. **Field, John E.** The first essential for useful employment. Colorado school journal, 32: 18-21, December 1916.
Says pupils should be taught thoroughness and concentration. From a practical standpoint they are far more valuable for a pupil who can not go beyond the eighth grade than vocational training.
25. **Howerth, I. W.** Aim in education. Educational review, 53: 61-71, January 1917.
Socialization of education, based upon the general possession of scientific knowledge of the potentialities of society.
26. **Johnston, J. B.** Certain ideals in education. School and society, 5: 31-35, January 13, 1917.
A brief address at the opening convocation of the University of Minnesota summer session, June 18, 1916.
27. **Lambruschini, Raffaello.** Della educazione. Libro unico. Nuova ed. con introduzione e note del prof. G. B. Gerini. Torino [etc.] G. B. Paravia e c. [1916] 306 p. 12°. (On cover: Biblioteca de filosofia e pedagogia. 138.)
28. **Lange, Alexis F.** Preparedness. School and society, 5: 1-10, January 6, 1917.
Public address given in connection with the Shasta County institute, Redding, Cal., October 16, 1916.
Educational preparedness.
29. **Magnus, Sir Philip.** Emerson's thoughts on education, as bearing on modern problems. Nineteenth century, 80: 1198-1211, December 1916.
Dwells on the fact that Emerson regarded the teaching of natural science as an essential factor in education. "But," says the writer, "he would have repudiated the idea that the teaching should be made subservient to any mere material ends."
30. **Minnesota. State department of education.** Minnesota course of study for elementary schools and manual for teachers. Prepared by Theda Gilde-meister. . . . Published by the State department of education, 1916. 303 p. 8°.
31. **Roamini-Serbati, Antonio.** Del principio supremo della metodica e l'educazione dell'infanzia, con altri scritti pedagogici a cura di Giovanni Gentile. Torino [etc.] G. B. Paravia e c. [1916] 407 p. 12°. (On cover: Biblioteca di filosofia pedagogia. 136.)
32. **Sadolet, Jacopo, cardinal.** Sadolet on education. A translation of the De pueris recte instituendis, with notes and introduction by E. T. Campagnac . . . and K. Forbes . . . London, New York [etc.] Oxford university press, 1916. 141 p. 8°.

CHILD STUDY.

33. **Evenden, E. S.** Adolescence and school. Oregon teachers monthly, 21: 275-80, January 1917.
34. **Shields, Thomas Edward.** Balances in development. Catholic educational review, 13: 3-18, January 1917.
The writer says that "Most children in their physical and mental development depart more or less from balance . . . There is a growing consciousness of the need of doing whatever may be possible in the school to preserve the balance between physical and mental development."

EDUCATIONAL TESTS AND MEASUREMENTS.

35. **Alexander, Carter.** Standard tests as an aid in supervision. *American school board journal*, 54 : 17-18, 66-67, 69, January 1917.
An address delivered before the superintendents' section of the Missouri state teachers' association, St. Louis, November 17, 1916.
36. **Boston. Department of educational investigation and measurement.** Bulletin.
Arithmetic, the Curtis standard tests in Boston, 1912-1915. An appraisal. Boston, Printing department, 1916. 48 p. 8°. (Bulletin no. X) School document no. 13-1916.
Spelling, the teaching of spelling. Boston, Printing department, 1916. 21 p. 8°. (Bulletin no. XI) School document no. 17-1916.
Standards in silent reading, with suggestions on how teachers may test their pupils in silent reading. Boston, Printing department, 1916. 24 p. 8°. (Bulletin no. XII) School document no. 18-1916.
37. **Breed, Frederick S., and Frostic, F. W.** A scale for measuring the general merit of English composition in the sixth grade. *Elementary school journal*, 17 : 307-25, January 1917.
38. **Bridges, James W., and Coler, Lillian E.** The relation of intelligence to social status. *Psychological review*, 24 : 1-31, January 1917.
Gives the results of testing 301 school children of Columbus, Ohio, by the Yerkes-Bridges point scale, and compares their scores with those for Cambridge, Mass., school children of the same ages.
39. **McCall, W. A.** Correlation of some psychological and educational measurements, with special attention to the measurement of mental ability. *School and society*, 5 : 24-30, January 6, 1917.
The purpose of this study was "to discover the intercorrelations of some recently developed educational and vocational tests and certain traditional psycho-physical tests, when these were given to sixth-grade public-school pupils; and further, to consider some of the problems affected by such intercorrelations."
40. **McNally, Philip Thomas.** Correlation of degree of maturity with standings in certain mental tests and school grades. Iowa City, Iowa, July 1916. 18, 15-38 p. 4°.
A thesis prepared under direction of Dr. Irving King and submitted in partial fulfillment of the requirements for the degree of Master of arts in the College of education in the State university of Iowa.
41. **Morrison, J. Cayce.** The supervisor's use of standard tests of efficiency. *Elementary school journal*, 17 : 335-54, January 1917.
Describes eight months' practice in a school of fourteen teachers and four hundred pupils where standard tests are being applied to actual supervising practice.
42. **Pintner, Rudolf and Paterson, Donald G.** A discussion of the index of form-board ability. *Psychological clinic*, 10 : 192-98, December 15, 1916.
43. **Porteus, S. D.** Mental tests with delinquents and Australian aboriginal children. *Psychological review*, 24 : 32-42, January 1917.
Results of tests based on the maze plan. The subjects required to find a way through the maze in a given number of trials under certain conditions.
44. **Stockard, L. V. and Bell, J. Carleton.** A preliminary study of the measurement of abilities in geometry. *Journal of educational psychology*, 7 : 567-80, December 1916.
45. **Thorndike, Edward L.** The measurement of achievement in reading: word knowledge. *Teachers college record*, 17 : 430-54, November 1916.
An extension and improvement of the Thorndike reading scale A, which appeared in the Teachers college record for September 1914.
46. **Yerkes, Robert M. and Wood, Louise.** Methods of expressing results of measurements of intelligence: coefficient of intelligence. *Journal of educational psychology*, 7 : 593-606, December 1916.

SPECIAL METHODS OF INSTRUCTION.

47. **Wall, A. Dorothy.** Children's movies of the present and future. Social service review, 4 : 18-19, December 1916.
48. **Whipple, Leon.** Teaching by newspapers. Virginia high school bulletin, 2 : 32-37, November 1916.

SPECIAL SUBJECTS OF CURRICULUM.

49. **Allen, J. Edward.** Oral English practically applied in high schools. High school quarterly, 5 : 94-104, January 1917.
This paper was read before the North Carolina teachers' assembly on November 30, 1916.
50. **Besson, Paul.** À propos de l'allemand et de quelques autres langues étrangères. Un autre son de cloche. Revue de l'enseignement des langues vivantes, 33 : 434-41, December 1916.
A defense of the teaching of the German language in French schools.
51. **Bonnario, V.** Le sujet libre de composition française. Revue pédagogique, 68 : 35-43, July 1916.
Shows the advantages of allowing pupils to choose subjects for compositions. Gives some examples suggested by the war.
52. **Carpenter, Harry A.** General science in the junior high school at Rochester. General science quarterly, 1 : 46-53, November 1916.
The organization and aims of a general science course in the junior high school.
53. **Gross, Evelyn F.** A real help in object drawing. School-arts magazine, 16 : 181-88, January 1917.
The value of the Cross class in teaching model drawing in the public schools of Stoneham, Mass.
54. **Dewey, John.** Method in science teaching. General science quarterly, 1 : 3-9, November 1916.
Address before the Science section of the National education association, in New York, July 1916.
55. **Erb, J. Lawrence.** Music in the American university. Musical quarterly, 3 : 28-33, January 1917.
Writer argues that every phase of musical activity should receive its due representation in the curriculum of the university or should be under the care of some member of its musical faculty.
56. **Gaston, George H.** Geography and the history teacher. School and home education, 36 : 138-42, January 1917.
Read at the High school conference at Urbana, Ill., November 24, 1916.
A brief outline of the evolution of the map and a few suggestions as to the importance of geography in the study of the general field of history and also in the more detailed history of the United States.
57. **Gray, Mason D.** The socialization of the classics. Classical weekly, 10 : 73-78, December 18, 1916.
Read at the 1915 meeting of the Classical association of the Atlantic States.
The application of the socializing principle to the teaching of Latin.
58. **Hervey, William Addison.** Oral practice—its purpose, means and difficulties. Modern language journal, 1 : 79-91, December 1916.
A paper read before the Modern language conference at the meeting of the National education association, held at New York, July, 1916.
Oral practice in modern language teaching.
59. **Huntington, E. D.** Elementary science or general science? School science and mathematics, 17 : 47-52, January 1917.
60. **McConnell, J. Moore.** The great war and the teaching of European history. Virginia high school bulletin, 2 : 25-31, November 1916.
Speaks first, of the opportunity for the study of geography; second, an examination of the causes of the great war, and third, the improved international relations.

61. **McManis, John T.** History of reading in the elementary schools of the nineteenth century. *Educational bi-monthly*, 11 : 31-43, October 1916.
"The first instalment of a somewhat exhaustive account of the teaching of reading in the elementary schools . . . The writer has collected numerous original documents and quotes many illustrative excerpts from them."
62. **Miller, G. A.** Modern developments in elementary and secondary mathematics. *School science and mathematics*, 17 : 32-42, January 1917.
Read before the Kansas association of teachers of mathematics, November 10, 1916, and before the Central association of science and mathematics teachers, December 2, 1916.
63. **Noble, A. B.** The preparation of college teachers of English. *English journal*, 5 : 665-70, December 1916.
Read before the College section of the National council of teachers of English.
64. **Persons, Charles E.** Teaching the introductory course in economics. *Quarterly journal of economics*, 31 : 86-107, November 1916.
65. Recent criticisms of mathematics teaching, and their results. *Mathematics teacher*, 9 : 94-102, December 1916.
Report from different parts of the Middle States and Maryland.
66. Report of the Committee on geometry. *School and society*, 5 : 53-59, January 13, 1917.
Read before the Central association of science and mathematics teachers, Chicago, December 1, 1916.
E. R. Breslich, chairman.
Gives an outline of a course in geometry, beginning in the elementary school and continuing in the high school.
67. A result of Boston's attempt to ascertain results of geography teaching. *Journal of geography*, 15 : 141-49, January 1917.
Abridged from School document no. 14, 1915, Boston public schools. The investigation here reported was conducted under the supervision of Prof. L. O. Packard.
68. **Rogers, Agnes L.** The established results of the new psychology as it bears upon the teaching of mathematics. *Mathematics teacher*, 9 : 85-93, December 1916.
Bibliography: p. 92-93.
69. **Shackford, Martha Hale.** Shall we study "The Pilgrim's progress"? *English journal*, 5 : 647-58, December 1916.
Claims that "Bunyan is a wholesome tonic and irritant for that class of youths actually existing to-day, boys of seventeen who, clad in silk stockings and fine raiment, sit on a shady porch and re-read Mrs. Barclay's debilitating tales."
70. The social studies in secondary education. *History teacher's magazine*, 8 : 3-25, January 1917.
The Report of the Committee on social studies of the Commission on the reorganization of secondary education of the National education association, published in full as Bulletin, 1916, no. 28 of the Bureau of Education.
All of the report is here printed except the Preface and Part IV, which deals with standards by which to test methods, with the preparation of teachers, and with the availability of textbooks and other materials.
71. **South Dakota. University.** The educational value of Latin and Greek, by members of the faculty of the University of South Dakota. Vermillion, S. D., The University, 1916. 28 p. 8°. (University of South Dakota bulletin, ser. 16, no. 9, November 1916.)
Contains: 1. C. P. Lommen: The education leading to the greatest usefulness and efficiency, p. 7-9. 2. J. E. Payne: Greek and the study of law, p. 10-11. 3. L. E. Akeley: The classics and vocation, p. 12-14. 4. O. C. Kellogg: The value of Greek and Latin in the study of English, p. 15-16. 5. Carl Christophelsmeier: The classics and the citizen, p. 17-20. 6. E. W. Grabill: The classics as of immediate utility, p. 21-22. 7. Freeman Ward: The classics and the scientist, p. 23. 8. J. M. Brown: Engineering and the classics, p. 24-26.

72. Taylor, Wilbur L. Science and the age of things. Educational review, 53 : 72-86, January 1917.
A plea for better science teaching. Says that with good scientific work done in the grades the problem of vocational training will be greatly simplified.
73. Vivian, Roxana H. Mathematics: a great inheritance. Educational review, 53 : 30-43, January 1917.
Writer declares there is "a lasting pleasure in discovering universal qualities, in sharing the mental progress of the ages, in tracing the beginnings and verifying the applications of the great principles of mathematics."
Lecture to entering students at Wellesley college, September 1915.

KINDERGARTEN AND PRIMARY SCHOOL.

74. International kindergarten union. Proceedings of the twenty-third annual meeting, Cleveland, Ohio, May 1-5, 1916. 158 p. 8° (May Murray, secretary, Springfield, Mass.)
75. Woodward, Elizabeth A. Training schools of to-morrow. Kindergarten and first grade, 2 : 30-33, January 1917.
Paper presented at the Cleveland meeting of the International kindergarten union.
Future courses of study in kindergarten training schools.

RURAL EDUCATION.

76. Anderson, C. J. Observation and practice in courses for training rural teachers. School review, 25 : 16-25, January 1917.
Describes conditions in Wisconsin.
77. Challman, S. A. Standard rural schoolhouses. Kentucky high school quarterly, 3 : 3-13, January 1917.
Gives four standard plans for rural schools which have been used in the construction of new schools in Minnesota.
78. Cutler, H. M. Rural school practice. Better schools, 2 : 207-10, December 1916.
Gives a few suggestions on how a teacher in a one-teacher school may instruct to the best advantage the group of children of unequal ability and varied attainments which come to her in the average rural community.
79. Madden, Irwin A., and Turner, Edwin A. A rural arithmetic; a textbook for grammar grades and secondary schools. Boston, New York [etc.] Houghton Mifflin company [1916]. xv, 258 p. 12°
Suggestions to teachers: p. vii-ix.

SECONDARY EDUCATION.

80. Briggs, Thomas H. Possibilities of the junior high school. Education, 37 : 279-89, January 1917.
Dwells on the possibilities of social administration of the junior high school. Says that as the teaching is now departmentalized, either wholly or in part, it is imperative that some one teacher be delegated to have personal oversight of each pupil.
81. Clement, J. A. Student population and related problems in high schools. Illinois teacher, 5 : 84-88, January 1917.
To be continued.
School enrollment by years or classes, and by ages in Illinois high schools.
82. Coffman, Lotus D. How to make progress safely in secondary education. School education, 36 : 3-5, January 1917.
Suggests great experimental stations and agencies in which investigation and experiments can be carried on in connection with the training of high school teachers.

83. **Johnston, Charles Hughes, ed.** The modern high school; its administration and extension, with examples and interpretations, of significant movements. [2d rev. ed.] New York [etc.] Charles Scribner's sons [1916] xx, 848 p. 12°. In this edition, Chap. 3, The legal and financial status of the high school, has been entirely rewritten and brought up to date by E. P. Cubberley and J. J. Dilfoot.
84. **Ligon, M. E.** The junior high-school movement. Kentucky high school quarterly, 3 : 24-27, January 1917.
A brief sketch of the development of the junior high school.
85. Our public schools. Country life (London) 40 : 664-67, December 2, 1916.
Illustrated article on Radley Hall, in Berkshire, England, founded during the reign of George II. One of the old secondary schools.
86. **Roberts, Alexander C.** The problem of failures and drop-outs in high school work. American school, 2 : 328-32, November 1916.
The results of a survey undertaken for the purpose of determining the numbers and percentage of students passing, failing, dropping out, etc. Gives a brief analysis of the causes of students' dropping out.
87. **Smith, Frank Webster.** The high school; a study of origins and tendencies. New York, Sturgis & Walton company, 1916 xviii, 458 p. 8°. Introduction by J. C. Hanna, supervisor of high schools, state of Illinois.
Studies the evolution of the high school from primitive and classic times to the twentieth century.
88. **Snedder, David.** The high school of to-morrow. School review, 25 : 1-15, January 1917.
Emphasizes the fact that schoolmen should devote their best efforts "to the organization of a course - very flexible and very alluring - in general science for youths from 12 to 15 years of age." Presents a list of possible secondary school subjects for a "modern" high school.

TEACHERS: TRAINING AND PROFESSIONAL STATUS.

89. **Aaron, Marcus.** A state system of retirement funds for teachers. From the viewpoint of a business man and a school director. Pittsburgh school bulletin, 10 : 387-93, January 1917.
Address delivered before the Pennsylvania state educational association in Harrisburg, December 29, 1916.
90. **Bradford, Mary D.** How the superintendent judges the value of a teacher. American school board journal, 54 : 19-20, 68-70, January 1917.
Address before the Wisconsin teachers' association, November 25, 1916.
91. **Hall-Quest, Alfred L.** Pupils' analysis of the teacher's personality. Virginia journal of education, 10 : 154-57, December 1, 1916.
92. **Illinois. University.** The selection and employment of high-school teachers. Issued from the office of High school visitor. Urbana, Pub. by the University of Illinois, 1916. 12 p. 8°. (University of Illinois bulletin, vol. 13, no. 41, June 12, 1916)
General character of high-school work as affecting the selection of teachers, qualifications demanded of high-school teacher, methods of selection and nomination of high-school teachers, and the problem of salaries.
93. **Kock, Henry E.** Recognition of standard colleges and normal schools in the certification of teachers. American school board journal, 54 : 27-28, 70, January 1917.
Results of a survey made during the past year to determine to what extent examinations are becoming obsolete and are being replaced by records of training and experience.
94. **Monroe, Edwin S.** Salaries and pensions. Oklahoma journal of education, 6 : 2-4, December 30, 1916; 4-6, January 6, 1917.
Address delivered at the recent meeting of the Oklahoma educational association.

95. **Muerman, J. C.** The teachers' cottage. Reclamation record, 8 : 4-6, January 1917.
96. **Pitman, J. Asbury.** A differentiated course of study for normal schools. Better schools, 2 : 216-22, December 1916.
The training of teachers for junior high schools.

HIGHER EDUCATION.

97. **Allen, Charles Sumner.** The over-social function of the state university. Mid-west quarterly, 4 : 16-33, October 1916.
98. **Corwin, Robert N.** Comprehensive examinations of the College entrance examination board. Education, 37 : 302-11, January 1917.
Writer declares that the comprehensive examination can not be without great influence upon the quality of teaching if adopted by the great secondary schools.
The new plan requires: "(1) An official school record covering the four years of preparatory study; (2) a comprehensive or general examination in a few subjects; and (3) the admission of the candidate without condition or not at all."
99. **Crossley, M. L.** Factors contributing to poor work in college. School and society, 4 : 952-55, December 23, 1916.
Discusses the following factors contributing to poor scholarship: Inheritance, secondary education, college life, physical condition of men, and curriculum.
100. **Dealandres, Maurice.** Une mission des universités françaises auprès des universités anglaises (25 mai-10 juin 1916). Revue internationale de l'enseignement, 36 : 414-30, November-December 1916.
A description of the English universities in war time as seen by a delegation of French professors, sent in response to an invitation from the British government.
101. **Doney, Carl C.** Some educational values. Christian student, 17 : 125-32, November 1916.
Inaugural address of the president of Willamette university, Salem, Oreg.
102. **Emch, Arnold.** Higher education in Switzerland. Hindustanee student, 3 : 6-10, December 1916.
General condition; examples of a complete curriculum; other institutions of higher learning; examinations, degrees, and fees. living expenses, lodging, and board; social conditions, student activities.
103. **Fisher, Herbert A. L.** The universities and civic patriotism. Outlook, 115 : 108-13, January 17, 1917.
Conditions in England described by the minister of education in the new British cabinet. Predicts the reforms that will take place in higher education.
104. **Holliday, Carl.** The use of the general in education. School and society, 4 : 976-80, December 30, 1916.
The writer says: "It is the object of the undergraduate college of liberal arts and sciences, not to produce expert specialists, but to raise the general average of public intelligence. The general course in any and all subjects is the only effective agency toward this end."
105. **Ladd, A. J.** Teaching in college and university. American schoolmaster, 9 : 446-56, December 1916.
Adapted from an address given as exchange lecturer at the University of Manitoba, Winnipeg, March 1916.
The writer, in conclusion, admits that much of the teaching in colleges and universities is very poor. It satisfies the external demands, and that is about all. It is not of a character to kindle enthusiasm nor to develop high ideals of scholarship.
106. **Parker, Alonzo Ketcham.** The first year: October 1, 1892, to October 1, 1893. University record, 2 : 212-31, October 1916.
To be continued.
An account of the plan of organization of the University of Chicago and a description of the first year at the university.

107. **Ralph, Georgia Gertrude.** Record aids in college management; helpful record forms in use by colleges, comp. and ed. by Georgia G. Ralph [and] William H. Allen, with aid from 52 colleges. New York city, Institute for public service, 1916. 128 p. illus. (map, forms) 8°.
108. **Roosevelt, Theodore.** Productive scientific scholarship. *Science*, n. s., 45 : 7-12, January 5, 1917.
An address delivered at the opening of the New York state museum, in the State education building, Albany, N. Y., on December 29, 1916.
109. **Wilson, Samuel Tyndale.** A century of Maryville college, 1819-1919. A story of altruism. Maryville, Tenn., The directors of Maryville college, 1916. xvi, 265 p. illus. 12°.
110. **Wiltbye, John.** The day of the standardizer. *America*, 16 : 311-13, January 6, 1917.
Criticizes the standardizer who claims that no institution can do standard work unless it has an endowment of at least two hundred thousand dollars, and one hundred students. Tells of a little college of the Middle West which has developed thousands of students into men of unusual distinction.

SCHOOL ADMINISTRATION.

111. **Boston. Finance commission.** Report of a study of certain phases of the public school system of Boston, Mass. Made under the auspices of the Boston finance commission. City of Boston, Printing department, 1916. 219 p. 8°.
(Document 87-1916)
112. ———. Report on the Boston school department; with especial emphasis on the need for a reorganization of its central administrative system. City of Boston, Printing department, 1916. 66 p. 8°.
113. **Bruce, William C.** Some aspects of the business administration of school systems. *American school board journal*, 53 : 27, 62, December 1916.
Paper read before the School board section of the Minnesota educational association, St. Paul, November 2, 1916.
114. **Confessions of a school trustee.** *Educational review*, 53 : 1-10, January 1917.
Discusses the subject of maintenance and repairs of school buildings.
115. **Cox, Philip W. L.** The re-adjustment of Solvay schools. *Educational administration and supervision*, 2 : 605-24, December 1916.
The author was formerly superintendent of schools, Solvay, New York.
116. **Dietel, William.** Causes and results of the uneven distribution, according to sex, of pupils and teachers in the schools. *American school board journal*, 53 : 25-26, December 1916.
117. **Koos, Leonard V.** The fruits of school surveys. *School and society*, 5 : 35-41, January 13, 1917.
Also in *Northwest journal of education*, 28 : 218-23, January, 1917.
Gives the opinions of school superintendents of cities in which surveys have been made in regard to the benefits that have been derived from the surveys.
118. **Krebs, Henry C.** A study in school supervision. *American school board journal*, 53 : 17-19, 70, December 1916.
Discusses the following phases of the subject: How supervision helps, creating enthusiasm, spying vs. real supervision, a helpful supervisor, the teacher's freedom, the note taker, characteristics of the good supervisor, the need of tact, etc.
119. **Mendenhall, Raymond E.** A study of school surveys. *Midland schools*, 31 : 149-62, January 1917.
Continued in February issue.
CONTENTS.—1. The social survey.—2. Statistics and measurements.—3. Foreign surveys.—4. American surveys.—5. Variation of the survey.—6. General discussion of the survey movement.
The study aims to present such a view of school surveying as to enable one unacquainted with the subject to get a fair understanding of its derivation, nature, and methods.

120. **Shapleigh, Frederick E.** The compensation of school janitors. *American school board journal*, 53 : 23-24, December 1916.
A study of school janitorial systems of nine large cities was recently made by the Public education association of Buffalo. The facts brought out by this study dealing with the method of compensation of janitors and their helpers are here given.
121. **Sutton, W. S.** The school board as a factor in educational efficiency. *Texas school journal*, 34 : 14-16, January 1917.
In summarizing the writer says (1) The school board is responsible for the financial side of school administration, (2) The school board is to be charged with the kind of supervision which is established and maintained, (3) Interference with the superintendent in the exercise of his professional duties is irrational and disastrous, and (4) The separation of the management of school affairs from the realm of politics is a prime necessity.

SCHOOL MANAGEMENT.

122. **Bartlow, J. D.** Supervised vs. home study. *Louisiana school work*, 5 : 133-35, December 1916.
123. **Breed, Frederick S. and McCarthy, Grace D.** Size of class and efficiency of teaching. *School and society*, 4 : 965-71, December 23, 1916.
Gives the results of an experiment conducted under the auspices of the Southeastern Michigan superintendents' round table.
124. **Clerk, Frederick E.** The Arlington plan of grouping pupils according to ability in the Arlington high school, Arlington, Mass. *School review*, 25 : 26-47, January 1917.
The plan is designed "to provide a method for grouping together pupils of about the same ability, as determined by the teachers' observations and the pupils' grades."
125. **Dietrich, John.** The problem of those who leave school before completing the work offered. *Inter-mountain educator*, 12 : 22-27, December 1916.
President's address before the Montana state teachers' association.
126. **Griffith, Elbert W.** What length of day is desirable in the grades and high school. *American education*, 20 : 274-77, January 1917.
An inquiry of September 1916 shows that of the large proportion of the superintendents of New York state reporting, 80 per cent favor a day of from 5½ to 7 hours in length.
127. **Johnson, Franklin W.** Varying credit based on quality of work. *Educational review*, 53 : 44-54, January 1917.
Credit for quality method of assigning credit consists in the employment of a varying scale of credit to be assigned on the basis of grades secured, involving a penalty for the lower passing grades and a corresponding excess for the higher grades.
128. **Knell, Louis J.** Efficiency promotion from a financial standpoint. *American education*, 20 : 268-73, January 1917.
Deals with the chief causes of retardation and non-promotion in the schools. Tells of conditions particularly in Buffalo, N. Y. Considers irregular attendance as the chief and most widespread cause of retardation.
129. A study in length of school day, school lunches, and physical training. *High school quarterly*, 5 : 119-25, January 1917.
To be continued in the April issue.
Reports of conditions in the high schools of several Southern states.
130. **Zimmers, P. J.** Teaching boys and girls how to study; being a brief treatment of the subject of the training of pupils in right habits of study through proper conduct of the class period. Madison, Wis., The Parker educational co. [1917], 32 p. 12°.
Introduction by C. P. Cary.

SCHOOL HYGIENE AND SANITATION.

131. **American school hygiene association.** Proceedings of the eighth congress . . . Vol. 5. San Francisco, June 25-26, 1915. Pub. by the American school hygiene association, 1916. 162 p. 8°. (William A. Howe, secretary, State education building, Albany, N. Y.)
- Contains: 1. S. G. Dixon: Some results of the health inspection of four hundred thousand rural school children in Pennsylvania, p. 17-25. 2. W. H. Burnham: A health examination at school entrance, p. 31-36. 3. E. B. Hoag: The teacher's relation in the school health problem, p. 36-42. 4. W. S. Cornell: A system of sanitary school inspection with graded standards and exact rating of school buildings, p. 44-49. 5. J. N. Force: The teacher's part in the control of communicable diseases of school children, p. 49-53. 6. A. W. Moore: A review of the health and development department of the Los Angeles schools, p. 54-60. 7. Margaret E. Shallenberger: Hygienic needs of California rural schools, p. 61-66. 8. Elizabeth W. Allison: Normal schools as instruments of public health, p. 66-69. 9. G. H. Kress: The conservation of vision, p. 71-77. 10. G. S. Millberry: The education of the child in oral hygiene, p. 77-83. 11. T. A. Storey: Required individual instruction in hygiene in the college of the city of New York, p. 89-93. 12. H. R. Stols: The value of competitive games in the physical training of university students, p. 93-97. 13. F. L. Hoffman: The physical care of school children, p. 100-8. 14. S. A. Challman: A state program of schoolhouse hygiene, p. 110-13. 15. C. S. Kaiser: Some lines of progress in school architecture, p. 113-20. 16. J. B. Todd: Cloth window open-air schools, p. 120-24. 17. S. C. Kingsley: Some lessons from the open-air schools, p. 125-30. 18. W. F. Snow: Schools and the social hygiene movement, p. 133-40. 19. L. W. Ely: The education of the cripple, p. 140-42. 20. L. K. Franhal and L. B. Doubilin: Heights and weights of New York city children 14 to 16 years of age, p. 150-57. 21. H. H. Goddard: The hygienic value of grading a school according to the intelligence of pupils, p. 157-62.
132. **Abbott, Annette:** Hygiene of the child of entering-school age. *Nebraska teacher*, 19 : 210-12, January 1917.
133. **Sanderson, Laura B.** The school nurse. *School news and practical educator*, 30 : 234-36, January 1917.
- Health problems in the rural school and how they may be met by a school nurse. Gives some of the duties of a school nurse.
134. **Schapiro, Joseph.** Some aspects of school health supervision. *Educational administration and supervision*, 2 : 625-39, December 1916.
- Discusses the present extent of school medical inspection in the United States, diseases and defects incident to school-life, training of teachers, parental objection, examination of children before school age, etc.
135. **Thorndike, Edward Lee; McCall, W. A., and Chapman, James Crosby.** Ventilation in relation to mental work. New York city, Teachers college, Columbia university, 1916. 83 p. diags. 8°. (Teachers college, Columbia university. Contributions to education no. 78)
136. **Wile, Ira S.** The cost of educating the underfed. *School and society*, 4 : 973-76, December 30, 1916.
- Read before the second International conference of the Woman's educational and industrial union, Boston, May 5, 1916.
- The writer says: "The cost of feeding children undernourished is minimum compared with the educational loss that results from attempting to teach underfed minds, together with a high cost incident to the establishment of special classes for anemics, pre-tuberculous, truant, and malnourished defectives."

PHYSICAL TRAINING.

137. **Ehler, George W.** The school gymnasium. *American school board journal*, 54 : 21-22, 60, January 1917.
- This article is the first of a series of four to be published during the year.

PLAY AND PLAYGROUNDS.

138. **Bellamy, George A.** Municipal recreation—a review of recent literature. *National municipal review*, 6 : 49-56, January 1917.
Reviews among other things "Education through recreation"—a section of Cleveland's school survey.
139. **Berg, H. O.** The public schools as municipal neighborhood recreation centers. *American city*, 16 : 35-43, January 1917.
Paper read at the recreation congress of the Playground and recreation association of America, Grand Rapids, Mich., 1916. Describes conditions in Milwaukee, Wis. Illustrated.
140. **Lathrop, Julia C.** Taking play seriously. *Playground*, 10 : 356-63, January 1917.
Address given at the Recreation congress, Grand Rapids, Michigan, October 26, 1916.
141. **Palmer, Luella A.** Play life in the first eight years; ed. by S. T. Stewart. Boston, New York [etc.] Ginn and company [1916] x, 281 p. illus. 12°.
142. **Wuist, Elizabeth, and Hirsch, Lora.** The relation of city parks to the public schools. *American school*, 2 : 332-34, November 1916.
Tells what has been done in some cities toward utilizing the public parks for school purposes, and suggests that city parks should be used more extensively by the schools for nature-study.
143. **Wyche, Richard T.** If you want to be happy play every day. *Mother's magazine*, 12 : 24, 74, January 1917.
Teach your children to play the right sorts of games and you never will have to rescue them from dissipation and idleness, which after all are little more than the inferior spirit of relaxation gone wrong. Our asylums are filled with men and women who have forgotten how to play.

SOCIAL ASPECTS OF EDUCATION.

144. Coeducation and marriage. *Journal of heredity*, 8 : 43-45, January 1917.
Women graduates of western colleges and universities show widely varying marriage rates, but in all cases studied are higher than those of eastern separate colleges—nature of the problem different in each institution.
145. **Tapie, G.** L'école et la vie économique. *Revue pédagogique*, 68 : 55-65, July 1916.
The author states that the economic life of a country is affected by the death and birth rates, emigration, and industrial and agricultural production. He shows how the schools can help to improve conditions along these lines.

CHILD WELFARE.

146. **Claxton, Philander P.** The real share of the home in the education of children. *Mother's magazine*, 12 : 7-8, January 1917.
Out of the 180,000 hours between birth and the age of legal maturity, the child spends an average of only 7,000 hours in school. The rest are passed in the home or in home environment. "However efficient our schools may be, our children never can be fully and rightly educated until the homes do their part intelligently and faithfully."
147. ———. Suggestions for cooperation with federal government for child welfare. *Child-welfare magazine*, 11 : 139-40, January 1917.
Letter to Mrs. Schoff, chairman Child-welfare committee, National council of women.
148. **Fee, Ira B.** Mutual obligations of home and school. *Public schools*, 3 : 116-19, January 1917.
The obligations of the home in making children physically capable of performing their work in a satisfactory manner in school. Poor work in school is often the result of insufficient nourishing food, inadequate clothing, uncleanness, and lack of sufficient sleep.
149. **Missouri children's code commission.** A complete revision of the laws for the welfare of Missouri children. Prepared by the Missouri children's code commission, appointed by the governor to revise and codify the laws relating to children, for submission to the 49th General assembly. December 1916. 160 p. 8°.

150. **Taylor, Florence I.** The child labor movement of to-day. *School and society*, 5 : 10-14, January 6, 1917.

MORAL EDUCATION.

151. **National committee for promoting character building.** Report of a Conference on character building, Monte Ne, Arkansas, July 24-29, 1916. Monte Ne, Ark., The National committee promoting character building [1917?] 141 p. 12°.

RELIGIOUS EDUCATION.

152. **Athearn, Walter S.** The correlation of church schools and public schools. Malden, Mass., Malden school of religious education [1917] 59 p. 12°. (Malden leaflets, no. 2)
153. **Burns, James A.** Some college problems. *Catholic world*, 104 : 433-46, January 1917.
Describes various phases of life in the Catholic boarding college to-day—discipline, teaching, religion.
154. **Tao, Wen Tsing.** Moral and religious instruction in China. Liu mei teing nien (*Journal of the Chinese students' Christian association in North America, New York*) 3 : 23-32, 66-73, November 1916, January 1917.

MANUAL AND VOCATIONAL TRAINING.

155. **Arnold, George J.** The Opportunity school—Denver's new idea in education and science. *Public schools*, 3 : 107-109, January 1917.
A brief description of the Opportunity school of Denver and an account of its courses.
156. **Bennett, Charles A.** Three typical methods of teaching the manual arts. *Manual training magazine*, 18 : 180-83, January 1917.
Paper read at the High school conference, University of Illinois, November 24, 1916. The imitative method, the discovery method, and the inventive method.
157. **Bowman, Clyde A.** Industrial education for the smaller community. *Manual training magazine*, 18 : 177-80, January 1917.
158. **Haney, James Parton.** The cash value of an art education. *South Dakota educator*, 30 : 23-25, January 1917.
An article by the director of art in the New York city high schools, published in the Prang pamphlet, "The cash value of an art education."
159. **Lewis, E. E.** Kinds of vocational education. *Midland schools*, 31 : 140-43, January 1917.
This is the second of a series of five articles on vocational education. The present article deals with the forms which vocational education assumes in the United States, such as professional, commercial, agricultural, industrial, home-making, military and nautical education.
160. **Lutz, R. R.** Wage earning and education. Cleveland, Ohio, The Survey committee of the Cleveland foundation, 1916. 208 p. 12°.
This summary volume is one of the 25 sections of the report of the education survey of Cleveland conducted by the Survey committee of the Cleveland foundation in 1915 and 1916.
161. **Perry, L. Day, and Scully, Marguerite M.** Pottery: a first course in manual training. *Industrial-arts magazine*, 6 : 5-10, January 1917. illus.
Gives the problems in the course in pottery in the sixth grade of the schools of Joliet, Ill., and concludes with a list of the equipment necessary.
162. **Shields, Thomas Edward.** Education for economic efficiency. *Catholic educational review*, 13 : 37-49, January 1917.

AGRICULTURAL EDUCATION.

163. **Heald, F. E.** Lessons on poultry for rural schools. Washington, Government printing office, 1916. 34 p. illus. 8°. (U. S. Department of agriculture. Bulletin no. 464)

HOME ECONOMICS.

164. **Bec, M.** L'enseignement ménager à l'école primaire. Revue pédagogique, 68 : 44-54, July 1916.
165. **Bevier, Isabel.** The development of home economics. Journal of home economics, 9 : 1-7, January 1917.
The progress of home economics in the United States since 1911.
166. **Francke, Marie.** Opportunities for women in domestic science. Philadelphia, Association of collegiate alumnae, 1916. 64 p. 8°.

PROFESSIONAL EDUCATION.

167. **National association of dental faculties.** Proceedings of the thirty-third annual meeting held at Louisville, Ky., July 22 and 24, 1916. 84 p. 8°. (C. C. Allen, secretary, Kansas City dental college, Kansas City, Mo.)
168. **Akeley, L. E.** A proposed reorganization of engineering instruction in the freshman and sophomore years. Bulletin of the Society for the promotion of engineering education, 7 : 197-210, December 1916.
169. **Banahaf, Henry L.** Dental education. Journal of the Dental association, 4 : 36-43, January 1917.
Says that the current three-year course is inadequate to teach modern dentistry. States objections.
170. **Briggs, Charles Augustus.** History of the study of theology; prepared for publication by his daughter, Emilie Grace Briggs. London, Duckworth & co. [1916] 2 v. 12°.
171. **Mann, C. B.** A study of engineering education. Educational review, 53 : 11-29, January 1917.
Reprinted from the Bulletin of the Society for the promotion of engineering education, 7 : 125-44, November 1916. Report of the committee on engineering education. Results of a questionnaire sent to members of the national engineering societies. The work of the schools described.

CIVIC EDUCATION.

172. **Broadwater, C. L.** How may teachers teach patriotism in the schools? West Virginia school journal and educator, 45 : 320-21, January 1917.

MILITARY TRAINING.

173. **Duncan, M. H.** America the world's peacemaker and the teacher's part in the task. Texas school journal, 34 : 12-13, 25-26, January 1917.
Opposed to military training in the public schools. Says that it is the teacher's task to change ideals of militarism into ideals of peace and good will.
174. **Pepper, Chester L.** Military-physical training for the secondary schools. Journal of education, 85 : 31-34, 46, January 11, 1917.
In discussing the subject the writer says: "The following list of subjects can all be taught in an effective way through the medium of troop competition: Physical drill and the building up of the body; personal hygiene; sanitation in camp, city, or home; first aid and life saving; study of accurate military history; woodcraft; knot-tying; wall scaling; infantry drill; troop leadership; rifle shooting.
175. **Small, Willard S.** Military training in the high school—why and how. Better schools, 2 : 212-14, December 1916.

176. **Steever, Edgar Z.** H. S. V. U. S. Jimmy, Junior. *Everybody's magazine*, 36 : 114-18, January 1917.
Describes the system of volunteer military training in the high schools of Wyoming.

EDUCATION OF WOMEN.

177. **Andujano, Graciela.** The education of women in South America. *Journal of the Association of collegiate alumnae*, 10 : 233-43, December 1916.

NEGRO EDUCATION.

178. **Scott, Emmett J., and Stowe, Lyman Beecher.** *Booker T. Washington; builder of a civilization.* Garden City, N. Y., Doubleday, Page & company, 1916. 331 p. illus. 8°

EDUCATION OF DEAF.

179. **Trask, Alice N.** The importance of practise in lip-reading. *Volta review*, 19 : 27-34, January 1917.
180. **Wright, John D.** A fair chance for every deaf child. *Volta review*, 19 : 3-9, January 1917.
Discusses the recent adoption by the board of directors of the American association to promote the teaching of speech to the deaf of the writer's resolution in favor of the establishment of a segregated oral department in every school for the deaf.

EXCEPTIONAL CHILDREN.

181. **Browne, Blanche Van Leuven.** The education of crippled children. *Kindergarten-primary magazine*, 29 : 127, January 1917.
Tells of the Van Leuven Browne hospital school in Detroit, Mich.
182. **Johnstone, E. R.** Mental defectives as a home and school problem. *Training school bulletin*, 13 : 179-84, December 1916.
183. **MacCurdy, John T.** Psychiatric clinics in the schools. *American journal of public health*, 6 : 1265-71, December 1916.
Shows how such clinics may offer reasonable hope of reducing insanity in the later life of the pupils.
184. **Rathmann, C. G.** The Mannheim system of school organization. *Educational review*, 53 : 55-60, January 1917.
Describes the unique system adopted in Mannheim, Grandduchy of Baden, in 1901. Classes for retarded pupils.
185. **Sullivan, Joe F.** A father's dilemma. *Van Leuven Browne national magazine*, 5 : 5-7, January 1917.
Tells of the perplexities of a father in trying to find educational advantages for his crippled child.

EDUCATION EXTENSION.

186. **Extending the university.** *New republic*, 9 : 259-60, January 6, 1917.
Discusses extension work in all its phases. Praises the work of the new People's university in Massachusetts, which has replaced the lecture course by the "study-group."
187. **Van Rensselaer, Mrs. Schuyler.** The art museum and the public. *North American review*, 205 : 81-92, January 1917.

LIBRARIES AND READING.

188. **Carter, Mrs. Edward S.** The high-school library and its possibilities. *Public libraries*, 22 : 43-45, January 1917.
189. [Library instruction in schools] *School education*, 36 : 8-9, January 1917.
CONTENTS.—Alma M. Penrose: Instruction to students in the use of the high school library.—A. D. Keator: Instruction to high school students in the use of the public library.—Alberta Ackerman: Instruction in the use of books and libraries to be given in teacher-training departments and in the country schools.

190. Nearing, Scott. The public library as an index of culture. *School and society*, 4 : 980-84, December 30, 1916.

A study based on the list of public and society libraries contained in the Educational directory for 1916-16 of the Bureau of education. The writer finds that public library facilities are provided more abundantly in New England than in any other part of the United States, and points out that this section also shows the greatest fecundity in community leaders. Dr. Nearing's method and conclusions in this study are criticized by W. H. Powers in *School and society*, January 13, 1917, p. 49.

191. Paul, H. G. Books for high-school English. *Illinois association of teachers of English bulletin*, 9 : 1-24, January 1, 1917.

192. Smith, William Hawley. By bread alone? *Industrial-arts magazine*, 6 : 1-4, January 1917.

The graduates of our manual training schools "have no resources of their own . . . for entertaining themselves when they are not at work." The writer suggests getting them interested in books.

BUREAU OF EDUCATION: RECENT PUBLICATIONS.

193. The cooperative system of education; an account of cooperative education as developed in the College of engineering, University of Cincinnati; by Clyde William Park. Washington, 1916. 48 p. plates. (Bulletin, 1916, no. 37)

194. Educational directory 1916-17. Washington, 1917. 198 p. (Bulletin, 1916, no. 43)

195. Educational survey of Wyoming; by A. C. Monahan and Katherine M. Cook. Washington, 1917. 120 p. plates. (Bulletin, 1916, no. 29)

196. Gardening in elementary city schools; by C. D. Jarvis. Washington, 1916. 74 p. plates. (Bulletin, 1916, no. 40)

197. Registration and student records for smaller colleges. Comp. by Benj. F. Andrews. Washington, 1916. 67 p. (Bulletin, 1916, no. 33)

198. Report of an inquiry into the administration and support of the Colorado school system, made under the direction of the United States Commissioner of education. Washington, 1917. 93 p. (Bulletin, 1917, no. 5)

199. Report of the Commissioner of education for the year ended June 30, 1916. Vol. 1. Washington, Government printing office, 1916. 692 p. 89.

CONTENTS.—Commissioner's introduction, p. xiii-xxvii. 1. W. C. Ryan, Jr.: General survey of education, p. 1-18. 2. V. R. Hood: Educational legislation, p. 19-38. 3. J. H. Van Sickle: Education in the large cities, p. 39-59. 4. W. S. Daffenbaugh: Education in the smaller cities, p. 61-76. 5. H. W. Foght, A. C. Monahan, and J. C. Muerman: Rural education, p. 77-95. 6. Florence C. Fox: Elementary education, p. 97-105. 7. T. H. Briggs: Secondary education, p. 107-18. 8. B. P. Capen: Higher education, p. 119-42. 9. W. T. Hawden: Vocational education, p. 143-75. 10. N. P. Colwell: Medical education, p. 177-95. 11. H. M. Bates: Legal education, p. 197-208. 12. C. R. Mann: Engineering education, p. 209-18. 13. F. V. Thompson: Commercial education, p. 219-36. 14. A. C. Monahan and C. H. Lane: Agricultural education, p. 237-58. 15. J. L. Randall: School and home gardening, p. 259-70. 16. Henrietta Calvin and Carrie A. Lyford: Home economics, p. 271-88. 17. Mrs. Frederic Schoff and Ellen C. Lombard: Education in the home, p. 299-302. 18. Almira M. Winchester and Louisa Schofield: Kindergarten education, p. 303-16. 19. W. S. Small: Educational hygiene, p. 317-37. 20. H. H. Wheaton: Education of immigrants, p. 339-51. 21. E. F. Buchner: Educational surveys, p. 353-71. 22. J. L. McBrien: Extension education, p. 373-83. 23. J. D. Wolcott: Library activities, p. 385-400. 24. P. M. Rea: Educational work of American museums, p. 401-11. 25. Educational work of the churches, p. 413-28. 26. G. B. Hodge: Educational work in the Young men's Christian association, p. 429-40. 27. Educational work of the boy scouts, girl scouts, and campfire girls, p. 441-49. 28. H. R. Evans: Educational boards, foundations, and associations, p. 451-85. 29. Education in the territories and dependencies, p. 487-511. 30. Anna T. Smith: Canada, p. 513-30. 31. Education in the Latin-American states, 531-60. 32. Educational activities in European countries, p. 551-95. 33. W. S. Jelen: Education in Russia, p. 597-618. 34. Education in Turkey, p. 617-25. 35. Modern education in British India and China, p. 627-40. 36. Education in Australia and New Zealand, p. 641-64. 37. Statistical summaries of education in foreign countries, p. 665-88.

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